



SANTA CLARA UNIVERSITY



Graduate Bulletin 2016-17

FIRE LANE - NO PARKING



Santa Clara University
School of Education and Counseling Psychology
Graduate Bulletin
2016–2017

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Academic Calendar 2016–2017

SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY

FALL QUARTER 2016

Jul 18–22	M–F	Fall registration appointment period for returning students
Jul 25	M	Open enrollment period begins
Jul 25	M	Fall Pre-session classes begin for MATTC (See below for Pre-session Drop Policy.)
Jul 29	F	Fall Pre-session classes end for MATTC
Aug 1	M	Fall Mini-term classes begin for MATTC (See below for Mini-term Drop Policy.)
Aug 21	Su	Tuition and fee payment due
Sep 2	F	Mini-term classes ends for MATTC
Sep 5	M	Labor Day; academic and administrative holiday*
Sep 12	M	Late registration; \$100 fee if no previous enrollment
Sep 12	M	Drop/Swap fee begins; \$50 per course
Sep 19	M	Classes begin
Sep 23	F	Last day to withdraw from classes with a 100% tuition refund
Sep 23	F	Last day to add classes
Sep 28	W	Mass of the Holy Spirit, 12 p.m. at the Mission Church Classes will not meet from 11:45 a.m.–1:15 p.m. Classes scheduled to begin at 1 p.m. will begin instead at 1:15 p.m. (Some classes may meet; consult instructor.)
Oct 2	Su	Last day to withdraw from classes with 50% tuition refund
Oct 7	F	Last day to submit incomplete work to faculty for spring/summer 2016
Oct 7	F	DEADLINE: Submission of Petition to Graduate form for fall 2016
Oct 9	Su	Last day to withdraw from classes with 25% tuition refund
Oct 10–14	M–F	Winter registration period for returning students
Oct 14	F	Last day for faculty to remove spring/summer 2016 incompletes or request extension
Oct 14	F	Last day to drop classes without a W grade
Nov 4	F	Last day to drop classes with a W grade
Nov 24–25	Th–F	Thanksgiving; academic and administrative holidays
Dec 2	F	Classes end
Dec 5–9	M–F	Fall final examinations
Dec 21	W	Tuition and fee payment due
Dec 23, 26	F–M	Christmas recess; administrative holidays
Dec 30, Jan 2	M–F	New Year's recess; administrative holidays

DROP POLICY FOR FALL PRE-SESSION

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

WINTER QUARTER 2017

Oct 10–14	M–F	Winter registration appointment period for returning students
Oct 17	M	Open enrollment period begins
Dec 21	W	Tuition and fee payment due
Jan 2	M	Late registration: \$100 fee if no previous enrollment
Jan 2	M	Drop/Swap fee begins; \$50 per course
Jan 9	M	Classes begin
Jan 13	F	Last day to withdraw from classes with 100% tuition refund
Jan 13	F	Last day to add classes
Jan 16	M	Martin Luther King Day; academic and administrative holiday*
Jan 20	F	Last day to withdraw from classes with 50% tuition refund
Jan 20	F	DEADLINE: Submission of Petition to Graduate form for winter 2017
Jan 27	F	Last day to submit incomplete work to faculty for fall 2016
Jan 29	Su	Last day to withdraw from classes with a 25% tuition refund
Feb 3	F	Last day to drop classes without a W grade
Feb 3	F	Last day for faculty to remove fall 2016 incomplete or request extension
Feb 6–10	M–F	Spring registration period for returning students
Feb 13	M	Open enrollment
Feb 20	M	Presidents' Day; academic and administrative holiday*
Feb 24	F	Last day to drop classes with a W grade
Mar 3	F	DEADLINE: Submission of Petition to Graduate form for spring 2017
Mar 17	F	Classes end
Mar 20–24	M–F	Winter final examinations

SPRING QUARTER 2017

Feb 6–10	M–F	Spring registration appointment period for returning students
Feb 13	M	Open enrollment period begins
Mar 3	F	DEADLINE: Submission of Petition to Graduate form for spring 2017
Mar 3	F	DEADLINE: Submission of Permission to Participate in Commencement form for summer 2017 graduates
Mar 21	Tu	Tuition and fee payment due
Mar 27	M	Late registration; \$100 fee if no previous enrollment
Mar 27	M	Drop/Swap fee begins; \$50 per course
Apr 3	M	Classes begin
Apr 7	F	Last day to withdraw from classes with 100% tuition refund
Apr 7	F	Last day to add classes
Apr 10–14	M–F	Summer registration period (current students)
Apr 14	F	Good Friday; academic and administrative holiday
Apr 16	Su	Last day to withdraw from classes with 50% tuition refund

Apr 21	F	Last day to submit incomplete work for winter 2017
Apr 23	Su	Last day to withdraw from classes with 25% tuition refund
Apr 28	F	Last day to drop classes without a W grade
May 19	F	Last day to drop classes with a W grade
May 21	Su	Tuition and fee payment due
May 29	M	Memorial Day; academic and administrative holiday*
Jun 9	F	Classes end
Jun 12–15	M–Th	Spring final examinations
Jun 16	F	Graduate receptions and commencement (M.A. and M.A.T.)

SUMMER SESSION I AND II 2017

Apr 10–14	M–F	Summer registration period for returning students
Apr 17	M	Open enrollment period begins
May 21	Su	Tuition and fee payment due
Jun 12	M	Late registration; \$100 fee if no previous enrollment
Jun 12	M	Drop/Swap fee begins; \$50 per course
Jun 12	M	Summer Pre-session classes begin for MATTC
Jun 16	F	Summer Pre-session classes end for MATTC
Jun 16	F	DEADLINE: Submission of Petition to Graduate form for summer 2017
Jun 19	M	Session I: Classes begin for EDUC and CPSY programs (Variable start dates; refer to academic schedules and program.)
Jun 23	F	Last day to drop classes without a W grade
Jul 4	Tu	Independence Day; academic and administrative holiday*
Jul 7	F	Last day to drop classes with a W grade
Jul 28	F	Session I: Classes end for EDUC and CPSY programs
Jul 31–Aug 4	M–F	Summer session I final examinations
Sep 1	F	Session II: Classes end for CPSY programs
Sep 4	M	Labor Day; administrative holiday*
Sept 4–8	M–F	Summer session II final examinations

***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.

IMPORTANT SUMMER DEADLINES

- Last day to add classes: End of second scheduled class meeting
- Last day to withdraw from classes with 100% tuition refund: End of second scheduled class meeting
- Last day to withdraw from classes with 50% tuition refund: End of third scheduled class meeting

FALL, WINTER, SPRING, SUMMER SESSIONS REFUND POLICIES

www.scu.edu/bursar/refunds/

Preface

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

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

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

The 2016–17 *School of Education and Counseling Psychology Graduate Bulletin* was made available online in June 2016 and printed in July 2016 by the Office of the Dean and covers policies and regulations in effect as of that date. The *Bulletin* and other information about Santa Clara University can be found on the University's website at www.scu.edu/ecp/student-services/bulletin/.

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

1

Santa Clara University

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

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

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

Santa Clara experienced slow and steady growth during its first 60 years, becoming the University of Santa Clara in 1912, when the schools of engineering and law were added. In 1925, the high school was separated from the University and took the name of Bellarmine College Preparatory in 1928. The Leavey School of Business opened in 1926, and within a decade, became one of the first business schools in the country to receive national accreditation.

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

UNIVERSITY VISION, MISSION, AND FUNDAMENTAL VALUES

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

Strategic Vision

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

University Mission

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

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

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

We offer challenging academic programs and demonstrate a commitment to the development of:

- Undergraduate students who seek an education with a strong humanistic orientation in a primarily residential setting
- Graduate students, many of them working professionals in Silicon Valley, who seek advanced degree programs that prepare them to make significant contributions to their fields

In addition to these core programs, we also provide a variety of continuing education and professional development opportunities for non-matriculated students.

Fundamental Values

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

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

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

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

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

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

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

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

ACADEMIC PROGRAMS

Santa Clara University offers undergraduate degrees leading to the bachelor of arts (B.A.), bachelor of science (B.S.), and bachelor of science in commerce. The College of Arts and Sciences offers the B.A. degree and the B.S. degree in 36 subject areas and includes the graduate program in pastoral ministries, through which it offers the master of arts (M.A.) degree in catechetics, pastoral liturgy, spirituality, and liturgical music. The Leavey School of Business offers the B.S. degree in commerce with majors in seven subject areas. The School of Engineering offers a B.S. degree with majors in seven subject areas. A variety of interdisciplinary and discipline-based minors are also offered for undergraduates.

The School of Law offers programs leading to the degrees of juris doctor (J.D.) and master of laws (LL.M.). J.D. students may earn certificates of specialization in high technology law, international law, and public interest and social justice law. A broad curriculum also includes business and commercial law, taxation, criminal law and trial advocacy, environmental law, estate planning, labor law, health law, legal writing and research, as well as opportunities for externships, clinical work, and professional skill development.

The Leavey School of Business offers graduate programs leading to the master of business administration (MBA) degree with coursework in accounting, economics, finance, management, marketing, and operations management and information systems (OMIS). The executive MBA program is an intensive 17-month program designed for seasoned professionals. The business school also offers graduate programs leading to the master of science in information systems (MSIS), entrepreneurship, or finance. In conjunction with the law school, the business school also offers joint degree programs leading to a J.D./MBA and J.D./MSIS.

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

The two departments in the School of Education and Counseling Psychology offer credential and graduate programs. In addition to classes taught on the SCU main campus, The School of Education and Counseling Psychology offers classes on an East San Jose campus, creating a presence in the Latino/a community in that area. The Department of Education focuses on preparing teachers and administrators for public and Catholic schools. It offers programs in teacher preparation leading to credentials (i.e., California preliminary multiple subject and single subject teaching credentials, and California clear credential for teachers holding preliminary multiple and single subject credentials) and the master of arts in teaching (MAT) degree. Its programs in educational leadership prepare public K–12 administrators, Catholic school leaders and others in leadership roles in non-profit organizations. The department also offers an M.A. program in interdisciplinary education with emphases in curriculum and instruction; science, technology, environmental education, and mathematics (STEEM); learning with technology; alternative and correctional education; and international education. The departments of Education and Counseling Psychology jointly offer the certificate program in Alternative and Correctional Education. The Department of Counseling Psychology offers two degree programs: M.A. in counseling psychology and M.A. in counseling. The M.A. in counseling psychology can lead to state licensure for marriage and family therapists and/or licensed professional clinical counselors. The department includes emphasis programs in health psychology, correctional psychology, and Latino counseling.

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

CENTERS OF DISTINCTION

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

Miller Center for Social Entrepreneurship

The mission of the Miller Center for Social Entrepreneurship is to accelerate global, innovation-based entrepreneurship in service to humanity. Through an array of programs including its signature Global Social Benefit Institute (GSBI™), the Center engages an international network of social enterprises, investment capital, and technical resources to build the capacity of the global social entrepreneurship movement. As a Center of Distinction at Santa Clara University, 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. More information can be found at www.scu-social-entrepreneurship.org.

Ignatian Center for Jesuit Education

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

- **Bannan Institutes** provide yearlong thematic programs including academic events and scholarly activities that further the Jesuit, Catholic character of the University.
- **Community-based learning** places over 1,200 students each year with community partners, frequently in connection with an academic course.
- **Immersion programs** offer students, during academic breaks, the opportunity to experience local, domestic, and international communities with little access to wealth, power, and privilege.
- **Spiritual Exercises of St. Ignatius** provide opportunities for members of the community to encounter the spiritual sources of the Jesuit tradition.

Through these four programs, the Ignatian Center aspires to be recognized throughout Silicon Valley and beyond as providing leadership for the integration of faith, justice, and the intellectual life.

Markkula Center for Applied Ethics

The Markkula Center for Applied Ethics is one of the preeminent centers for research and dialogue on ethical issues in critical areas of American life. The Center works with faculty, staff, students, community leaders, and the public to address ethical issues more effectively in teaching, research, and action. The Center's focus areas are business, health care and biotechnology, character education, government, global leadership, technology, and emerging issues in ethics. Articles, cases, briefings, and dialogue in all fields of applied ethics are available through the center.

FACULTY

Santa Clara University's emphasis on a community of scholars and integrated education attracts faculty members who are as committed to students' intellectual and moral development as they are to pursuing their own scholarship. The University's 530 full-time faculty members include Fulbright professors, nationally recognized authors, groundbreaking scientists, and distinguished economic theorists.

STUDENT BODY

Santa Clara University has a student population of 9,015, with 5,385 undergraduate students and 3,296 graduate students. The undergraduate population has a male-to-female ratio of 50-to-50, and about 57 percent of undergraduate students identify themselves as persons of color. About 62 percent of undergraduates are from California, with the others coming from throughout the United States and 44 countries. Seventy-seven percent of undergraduate students receive some kind of financial aid—scholarships, grants, or loans.

More than half (53 percent) of the undergraduate population live in University housing, with 90 percent of first-year students and 70 percent of sophomores living on campus. Students experience an average class size of 23, with 42 percent of classes having fewer than 20 students and only 1.6 percent of classes having 50 or more students. The student-to-faculty ratio is 12-to-1.

The University's commitment to learning is expressed in the fact that 96.2 percent of first-year students advance to the sophomore year, and the percentage of Santa Clara students who graduate is among the highest in the country. The four-year graduation rate for entering first-year students is 78 percent, with a five-year graduation rate of 84 percent and a six-year graduation rate of 85.2 percent.

ALUMNI

Santa Clara University has over 94,000 alumni living in all 50 states and almost 100 countries. More than half of the alumni live in the San Francisco Bay Area, where many are leaders in business, law, engineering, academia, and public service.

CAMPUS

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

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

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

Academic Facilities

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

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

Located near Vari Hall (formerly Arts & Sciences) is the **Schott Admission and Enrollment Services Building**, a welcome center for campus visitors and home to several University departments. Opened in 2012, the lobby of this green-certified structure includes technology-infused exhibits that illustrate Santa Clara's Jesuit mission. Among other green features on campus are two solar-powered homes built in 2007 and 2009 for the U.S. Department of Energy's Solar Decathlon. Both homes now serve as laboratories for solar and sustainability technologies.

Student Life

Santa Clara has 10 on-campus residence halls, most with traditional double rooms and large common bathrooms; others with suite arrangements conducive to more informal living. Juniors and seniors can apply for townhouse-style living in the 138-unit **University Villas** across from the main campus. Opened in 2012, **Graham Hall** is an environmentally friendly building with 96 mini-suites, lounges, full kitchens, and laundry facilities for every eight-room "neighborhood." In addition, the residence hall has two classrooms, a small theater, outdoor barbecue and picnic areas, and a large courtyard.

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

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

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

Athletics and the Arts

The importance of athletics to the University is evident everywhere on campus. Among the newest additions to Santa Clara's athletics facilities are the **Stephen Schott Stadium**, home field for the men's baseball team, and the state-of-the-art **Stevens Soccer Training Center** funded by a gift from Mary and Mark Stevens. The gift also allowed Santa Clara to upgrade the stands in **Stevens Stadium** (formerly Buck Shaw Stadium), home to the men's and women's soccer programs, and build a plaza to celebrate Bronco sports—its past, present, and future. The plaza celebrates the history of Santa Clara University football as well as the legacy and future of men's and

women's soccer at SCU. **Bellomy Field**, eight acres of well-lit, grassy playing fields, provides space for club and intramural sports such as rugby and field hockey. Adjacent to Bellomy Field is the well-appointed women's softball field, which opened in 2013. The **Leavey Event Center** houses the University's premier basketball facility. Over the years, the Leavey Event Center has hosted nine West Coast Conference Basketball Championships.

The University recognizes the arts as an important part of life at Santa Clara University. The new **Edward M. Dowd Art and Art History Building** (scheduled to open in 2016) will house an integrated fine arts program that will be a destination and a center for inspiration, innovation, and engagement in the arts and art history in Silicon Valley. The **de Saisset Museum**, the University's accredited museum of art and history, presents changing art exhibitions throughout the year and serves as the caretaker of the University's California History Collection, which includes artifacts from the Native American, Mission, and early Santa Clara College periods.

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

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School of Education and Counseling Psychology

MISSION AND VISION

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

CORE VALUES

I. Academic Excellence Through Engaged Teaching and Learning

We believe the advancement of knowledge, theory, research, and application is facilitated through active and engaged teaching and learning practices focused on the development of students' professional competence, conscience, and compassion.

II. Education of the Whole Person (*Cura Personalis*)

We believe meaningful comprehensive learning occurs when student learning encompasses and integrates both personal and professional development in service to humanity. We also believe that learning is a constant and continues after graduation and beyond. This approach supports an open and welcome respect for all religious and philosophical traditions and is derived from the centuries-old Jesuit educational mission and Catholic identity.

III. Multiculturalism and Social Justice

We believe education is enriched by valuing people from all backgrounds (e.g., gender, race, ethnicity, sexual orientation, nationality, language, culture, religion, economic status, age, ability, etc.). Moreover, we are committed to serve and advocate with underrepresented, underserved, and disenfranchised populations locally and globally.

IV. Innovative Education for Conscience and Compassion

In order to meet the needs of diverse learners and to reach individuals, schools, and communities most effectively, we commit to the idea that education must innovate and move beyond standard practices by using cutting-edge technologies and pedagogical approaches.

LOCATIONS

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

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Admissions

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

APPLICATION REQUIREMENTS

To apply to the School of Education and Counseling Psychology, applicants need to complete the following general and program-specific requirements.

General Requirements

All applicants must:

1. Complete and submit the Online Application form available on the school's website at www.scu.edu/ecp/admissions/admissionrequirements/.
2. Complete and submit a Statement of Purpose. [Note: Master of Arts in Teaching and Teaching Credential (MATTC) applicants who are interested in Excellence in Catholic Education Leadership (ExCEL) must express their interest in this program in the first line of the Statement of Purpose.]
3. Submit a \$50 nonrefundable application fee
4. Submit a current resume or curriculum vitae (CV)
5. Submit two copies of official transcripts from every post-secondary institution attended (regardless of the length of study or the number of courses taken)
6. Ensure that the admissions office receives two letters of recommendation

Applicants should refer to the instructions and prompts available on the admissions requirements webpage for guidelines on writing their Statement of Purpose.

Letters of recommendation must address academic and/or professional qualifications, not just personal character, and may not be written by family members or friends. Letters can be emailed directly to ecpadmissions@scu.edu or mailed to the school by the recommender. Recommenders can also mail letters directly to the applicant, who can then send it to the school by mail. Note that if this method is chosen, the recommendation letter must be sealed in an envelope and signed by the recommender across the flap.

Application documents can be sent separately or together either via email to ecpadmissions@scu.edu or by mail to the SECP Graduate Admissions Office at: School of Education and Counseling Psychology, Guadalupe Hall, 500 El Camino Real, Santa Clara, CA 95053.

Program-specific Requirements

In addition to fulfilling all general requirements, applicants applying to any of the following programs must meet the specified additional requirements.

Master of Arts in Counseling or Master of Arts in Counseling Psychology

Applicants to this program must fulfill the following requirements:

1. A minimum undergraduate grade point average (GPA) of 3.0 is required.
2. Prior academic excellence at the bachelor's degree level or higher is required. Based on the materials submitted, the admissions office and faculty will evaluate the student's potential to be a successful counselor. Because the state license in Marriage and Family Therapy (MFT) and Licensed Professional Clinical Counselor (LPCC) allows its holder to engage in private practice using psychotherapeutic and counseling techniques, and because all counseling psychology graduates are likely to work in the human services arena, candidates will be selected on the basis of:
 - Experience
 - Previous academic background
 - Maturity with regard to life experience and professional goals
 - Related work experience

Those candidates who present significant work or volunteer experience in counseling-related activities will stand to benefit most from the program itself and in subsequent counseling endeavors. Therefore, in admissions decisions, strong preference will be given to those who have accrued real work (including volunteer) experience in counseling (at any level) prior to seeking admissions to the master's program.

3. Applicants to the MFT or LPCC tracks should be prepared and sufficiently motivated to complete the experience requirement as set forth by the California Board of Behavioral Sciences upon completion of the degree program.

Master of Arts in Teaching and Teaching Credential (MATTC)

Many of the expectations and prerequisites for admission to the Master of Arts in Teaching + Teaching Credential (MATTC) program have been determined by the California Commission on Teacher Credentialing (CTC). Satisfying these prerequisites typically take future teachers between 3 and 12 months. It is recommended that prospective MATTC students allow themselves sufficient time to meet all the prerequisites prior to the credential program application deadline. The program does not require any exams for admission to MATTC.

Applicants must satisfy the following admissions expectations and prerequisites.

An academic background in the liberal arts or sciences such as humanities, natural sciences, social sciences, mathematics, or visual and performing arts is required.

Instructions for Experience Working with Children and Adolescents

Recent (within the past three years) and meaningful experience working with groups of children or youth of the same age range as the students the applicant intends to teach in an organized, formal setting.

- Applicants intending to apply for the multiple subject credential (MS) must have volunteer or paid experience working with and supervising groups of children between the ages of 5 and 14 years old in an organized, formal setting.
- Applicants intending to apply for the single subject credential (SS) must have volunteer or paid experience working with and supervising groups of youth between the ages of 12 and 18 years old in an organized, formal setting.
- The recommended minimum amount of time dedicated to this experience is 30 hours.

- This experience may take place in:
 - (1) a public, private, charter, or Catholic school;
 - (2) in a scout troop or other highly structured extracurricular activity;
 - (3) in a religious or language school that meets on a regular, ongoing basis; or
 - (4) in any other formal context serving students in grades K–8 or grades 6 and 12.
- The work should involve some degree of planning for and supervising children or youth.

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

- Teaching music, art, or dance lessons (unless you intend to pursue a TK–12 music, art, or physical education teaching credential)
- Working as a babysitter, nanny, or daycare provider
- Working with your own children, their friends, or members of your family
- Providing one-on-one tutoring in any academic or non-academic subject area

The following activities MAY satisfy the expectations for admission to the MATTC program:

- Teaching or coaching sports, working as preschool teacher (if you are applying for admission to the multiple subject credential program), or working as a summer camp counselor

Instructions for Letters of Recommendation

- Two letters must be submitted on behalf of the applicant.
- Individuals who know the applicant and are qualified to evaluate academic competence, character, and/or experience in professional or leadership roles should write the letters.
- Professors, supervisors, and employers are often the best recommenders.
- References from a personal therapist, family members, pastors, or friends are NOT acceptable.
- At least one letter of recommendation must be written by an individual who has supervised the applicant's recent work with groups of children or youth in a formal organized setting. This recommender should specifically address his or her observations of the applicant's work in the letter.

Instructions for MATTC Personal Statement of Purpose and Prompt

- MATTC applicants who are interested in ExCEL must express their interest in this program in the first line of their Statement of Purpose.
- The statement must focus on the applicant's recent experiences working with groups of children or youth in a formal, organized setting in the United States. The statement must be the applicant's own original work and include the following information:
 - Relevant background information about the context and the specific work performed by the applicant
 - A description of the aspects of the experience that the applicant found most engaging and/or meaningful
 - A thoughtful discussion about the impact of this experience on the applicant's personal and professional learning goals and the applicant's desire to enter SCU's MATTC program
 - A statement about the applicant's commitment to social justice, multiculturalism, and diversity

Clinical Practice Field Placement Prerequisites

Eligibility for enrollment in a clinical practice field placement requires a candidate to provide the following documentation before the end of the first week of August:

- Evidence of CTC-authorized fingerprint clearance
- A CTC Certificate of Clearance, a 30-day Substitute Permit, or other qualifying CTC certificate
- Evidence of negative tuberculosis (TB) test results obtained within the past four years

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

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

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

- Relevant background information about the context and the specific work they do at the school
- A description of the aspects of the experience they find most engaging and/or meaningful
- A thoughtful discussion of the impact of their work experiences on their personal and professional learning goals for the teaching credential program
- A description of their commitment to social justice, multiculturalism, and diversity

Applicants to CatMAT are required to submit a form for admission to the Preliminary MS/SS Credential program. The form can be found on the Admissions website or can be downloaded at www.scu.edu/ecp/admissions/.

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

Abbreviated Preliminary Teaching Program for Catholic School Teachers

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

- Submit a verification of employment letter that documents their completion of six or more years of full-time teaching experience in an academic content area credentialed by CTC at a regionally accredited Catholic school. This letter, which will be submitted to the CTC with the applicant's credential application, must be printed on original, official letterhead of the school or Diocese where she or he is employed and signed by the director of personnel.

Clear Teaching Credential for Catholic School Teachers

All applicants for the general education clear credential program must complete and submit a document packet as part of their application. Most of the documents required for the packet are part of the requirements established by the CTC for candidates for the general education clear credential. The rest of the documents are required by SCU. The document packet must include the following:

1. Documentation of the applicant's California preliminary multiple or single subject teaching credential
 - The necessary documentation is available on the CTC website using the "Search for an Educator" function on the site's home page at www.ctc.ca.gov/. Entering a valid Social Security Number and date of birth will take applicants to the "Summary of Application Status and Credentials Held" webpage. On this page, the box labeled "Credentials Held" can be clicked to access the preliminary credential. The "Details of Selected Credential" webpage must be printed and submitted to fulfill this requirement. Applicants are advised not to submit the "printer friendly" version.
 - A preliminary multiple or single subject teaching credential is valid for five years from the date of issuance and cannot be renewed. However, if an applicant holds a preliminary credential that (a) has already expired or (b) will expire in the near future, he or she may be eligible for a CTC extension that will enable him or her to clear the credential. The applicant must be enrolled in a clear credential program to apply for an extension. Regardless of the status of their preliminary credential, applicants should print and submit the page described above. Completing this step will allow us to identify candidates who will need assistance in securing an extension.
2. Evidence of employment in a Catholic school
 - Santa Clara University's clear credential program is only available to teachers working in Catholic schools. The employment verification form is available online at www.scu.edu/ecp/admissions/admissionrequirements/admission-requirements-for-specific-programs/clear-teaching-credential/.
3. Evidence of school's certification by the Western Association of Schools and Colleges (WASC)
 - Please provide a copy of the accreditation documentation provided to the school by WASC.
4. Evidence of ineligibility for participation in a BTSA (Beginning Teacher Support and Assessment) program.
 - Public school teachers clear their credential through participation in a BTSA program sponsored by their district or county. Only teachers who are ineligible for BTSA are permitted to clear their credential through a university-sponsored clear credential program. Please submit the CL-855 form, which can be found online at www.scu.edu/media/ecp/admission/requirement-page/clear-teaching-credential/cl855.pdf.
5. A completed Description of Route to the Preliminary MS/SS Teaching Credential form. The information provided on this form about previous teacher education experiences and certification to teach English Learners will help SCU staff ensure that the applicant has completed all the requirements necessary for the clear credential. This form can be found online at [www.scu.edu/media/ecp/admission/requirement-page/clear-teaching-credential/ClearTeachingCredentialAdmissions-2-\(1\).pdf](http://www.scu.edu/media/ecp/admission/requirement-page/clear-teaching-credential/ClearTeachingCredentialAdmissions-2-(1).pdf).

Note: Due to changes in regulations at CTC, 2016–17 will be the last year the Clear Program will be offered in its current form.

Master of Arts in Educational Leadership

Applicants to either of the two programs in Educational Leadership, must fulfill the general requirements. Those apply for the M.A. in Educational Leadership with and a Preliminary Administrative Services Credential should hold a valid and active California Clear Teaching Credential.

Master of Arts in Interdisciplinary Education

Applicants to either of the two programs in Educational Leadership, must fulfill the general requirements.

International Students

The School of Education and Counseling Psychology welcomes applicants from around the world. In addition to the general requirements of admissions and specific requirements of programs, international applicants must fulfill the following specific requirements:

- **English Proficiency Exam:** A Test of English as a Foreign Language (TOEFL) score of 90 or above or International English Language Testing System (IELTS) score of 6.5 or above is required for international students who completed their post-secondary education in a language other than English. TOEFL or IELTS may be waived if the bachelor's (and master's, if applicable) degrees were completed at institutions in which English is the primary language of instruction. However, all applicants may be asked to provide further evidence of English proficiency as needed.
- **International Education Evaluation:** All applicants with degrees from universities outside of the United States must submit transcript evaluations by one of the approved NACES agencies. Information regarding NACES' member agencies can be found at www.naces.org. Applicants to the MATTC program should have their transcripts evaluated by one of the agencies approved by CTC. A list of agencies approved by CTC can be found online at www.scu.edu/media/ecp/admission/international--link-1.pdf. Note that transcript evaluations must include the degree equivalency and U.S. GPA equivalency. The course-by-course evaluation report is recommended.
- **Proof of Funds:** Santa Clara University is certified to issue the I-20 required for an F-1 student visa to study in the United States. To secure an I-20, an international student must be admitted and deposited to the University and show adequate proof of ability to meet all academic and personal expenses while in the United States.

After receipt of the official acceptance letter, the student should contact the SECP Graduate Admissions office at ecpadmissions@scu.edu for the I-20 documentation to apply for a F-1 student visa.

International students for MATTC program are eligible to apply only in fall and winter quarters and must enroll in the two-year program.

Note: International students must enroll in at least eight (8) units each quarter.

Important note for H4 visa holders: The spouse and unmarried children under the age of 21 of an H1-B visa (temporary work visa for the highly skilled) holder are awarded the H4 visa for their stay in the United States. Although H4 visa holders are not allowed to undertake employment in the United States, they can pursue education. It is possible to convert an H4 visa to F-1 visa (student visa) for full-time education at an academic institution recognized by the U.S. Citizenship and Immigration Services (USCIS). However, due to the practicum requirements of the MATTC program, H4 visa holders who are applicants to the MATTC program should request an F-1 visa.

Non-Degree Students

Students may enroll in the School of Education and Counseling Psychology with a non-degree status in one of two ways:

1. Students may self-select to complete the full admissions process as a non-degree student in order to take certain select courses that may or may not eventually apply to a certificate or degree program. Courses accessible to non-degree students are specified on the SECP website.
2. Students may apply to a degree program but, because they do not initially meet the full evaluation criteria, are admitted as a non-degree student.

Students in either situation also may apply for degree seeking status if they have met specific program requirements. Please note that non-degree students are not eligible for either federal financial aid loans or for SECP endowed or tuition scholarships. There may be private loans or payment plan options for which non-degree students are eligible. Students should contact the University Financial Aid Office at onestop@scu.edu or at 408-551-1000 for additional information.

A student who was admitted as a non-degree student and who originally submitted one letter of recommendation with their application must submit two additional letters of recommendation from instructors in the School of Education and Counseling Psychology.

To change from non-degree to degree status, a signed Petition to Add/Change of Degree Program form must be submitted to the Office of Student Services and Assessment.

Counseling and Counseling Psychology Program Requirements

Students who are accepted as a non-degree student in either the M.A. in Counseling or the M.A. in Counseling Psychology must successfully complete three courses (9 units) that include both CPSY 200 and 216. Additional pre-selected introductory counseling psychology courses that students may take are: CPSY 212, 218, 220, 300, and 307. Non-degree students may take up to four courses total as long as the fourth course is a pre-approved non-degree course taken concurrently with another pre-approved non-degree course, and the student is in the process of applying for degree status. Non-degree students may not continue in the program past four courses until they have been approved as degree seeking.

Students who are accepted as a non-degree student in the Counseling Psychology program must meet the following criteria in order to be approved and matriculated as a degree-seeking student:

- Complete three courses (9 units) from a pre-selected list of non-degree approved courses. Courses must include both CPSY 200 and 216
- Obtain two letters of recommendation from the instructors teaching CPSY 200 and 216
- Receive at least a “B” average in courses taken

Admissions Deferrals

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

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Academic and University Policies and Procedures

OBLIGATION TO READ EMAIL

All official communications from the University, school, and departments are sent to the student's Santa Clara University email address. University and school officials will assume that all email sent to the student's SCU email address will have been received and read by the student.

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

COMPLIANCE WITH UNIVERSITY, SCHOOL AND DEPARTMENT POLICIES

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

Students should refer to the individual program handbooks, available online and in each department office, for additional 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*. When a University policy and a school policy do not agree, the University policy applies. When a school policy and a department policy do not agree, the school policy applies.

ACADEMIC PROGRAM AND GRADUATION REQUIREMENTS

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

By the start of their first term, students will be assigned a faculty advisor. Students are expected to meet with their advisors as directed by the department in which they are enrolled.

Candidates for a master's degree must submit a Petition to Graduate form, which can be found on the school's website (www.scu.edu/ecp/student-services/forms/) to the Office of the Student Services and Assessment 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

If a student wishes to participate in the Commencement ceremony in June and has six or fewer units remaining in their academic program, the student must submit a Permission to Participate form. Petitioners must have completed all but two of the academic program's course requirements. Permission to Participate forms, which can be found on the school's website (www.scu.edu/ecp/student-services/forms/) must be submitted online to the Office of Students Services and Assessment by the first Friday in March.

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

Candidates applying for credentials with the CTC must submit a Petition for Credential form, which can be found on the school's website (www.scu.edu/ecp/student-services/forms/), to the credential analyst once all degree and credential requirements, including submitting the required documentation, have been met.

Catholic school pathway candidates for the preliminary multiple or single subject teaching credential must meet with their academic advisor and the credential analyst 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. The only exception is for an authorized leave of absence; see the Leave of Absence section in this *Bulletin* for details. Students possessing an F-1 or J-1 student visa may be subject to additional course enrollment requirements in order to retain their legal immigration status in the United States; therefore, they must contact the Global Engagement Office prior to requesting a leave of absence.

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

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

Students who fail to enroll by the Add deadline or to be 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 Readmission section for details. Students failing to satisfactorily complete at least one course during each required enrollment term will be placed on academic probation. See the Academic Probation section for details.

Each quarter has a registration period allowing all students to enroll in courses. Returning 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 their current enrollment status. Students may register for courses any time after their assigned appointment day and time during the open enrollment period. 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 in this *Bulletin* for important registration deadlines.

Note that the process to drop a course is a two-step process. Students are advised to complete both steps (the request and the confirmation) when dropping a course.

Prior to registering for courses, a student must resolve any holds placed on his/her account. To resolve a hold, contact the appropriate office(s).

DISABILITIES RESOURCES

Students needing accommodation for a disability may contact SCU's Office of Disabilities Resources at 408-554-4109 or refer to their webpage at www.scu.edu/disabilities. See additional information in the Campus Life chapter in this *Bulletin*.

ACADEMIC STANDING

Enrollment Status

There are six enrollment status categories:

1. **Active:** Matriculated and making satisfactory progress in academic program(s)
2. **Non-degree:** Attending classes but not seeking a degree or certificate
3. **On Leave:** On an approved leave of absence for a specific amount of time
4. **Withdrawn:** Voluntary and student-initiated removal from the academic program (The individual is eligible for readmission to the department and school.)
5. **Discontinued:** Failure to register for a required academic term, to obtain an approved leave of absence, or to return from an approved leave of absence will result in removal from the academic program(s) (The individual is eligible for readmission to department and school.)
6. **Dismissed:** Permanent termination of active student status in the department and school in addition to the loss of all pertinent rights and privileges (The individual is prohibited from readmission to any program or department in the school.)

Full-Time Status Unit Requirement

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

Academic Performance Standards

Students are expected to maintain an overall minimum GPA of 3.0 ("B" grade). 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. This policy is under review and may be changed during the 2016–17 academic year.

Additional department-specific academic performance requirements are provided in the respective academic department sections in this *Bulletin*.

Course Load

With the exception of full-time preliminary teaching credential candidates, students in the Department of Education 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. Student wishing to exceed this limit must gain permission from the academic advisor. Students in the Department of Counseling Psychology may carry no more than 10.5 units per single quarter, including the summer session. A student's faculty advisor may grant special permission once a year to take 12 units in a quarter.

Academic Probation

Students failing to maintain the required grade point average or make satisfactory academic progress will be notified by the Office of Student Services and Assessment at the end of the term. The student will be placed on academic probation and referred to his/her department. This policy is under review and may be changed during the 2016–17 academic year.

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

Students must discuss their plans to withdraw with their advisor before contacting the Office of the Student Services and Assessment. International students holding visas should contact the Global Engagement Office to discuss how a withdrawal will affect their visa status.

When a student initiates a withdrawal from the University, a request must be made in writing to the Office of the Student Services and Assessment via e-mail at ecpservices@scu.edu. This email authorizes the Office of the Student Services and Assessment to close the student's degree program and cancel the authorization to register. *The request must be received prior to the start of the quarter in which authorization to register is to be cancelled.*

Students who want to withdraw for health reasons or emergencies must contact the vice provost for student life in addition to the Office of the Student Services and Assessment. The vice provost and dean will work together on an appropriate response to the specific circumstance. For details, refer to the Student Handbook of Santa Clara University at www.scu.edu/osl/student-handbook/.

The student is responsible for dropping courses through eCampus separately from withdrawing from the University. Withdrawal from the University is not considered officially completed 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.

Readmission

A student who has withdrawn or was discontinued from the school and wishes to return must submit a new application for admission. For details see www.scu.edu/ecp/admissions.

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 committee.

Readmission decisions for cases involving the vice provost for student life will be adjudicated in accordance with the policies specified in the Student Handbook of Santa Clara University (www.scu.edu/osl/student-handbook/).

Students dismissed from the department and school are not eligible for readmission.

CHANGING/ADDING ANOTHER ACADEMIC PROGRAM

Changing Academic Programs: Students wishing to change from one academic program to another within the same department (e.g., from M.A. in Counseling to the M.A. in Counseling Psychology) must complete a Petition to Add/Change of Degree Program form available online at www.scu.edu/ecp/student-services/forms/.

Adding Academic Programs: Students wishing to add or continue immediately (with continuous enrollment) after completion of one academic program to another within the same department must complete a Petition to Add/Change of Degree Program form available online at www.scu.edu/ecp/student-services/forms/.

All Petition to Add/Change of Degree program requests must contain a rationale for the proposed change. The student must obtain the signatures of his/her advisor and department chairperson and submit the signed form to the Office of Student Services and Assessment. The advisor and department chair will review the student transcript and file before signing the request.

A student who was admitted as a non-degree student and who originally submitted one letter of recommendation with their application must submit two additional letters of recommendation from instructors in the School of Education and Counseling Psychology. A signed Petition to Add/Change of Degree Program form must be submitted to the Office of Student Services and Assessment.

Students wishing to change to a program in a different department must submit a completed admission application to be considered alongside other applicants.

Students are bound by the requirements set forth in the *Bulletin* in effect at the time of their matriculation into the new program. Units earned in the original academic program will not count toward the requirements in the new program unless the student has an approved Petition to Continue.

PETITION TO CONTINUE

Students enrolled in the following programs within the Department of Education must submit a Petition to Continue form to the Office of the Dean in order to move to the next phase of their academic program. Petition to Continue forms are available online at www.scu.edu/ecp/student-services/forms/.

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 program
- Continuing from Preliminary Administrative Services Credential program to the M.A. in Educational Leadership program

ENROLLING IN A COURSE OUTSIDE ONE'S GRADUATE OR PROFESSIONAL PROGRAM

Graduate and professional school students at Santa Clara University who want to explore fields and disciplines outside their degree programs may apply to enroll as non-degree students in classes offered by another academic program or school of the University.

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

Note the following applicable policies:

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

TIME LIMIT FOR COMPLETION OF ACADEMIC PROGRAM

Requirements for all degrees, University-based certificate programs, and programs leading to licensure or credentialing by an outside agency must be completed within three to five years of admission. This timetable includes leaves of absences.

Requests for an extension of the time-to-completion requirements must be made in writing and submitted one month before the conclusion of the program's time limit. The request must include a detailed plan of how and when the requirements will be met. The Office of Student Services and Assessment and department chair must approve the request. The school has no obligation to grant an extension.

Typically, the maximum extension is one calendar year. However, a student may seek additional extensions with the approval of the department chair and the Office of the Dean.

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

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. The Online Leave of Absence form is available at www.scu.edu/ecp/student-services/forms/.

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

There is no obligation to grant the extension and doing so is at the discretion of the department and Office of the Assistant Dean of Student Services and Assessment. The decision of Office of the Dean is final.

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

Students may not 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. Both the department chair and Office of Students Services and Assessment must approve any exception.

To request an extension of the leave of absence beyond one year, the student must submit a letter to the department chair and Office of Student Services and Assessment explaining the circumstances and outlining a plan to complete the program of study.

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 ("I") grade was reported in a prior term and are expected to comply with the terms governing incomplete grades. The leave of absence does not extend the maximum time limit of the program expiration date.

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

Failure to return to the University 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 courses prior to filing for a leave of absence.

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 GPA.

Incomplete (I)

The mark of "I" may be assigned by the instructor when a student does not complete some essential portion of the assigned work in a class because of extraordinary circumstances beyond the student's control. The unfinished work must be completed and given to the course instructor within three weeks of the beginning of classes in the next scheduled term (not the student's next term of enrollment), excluding summer session, unless extraordinary circumstances require an extension. A request for an extension must be submitted in writing by the instructor and approved by the University Registrar within the original three-week period. Extensions shall not be granted for longer than two academic quarters after the mark of "I" was assigned, excluding summer session. An incomplete that has not been completed within the specified deadline or has not received an approved extension will be converted to a grade of "F."

Pass/No Pass (P/NP)

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 course requirements are completed, the instructor assigns a standard grade. A student may not graduate and receive a degree or certificate with a mark of “N” on his/her academic record.

Audit (AUD)

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

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

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

Grade Point Average (GPA)

A student’s GPA 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 GPA earned by the student during the quarter and the cumulative GPA 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 experiences, and practica) are repeatable, and students will receive a grade and units for each successful completion. Students should consult the Office of Student Services and Assessment 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 GPA, 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 for incomplete (“I”) and continuing work (“N”) grades, 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

The assignment of course grades is one of the chief means by which instructors communicate to students and the University about student achievement in their courses. Therefore, grades must be assigned after careful evaluation of students’ work and meticulous consideration of the weighted value of all students’ work. This evaluation is based on the criteria and procedures communicated to the students by the instructors in the syllabus.

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.

The classroom context that is assumed in a learning community is one in which (1) grading policies are fair and clearly communicated to students, (2) grading practices are characterized by relatively good reliability and validity, and (3) grading error or bias is neutralized by enlightened sensitivity and attention to the possibility of such error or bias. Even within this context, it is possible for students to perceive that they have been graded unfairly and to seek redress. To address and resolve such cases, a procedure for such redress has been established within the School of Education and Counseling Psychology.

The following appeal process should be used to resolve an allegation:

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

- F. This process of review gives the chair, associate dean, dean, and provost the right to discuss the matter with the faculty member, and if they think it appropriate, request that the faculty member review the grade. Any recommendations made will not be binding upon the faculty member against whom the complaint is lodged. The decision to change a grade remains with the faculty member.

Procedures for Student Grievances Concerning Unfair Treatment by Faculty

Santa Clara is dedicated to being a community enriched by men and women of diverse backgrounds and perspectives, respectful of difference and enlivened by open dialogue, caring and just toward others, and committed to broad participation in achieving the common good. In the same way that we require faculty to be collegial in their practice of scholarship, teaching, and service, we expect faculty of the school to be professional and fair in all their interactions with students, both in and outside of the classroom.

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

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

- E. If the matter is not resolved at this level, upon request of the student, the provost may review the complaint. The provost may convene a panel of faculty to assist in the review. After consulting with the panel of faculty, the provost will respond in writing to the student.
- F. This process of review gives the chair, associate dean, dean, and provost permission to discuss the grievance with faculty or staff members, students, or others as appropriate.

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 to the Office of Student Services and Assessment, 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 shall review the request and submit their recommendations to the Office of the Dean.

Also see department-specific transfer credit policies and requirements in the respective section for each department in this *Bulletin*.

Waiving Courses

Students wishing to waive courses must submit the Application for Waiver Credit form to the Office of Student Services and Assessment, 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 shall review requests for course waivers. Recommendations are then submitted to the Office of Student Services and Assessment. Courses need to have been completed within five years of the initial enrollment date.

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

Students who waive classes with the permission of the department chair and the Office of Student Services and Assessment 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.

Also see department-specific waiver credit policies and requirements in the respective section for each department in this *Bulletin*.

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 GPA of at least 3.2; and (3) have permission from the instructor, department chair, and the Office of the Student Services and Assessment 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 Office of Student Services and Assessment.

The course equivalency examination for challenged courses may be either oral or written, as determined by the instructor. There is a \$100 fee to take a course equivalency examination.

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, in accordance with 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, see 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.

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 educational records. The University is authorized under provisions of the Act to release directory information to any person on request, unless a student explicitly requests in writing that the University not do so and keep directory information confidential.

A student's directory information is designated as follows:

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 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:

- 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.
- Deans in their respective offices also maintain working academic files.
- Records related to a student's nonacademic activities are maintained in the Office of Student Life.
- 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 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/ferpa/ferpa-basics.

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.

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, see www.scu.edu/media/offices/university-operations/campus-safety/campus-safety/crime-reporting/SCU-Annual-Security-and-Fire-Safety-Report-2015. The Clery Daily Crime Log is kept at the Campus Safety Office and may be viewed by any person at any time.

NONDISCRIMINATION POLICY

Santa Clara University prohibits discrimination and harassment on the basis of race, color, religious creed, sex, gender, gender expression, gender identity, 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, genetic information, 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 or 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 University's grievance procedures covering discrimination and harassment complaints should be directed to:

Belinda Guthrie
EEO and Title IX Coordinator
Office of EEO and Title IX
Santa Clara University
900 Lafayette Street, Suite 100
Santa Clara, CA 95050
408-554-4113
bguthrie@scu.edu

All students are required to complete the training on Title IX compliance during their first quarter attending classes. An automatic hold will be placed on their enrollment until they have completed this required online course.

FACULTY RESPONSIBILITY

While all faculty want a student to feel comfortable coming to them with issues he/she may be struggling with or concerns he/she may be having, please be aware that there are some reporting requirements that are part of a faculty member's job at Santa Clara University.

For example, if a student informs a faculty member of an issue of harassment, sexual violence, or discrimination, the faculty member will keep the information as private as they can, but they are required to bring it to the attention of the institution's EEO and Title IX Coordinator. If a student informs a faculty member that he/she is struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, the faculty will likely inform the campus Student Care Team (SCU CARE).

- Students may reach out directly to the Student Care Team for assistance. For contact information, see www.scu.edu/osl/scu-care.
- Students may talk to the Office of EEO and Title IX directly at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/scu-care or anonymously through Ethicspoint at www.scu.edu/hr/quick-links/ethicspoint/.
- Additionally, students may report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement.
- For confidential support, students may contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, a student's interaction with a faculty member involves a disruptive behavior, a concern about their safety or the safety of others, or a potential violation of University policy, the faculty member will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

ADDITIONAL INFORMATION

Additional details on selected University policies can be found in the University Policies chapter of this *Bulletin*. University policies are subject to change and the most current policy statements are found on the University website at www.scu.edu.

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Financial Information

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 user for the purpose of reviewing student account/billing information and remitting payment on the student's behalf. However, it is ultimately the student's responsibility to make sure all financial obligations are completed by the published deadlines.

Students receive monthly billing statements electronically via a third-party vendor that are accessible through University eCampus. Billing notification will be sent to the student's assigned SCU gmail address and to the e-mail address of any authorized user. Students also may forward their billing statement electronically to any third party they authorize for remittance. Information on a student's account cannot be provided to any third party until a completed Family Educational Rights and Privacy Act (FERPA) form, authorizing its release by the student, is on file with the University. This form is available online via the students eCampus.

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 quarter 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.

For more helpful information, including detailed instructions on Santa Clara University's billing and payment procedures, see www.scu.edu/bursar.

Billing Dates and Deadlines

- **Fall 2016:** Billing available August 1; payment due August 21
- **Winter 2017:** Billing available December 1; payment due December 21
- **Spring 2017:** Billing available March 1; payment due March 21
- **Summer 2017:** Billing available May 1; payment due May 21

Payment Methods

Santa Clara University offers the following payment methods to students to assist with their financial obligations:

Payment by Electronic Check

A student or authorized user may make online payments by authorizing a fund transfer directly from his/her personal checking or savings account through the SCUpay system. Students will login to eCampus to complete their transaction; authorized users will login to a separate URL provided at the time their access is created.

Payment by Mail

Payment by personal or cashier's check for student account charges can be mailed to: SCU Payment Processing, P.O. Box 550, Santa Clara, CA 95052-0550. The payer should include a copy of the student's billing statement for reference and accurate posting.

Payment in Person

Payments for student account charges may be made in person by personal/cashier's check, money order, or cash at the Enrollment Services Center in the Admissions and Enrollment Services Building. The University is not able to accept any electronic form of payment, including debit or credit cards. However, there are computer kiosks located in the Enrollment Services Center for the convenience of students and payers to make electronic payments.

International Payment by Wire Transfer

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

Payment Plans

Students have the option to enroll in a term monthly payment plan for tuition and housing costs to assist with budgeting needs. Students must be in good financial standing to enroll in a payment plan. There is a modest fee to enroll in a plan, however no interest or additional fees are charged as long as payment is received per the agreement. All payments are remitted electronically. The first payment is due upon enrollment and students authorize the University to extract remaining payments from their designated bank account.

Note: This option is not a deferral for students with financial aid. All aid will be applied to the student's account and any remaining balance can be placed on a payment plan. More information can be found on the Bursar's Office webpage.

Delinquent Payments

If all charges on a student's account have not been cleared by payment, financial aid, or loan disbursement, a late payment fee will be assessed to the student's account and a hold will be placed on the student's record. A hold on a student's record prevents the release of transcripts or diplomas, and access to any registration services, and may limit access to other University services. Students who have unpaid accounts at the University or who defer payment without approval are subject to dismissal from the University. All unpaid balances will accrue 10 percent interest per annum on the balance remaining from the date of default, in accordance with California state law.

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

Billing Disputes

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

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

TUITION REFUND POLICY AND PROCESSES

Process

Students may be eligible to receive a refund due to excess financial aid or change in enrollment. Refunds are not provided for an overpayment on an account. The refund process begins after the late registration period of each term. Students must have a credit balance before a request can be processed. Students should enroll in direct deposit, prior to requesting a refund, to obtain their funds quickly and securely. Refunds requested by check are delayed significantly. Payments received by personal check will have a 21-day hold before a refund can be issued; a 5-day hold will be imposed for electronic check payments. For more information on the refund criteria and process, see www.scu.edu/bursar/refund.

Policy

Students who formally withdraw from the University or drop courses are eligible for a tuition refund in accordance with the policies outlined below. No refunds are made for registration fees, student activity fees, or course audit fees.

The effective date used for the determination of any tuition refund is the date on which notification of withdrawal is received by the student's respective Records Office or the date on which the student drops his or her course online—not the last date of attendance. Students who fail to drop a course, even if they do not attend, or fail to notify the University of their intent to withdraw, regardless of the reason, will be responsible for payment of all tuition and fee charges.

Neither informing an individual faculty member, an academic department, nor 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 the Records Office receives notification.

Fall, Winter, and Spring Quarters

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

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

Summer Sessions

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

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

Saturday/Sunday/Off-Cycle Courses

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

The following refund schedule applies:

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

After the first week of the quarter, students must provide the Graduate Business Programs Office with a written request to drop a weekend course. To receive tuition refunds from the Bursar's Office, these course drops must be handled administratively. Students should not drop a weekend class themselves through eCampus after the first week of the quarter.

One-Unit Courses

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

The following refund schedule applies:

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

Financial Hardship

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

Santa Clara University degree students who withdraw from the University or who are administratively withdrawn from the University after the third week of the term due to a qualifying financial hardship may be eligible for an allocation from the student hardship fund for 25 percent of the tuition charges for that term. Qualifying financial hardships include (1) death, disabling injury, or 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. Students must submit a request for an allocation from the student hardship fund by the end of the applicable term.

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

TUITION INSURANCE PROTECTION

Students may protect themselves from loss of funds paid toward tuition/fees, by purchasing tuition insurance provided by A.W.G. Dewar Inc. This low-cost plan is designed to assist those that have an unexpected withdrawal from the University due to medical reasons. Plan enrollment is available annually or by quarter. Enrollment must be completed before the first day of school to be eligible for insurance benefits. For more information, see www.collegerefund.com.

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.

2016 SUMMER SESSION (including Summer Pre-session, Fall Pre-session, and Fall Mini-term)

Tuition Per Unit

Education Graduate Programs: M.A. & Certificate Programs	\$556
Education: M.A. (Education Leadership Off-Site Cohort Program)	\$414
Education Graduate Course Audit Fee	\$278
Counseling Psychology Graduate Program	\$556
Counseling Psychology Graduate Course Audit Fee	\$278
Course Equivalency Examination Fee (per course)	\$100

2016–17 ACADEMIC YEAR (Fall, Winter, Spring)

Tuition Per Unit

Education Graduate Programs: M.A. & Certificate Programs	\$581
Education: M.A. (Education Leadership Off-Site Cohort Program)	\$433
Education Graduate Course Audit Fee	\$291
Counseling Psychology Graduate Programs	\$581
Counseling Psychology Graduate Course Audit Fee	\$291
Course Equivalency Examination Fee (per course)	\$100

2017 SUMMER SESSION (including Summer Pre-session, Fall Pre-session, and Fall Mini-term)

Tuition Per Unit

Education Graduate Programs: M.A. & Certificate Programs	\$581
Education: M.A. (Education Leadership Off-Site Cohort Program)	\$433
Education Graduate Course Audit Fee	\$291
Counseling Psychology Graduate Program	\$581
Counseling Psychology Graduate Course Audit Fee	\$291
Course Equivalency Examination Fee (per course)	\$100

Admission Application Fees

Education Application Fee (nonrefundable)	\$50
Counseling Psychology Application Fee (nonrefundable)	\$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 219/221 (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)	\$2512
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Graduate Room and Board—Santa Clara Campus (10-Month Rate*)

Franklin House Single	\$12,666
Park Avenue 2-bedroom Apartment & Duplex Single	\$12,666
Studio Single & Bellomy, Franklin House Single	\$13,380
Lafayette, St. Clare & Bellarmine 1-bedroom Apartment	\$15,396

*\$660 in dining points are included in the 10-month contract.

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

MANDATORY HEALTH INSURANCE

Santa Clara University requires all degree-seeking students enrolled at least half -time in their school or college to have health insurance (excluding certificate and online programs). ***ALL F-1 visa students, regardless of number of units, are required to have insurance.*** This requirement helps to protect students from incurring unexpected high medical costs and provide students with access to quality health care.

Students may purchase the University-sponsored Aetna Student Health Insurance plan, but are not required to if they can provide proof of other insurance coverage comparable to the Aetna Student Health Insurance plan as outlined in the benefit and waiver requirements below. Students with comparable health insurance must complete the Online Waiver Form with their own insurance information prior to the waiver deadline to avoid being automatically enrolled into the school-sponsored plan and having their student account inappropriately charged. *The waiver is required every academic year.* The deadline to apply for the waiver is mid-September. The waiver is available online at www.scu.edu/cowell/insurance/waiver-information/.

1098-T INFORMATION

Educational Tax Credits

The 1098-T is a statement of qualified tuition and fees charged by SCU that is provided to the student and to the IRS. The 1098-T is filed by Santa Clara University for each student who is a U.S. citizen or permanent resident, and for whom reportable transactions are made for a calendar year. Santa Clara University has contracted with a vendor, Tax Credit Reporting Service (TCRS), to provide Form 1098-T to SCU students.

Note to students: Your personal financial records serve as official supporting documentation for your federal income tax return. The information on the 1098-T form is only provided to assist you.

In general, qualified tuition and related expenses include 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.

Students may view and print their 1098-T tax form via www.irs.gov/pub/irs-pdf/f1098t.pdf.

Information Reported

The 1098-T form reports the name, Social Security Number, and address of the student, and indicates whether the student was a graduate student or at least half-time during the calendar year.

Note to students: 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.

SCU is required to report all qualified transactions in the actual calendar year during which they were posted to student accounts, regardless of when the transaction was paid.

No SCU employee may give tax advice regarding these credits. Students who are unsure about their eligibility or have any questions, should 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 Registrar's Office.

How to Request a Form or Changes

Students who did not receive a 1098-T form can go online at www.irs.gov/pub/irs-pdf/f1098t.pdf to download a copy. Additional hardcopy forms will not be mailed.

If a 1098-T form contains incorrect information, a 1098-T Change Request form (available online at www.scu.edu/bursar/1098) may be submitted to the Bursar's Office by fax. Fax information is located on the form. Requests may take 5 to 7 days to process. Once completed, the student will be notified when 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 should be directed to TCRS at 877-467-3821.

For more information regarding tax credits and eligibility, visit the IRS website at www.irs.gov/pub/irs-pdf/f1098t.pdf.

GRADUATE STUDENT LOANS

To help cover the cost of education, students 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 for students. In many cases, loan payments do not start until after the student has graduated or becomes enrolled 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 financial aid awards.

- **William D. Ford Federal Direct Loan:** The Federal Direct Loan program, generally known as Federal Stafford Loans, provides students with a simple and convenient way to borrow money to pay for their 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 provided on the Free Application for Federal Student Aid (FAFSA).
- **Federal Direct Graduate PLUS Loan:** Federal Graduate Direct PLUS Loans from the U.S. Department of Education are available 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 a 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 is the student's responsibility to pay. Current information on a student's financial aid award status and Bursar's account is available via eCampus.

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, visit the Financial Aid Office website (www.scu.edu/financialaid) or make an appointment with a financial aid counselor.

Private Alternate Loans

While federal students loans are often the most attractive lending options, students may also wish to consider loans from other sources. The Financial Aid Office encourages borrowers to do their own research to find the best lender. SCU provides a Guide to Choosing a Lender (www.scu.edu/ecp/admissions/financialaid/federalaid) that may assist students in determining the best lender for them.

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 their 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.

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.

The School of Education and Counseling Psychology awards merit-based scholarships to enrolled students on an annual basis. A new application is required at the beginning of every academic year to be considered for these scholarships.

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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 pragmatic, evidence-based clinical skill development essential for practitioners. We are dedicated to interpersonal, intrapsychic, and systemic methods with a broad sensitivity to individual and cultural differences (gender, SES, religious/spiritual, ethnic, and sexual orientation).

In our programs, students must master theoretical knowledge and counseling/clinical skills related to performing therapy in individual, group, couples, child, and family sessions. Students may choose to focus their elective classes in advanced courses in one of 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 including psychodynamic, cognitive-behavioral, process-experiential, existential, motivational interviewing, group, child and youth, mindfulness training, spirituality, hypnotherapy, and others.

Our curriculum is scheduled on the quarter system, with courses offered in the fall, winter, spring, and two summer sessions.

DEGREE PROGRAMS

The Department of Counseling Psychology offers the following degree programs:

- Master of Arts in Counseling Psychology (90 units). This program is fully compliant with California State requirements for Marriage and Family Therapy (MFT) or Licensed Professional Clinical Counselor (LPCC) licensure. As of September 2012, all such programs in California are mandated as 90 quarter units (or 60 semester units).
- Master of Arts in Counseling (52.5 units)

Students enrolled in the 78-unit program should refer to the *Graduate Bulletin* for the year they were admitted.

Master of Arts in Counseling Psychology (90 units)

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

Tracks

The Master of Arts in Counseling Psychology program has four tracks; each track may also include an emphasis:

- MFT (Marriage and Family Therapy)
- LPCC (Licensed Professional Clinical Counselor)
- MFT/LPCC combination
- Self-designed (no license)

The California Board of Behavioral Sciences (BBS) bases the MFT track on California State regulations, guidelines suggested by the American Association for Marriage and Family Therapy, and the California Association of Marriage and Family Therapists, and requires curriculum approval. Students choosing this track are qualified to sit for the MFT license exam after completing their 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. While some states have reciprocity with California, and other states have required one or more courses for license eligibility, all states require knowledge of that state's laws and ethics. Students who wish to obtain a license in a state other than California, are strongly advised to consult with the home (or intended) state's governing board to understand local regulations, restrictions, and requirements.

The California Board of Behavioral Science (BBS) bases the LPCC track on California State regulations, guidelines from the California Coalition for Counselor Licensure, and curriculum approval. Students choosing this track are qualified to sit for the LPCC license exam after completing course work, practicum, and clinical hours. The LPCC is a more "portable" degree (see note below), 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.

Note: Portable means that 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 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 3,000 training hours prior to their master's degree. The required 3,000 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 52.5-unit Master of Arts in Counseling program affords. This track does not lead to licensure.

Master of Arts in Counseling (52.5 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 52.5-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 class work with research opportunities during the master's program.

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

The 52.5-unit Master of Arts in Counseling program 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 52.5-unit master's degree cannot, post-graduation, transfer or apply those credits toward the completion of an MFT license program. The regulation states:

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

The 52.5-unit program may include one of the department's three emphasis programs: Correctional Psychology, Health Psychology, and Latino Counseling.

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

Coordinator: Bob Michels

The correctional arena in counseling is one of the fastest growing and provides a significant array of available positions for practitioners. The Correctional Psychology 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 52.5-unit Master of Arts in Counseling and 90-unit Master of Arts in Counseling Psychology programs. Those enrolling in the Correctional Psychology emphasis courses must be able to pass a law enforcement background check due to security clearance for required field trips.

Emphasis in Health Psychology

Coordinator: Dale G. Larson

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

The emphasis in Health Psychology is designed for individuals with a combined interest in counseling and health psychology. Graduates of the program work as agency and private practice counselors with special expertise in a variety of mental health issues that are part of everyday clinical practice; health promotion specialists in industry, schools, and hospitals; counselors in employee assistance programs; and counseling and health specialists in other settings. The emphasis is available to students in both Master of Arts program options: Counseling with an emphasis in Health Psychology (52.5 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

Coordinator: Lucila Ramos-Sánchez

The Latino Counseling emphasis provides training to serve the Latino population. Graduates, particularly those who are bilingual, are needed in most agencies and private settings. The emphasis focuses on the applications of clinical practices relevant to issues of culture, ethnicity, acculturation, and assimilation. Implications of counseling within a Latino family system and issues of language are explored. Coursework concentrates on the development of knowledge and practical skills in the following areas: reaching clients from this normally underserved population, developing rapport with clients, intervening in culturally sensitive and appropriate ways, and counseling at various times throughout the life cycle. Some of the classes stress the importance of language and one class is instructed substantially in Spanish. The emphasis is available to students in both Master of Arts program options: Counseling with an emphasis in Latino Counseling (52.5 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. The emphasis in Latino Counseling program is one of only three programs available in the United States.

COURSE REQUIREMENTS: ALL DEGREE PROGRAMS IN THE DEPARTMENT OF COUNSELING PSYCHOLOGY

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

Core Courses

The following 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
- CPSY 220. Research Methods
- CPSY 227. Counseling Process and Skills
- CPSY 231. Multicultural Counseling
- CPSY 275. Ethical and Legal Issues in Counseling

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

Note: The 78-unit master's programs in Counseling Psychology were 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 they were admitted; 78-unit programs are not detailed in this Bulletin. Updated program track sheets are available in the Department of Counseling Psychology office. Students are advised to pay close attention to these program track sheets. Students already in the 78-unit program will be allowed to sit for state licensing tests if they meet all other requirements. However, the California Board of Behavioral Sciences will no longer accept the 78-unit program after December 31, 2018.

As of September 1, 2012, all counseling psychology programs are 90 units in accordance with guidelines from the State of California. The 52.5-unit counseling degree (non-licensable) remains unchanged.

COURSE REQUIREMENTS: COUNSELING PSYCHOLOGY DEGREE PROGRAMS

In addition to the nine core courses, students must fulfill the following requirements for their chosen track.

Master's Program in Counseling Psychology (MFT Track)

Nine 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. Counseling Practicum: Marriage and Family Therapy (three consecutive quarters beginning in the fall)
- Seven electives

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

Nine 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. Counseling Practicum: Marriage and Family Therapy (three consecutive quarters beginning in the fall)

Plus correctional psychology emphasis courses:

- 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/Health Psychology Emphasis)

Nine 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. Counseling Practicum: Marriage and Family Therapy (three consecutive quarters beginning in the fall)

Plus health psychology emphasis courses:

- 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/Latino Counseling Emphasis)

Nine 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. Counseling Practicum: Marriage and Family Therapy (three consecutive quarters beginning in the fall)

Plus Latino counseling emphasis courses:

- 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)

Nine 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 units)
- CPSY 291. Counseling for Grief Loss and Trauma
- CPSY 300. Career Development and Life Planning
- CPSY 302. Formal and Informal Assessment in Career Development
- CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
- CPSY 318. Clinical Assessment I
- CPSY 319. Clinical Assessment II
- CPSY 320. Substance Abuse Treatment
- CPSY 321. Dual diagnosis: Diagnosis and Treatment (1.5 units)
- CPSY 323. Psychopharmacology
- CPSY 324. Biological Basis for Behavior (1.5 units)
- CPSY 328. Clinical Assessment in Child Diagnosis (1.5 units)
- CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5 units)
- CPSY 333. Counseling Practicum: Licensed Professional Counseling (three consecutive quarters beginning in the fall)
- Five-and-a-half electives

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

Nine 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 units)
- CPSY 300. Career Development and Life planning
- CPSY 302. Formal and Informal Assessment in Career Development
- CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
- CPSY 318. Clinical Assessment I
- CPSY 319. Clinical Assessment II
- CPSY 320. Substance Abuse Treatment
- CPSY 321. Dual Diagnosis: Diagnosis and Treatment (1.5 units)
- CPSY 323. Psychopharmacology
- CPSY 324. Biological Basis for Behavior (1.5 units)
- CPSY 328. Clinical Assessment in Child Diagnosis (1.5 units)
- CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5 units)
- CPSY 333. Counseling Practicum: Licensed Professional Counseling (three consecutive quarters beginning in the fall)

Plus correctional psychology emphasis courses:

- 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
- Two-and-a-half electives

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

Nine 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 units)
- CPSY 291. Counseling for Grief Loss and Trauma
- CPSY 300. Career Development and Life planning
- CPSY 302. Formal and Informal Assessment in Career development
- CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
- CPSY 318. Clinical Assessment I
- CPSY 319. Clinical Assessment II
- CPSY 320. Substance Abuse Treatment
- CPSY 321. Dual diagnosis: Diagnosis and Treatment (1.5 units)
- CPSY 323. Psychopharmacology
- CPSY 324. Biological Basis for Behavior (1.5 units)
- CPSY 328. Clinical Assessment in Child Diagnosis (1.5 units)
- CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5 units)
- CPSY 333. Counseling Practicum: Licensed Professional Counseling (three consecutive quarters beginning in the fall)

Plus health psychology emphasis courses:

- CPSY 380. Positive Psychology and Health
- CPSY 381. Health Psychology: Theory and Practice
- CPSY 385. Stress and Stress management
- Two-and-a-half electives

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

Nine 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 units)
- CPSY 291. Counseling for Grief Loss and Trauma
- CPSY 300. Career Development and Life planning
- CPSY 302. Formal and Informal Assessment in Career development
- CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
- CPSY 318. Clinical Assessment I
- CPSY 319. Clinical Assessment II
- CPSY 320. Substance Abuse Treatment
- CPSY 321. Dual Diagnosis: Diagnosis and Treatment (1.5 units)
- CPSY 323. Psychopharmacology
- CPSY 324. Biological Basis for Behavior (1.5 units)

- CPSY 328. Clinical Assessment in Child Diagnosis (1.5 units)
- CPSY 333. Counseling Practicum: Licensed Professional Counseling (three consecutive quarters beginning in the fall)

Plus Latino counseling emphasis courses:

- 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)

Nine 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 units)
- CPSY 291. Counseling for Grief Loss and Trauma
- CPSY 300. Career Development and Life planning
- CPSY 302. Formal and Informal Assessment in Career Development
- CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
- CPSY 311. Psychology of Marriage 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 units)
- CPSY 323. Psychopharmacology
- CPSY 324. Biological Basis for Behavior (1.5 units)
- CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)
- CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5 units)
- CPSY 333. Counseling Practicum: Licensed Professional Counseling (three consecutive quarters beginning in the fall)
- Two-and-a-half electives

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

Nine 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 units)
- CPSY 300. Career Development and Life planning
- CPSY 302. Formal and Informal Assessment in Career development
- CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
- CPSY 311. Psychology of Marriage 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 units)
- CPSY 323. Psychopharmacology
- CPSY 324. Biological Basis for Development (1.5 units)
- CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)
- CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5 units)
- CPSY 333. (three consecutive quarters beginning in the fall) Counseling Practicum: Licensed Professional Counseling

Plus correctional psychology emphasis courses:

- 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/Health Psychology Emphasis)

Nine 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 units)
- CPSY 291. Counseling for Grief Loss and Trauma
- CPSY 300. Career Development and Life planning
- CPSY 302. Formal and Informal Assessment in Career development
- CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
- CPSY 311. Psychology of Marriage 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 units)
- CPSY 323. Psychopharmacology
- CPSY 324. Biological Basis for Behavior (1.5 units)
- CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)
- CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5 units)
- CPSY 333. (three consecutive quarters beginning in the fall) Counseling Practicum: Licensed Professional Counseling

Plus health psychology emphasis courses:

- 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/Latino Counseling Emphasis)

Nine 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 units)

- CPSY 291. Counseling for Grief Loss and Trauma
- CPSY 300. Career Development and Life planning
- CPSY 302. Formal and Informal Assessment in Career development
- CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters
- 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 units)
- CPSY 323. Psychopharmacology
- CPSY 324. Biological Basis for Behavior (1.5 units)
- CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)
- CPSY 333. Counseling Practicum (three consecutive quarters beginning in the fall)

Plus Latino counseling emphasis courses:

- 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 units)

Note: This program does not lead to a license eligibility.

Nine 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. Practicum Agency (two consecutive quarters beginning in the fall)
- 11 electives

COURSE REQUIREMENTS: COUNSELING DEGREE PROGRAMS (52.5 UNITS)

In addition to the nine core courses, students must fulfill the following requirements for their chosen program.

Counseling (52.5 units): No Emphasis

Nine core courses plus:

- 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 (52.5 units): Correctional Psychology Emphasis

Nine core courses plus:

- 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 psychology 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 (52.5 units): Health Psychology Emphasis

Nine core courses plus:

- CPSY 320. Substance Abuse Treatment
- CPSY 318. Clinical Assessment I
- CPSY 331H. Counseling Practicum: Health Psychology (fall term)

Plus health psychology 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
- One elective

Counseling (52.5 units): Latino Counseling Emphasis

Nine core courses plus:

- CPSY 318. Clinical Assessment I
- CPSY 331L. Counseling Practicum: Latino (two consecutive quarters beginning in the fall)

Plus Latino counseling emphasis courses:

- 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 CPSY 366 is taken).

ACADEMIC AND PROFESSIONAL PERFORMANCE

The following information applies to students in all counseling programs.

Academic Performance

Students must maintain at least a 3.0 GPA 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 dismissed from the program.

A grade of “B” or higher is required in courses CPSY 200, 216, 218, 227, 231, and 275 for continuation in the program regardless of grades earned in other courses. Failure to earn a grade of “B” or higher in 200, 216, 218, 227, 231, and 275 will result in immediate dismissal from the Department of Counseling Psychology and the school. *Note: This policy is under review and may be revised during the 2016–17 academic year.*

Professional Performance

Students are evaluated on their 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.

Periodic Professional Review

A uniform practice across mental health training schools is the periodic review of students who are evaluated not only on their academic performance but also evaluated on their 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 shall 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 such as plagiarism, unethical conduct, violation of the student code of conduct, and unprofessional conduct or psychological/emotional instability that is deemed 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 in the program, 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 thereby requiring the review and potential intervention of the faculty.

In such a case, the faculty has adopted the following protocol:

(1/18/11, rev. 10/2/2012; rev. 9/30/14)

1. Faculty or staff members who perceive a problem first meet with the student of concern to discuss the problem. If the initial meeting fails to rectify the situation, or if the situation necessitates more formal review, the faculty or staff members will complete a Professional Performance Review (PPR) of the student.

2. The faculty will inform the student that a PPR has been completed.
3. The PPR(s) are submitted to the Chair. Based upon the nature of the problem and the number of PPRs that have been submitted, 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. Decide that no current action need be taken
4. Potential outcomes of this review include, but are not limited to:
 - a. Requiring the student to seek personal counseling
 - b. Placing the student on temporary probation that may include completion of designated remedial activities prior to, or concurrent with, the return to class
 - c. Allowing the student to continue with a warning that additional reports will result in a formal review
 - d. Suspending the student from the program for a period of remediation. After that, the student must demonstrate that remedial steps have been taken, and must reapply to the department for readmission
 - e. Dismissing the student from the program. Dismissal may come at any point in the student's academic program irrespective of the number of units completed

All information and documented protocols will be placed in the student's file. The student will be notified of actions taken.

The student will have the right to submit an appeal in writing to the dean of the school within 30 days of the date of the notice. The dean will consider the appeal and respond to the student in writing within 30 days. The decision of the dean will be final.
5. If the faculty, chair, ad hoc committee, and/or the dean believe the situation is serious enough to warrant immediate implementation of an outcome, the decision may be implemented prior to the completion of the full 30-day appeal period.

GENERAL ACADEMIC INFORMATION

Registration

Registration for the next term generally takes place mid-quarter, and students are assigned an appointment window (based on standing in the program) to sign up for courses for the following quarter. Students may register after their appointment window but not before hand. We encourage students to keep their appointment time when possible so they can register in a timely fashion. Registration periods are posted on eCampus. Course schedules for the various programs and tracks are available in the CPSY office and online at www.scu.edu/courseavail/.

All students are assigned an advisor who is a full-time faculty member upon admission to the program. It is up to the student to meet regularly with his/her advisor. Critical periods to meet with an advisor include the following: registration for courses, declaration of a track, declaration of an emphasis, and petition for graduation. Students are invited to meet with any full-time faculty member during office or walk-in hours if their advisor is unavailable. A student's advisor will change if he/she declares an emphasis, in which case the new advisor will be the emphasis coordinator.

Status and Course Load

A course load of three courses per quarter (9 units) is considered full-time status. A student may take a maximum of 10.5 units per quarter. Students who wish to take 12 units must get special (written) permission from her/his advisor or the chair and submit the Authorization for Course Overload form. Only one overload will be approved per academic year.

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

Students may not register for more than three classes total during summer sessions I and II, and no more than two classes in either session.

Sequencing of Core Courses

Students are recommended to take their core courses in the following sequence:

1. CPSY 200. Psychology of Interpersonal Communications
2. CPSY 218. Foundations of Psychotherapy and Personality
3. CPSY 216. Psychology of Human Development
4. CPSY 220. Research Methods
5. CPSY 212. Psychology of Relationships
6. CPSY 219. Psychology of Group Counseling (CPSY 219 has a lab group (CPSY 221) experience that must be taken concurrently with enrollment in CPSY 219)
7. CPSY 227. Counseling Process and Skills
8. CPSY 231. Multicultural Counseling
9. CPSY 275. Ethical and Legal Issues

Students are encouraged to meet with their advisor prior to registration periods to discuss course sequencing for their specific program, track, and emphasis.

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

Advanced Specialty and Emphasis Classes

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

Field Experience/Pre-Practicum

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

Guidelines for Field Experience:

1. Students must complete 18 units of academic training before accumulating hours (except for personal therapy).
2. All experience hours must be under the supervision of a supervisor. A supervisor is one who has been licensed minimally for two years as a MFT, LCSW, psychologist, or psychiatrist, and has not provided therapy services to the trainee; has a valid license; and complies with board regulations for supervisors.
3. The trainee may be volunteer or paid (restrictions apply for paid work); no hours count for an independent contractor.
4. The site must be approved by the Department of Counseling Psychology Practicum Coordinator, prior to beginning the experience (see Board of Behavioral Sciences Licensing Requirements [www.bbs.ca.gov] for more information).

Note: LPCC students may not accumulate pre-practicum hours.

Mandatory Lab Group (CPSY 221)

The lab group experience (CPSY 221) 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 must be taken concurrently with the CPSY 219 class.

Note: 78-unit LPCC or MFT/LPCC combined track students who have completed CPSY 219A can make up the units by taking CPSY 389 (Advanced Group Leadership).

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

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

MFT Practicum Prerequisites

Students in the MFT track must take the following practicum prerequisite courses:

- 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 52.5-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 Clinical Counseling will need to complete three quarters of MFT/LPCC Practicum (CPSY 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.

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. Students must have received a grade of “B” or higher in the course. Under rare and extraordinary circumstances approved by the dean of the school, the number of transferable credits can be increased to 15 quarter units.

Courses that may be transferred into the SCU MFT and LPCC master’s programs include the following:

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

All other courses, with the exception of those listed below, may not be transferred into the SCU MFT, LPCC, or MFT/LPCC combined master’s program:

319*	323*			
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*A transfer may be considered under exceptional and rare circumstances, i.e., that the course is equivalent in both substantive and experiential dimensions to its SCU counterpart course.

Courses not accepted as required courses may be accepted as elective/independent study units.

Challenging a Course

Students may challenge a course by “passing” the course via an oral or written examination. 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 master’s 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. Students are not eligible to challenge more than three courses in total.

Courses that may be challenged in the SCU MFT and LPCC programs include the following:

211	214	216	218	220
227	231	275	311	317
318	All electives			

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

All other courses may not be challenged.

To challenge a course, a student must:

1. Have completed at least 15 units at Santa Clara University (unless an exception is granted by the department chair)
2. Have a cumulative GPA of 3.2
3. Have permission from the instructor and department chair to proceed with the challenge. The instructor must complete a written description of the proposed challenge process to be approved by the department chair

Once the challenge has been successfully completed, a report is provided to the Office of Student Services and Assessment.

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. This course may not be waived for LPCC students.

Ethical Principles

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

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

A copy of the *Ethical Principles of Psychologists* publication 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 classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. In courses and program-related activities, in oral and/or written assignments, students are expected to reflect on their past and present personal experiences.

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

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

Comprehensive Examination

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

Thesis

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

Exit Survey

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

DEPARTMENT OF COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

Courses offered specifically for education students are listed in the Department of Education section of this *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. *Prerequisites: CPSY 200 and 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. *Prerequisites: CPSY 200, and 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 relationships; 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: CPSY 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. *Prerequisites: CPSY 200 and 211.* (3 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. *Prerequisite: None.* (3 units)

215. Psychology of Childhood

This course 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: CPSY 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 multicultural 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. *Prerequisites: CPSY 200 and 218. Co-requisite: CPSY 221. CPSY 220 is strongly recommended.* (3 units)

220. Research Methods

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

221. Group Counseling Lab

This lab is an experiential application of the theories and principles learned in CPSY 219. This lab is taken prior to or concurrently with CPSY 219. *Note: All 90-unit students and all 52.5-unit students are required to take this lab. Prerequisites: CPSY 200 and 218. CPSY 220 is strongly recommended.* (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: Prior to the implementation of CPSY 214, students in the 90-unit MFT, LPCC, and MPT/LPCC combined tracks had to enroll in this course and CPSY 225 in the same quarter. This course was discontinued in spring 2015 and replaced with CPSY 214. 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. *Note: Prior to the implementation of CPSY 214, students in the 90-unit MFT, LPCC, and MFT/LPCC combined tracks had to enroll in this course and CPSY 224 in the same quarter. This course was discontinued in spring 2015 and replaced by CPSY 214.* (1.5 units)

227. Counseling Process and Skills

This course has an 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 the therapeutic process. *Prerequisites: CPSY 200 and 218.* (3 units)

228. Advanced Counseling Process and Skills

This course is an intensive skill-building class presenting an integrative model of individual therapy. Theory and interventions are based on process experiential (Emotion-Focused Therapy) and interpersonal (Time-Limited Dynamic, Control Mastery) approaches. The class offers students opportunities to (a) learn and practice strategies and techniques for working with process dimensions of therapy, (b) learn a wide range of therapy markers and the specific interventions recommended for each of them, (c) gain experience as counselors in supervised therapy mini-sessions, (d) practice advanced therapy skills during class, and (e) receive extensive feedback on their counseling skills. The class is particularly useful for students just before or during their practicum experience. *Prerequisites: CPSY 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 are included. Review and evaluation of contemporary examples of multicultural research are discussed. *Prerequisites: CPSY 200 and 218.* (3 units)

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

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

244. Correctional Psychology

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 are addressed. *Prerequisite: None.* (3 units)

245. Transitional Treatment and Vocational Planning

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

246. Applied Behavior Analysis in Correctional Psychology

Topics include 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; and primary emphasis on behavioral therapies with antisocial persons. *Prerequisite: None.* (3 units)

264. Object-Relations Therapy

This course is an introduction to the central ideas and processes involved in the object-relations approach to psychotherapy. Critical concepts such as projective identification, transference/countertransference, the holding environment, internal objects, transitional phenomena, the therapeutic matrix, etc., are explored and practiced. Readings from the British school (Klein, Winnicott) and American (Ogden) are blended with clinical practice and discussion. *Prerequisites: CPSY 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: CPSY 200 and 218. Recommended: CPSY 214.* (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: CPSY 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 are topics in this course. Students confront such issues as confidentiality, clients’ rights, mediation, as well as child, spousal/partner, and elder abuse. *Prerequisites: CPSY 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. *Prerequisite: CPSY 275.* (1.5 units)

280. Psychology of Aging and the Family

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

282. Gestalt Therapy for Individuals and Couples

The theory and techniques of Fritz Perls and the Gestalt school are included with an emphasis on applications to family, individual, and couple counseling. *Prerequisites: CPSY 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: CPSY 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

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

298. Psychology and Spirituality

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

300. Career Development and Life Planning

Topics include an overview of the career development field, focusing on current career development and decision theory; applications of theory across various settings (industry, clinics, schools, rehabilitation, etc.); exploration of changing concepts of work and career; and examination of the meaning and spirituality of work and of “calling,” conscious life planning, and lifestyle choices. *Prerequisite: None.* (3 units)

302. Formal and Informal Assessment in Career Development

Topics in this course include familiarity with, and use of, current career assessment instrumentation; evaluation of leading instruments; selection criteria governing use of instruments according to client needs; interpretation of individual and group assessment data; and practice in completing the career counseling interview, including appropriate assessment and interpretation. Course includes an approved, individualized, formal career assessment to be completed either prior to or concurrent with 302. *Note: This course is required for the 90-unit LPCC and LPCC/MFT tracks. Prerequisite: CPSY 300. Recommended: CPSY 318.* (3 units)

308. Multidisciplinary Responses to Crises, Emergencies, and Disasters

This course focuses on trauma and the counselor’s role in both immediate response and longer term recovery. Particular emphasis is placed on the clients’ community and coordination of resources. *Prerequisites: CPSY 200 and 291.* (1.5 units)

309. Treating Complex Trauma: Theory and Practice

The course presents a skills-focused, evidence-based, and phase-oriented therapeutic framework to treat complex trauma. Specific areas of emphasis include working with trauma in couples and family therapy, cultural competence in trauma therapy, and practical skills to work with common symptoms and themes that arise out of complex trauma. *Note: CPSY 308 may be taken in the same quarter as CPSY 309. Prerequisites: CPSY 291 and 308.* (3 units)

310. Independent Study

Supervised course of study initiated by the student. A written proposal and course syllabus must be submitted to the Office of Student Services and Assessment 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; units must be full quarter units; 0.5 units are not allowed.)

311. Psychology of Marriage Counseling

This course is an introduction to methods, theories, and techniques of premarital, marital, sexual, and divorce counseling. Initial focus is on normal relational development, followed by characteristic methods of intervention with relationship difficulties in a primary dyadic relationship. Couple relationships within the cultures most common in California are explored and integrated with the more generic foci. This class includes considerable media and experiential components. *Prerequisites: CPSY 200, 212, 218, and 227.* (3 units)

315. Family Therapy

This course is an introduction to systems theory (e.g., Structural, Bowenian, Strategic) and procedures appropriate to working with families. Opportunity to practice counseling with simulated families is included. *Prerequisites: CPSY 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. *Prerequisites: CPSY 200, 216, and 218.* (3 units)

318. Clinical Assessment I

This course is a study of the therapeutic decision-making process in the context of psychopathology and the clinical setting with emphasis on the recognition, classification, 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: CPSY 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. *Prerequisite: CPSY 318.* (3 units)

320. Substance Abuse Treatment

This course 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. *Prerequisite: None.* (3 units)

321. Dual Diagnosis: Diagnosis and Treatment

This course covers the complexities and interactions in the diagnosing and treatment of Axis I and Axis II disorders in the presence of substance abuse. *Prerequisite: CPSY 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: CPSY 216, 218, 318. Course may 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. *Note: This course was previously listed as CPSY 223. Prerequisites: CPSY 216 and 218.* (1.5 units)

328. Clinical Assessment: Issues in Child Diagnosis

Study of diagnostic issues in working with pediatric psychiatric disorders. Emphasis is on DSM diagnostic criteria and interviewing children, parents, and families with special attention to developmental disorders affecting later stages of maturation. Required course for 78-unit LPCC and MFT/LPCC combined track students and all 90-unit students. *Note: This course was previously listed as CPSY 318A. Prerequisites: CPSY 200, 212, 216, 218, and 318.* (1.5 units)

329. School-Based Mental Health: Theory and Practice

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

330. Introduction to Counseling Practicum

For students who have completed 18 units and want to gain pre-practicum hours of experience. The focus of the class is the initial counseling experiences for MFT track students. The class involves both field placement and 10 hours of seminar/consultation class meeting and meets California MFT licensing requirements for practicum hours. Students will coordinate site placements through the practicum director. Topics include assessment, diagnosis, treatment planning, case management, cultural competency, and counseling interventions. *Prerequisites: CPSY 200, 216, 218, 219, 315, 317, and 318 (others may be determined by placement). One unit per term. May be taken up to three times.* (1 unit)

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. 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; CPSY 311, 315, 317, 318; and permission of instructor.* (3 units per term; 6 units required)

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 for this course 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. Must begin in fall quarter. *Prerequisites: Nine core classes; CPSY 311, 315, 317, 318, 319; and permission of instructor.* (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: CPSY 218, 315. Recommended: CPSY 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: CPSY 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. (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: CPSY 200. Recommended: CPSY 231.* (3 units)

364. Interventions with Latino Families and Children

This course 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: CPSY 200. Recommended: CPSY 231 and 360.* (3 units)

366. Spanish-Based Interviewing and Assessment

Course conducted completely in Spanish. Emphasis will be placed on conducting client interviews, assessments, making recommendations, and providing instructions in Spanish. Other topics include use of advanced-level Spanish in job/field-related language contexts and discussion of field-related articles and theories. *Prerequisites: CPSY 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 to 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: CPSY 200 and 218.* (3 units)

381. Health Psychology: Theory and Practice

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

385. Stress and Stress Management

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

388. Mindfulness and Psychotherapy: Theory, Research, and Practice

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

389. Advanced Group Counseling

For students who have completed CPSY 219 and wish advanced training in group leadership procedures. This course 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. There is 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: CPSY 200, 218, or 221, 219.* (3 units)

390. Advanced Seminar in Couples Therapy

This course is specifically designed to help students conceptualize and plan treatment for couples. The stress is on issues of structured and non-structured interviewing, transference and 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 is included. *Prerequisites: CPSY 212, 227, and 311.* (3 units)

391. Hypnotic Techniques in Counseling and Therapy

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

393. Fundamentals of Dialectical Behavior Therapy

This skills and experiential focused class is designed to familiarize students with Dialectical Behavior Therapy (DBT), an evidence-based psychosocial treatment. Students will be taught the primary theories, principles, and strategies that inform DBT including an introduction to the four skill modules (mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness) and its basic application to the everyday clinical practice of psychotherapy. Students will also become familiar with the latest research on DBT. *Prerequisite: None.* (3 units)

395. Advanced Object Relations Seminar: Clinical Techniques

This is an advanced skill-building course that 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. *Prerequisites: CPSY 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 Third 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 Mondays through 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. (3 units)

399. Thesis

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

7

Department of Education

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.

The Department of Education's faculty, staff, and students share the following goals:

- 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 has three program areas: Teacher Education, Educational Leadership, and Interdisciplinary Education. These programs offer a range of options including those that lead to recommendation for California teacher and administrator credentials, certificate programs, and graduate degrees designed to meet the needs of prospective and practicing teachers and administrators in TK–12 public, private, charter, and Catholic schools as well as those who engage in education in environments other than school settings.

TEACHER EDUCATION PROGRAMS

Teacher Education programs include the following TK–12 teaching credential programs.

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

The MATTC program prepares individuals to become effective, equitable, and ethical teachers. This 63-unit program fully integrates the following:

- The professional coursework and clinical field experiences required by the California Commission on Teacher Credentialing
- Master's-level expectations for academic rigor and richness
- Focused engagement in and consideration of the ethical dimensions of teaching practice

Students can enroll in either a full-time or part-time program. Full-time students typically complete the program in 12 to 14 months, whereas part-time students may take up to two years. Students who intend to complete the MATTC program in one year **MUST** begin in the summer term. At the conclusion of the MATTC program, 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 the MATTC-MS (Multiple Subjects) program 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 the MATTC-SS (Single Subject) program are typically preparing for careers teaching a single academic subject to students at the middle or high school level. MATTC-SS offers the preliminary single subject credential in these content areas: art, English, mathematics, music, physical education, science (general science, biology, chemistry, physics) social sciences, and world languages.

Master of Arts in Teaching + Teaching Credential/Catholic School (CatMAT) Program for Current TK-12 Catholic School Teachers

The CatMAT program is a comprehensive professional development experience that enables current full-time TK–12 Catholic school teachers of academic subjects requiring a credential by the CTC to earn their preliminary and clear teaching credentials and a Master of Arts in Teaching (MAT) degree in approximately four 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 may either be CatMAT-MS students completing the courses required to earn a preliminary multiple subject credential or CatMAT-SS students completing the coursework required to earn a preliminary single subject credential. The preliminary 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. This 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 TK–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 forfeit eligibility to earn an MAT degree.

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.

Specific policies and procedures governing the CatMAT program with its two phases are available from the director of Teacher Education or the director of Catholic Education.

Note: Due to changes in California teaching credential requirements, the 2016–17 academic year is the last year that CatMAT will be offered in its current configuration.

Abbreviated Preliminary Teaching Credential Program/Catholic School for Catholic School Teachers with Six or More Years of Experience

Catholic school 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 director of Teacher Education or the director of Catholic Education and the credential analyst.

EDUCATIONAL LEADERSHIP PROGRAMS

Master of Arts in Educational Leadership Program

The Master of Arts in Educational Leadership program consists of 45 units. There are two options within the Educational Leadership degree program: (1) with no certificate or credential, or (2) with a Certificate in Catholic School Administration and/or a Preliminary Administrative Services Credential.

Those who do NOT wish to become a school administrator must complete EDUC 360, 362, 363, 365, 366, 367, 368, 369 or 490, 370 or 376, 428, and five approved electives. This is a total of 45 units: 10 required courses and five approved electives. If a student plans to work in TK–12 education, but not in administration, the student will take EDUC 361, 364, 371, and 374. This option does NOT lead to a credential.

Preliminary Administrative Services Credential Program

A second option, the credential/certificate option, is available to those who wish to receive a California Preliminary Administrative Services Credential in addition to a master's degree and/or the certificate in Catholic Education Leadership.

In order to be eligible for a Preliminary Administrative Services Credential and a Master of Arts in Educational Leadership, a student must complete EDUC 360, 361, 362, 363, 364, 365, 366, 367, 368, 369 or 490, 370 or 376, 371, 371, 428, and one approved elective. This is a total of 45 units: 14 required courses and one elective. Students must be admitted to both the credential and master's degree programs and meet the prerequisite credential requirements.

Certificate in Catholic Leadership Program

The Certificate in Catholic Education Leadership program is open to those who wish to assume leadership positions in Catholic schools and is offered in cooperation with the Department of Catholic Schools in the Diocese of San Jose. To earn a certificate, students must complete 10 courses: EDUC 360, 361, 362, 363, 365, 366, 368, 370 or 376, 371, and 428. Upon completion of the certificate requirements a student may choose to continue for a California Administrative Services Credential and a master's degree or withdraw.

The Master of Arts Degree in Educational Leadership with the Preliminary Administrative Services Credential addresses all of the California Administrator Performance Expectations and authorizes qualified individuals to work as school principals or central office administrators in public, private, charter, or Catholic schools. At the conclusion of the program, participants who have secured employment as administrators qualify immediately for the recommendation 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 Program

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.

INTERDISCIPLINARY EDUCATION PROGRAMS

Master of Arts in Interdisciplinary Education (MA-IDE) Program

The Master of Arts in Interdisciplinary Education (MA-IDE) program is designed for people interested in expanding their knowledge and practical skills in the field of education, such as those involved in TK–12 schools as teachers, staff in higher education, school programs, corporations, foundations, non-governmental organizations, start-up companies, and community organizations. This 45-unit program takes 1.5 years of full-time study or 2 to 3 years of part-time study.

The program consists of:

- Six core courses taken by all students enrolled in the MA-IDE program (18 units)
- Emphasis courses described below (12–18 units)
- A culminating project, either an action research project or an electronic portfolio (3 or 6 units).

Students enrolled in the MA-IDE program must choose one of the following emphasis areas:

- Alternative and Correctional Education (ACE)
- Curriculum and Instruction (C&I)
- International Education (IE)
- Learning with Technology
- Science, Technology, Environmental Education, and Mathematics (STEEM)

Required Core Courses

All MA-IDE candidates, regardless of which emphasis area they are pursuing, are required to take the following 3-unit core courses:

- EDUC 446. Working with Diverse Communities
- EDUC 450. Using Technology to Enhance Student Learning
- EDUC 453. Assessment and Interpretation of Student Learning
- EDUC 470. Advanced Theory and Practice of Environment Education
- EDUC 490. Educational Research Methods
- EDUC 496. Education and Social Justice

Culminating Options

Students must select one of the following culminating options:

- **Action Research Project:** Students selecting this option must complete a two-course sequence: EDUC 454 (Action Research) and EDUC 455 (Action Research Project).
- **ePortfolio:** This option requires students to complete EDUC 499 (Assessment and ePortfolio) and an elective course selected with the approval of the student's advisor.

Action Research Project: Students must enroll in the two-course sequence (EDUC 454 and EDUC 455) designed to help them plan, implement, and report on an action research project. This option is particularly useful for practicing teachers/educators. Under the supervision of the instructor(s) for EDUC 454 and EDUC 455, students must secure approval from SCU's Human Subjects Committee as part of the action research process. Details about the process to apply for project review are available at "Research with Human Subjects" (www.scu.edu/provost/research).

Electronic Portfolio (ePortfolio): Under the supervision of the course instructor for EDUC 499 (Assessment and Electronic Portfolio), students create an electronic portfolio that summarizes their experience in the MA-IDE program. Students use SCU's ePortfolio system, Digiication, to assemble a curated collection of materials and reflections. This option is open to all candidates, including practicing teachers/educators. *All students but especially those interested in this option should carefully save all materials related to the courses they take during the program (e.g., syllabi, papers, midterms, final projects, in-class exercises, etc.) as these may become artifacts in their ePortfolios.*

Emphasis in Alternative and Correctional Education (ACE)

Faculty Lead: Robert Michels

The emphasis 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, administrators, and others wishing to increase their professional effectiveness with students who are in alternative and correctional educational settings. Those enrolling in this emphasis must be able to pass a law enforcement background check due to security clearance for required field trips. The required courses in this emphasis are:

- CPSY 243. At-Risk, Non-Conventional Youth
- CPSY 244. Correctional Psychology
- CPSY 245. Transitions and Vocational Training
- CPSY 246. Applied Behavior Analysis
- EDUC 371. Program Interventions

Emphasis in Curriculum and Instruction (C&I)

Faculty Lead: Sara Garcia

This emphasis is designed for practicing teachers, administrators, and field practitioners in education and non-profit organizations related to education interested in deepening their professional knowledge and skills in critical areas of practice, with a particular focus on TK–12 classrooms. The courses in this emphasis are:

- EDUC 361. Instructional Leadership
- EDUC 371. Program Interventions
- EDUC 420. Communication, Collaboration, Critical Thinking, and Creativity with Technology
- EDUC 443. Advanced Study of Methods and Assessment for English Language Learners
- EDUC 447. Advanced Instruction in Academic Reading and Writing
- EDUC 449. Quantitative Literacy

Emphasis in International Education (IE)

Faculty Lead: Cheryl McElvain

This emphasis is designed for students interested in learning about and understanding the complexities of educational practice around the world, with the goal of finding creative solutions. Through rigorous coursework, students are prepared to work with nongovernmental organizations (NGOs) in the private and public sectors in a wide variety of functions, with an emphasis on developing expertise to create innovative educational programs for the most vulnerable and underserved populations. An optional study abroad experience offers students an international internship working with social enterprises in multiple education fields. The courses in this emphasis are:

- EDUC 422. Foundations of Comparative International Education
- EDUC 423. International Perspectives on Equity and Education
- EDUC 498. Global Education Entrepreneurship
- EDUC 500. Foundations of International Education Politics and Policies

Emphasis in Learning with Technology

Faculty Lead: Pedro Hernandez-Ramos

Technology is transforming how schools function and how teachers and students work in classrooms and other learning spaces from kindergarten to higher education and beyond. 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 educational and learning contexts, within and outside of schools. The courses in this emphasis are:

- EDUC 420. Communication, Collaboration, Critical Thinking, and Creativity with Technology Tools
- EDUC 421. Design and Implementation of Online/Blended Learning Experiences
- EDUC 473. Connecting Math and Science to the Real World
- EDUC 492. Technology in Education: Opportunities and Challenges

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

Faculty Leads: Margaret Lucero (Science), Pedro Hernández-Ramos (Technology), Sara García (Environmental Education), and Kathy Sun (Mathematics)

This emphasis is designed mainly for practicing teachers, curriculum designers, informal educators in museums and other learning settings, staff in educational organizations, and others who may already be math, science, or technology teachers/developers/practitioners and are interested in deepening their disciplinary content knowledge as well as build their interdisciplinary knowledge and understanding of the rich connections among these fields. This emphasis consists of four courses designed to offer students a rich and truly interdisciplinary option to further expand their content, pedagogical, and technological knowledge in these areas of practice. The environment serves as a connecting theme across all courses in this emphasis. Technology applications and skills are emphasized throughout the emphasis courses with the goal of enhancing teaching practices and learning achievement. Connections among the disciplines to the real world are a major focus. The courses in this emphasis are:

- EDUC 465. Advanced Theory and Practice of Science Teaching and Learning
- EDUC 466. Advanced Theory and Practice of Mathematics Teaching and Learning
- EDUC 467. Integrating Language and Literacy into Math and Science Instruction
- EDUC 473. Connecting Math and Science to the Real World

CERTIFICATES IN EDUCATION

Certificate in Alternative and Correctional Education

The Certificate in Alternative and Correctional Education program 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. The required courses are:

- CPSY 244. Correctional Psychology
- CPSY 245. Transitions and Vocational Training
- CPSY 246. Applied Behavior Analysis
- EDUC 371. Program Interventions

DEPARTMENT OF EDUCATION COURSE DESCRIPTIONS

MATTC/CatMAT Course Descriptions

Multiple Subject Courses

250. Ethics, Diversity, Reflection: Introduction to TK–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 TK–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 TK–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 TK–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 TK–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 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. See description for EDUC 255. Required of all multiple subject candidates on the preservice pathway. Must be taken concurrently with a clinical practicum placement in a public school classroom. *Prerequisite: EDUC 355.* (1 unit)

257. First and Second Language Acquisition in Elementary Schools

This course 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 TK-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

This course is designed to familiarize credential candidates with many effective techniques, procedures, and models for establishing and maintaining a productive elementary school learning environment. The course 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. (3 units)

259. Elementary Mathematics Methods I

This course prepares TK-8 educators to be effective beginning teachers of mathematics. Credential candidates examine specific issues concerning curriculum content and design aligned with the Common Core, 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). See description for EDUC 259 above. This course requires concurrent enrollment in EDUC 267 or a full-time teaching position in a Catholic school. *Prerequisite: EDUC 259 or permission of the director of Teacher Education.* (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 aligned with the Common Core state standards. 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

This course includes a study of language arts teaching strategies, with a focus on teaching writing to students in grades TK-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

In this course, 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, aligned with the Next Generation Science standards, 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. The practicum 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. This course is offered as Pass/Fail; academic and teaching performance equivalent to a grade of "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. The practicum 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. Students must have passed the required CSET and/or CBEST examinations and the scores must be on file with the Credential Analyst before beginning this course. This course is offered as Pass/Fail; academic and teaching performance equivalent to a grade of "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. *Prerequisite: EDUC 266.* (6 units)

268. Clinical Practicum III: Elementary Student Teaching

This practicum supports preservice credential candidates during the final quarter of their clinical field placement. This practicum 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. This course is offered as Pass/Fail; academic and teaching performance equivalent to a grade of “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. *Prerequisites: EDUC 266 and 267.* (9 units)

269. Ethical Teaching Practices in Elementary Schools I

This three-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 TK–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 for EDUC 269. *Prerequisite: EDUC 269.* (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 for EDUC 370. *Prerequisites: EDUC 269 and 270.* (1 unit)

272. Ethical Teaching Practices in Catholic Schools

Practicing teachers pursuing a credential on the Catholic school pathway will learn to analyze their own classroom-based ethical dilemmas using a variety of philosophical perspectives. The dilemmas are interpreted in relation to the existing research on TK–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, TK–12

This course 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 TK–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. The course 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. *Note: This course can serve as a substitute for EDUC 257 or EDUC 282.* (3 units)

274. Classroom Management, TK–12

This course is designed to familiarize credential candidates with many effective techniques, procedures, and models for establishing and maintaining productive learning environments in TK–12 classrooms. The course 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. *Note: This course can serve as a substitute for EDUC 258 or EDUC 283.* (3 units)

Single Subject Courses

275. Ethics, Diversity, Reflection: Introduction to TK–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 TK–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 TK–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 TK–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 TK–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. See description for EDUC 280. Required of all single subject candidates on the preservice pathway; must be taken concurrently with a clinical practicum placement in a public school classroom. *Prerequisite: EDUC 280.* (1 unit)

282. First and Second Language Acquisition in Secondary Schools

This course 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

This course is designed to familiarize credential candidates with many effective techniques, procedures, and models for establishing and maintaining a productive secondary school learning environment. The course 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 and the Common Core. 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 and music should enroll in the social sciences methods course block. Single subject credential candidates in physical education should enroll in the 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 course)

285. Secondary English Methods I

This course is a prerequisite for EDUC 286. (3 units)

285A. Secondary World Languages Methods I

This course is a prerequisite for EDUC 286A. (3 units)

286. Secondary English Methods II

Enrollment in this course requires successful completion of EDUC 285. (3 units)

286A. Secondary World Languages Methods II

Enrollment in this course requires successful completion of EDUC 285A. (3 units)

287. Secondary Mathematics Methods I

This course is a prerequisite for EDUC 288. (3 units)

288. Secondary Mathematics Methods II

Enrollment in this course requires successful completion of EDUC 287. (3 units)

289. Secondary Science Methods I

This course is a prerequisite for EDUC 290. (3 units)

290. Secondary Science Methods II

Enrollment in this course requires successful completion of EDUC 289. (3 units)

291. Secondary Social Sciences Methods I

This course is a prerequisite for EDUC 292. (3 units)

292. Secondary Social Sciences Methods II

Enrollment in this course requires successful completion of EDUC 291. (3 units)

293. Teaching Nonconventional Youth

The course includes 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. The course 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

This course 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

This course is 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. The practicum 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. This course is offered as Pass/Fail; academic and teaching performance equivalent to a grade of “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. The practicum 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. This course is offered as Pass/Fail; academic and teaching performance equivalent to a grade of “B” is required to earn a passing grade. Students must have passed the required CSET and/or CBEST examinations and the scores must be on file with the Credential Analyst before beginning this course. 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. The practicum 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. This course is offered as Pass/Fail; academic and teaching performance equivalent to a grade of “B” is required to earn a passing grade. Required of all single subject credential candidates completing the preservice pathway. *Prerequisite: EDUC 298.* (9 units)

300. Ethical Teaching Practices in Secondary Schools I

This three-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 TK–12 teachers’ professional decision-making. 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 for EDUC 300. *Prerequisite: EDUC 300.* (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 for EDUC 300. *Prerequisites: EDUC 300 and 301.* (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 TK–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. (1 unit)

Clear Credential Course Descriptions

330. Integrating Theory and Practice in Classrooms A

This three-course sequence is required for all candidates for the general education clear teaching credential. The course meets for three hours each week during the fall, winter, and spring quarters. The course is co-taught by SCU instructors who will be the faculty coaches for the year. Coaches' goals are to support students' growth in the University classroom by facilitating the work of their Professional Learning Communities (PLCs) and teaching curriculum modules, and to support their work in their own TK–12 classrooms by observing them teach one lesson per quarter and providing targeted support and feedback. This course has three strands that stretch across the academic year: all three strands present new knowledge and skills that will extend students' professional capabilities and strengthen their ability to provide all learners with equitable access to the curriculum. Each class session will include attention to all three strands: Professional Learning Community (PLC) sessions, curriculum modules, and learning activities linked to curriculum module content. (3 units)

331. Integrating Theory and Practice in Classrooms B

The second course in the three-course sequence described above. (3 units)

332. Integrating Theory and Practice in Classrooms C

The third course in the three-course sequence described above. (3 units)

333. Clear Credential Capstone Project

This course is designed to support clear credential candidates' work on a capstone project. This project, the culminating experience of the clear credential program completed in the final quarter, gives students the opportunity to synthesize the knowledge and skills learned in the clear credential program and to connect them to their practice, specifically, in improving student learning outcomes in the content area targeted in their Yearly Professional Goals. (3 units)

Educational Leadership Course Descriptions

360. Organizational Leadership

This course focuses on the distinctive role of leaders and managers and the theories and philosophies of leadership; it also has a 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 are emphasized. Study includes 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—is considered. (3 units)

361. Instructional Leadership

This course focuses on curriculum planning, implementation, and evaluation; and meeting the needs of a diverse learning community through content, social climate, instructional strategies, and the role of the learner. Current movements in curriculum and instruction and the use of technology in the curriculum as an educational tool are studied; assessment and issues related to supervision, program evaluation, program development, implementation, staff development, and support services are considered. The course includes hands-on as well as theoretical/analytical side of redefining curriculum; the role of staff, parents, students, and the community at large in curriculum development and planning are considered. (3 units)

362. Organizational Behavior

The course includes topics such as 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 are considered. Discussions include goal setting and the role of the individual and institutions. Topics include government intervention in education, legislation, regulation and policymaking. The organization as a target of legislative reform is discussed. Solving problems before they become unsolvable and strategies for improving management are considered. (3 units)

363. Organizational Governance and Law

The focus of this course is the 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. Theories of law and of the relationship between education and other social and ethical values are reviewed. The ability of leaders to have a better understanding of the law and the politics associated with governance and the ability to assist people to work through moral dilemmas associated with the law are considered. Cross-cultural communications, desegregation, and discrimination, credentialing laws, assignment authorization, and schools as a political system also are examined. (3 units)

364. Leadership Field Lab

This course is the first of three leadership learning experiences centered on an approved and supervised embedded job experience or field placement in educational or nonprofit leadership. The course is built around weekly reflection and skill building, monthly seminars, and culminates in a field project and candidate evaluation. The candidate develops interpersonal and leadership skills in developing and leading the organization's vision given the complex realities, multiple constituencies, and challenging interactions of the site. The candidate develops skills in shared leadership and change management. The candidate coordinates organizational, legal, and ethical dimensions of leadership. This field lab extends and applies knowledge and skills developed in EDUC 360, 362, 363, and 428, and is ordinarily completed in the same program year as these courses. (3 units)

365. Human Resource Development

Various organizational, educational, and personnel decisions that have a direct impact on the quality of instruction in organizations including schools employment to evaluation to due process are studied; and implications for the quality of work/instruction are considered in this course. Other topics include issues involving salaries, demographic characteristics, negotiations, and collective bargaining. The essentials of educational financing and budgeting at every level; and significant codes, regulations, and decisions affecting organization finance and legislation, and the financial implications of personnel contracts and obligations are included. (3 units)

366. Community Leadership

Topics in this course include the role of the school, business, and community in partnership in providing the 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 are considered. Other topics include 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; and communication, power structure, school site councils, school boards, and other governing units. (3 units)

367. Contextual Field Lab

This course is the second of three leadership learning experiences centered on an approved and supervised embedded job experience or field placement in educational or nonprofit leadership. The course is built around weekly reflection and skill building, monthly seminars, and culminates in a field project and candidate evaluation. The candidate develops skill in the design, collection, and use of data for decision making and program improvement in the context of relevant professional standards and outcomes. The candidate implements effective strategies for human resource development from recruiting and hiring through training and lifelong development of relevant capacities. The contextual field lab focuses on developing candidate leadership and management skills in program assessment, design, delivery, evaluation, and modification, together with effective human resource development. This field lab extends and applies knowledge and skills developed in EDUC 361, 365, 368, and 371, and is ordinarily completed in the same program year as these courses. (3 units)

368. Program Evaluation

Topics and activities in this course include 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; and the ability to read and interpret test scores. (3 units)

369. Action Research

The course features a spectrum of activities that focus on research, planning, theorizing, learning, and development in the resolution of a problem or problems. It includes an understanding of the principles of qualitative research principles, the dynamics associated with diversity and change, and the need to study problems that are relevant in real settings while systematically inquiring, making hypotheses, and testing these hypotheses. Used as a vehicle for empowering teachers and learners. It includes approaches to scholarly inquiry. (3 units)

370. Community and Technology Lab

This course is the third and final of three leadership learning experiences centered on an approved and supervised embedded job experience or field placement in educational or nonprofit leadership. The course is built around weekly reflection and skill building, monthly seminars, and culminates in a field project and candidate evaluation. The candidate develops skill in the full range of leadership and management skills required for growing sustainable organizations that serve their intended communities. The community field lab focuses on effective management of technology, as well as finances, facilities, and fundraising, including budgeting, financial reporting, and meeting legal reporting requirements. The candidate engages in both learning from and serving the organization's community and stakeholders. This field lab extends and applies knowledge and skills developed in EDUC 366, 369, 374, and 428, and is ordinarily completed in the same program year as these courses. (3 units)

371. Program Interventions

Students develop the skills necessary to assess and select appropriate interventions to insure the success of students throughout the school population. The emphasis is on effective, efficient, and socially valid models of intervention, primarily through Response to Intervention/Multi-Tiered Systems of Support. The course develops an understanding of assessment and program evaluation measures, and requires candidates to be able to demonstrate this knowledge. Synchronous and asynchronous class activities provide practice in the use of relevant assessment measures and interventions. Class study focuses on the role of administrators in serving students who are disabled, nonconventional, at-risk, delinquent, truant, addicted, and troubled. Candidates have the opportunity to discuss effective interventions for students from language diverse communities, children with a variety of learning characteristics, and the special concerns of immigrant and migrant families. This course is not an introduction to special education, a course in inclusion, or a course in special education theory, assessment, or methods. It is a course for educational leaders on the design, assessment, implementation, monitoring, and evaluation of interventions across areas of difference, disability, and need. It is a course in the roles and responsibilities building that administrators have for students who are, or may be, served by special education, or who are not experiencing success for any number of reasons. (3 units)

374. Organizational Culture

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 versus 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 multimedia 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 ethical standards for technology and the use of technology in the schools. (3 units)

400A. Induction Planning and Monitoring

The candidate, a mentor supervisor of the candidate, and the University program director, develop an individual plan for the growth of the beginning administrator. 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 Professional Clear Induction Plan (PCIP) and the development of a portfolio of activities that includes goals and objectives and professional development plans occur in this course. *Course is only open to candidates for the Clear Administrative Services credential.* (3 units)

407. Field Activities and Contributions

In this course, on-site field-related experiences designed to support the candidate's growth as a professional administrator are completed. Candidates select 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.* (3 units)

428. Financial Management

Financial Management is an introduction to resource allocation, management, and reporting in schools, churches, and nonprofit institutions. The course focuses on the budget process, nonprofit and government accounting and finance, information technology, and property management. The course then considers school funding models, site planning, as well as reporting and other requirements. School business management is situated in the economics of the school enterprise, explores the role of innovation and entrepreneurship, and applies these concepts to the development of business models and plans. The course is generally concerned with the macroeconomics of schools in society; resource allocation, funding, and reporting; the microeconomics of school planning and management; the budget process; financial statements; government funding, controls, and accounting standards; nonprofit accounting standards and auditing; budget controls and financial reporting; innovation, disruption, and entrepreneurship; the business model and canvas; and the business plan. (3 units)

MA-IDE—Master of Arts in Interdisciplinary Education Course Descriptions

Core Courses

446. Working Within Diverse Communities

M.A. 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 M.A. 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)

450. Using Technology to Enhance Student Learning

This course is designed to develop and enhance M.A. 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)

453. Assessment and Interpretation of Student Learning

This course enables M.A. 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)

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)

490. Education Research Methods

This course provides an introduction to educational research. In this course, students will learn about the relationships among the components of educational research: (1) selecting and defining the problem (importance, context, previous research, and theory), (2) execution of the research procedures (design, collection), (3) analysis of data, and (4) drawing and stating conclusions (reporting, evaluating) for both quantitative and qualitative research methods. Students will also critique research reports on topics in education relevant to them and other members of the class. Finally, students will begin to develop the skills of academic writing by preparing a literature review on an education topic of their choice. (3 units)

496. Education and Social Justice

Education and Social Justice is a study of justice in education, the implications of justice for the life and dignity of the human person, and the application of justice to education and equity, particularly in service of the poor and vulnerable. Significant discussion of possible theories of justice will lead to elaborating on how schools and other educational institutions achieve social justice through systems, services, and actions to promote human welfare and the realization of human potential. The consideration of important social movements will illuminate the foundational notions and development of thought about social justice. Understanding and reflection on the impact of systems, institutions, and policy on students, educators, and societies will lead to articulating steps to promote human rights and responsibilities. (3 units)

Culminating Course Options

454. Action Research

In this course, M.A. 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. *Prerequisite: EDUC 490.* (3 units)

455. Action Research Project

In this course, students will 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. *Prerequisite: EDUC 454.* (3 units)

Or

499. Assessment and Culminating ePortfolio

Under the supervision of the course instructor, students create an electronic portfolio that summarizes their experience in the MA-IDE program. Students use SCU's ePortfolio system, Digication, to assemble a curated collection of materials and reflections. This option is open to all candidates, including practicing teachers/educators. Students interested in this option should carefully save all materials related to the courses they take during the program (e.g., syllabi, papers, midterms, final projects, in-class exercises, etc.) as these may become artifacts in their ePortfolios. (3 units)

MA-IDE Emphasis Areas Course Descriptions

Alternative and Correctional Education (ACE) Emphasis Courses

CPSY 244. Correctional Psychology

This course addresses 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. An examination of therapeutic approaches and model programs is included. *Prerequisite: None.* (3 units)

CPSY 245. Transitional Treatment and Vocational Planning

The course addresses 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 are addressed. Functional assessment and intervention, program identification, placement, and support are discussed. Vocational education programs, training options, assessment, and instruments are included. Also included are job development, recruiting, placement, and support. Finally, the impact of disability, criminality, lifestyle, and cognitive distortion are included as well as thinking processes, distortions, and retraining. *Prerequisite: None.* (3 units)

CPSY 246. Applied Behavioral Analysis in Correctional Psychology

The course includes principles and procedures of applied behavior analysis with applications to the correctional setting. Strategies for managing behavior problems are considered. Assessment, documentation, and intervention for disruptive, aggressive, antisocial, and self-injurious behaviors are addressed. The primary emphasis is on behavioral therapies with antisocial persons. *Prerequisite: None.* (3 units)

371. Program Interventions

The course is designed for students to develop the skills necessary to assess and select appropriate interventions to insure the success of TK–12 students throughout the school population. The emphasis is on effective, efficient, and socially valid models of intervention, primarily through Response to Intervention/Multi-Tiered Systems of Support. The course develops an understanding of assessment and program evaluation measures, and requires candidates to be able to demonstrate this knowledge. Synchronous and asynchronous class activities provide practice in the use of relevant assessment measures and interventions. Class study focuses on the role of administrators in serving students who are disabled, non-conventional, at-risk, delinquent, truant, addicted, and troubled. Candidates have the opportunity to discuss effective interventions for students from language diverse communities, children with a variety of learning characteristics, and the special concerns of immigrant and migrant families. This course is not an introduction to special education, a course in inclusion, or a course in special education theory, assessment, or methods. It is a course for educational leaders on the design, assessment, implementation, monitoring, and evaluation of interventions across areas of difference, disability, and need. It is a course in the roles and responsibilities building administrators have for students who are, or may be, served by special education, or who are not experiencing success for any number of reasons. (3 units)

Curriculum and Instruction Emphasis Courses

361. Instructional Leadership

This course focuses on 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)

371. Program Intervention

The course is designed for students to develop the skills necessary to assess and select appropriate interventions to insure the success of TK–12 students throughout the school population. The emphasis is on effective, efficient, and socially valid models of intervention, primarily through Response to Intervention/Multi-Tiered Systems of Support. The course develops an understanding of assessment and program evaluation measures, and requires candidates to be able to demonstrate this knowledge. Synchronous and asynchronous class activities provide practice in the use of relevant assessment measures and interventions. Class study focuses on the role of administrators in serving students who are disabled, non-conventional, at-risk, delinquent, truant, addicted, and troubled. Candidates have the opportunity to discuss effective interventions for students from language diverse communities, children with a variety of learning characteristics, and the special concerns of immigrant and migrant families. This course is not an introduction to special education, a course in inclusion, or a course in special education theory, assessment, or methods. It is a course for educational leaders on the design, assessment, implementation, monitoring, and evaluation of interventions across areas of difference, disability, and need. It is a course in the roles and responsibilities building administrators have for students who are, or may be, served by special education, or who are not experiencing success for any number of reasons. (3 units)

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)

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

In this course, M.A. 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)

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)

449. Quantitative Literacy

In this course, M.A. students learn about the gatekeeping function that mathematical proficiency plays in students' academic choices and goals. M.A. 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)

International Education Emphasis Courses

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. (3 units)

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. (3 units)

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, and instruction. (3 units)

500. Foundations of International Education Politics and Policies

This course provides students with an overview of the field of international education policy and politics. Through case study analysis, students will explore the following critical themes relevant to international education: institutions and international organizations, civil society, non-governmental organizations (NGOs), and developmental professionals. Students will apply a range of theoretical frameworks to analyze and understand diverse case studies from around the world. (3 units)

Learning with Technology Emphasis Courses

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)

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)

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 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)

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)

STEEM Emphasis Courses

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)

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)

INDEPENDENT STUDY OPTION IN EDUCATION PROGRAMS

410. Independent Study

Independent study is a supervised course of study initiated by the student who is interested in a topic not covered in the program of study but applies to the degree. Typically an independent study course cannot be used in lieu of a required course. A written proposal and course syllabus must be submitted to the Office of students Services and Assessment 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. Units must be full quarter units; 0.5 units not allowed for independent study.)

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Affiliated Programs

Excellence in Catholic Education and Leadership (ExCEL)

The ExCEL Program is a grant-funded program by The Sobrato Family Foundation and is a partnership between The Sobrato Family Foundation, Santa Clara University, the Diocese of San Jose (DSJ), and schools within the diocese. ExCEL combines teaching and service to provide an opportunity for recent faith-driven college graduates to become highly qualified teachers for our underserved students in kindergarten through 12th grade Catholic schools in Silicon Valley. ExCEL is a member of the University Consortium of Catholic Education. The foundation of ExCEL is based on four principles: service through teaching, community, spirituality, and technology.

Service through Teaching

This three-year program provides a pathway for outstanding candidates to teach in their own K–12 classroom while taking courses needed to earn a Master of Arts in Teaching degree. ExCEL teachers are employed by the Diocese of San Jose to teach in local diocesan schools. As diocesan employees, they receive relevant benefits and salaries similar to other employees. While in the program, each ExCEL teacher is assigned an instructional coach and a mentor teacher. Upon completion of the program, teachers are eligible for a multiple subject or single subject California teaching credential.

Community

ExCEL teachers create community in the classroom and live in community with their teaching peers outside of the classroom. ExCEL seeks participants who desire a strong community experience and will actively work towards personal and professional growth in partnership with their peers. Students live rent-free in graduate student housing practicing sustainability and simple living in our Jesuit tradition. Teachers support each other as they undertake their classroom teaching assignment.

Spirituality

Drawing on our Jesuit tradition of balancing lives of contemplation and action, teachers are expected to proactively attend to their spiritual lives through formal and informal practices. Teachers participate in retreats, workshops, seminars, and weekly and monthly activities whose purpose is spiritual growth and development.

Technology in Education

All ExCEL teachers receive technology training and a certificate from the Academy of Blended Learning. Through our work with Apple and the School of Engineering, ExCEL teachers utilize the resources of Silicon Valley learning the best practices in technology, STEM, and robotics.

ExCEL teachers apply and are admitted to the School of Education as ExCEL applicants and follow a specialized program within the MATTC program. ExCEL accepts applications from November 1st through January 31st and programs begin in June.

Semilla Teacher Fellowships

The word “semilla” means “seed” in Spanish. The Semilla Teacher Fellowship takes its name in reference to the beginning development of teacher candidates. The fellowship provides assistance to students pursuing the MATTC with preparation to work effectively with students from diverse backgrounds, particularly Latina/o children and youth.

Students who apply to the fellowship must agree to the following:

- Successfully complete a minimum of 18 units of coursework at the East San Jose campus (courses to be determined)
- Provide community service at the East San Jose campus during the time of enrollment in MATTC (30 hours)
- Enroll in a student teaching placement at a school identified as a high-needs school
- Successfully complete the MATTC program and be awarded a teaching credential from the State of California
- Teach for two years post-degree/post-preliminary credential in a high-need school that is predominantly comprised of an underserved Latina/o student population within four years of completing the MATTC program
- Attend monthly meetings with the director of Semilla Fellowships during the MATTC program

This scholarship only applies to the tuition associated with the MATTC program from Santa Clara University's Department of Education. Students are responsible for payment of the tuition costs not included in the fellowship and all fees.

The Jerry Smith Coaching for Life Leadership Academy

The Jerry Smith Coaching for Life Leadership Academy is an initiative within the School of Education and Counseling Psychology. It is designed to teach leadership training and life skills to coaches, athletes, parents, teachers, and sports and business leaders. The Academy carries out its work by facilitating educational seminars and workshops in the Santa Clara University and Bay Area communities.

Since its inception, the Coaching for Life Academy has hosted educational seminars on Santa Clara's campus. The Academy has also traveled to schools, business organizations, and conferences to provide workshops for business leaders, coaches, and athletes.

Professional Development Programs

The School of Education and Counseling Psychology offers a variety of professional development programs for students, alumni, and the community. These programs include offerings for education and counseling psychology professionals, as well as human resource professionals. In addition, courses are offered for current and prospective School of Education and Counseling Psychology students, including Health Education for Teachers and CBEST/CSET preparation courses. Participation in continuing education programs and workshops does not indicate admission to any Santa Clara University degree or credential program.

RISK Conference

Reflective Innovation for Sustainability and Knowledge (RISK) is a series of summer workshops for educators, which are designed as a collaborative learning experience for Catholic high school teachers.

Innovations in Catholic Education

Academy for Blended Learning

The Academy for Blended Learning (ABL) is a one- to two-year professional development program designed to transform teachers and administrative leaders' understanding of how to expertly blend face-to-face instruction and technology effective teaching in the classroom. Workshop topics include technology basics, data analysis, and advanced technology management from an administrator perspective.

Academy of Church Leadership

Academy of Church Leadership (ACL) is intended for lay and ordained leaders in Catholic Parochial parish, institutional, and diocesan settings. The Academy's professional development coursework occurs over two to three years and is designed to achieve and acknowledge competence using in the Catholic Standards for Excellence adopted by the National Leadership Roundtable on Church Management.

21st Century Leadership Initiative

The Leadership Initiative will plan and launch a unified program of training and support services for Catholic schools and parishes, and for the charter, private, and public schools in which the larger Bay Area Catholic community participates. This initiative will bring the school's educational leadership degree and certificate programs, as well as Catholic innovations, blended learning, and church management efforts together to create and support a pipeline of effective, innovative school leaders who are data-driven decision makers in the Diocese of San Jose, across the wider region including charter, public, and private education providers, and in collaboration with partner Catholic universities in the region and across the nation.

9

Campus Life

Santa Clara students are encouraged to participate in extracurricular activities as part of their total development. The primary educational objective in supporting student activities and organizations is to foster a community that is enriched by men and women of diverse backgrounds, wherein freedom of inquiry and expression enjoys high priority.

The following sections describe various aspects of student life and services.

CAMPUS MINISTRY

Campus Ministry is comprised of people who are committed to spiritual and personal growth. Its mission is to foster the spiritual life of our students.

- In support of the University's mission to the "development of the whole person," Campus Ministry offers a variety of programs and pastoral presence to support that development, particularly the spiritual and personal aspects.
- Campus Ministry provides a welcoming environment where faith may be explored, discovered, and developed; a place where there is always someone to talk to about anything; and a place where people meet for small groups, prayer, reflection, and learning.
- More than 400 students attend weekly worship, and even more students are involved in Campus Ministry programs. In addition to eight full-time campus ministers, there are also resident ministers living in residence halls on campus.

What does Campus Ministry have to offer?

- **Worship:** Three Sunday liturgies in the Mission Church, daily noon Mass in the Mission, University celebrations, prayer services, and ecumenical (Christian) and interfaith services throughout the year.
- **Leadership opportunities:** Campus Ministry offers paid internships in the areas of Christian diversity, communications, faith formation, graduate students, interfaith ministry, liturgy, prayer, and retreats. The internships encourage students to develop their interest and skills in ministry.
- **Retreats:** Santa Clara students are offered a number of retreat experiences over the course of the academic year. Offerings include a silent retreat, Search retreats, an Ignatian retreat, and retreats for first-year students and seniors. Retreats are offered to persons of all faiths.
- **Reflection groups:** Campus Ministry runs the Christian Life Community program, which places students in small groups for weekly prayer and reflection. It also oversees interfaith dinner discussions, weekly Bible study, and Residential Learning Community (RLC) small groups.
- **Faith formation:** Campus Ministry offers several opportunities for students to learn, reflect, and grow in regard to their faith through Scripture reflection, forums and presentations, and Sacraments of Initiation.
- **Social justice awareness and action:** Campus Ministry provides students with a variety of opportunities to respond to the Gospel call to actively live out a faith that does justice. Some key focus areas include participation in the annual Ignatian Family Teach-in for Justice; simple meals, action, education, and reflection about current events.

Is Campus Ministry for everyone?

Yes! We welcome the participation of anyone interested in spiritual and personal growth, regardless of faith tradition. This is a time for learning about yourself and our world, and we hope we can accompany you in that exploration.

REGISTERED STUDENT ORGANIZATIONS

Counseling Psychology Graduate Student Association (GSA)

The purpose of the GSA is to provide a forum in which all interested students can increase their involvement with the University, the school, the department, and fellow students. The goal of the organization is to support counseling psychology graduate students in their needs and growth. All graduate students in the Counseling Psychology program are members of GSA.

Education Graduate Student Association (SAGE)

The Student Association for Graduate Education (SAGE) exists as a student-run and student-funded branch of the University governance structure. All graduate education students are members of SAGE.

The elected SAGE board members represent, advocate for, and act on behalf of the collective graduate education student body. In order to enhance the missions of the University and of the school, the purpose of SAGE is to enrich the student educational experience and facilitate a community conducive to personal and professional growth, supportive of scholarly pursuits, and committed to social justice and inclusive excellence.

In pursuit of these goals, SAGE actively promotes improved communication between students, alumni, administration, faculty, and staff; provides educational and professional development opportunities; and coordinates social and networking opportunities.

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 DJ, office assistant, fundraiser, or sound technician.

Multicultural Center (MCC)

The Multicultural Center (MCC) is the multicultural programming body and racial/ethnic advocacy voice for the campus community. The MCC also supports nine cultural registered student organizations including: the Asian Pacific Student Union (APSU), Barkada (Filipino), Chinese Student Association (CSA), Igwebuiké (Black/Pan African), Intandesh (South Asian), Japanese Student Association (JSA), Ka Mana'o O Hawai'i, MEChA-El Frente (Latino/a), and the Vietnamese Student Association (VSA). Membership in any of these student organizations is open to the entire Santa Clara community.

STUDENT RESOURCES AND SERVICES

Listed below are some of the many service centers established to meet the needs of students. Each center provides a variety of programs to encourage personal growth.

The Career Center

The Career Center provides students with a variety of services and resources to encourage self-discovery, provide a meaningful vocational journey, and educate 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, classes and workshops on career strategies, resume writing and

interview webinars, internship workshops, mock interviews, and appointments with career counselors. A critical piece of educating for life is on- and off-campus student employment positions, internships, cooperative education placements, and volunteer opportunities. Positions are posted through the Career Center's BroncoLink online job listing and are accessible to students via eCampus. The Career Center also disseminates information through its Web presence including Facebook, BroncoLink, and LinkedIn. For undergraduate students interested in pursuing graduate study, the Career Center offers a *Resource Guide to Graduate School* on its website.

COWELL HEALTH CENTER

The Cowell Center promotes a holistic approach to students' physical, emotional, psychological, and/or interpersonal well-being. The Center's counseling and medical staffers are available when students believe that their well-being is being compromised in any way. Through Counseling and Psychological Services (CAPS), Student Health Services (SHS), Santa Clara University Emergency Medical Services (SCU EMS), and Student Health Insurance, the Cowell Center has a wealth of health and wellness resources to support students as they navigate the academic rigors at Santa Clara University.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) is staffed with psychologists who strive to promote, enhance, and support students' emotional and interpersonal well-being through a range of mental health services offered within a safe and confidential environment. Individual counseling, couples counseling, group counseling, and psycho-educational programs are available. In counseling, students work on a wide range of psychosocial and developmental issues such as depression, anxiety, interpersonal problems, disturbed sleep, eating behaviors, acculturation, academic motivation, homesickness, family concerns, intimacy, and sexuality. All students are eligible for up to 10 counseling sessions per academic year; the first six (6) sessions are free, with a nominal fee assessed for sessions seven (7) through ten (10).

Student Health Services

Student Health Services (SHS) is staffed with a physician, physician assistant, nurse practitioners, registered nurses, and medical assistants. A psychiatrist, registered dietician, and physical therapy assistant are available on a part-time basis. SHS provides high-quality services such as primary medical care, physicals, diagnosis and treatment of illness and injuries, immunizations, gynecological examinations, a limited in-house pharmacy, and medical referrals to specialists when needed. Medical visits to the Cowell Health Center, Student Health Services, range from \$10 to \$50 per visit for all students. Visit fees are in addition to all other nominal associated fees such as the cost of medications, lab/blood tests, and/or supplies. Visits to the Cowell Health Center, Counseling and Psychological Services, range in cost from no charge to \$100 per visit for all students. For further information, see the Cowell Health Center website at www.scu.edu/cowell. When SHS is closed, an advice nurse is available by phone for students both on campus (extension 4880) and off campus (408-554-4880). A volunteer student emergency medical group, SCU Emergency Medical Services (EMS), is also available to take care of medical emergencies on campus. The health center is closed from mid-June to mid-August.

DISABILITIES RESOURCES

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

INFORMATION RESOURCES

Information Technology

Undergraduate students are supported with a variety of computing services at Santa Clara University. Students will receive an SCU Network ID that provides access to multiple accounts. Students also have access to a ubiquitous high speed campus, wired and wireless network, as well as connection to the Internet via the University's 10 GB connection.

Students may use the network to access their Gmail and Google Apps account, Camino learning support system, SmartPrint, SCU ePortfolio, Zoom webconferencing, endpoint protection/anti-virus software, and for wireless access. SCU email is used by the University as one of the communication channels to send official notifications to undergraduate students, and is also used as a frequent communication tool between and among faculty and students. Students are therefore urged to use their SCU email address as their primary email and check their accounts periodically to avoid missing important communications.

Students have access to administrative information and services at all times through the eCampus portal (ecampus.scu.edu). eCampus services include the ability to view class schedules and course history; run degree progress reports; request enrollment verification; enroll for classes (add, drop, swap); view exam schedules, grades, and unofficial transcripts; request official transcripts; review financial accounts; and maintain personal information such as addresses, phone numbers, alternate email addresses, and emergency contacts; and enroll in Campus Alert, the University's emergency notification system. Students who register for Campus Alert should keep their emergency contact information current in eCampus to ensure notifications are appropriately received.

The University provides over 150 PC and Mac workstations in the Learning Commons with a variety of software packages to support both general computing needs and multimedia production. Technology help and assistance is available at the Information Technology help desks in the Learning Commons approximately 18 hours per day, most days. Free guest wireless access is also available for students' visiting friends and family.

Media Services

Media Services offers a broad range of audio, digital video, Web, graphics, and multimedia resources and services. All students have access to equipment and services for class use, class-related projects, and co-curricular use. Media Services supports technology in classrooms, conference rooms, and campus events spaces; the Camino Learning Management System, Zoom webconferencing, and Digication ePortfolio applications; and multimedia and digital video production.

University Library

Library resources, which can be accessed within the library and remotely, include an online catalog (OSCAR), more than 200 general and subject-specific databases, research guides for many subjects and some specific classes, "Ask a Librarian" 24/7 reference services, and LINK+ interlibrary loan program.

The library's collections have grown to more than 927,763 volumes, including approximately 15,877 e-books, and subscriptions to more than 133,237 magazines, journals, and newspapers; over 1,500 are in electronic format. Because the library is a depository for United States and California government documents, more than 600,000 government documents are available online, in print, or in other physical formats. Additionally, the library houses more than 900,000 microforms, hundreds of historical photographs, more than 5,000 maps, and over 20,000 audio/visual items.

INTERNATIONAL STUDENTS AND SCHOLARS

The International Students and Scholars Program (www.scu.edu/globalengagement/international-students/) is a program in the Global Engagement Office. The program provides assistance to graduate international students with support related to visas, intercultural and academic adjustment, and general support for their transition to, and continued success in, their studies on campus and in post-graduation employment.

U.S. immigration regulations are complex and change frequently. The University strives to maintain a website that is both current and helpful, however, Santa Clara University is not responsible for students maintaining lawful immigration status; this is the responsibility of the student. Further, resources and links do not constitute endorsement by Santa Clara University.

WRITING CENTER

The HUB Writing Center (www.scu.edu/hub/) offers drop-in writing support to graduate students as well as workshops in public speaking, revising and editing, developing personal statements and cover letters, and grammar basics. The Writing Center also offers students the opportunity to become HUB writing partners and to participate in independent studies or research projects.

OFFICE FOR MULTICULTURAL LEARNING

The mission of the Office for Multicultural Learning is to coordinate, collaborate, and promote cross-campus programming and related initiatives for purposes of enhancing Santa Clara University's goals for diversity and inclusive excellence and providing a welcoming campus climate.

The Office for Multicultural Learning serves as a campus-wide resource for information about multicultural issues and diversity. It offers multicultural learning experiences that educate the campus to respect and honor differences, promote dialogue and interactions among individuals from different backgrounds, and support collaborative efforts between the University and the local community.

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Student Conduct Code

STUDENT CONDUCT CODE

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

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

If there is a disagreement between a policy in the department and a policy in the school, the school policy applies. If there is a disagreement between a University policy and a school policy, the University policy applies.

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University Policies

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.

Harassment

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.

COMPLAINT AND RESOLUTION PROCEDURES

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 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 Office of Diversity and Inclusion is located in the Walsh administration Building (408-554-4533).

The EEO & Title IX Coordinator can be reached at 408-551-3043.

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.

SMOKE-FREE CAMPUS

Santa Clara University has adopted a smoke-free and tobacco-free policy on the University campuses in Santa Clara and Berkeley. Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated tobacco product, as well as smoking substances that are not tobacco, and operating electronic smoking devices and other smoking instruments. "Tobacco product" means all forms of tobacco, including but not limited to cigarettes, cigars, pipes, hookahs, electronic smoking devices, and all forms of smokeless tobacco.

The sale and advertising of tobacco products and tobacco-related products also are prohibited. "Tobacco-related" means the use of tobacco brand or corporate name, trademark, logo, symbol, motto, or selling message that is identifiable with those used for any brand of tobacco products or company that manufactures tobacco products.

SEXUAL ASSAULT AND MISCONDUCT REPORTING PROTOCOL

Purpose Statement

Santa Clara University seeks to provide a consistent, caring, and timely response when sexual assaults occur within the University community. The University prohibits any 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 the "Definitions" section in this chapter.)

The following procedures were created to:

- Facilitate the recovery of a sexual assault victim/complainant by providing prompt and compassionate support services
- Create a campus environment that both expedites and encourages the prompt reporting of sexual assaults or misconduct against students
- Facilitate the apprehension of assailants when such assaults are committed and/or process cases through the campus judicial system
- Establish and cultivate a climate of community involvement in sexual assault or misconduct prevention
- Increase the safety of the campus community
- Ensure accurate reporting of crime statistics

Students are encouraged to report all instances of sexual assault or misconduct. Victims/complainants who have engaged in alcohol or other drug use at the time of the assault will not be subject to disciplinary action for such use. Every effort will be made to ensure that students are informed of rights and resources, including options for reporting through the University or the appropriate police department.

Campus Sexual Assault Victims' Bill of Rights

In compliance with the Campus Sexual Assault Victims' Bill of Rights, sexual assault and misconduct victims/complainants have the right to be informed:

1. About notifying appropriate law enforcement authorities with the assistance of University personnel if requested
2. About existing on- and off-campus counseling, mental health, or other services
3. That the University will change academic and living situations after an alleged report if those changes are requested by the victim/complainant and are reasonably available
4. That the victim/complainant and the accused are entitled to the same opportunities to have others present during a University disciplinary proceeding
5. About the outcome of the University disciplinary proceeding

The rights specified in items 1 through 3 are applicable to any victim/complainant regardless of whether the accused is a student at Santa Clara University.

Sexual Assault Reporting Protocol for Student Victims

If you are the victim of an assault, your personal safety is most important. You are encouraged to go to a safe place if you are somewhere you do not feel comfortable. If you are comfortable, share what has occurred with someone you trust. Sharing as much specific information as you can remember with this individual may help in the event that you decide you want to report the assault to University officials and/or the police.

Preserve Evidence

Do what you can to preserve any evidence, even if you are not certain you want to file a report with the police department or the University. Preserving evidence now will give you the options should you decide to report later. It is best for any physical evidence to be collected within the first 24 hours.

If you can avoid it, do not wash your face or hands, bathe, brush your teeth, drink or eat, douche, or change clothes. If you must change your clothes, place each garment in a separate paper (not plastic) bag.

On- and Off-Campus Counseling Services

You are encouraged to seek out the support of family, friends, and/or a counselor.

We encourage you to make an appointment at Counseling and Psychological Services (CAPS), located in Cowell Health Center, 408-554-4172. If you do not want to wait, you can request to see the on-call counselor for the day. Except in cases when students are under the age of 18, CAPS is not required to report incidents of sexual assault or misconduct.

The YWCA Rape Crisis Hotline is available as a resource and support for you. The confidential hotline is open 24 hours a day/7 days a week and can be reached at 408-287-3000. You do not need to be in crisis in order to contact a counselor from the hotline. Counselors on the hotline are trained to help rape victims and offer support and information about legal, medical, and mental health resources. The hotline is also available to anyone providing support to a victim of sexual violence.

Physical Health

If you are the victim of an assault, you should be examined by a doctor as soon as possible for injuries you may not be able to see. You might also want to preserve evidence this way. Under certain circumstances, medical health care providers are required to report crimes such as sexual assault to the police.

If you are interested in an evidence exam, go to Santa Clara Valley Medical Center located at 751 S. Bascom Avenue in San Jose, CA. This is the forensic medical facility in the area. They are a specially trained nursing facility. If you want to have an evidence exam conducted, go to the emergency room and tell them you have been sexually assaulted. If you would like, Campus Safety Services can arrange at no cost for transportation to Santa Clara Valley Medical Center. Campus Safety Services can be contacted at 408-554-4441.

You can have a medical-only (non-evidence) exam to treat cuts, infections, and internal injuries. It is important to know that you will lose the opportunity to collect evidence at this time. Before making this decision, consider talking to a rape crisis counselor through the YWCA Rape Crisis Hotline at 408-287-3000.

Cowell Health Center provides pregnancy, STD testing, or baseline HIV testing. Cowell Health Center does not prescribe emergency contraception and does not collect evidence.

Campus Advocate and Academic and Living Accommodations

The Office of Student Life, located in Benson Center, Room 205, or at 408-554-4583, can assist you by informing you of (1) your rights, (2) on- and off-campus resources, (3) reporting options, and (4) your options through the University Judicial System. The on-campus resources include the Campus Advocate program. A campus advocate is a trained staff or faculty member who is available to support you through the University reporting process. You can also choose to request assistance with academic and living accommodations. The person you meet with will also inform you about the law enforcement reporting process and your options regarding filing a criminal complaint. More detailed information about University and local resources are available through the Office of Student Life.

Reporting Options

If you decide to report, you will be asked to give a detailed account of what has occurred. This can be a difficult process and you are encouraged to bring a friend or advocate for support. YWCA advocates can support you with off-campus proceedings and Campus Advocates can assist you with on-campus proceedings.

Filing a Police Report

If you are interested in filing a police report, call 911 for 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:

- **Campus Safety Services:** Call Campus Safety Services at 408-554-4444 to file a report involving another student, even if the assault occurred off campus. Campus Safety can also connect you to the appropriate police department to file a report.
- **Office of Student Life:** Call the Office of Student Life at 408-554-4583 (located in Benson Center, Room 205) to schedule an appointment or report to the office to request a same-day appointment. You may simply state that you want to meet with a Student Life staff member to discuss a “student welfare matter.” The Office of Student Life will introduce you to a Campus Advocate, if you agree to meet with one, who can support you through the campus reporting process, explain the resources available to you, including the University Judicial System, and if applicable, arrange for you to file a report with Campus Safety Services.
- **Office of Affirmative Action:** In addition to contacting the Office of Student Life or Campus Safety Services, if the assailant is a staff or faculty member, you can also report the incident to the Office of Affirmative Action at 408-554- 4178 (located in Loyola Hall). Faculty/staff should report any assault committed by another member of the University community to the Office of Affirmative Action, not the Office of Student Life.

Understanding Who at the University is Mandated to Report Instances of Sexual Assault or Misconduct

The University seeks to provide accurate and timely information to the campus community related to public safety. Faculty and staff are encouraged to consult with the Office of Student Life about accessing campus resources to support student victims.

Note: In cooperation with the Santa Clara Police Department to provide for the safety and welfare of the community, the University notifies the Santa Clara Police Department of reports of sexual assault or misconduct. The Office of Student Life and/or Campus Safety Services will assist you with this process or will provide the report on your behalf. You may choose to either participate or not participate in a criminal investigation. If you choose not to participate, it is highly unlikely the police will file criminal charges.

Mandated Reporters

Faculty and staff who have significant responsibility for student and campus activities are required to inform Campus Safety Services of allegations of sexual assault or misconduct reported by students. When this happens, Campus Safety Services will notify the Office of Student Life. If preferred, faculty and staff can contact the Office of Student Life to assist with the process of notifying Campus Safety Services. University personnel who are mandated reporters include, though not limited to, Office of Student Life, Residence Life [including community facilitators (CFs) and assistant resident directors (ARDs)], residence ministers, Housing, Athletics and Recreation, Center for Student Leadership, Drahnann Center, Disability Resources, Career Center, Campus Ministry, and Campus Safety Services.

Licensed medical professionals, such as those in Cowell Health Center, are required by law to notify law enforcement if they have reason to believe or know that a patient has been sexually assaulted.

Supervisors of student employees are required to report to the Office of Affirmative Action allegations of sexual assault or misconduct that happened in the context of employment.

Not Mandated to Report

Unless there is a statutory duty to do so, University personnel who are not mandated reporters include pastoral (clergy) and professional counselors when acting in those roles, faculty who do not advise student groups, and clerical or support staff.

Anonymous Reporting for Statistical Purposes

Staff, faculty, and students who are not mandated reporters are encouraged to report instances of sexual assault or misconduct to the Office of Student Life. These reports can be made without identifying the victim. In such instances, the report of the incident will be included in the University's Annual Disclosure of Crime Statistics. 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

Act referenced in the terms below, includes but is not limited to sexual intercourse, sodomy or sexual penetration with an inanimate object, the touching of a person's intimate parts (defined as genitalia, groin, breast or buttocks, or clothing covering them), or compelling a person to touch his or her own, or another person's intimate parts without consent.

Coercion means compelling another person to do something through emotional or physical pressure, threats, or other forms of intimidation. Real or perceived power differentials between individuals also may create an atmosphere of coercion that can significantly impair the ability to consent.

Consent means mutually understandable words or actions that demonstrate a voluntary agreement to engage in mutually agreed-upon sexual activity. Consent must be informed, active, and freely given. Consent is invalidated when it is forced, coerced, or nullified by a person's incapacitation, including being under the influence of alcohol or 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.

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, community members are expected to be respectful of other individuals' ability to enjoy equal access to the resources, refrain from malicious or annoying behavior, and abide by state and national laws, including those related to intellectual property and copyright. More details are available in the University's Network and Communications Policies and Guidelines accessible at www.scu.edu/technology/policies-standards-procedures/network-and-communications-policies-and-guidelines/ or from Information Technology.

POLICY FOR WITHDRAWAL FOR HEALTH REASONS/EMERGENCIES

Students may experience an illness, injury, or psychological condition, 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 Tuition Insurance Plan section in this chapter 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 Re-enrollment

If the student's health condition substantially threatens the welfare of self or others or the student's behavior significantly disrupts the integrity of the University's learning environment, the University may recommend professional evaluation and treatment, withdrawal from on-campus housing, and/or withdrawal from the University. Conditions for re-enrolling in the University are established and documented at the time of the withdrawal. If the student does not agree to the recommendation, the University reserves the right to implement such action without the consent of the student (see item C in this section).

A conditional health withdrawal may apply to:

- Students who are deemed to be a danger to themselves or others. Danger to self or others is here defined to include, but 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 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. A student who lives on campus may be eligible for a room and board refund based upon the date the student officially checks out of the on-campus residence in accordance with Residence Life and Housing procedures. See the Tuition Refund section in this chapter for more details.

Re-enrollment procedure

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:

- The student's readiness to return to the academic and co-curricular demands of University life
- The student's readiness to live in the on-campus residential community
- Ongoing treatment, academic accommodations or testing needs
- 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 Drahmman Advising Center, Office of the Dean, the student's professors, and other individuals or departments
 - Seek, if appropriate and feasible, the cooperation and involvement of parents or guardians of the student. The decision to notify a student's family members will be weighed carefully against the student's privacy rights. The student's parents or guardians may be contacted without the expressed consent of the student if it is perceived necessary to protect the welfare of the student or other individuals.
 - Review, if feasible, with the student the reasons why an involuntary health withdrawal is being considered, provide an opportunity for the student to respond to the reasoning, and assert his/her reasons as to why withdrawing is not necessary and/or appropriate
2. In the event that the student is incapable of responding on his/her own behalf due to his/her condition or if the student is choosing not to respond to inquiries or directives of the University, the University reserves the right to withdraw the student without the voluntary consent of the student or the parent or guardian. The terms of the withdrawal may include denying the student permission to be on property owned or controlled by the University.
3. The student will receive written notice of the final decision, including the conditions for re-enrollment, if the student is withdrawn.
4. The student may be granted grades of "W" (withdrawn) in all enrolled classes, even if the normal deadline for a "W" has passed.
5. The student may be eligible for a tuition refund for the academic term less any applicable financial aid. If the student lives in University housing, the student will be eligible for a room and board refund based upon the date s/he officially checks out of the on-campus residence in accordance with Residence Life and Housing procedures. See the Tuition Refund section this chapter for more details.

6. If the decision includes a requirement for the student to obtain off-campus health care as a condition of re-enrollment, the student must give signed consent for the off-campus health care professional and the director of Health and Counseling to communicate about the nature of the problem that led to this action by the University, a complete description of the University's concerns, and the scope of the resources that the University offers. This communication should occur prior to the beginning of the student's treatment to ensure that there is clarity regarding the medical and/or psychological problems that need to be addressed.

Appeal Process

A student who is involuntarily withdrawn from the University may appeal this decision. If an appeal is denied, the decision is final and no further appeal is permitted. The student must submit the appeal and the reason(s) why the appeal should be granted within three business days of notice of the involuntary withdrawal. The student must submit the appeal and the reasons supporting the appeal to the vice provost for student life. In the event the vice provost for student life is the person who made the decision to involuntarily withdraw the student, the provost or the provost's designee will hear the appeal. On appeal, the decision will be upheld if there is sufficient evidence that the student's health condition substantially threatens the welfare of self or others, or the student's behavior significantly disrupts the integrity of the University's learning environment. The decision on the appeal will be communicated to the student within three business days of the day the appeal was submitted.

During the duration of the appeal process, the student will be placed on interim emergency health restriction (see item D below). If the student does not submit an appeal, the involuntary health withdrawal will be implemented at the conclusion of the three business day period to submit an appeal.

Re-enrollment Procedure

A student who is involuntarily withdrawn from the University under this policy may be considered for re-enrollment by following the same re-enrollment procedure specified in item B.

D. Interim Emergency Health Restriction

If, for reasons pertaining to a health condition, a student's behavior poses an immediate and direct threat to self or others, or an immediate disruption to the integrity of the University's learning environment, the vice provost for student life or designee may suspend the student from the University or restrict the student's access to the University campus, University housing, services, and activities, as appropriate, for an interim period before a final determination of the matter. If the student is placed on interim emergency health restriction at the discretion of the vice provost for student life or designee, the student will not be permitted to attend classes, participate in class in any way, or be on University-owned or -controlled property.

This decision will be based upon a review of the available information that may include, if possible, speaking with the student regarding the matter. The vice provost for student life or designee may seek the cooperation and involvement of the student's parents or guardians. The decision to notify a student's family members will be weighed carefully against the student's privacy rights. The student or family member, if appropriate and feasible, will be notified of the interim emergency health restriction as well as the subsequent process in making a final determination regarding the student's enrollment status.

The interim emergency health restriction will remain in effect until a final decision has been made. The vice provost for student life or designee will review relevant available information related to the student's behavior and health, and provide, if possible, an opportunity for the student to meet with him/her. The standards for making the decision are whether the student's health condition substantially threatens the welfare of self or others or the student's behavior significantly disrupts the integrity of the University's learning environment. The vice provost for student life or designee will document the findings of the review process and the recommendations and will notify the student in writing accordingly. If the student is withdrawn, the student will be informed of the conditions that must be met for re-enrollment.

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 re-enrollment procedure specified in item B.

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 ace, 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 the Office of EEO and Title IX.

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Senior College and University Commission
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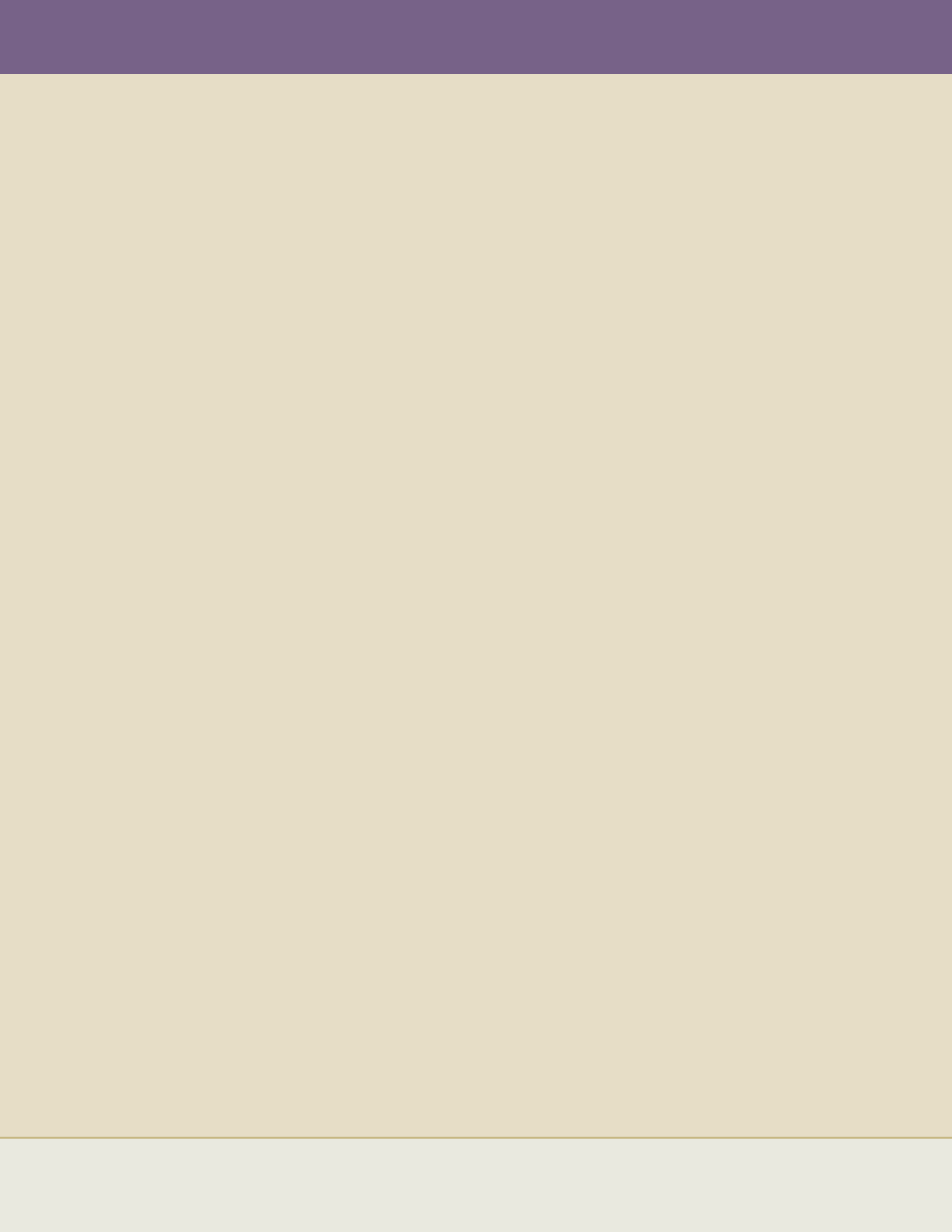
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