



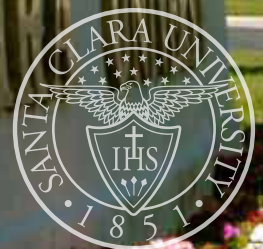
**2011/12**  
Graduate Bulletin

SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY

SANTA CLARA UNIVERSITY



SANTA CLARA UNIVERSITY



School of Education and Counseling Psychology  
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# **Santa Clara University**

**School of Education and Counseling Psychology**

**2011-2012**

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# Academic Calendar 2011–2012

## FALL QUARTER 2011

Jul 25-29	M–F	Fall 2011 registration appointment period (current students)
Jul 28-29	Th–F	New Fall students registration dates
Aug 6–Sep 11	Sa–Su	Regular Fall Session Add/Drop period—no charge if registered
Aug 1	M	Fall Pre-session begins for Credential Candidates (Please see below for Pre-Session Drop Policy)
Aug 8	M	Fall Mini Term begins for Credential Candidates (Please see below for Mini-Term Drop Policy)
Sep 5	M	Labor Day; academic & administrative holiday*
Sep 12	M	Late registration; \$100 fee if no previous enrollment for regular Fall Term
Sep 12	M	Drop/Swap/Add begins; \$50 per course for regular Fall Term
Sep 19	M	Classes begin
Sep 23	F	Last day to withdraw from classes with a full refund and last day to add classes for regular Fall Term
Sept 30	F	Last day to withdraw from classes with 50% refund for regular Fall Term
Oct 7	F	DEADLINE: Submission of “Petition to Graduate Form” for Fall 2011
Oct 7	F	Last day to withdraw from classes with 25% refund for regular Fall Term
Oct 7	F	Last day to submit incomplete spring quarter and summer session 2011 work
Oct 14	F	Last day to withdraw from classes and not receive a W grade for regular Fall Term
Oct 17–21	M–F	Winter 2012 registration appointment periods (current students)
Nov 4	F	Last day to withdraw from classes for regular Fall Term
Nov 21-25	M-F	Academic Holiday
Nov 24–25	Th–F	Thanksgiving; administrative holiday
Dec 2	F	Classes end
Dec 5-9	M–F	Fall quarter final examinations
Dec 23-26	F-M	Christmas recess; administrative holiday
Dec 30	F	New Year’s recess; administrative holiday

## DROP POLICY FOR FALL PRE-SESSION

If a student drops a course or withdraws from the program after the end of the day (11:59 PM) of the 3rd scheduled class meeting, a \$450 administrative fee will occur and be charged to the student’s account, along with the standard \$50 drop fee.

## DROP POLICY FOR FALL MINI-TERM

If a student drops a course or withdraws from the program after the end of the day (11:59 PM) of the 2nd scheduled class meeting, a \$450 administrative fee will occur and be charged to the student’s account, along with the standard \$50 drop fee.

## WINTER QUARTER 2012

Oct 17–21	M–F	Winter 2012 registration appointment period (current students)
Oct 22–Dec 25	Sa–Su	Add/Drop period—no charge if registered
Dec 26	M	Late registration: \$100 fee if no previous enrollment
Dec 26	M	Drop/Swap begins; \$50 per course
Jan 9	M	Classes begin
Jan 13	F	Last day to withdraw from classes with full refund and last day to add classes
Jan 16	M	Martin Luther King Day; academic & administrative holiday*
Jan 20	F	Last day to withdraw from classes with 50% refund
Jan 27	F	DEADLINE: Submission of “Petition to Graduate” form for Winter 2012
Jan 27	F	Last day to withdraw from classes with 25% refund
Feb 3	F	Last day to withdraw from classes and not receive a W grade
Jan 30-Feb 3	M–F	Spring 2012 registration appointment period (current students)
Feb 20	M	Presidents’ Day; academic & administrative holiday*
Feb 24	F	Last day to withdraw from classes
Mar 16	F	Classes end
Mar 19–23	M–F	Winter quarter final examinations

\* Some classes may meet; refer to course syllabus

# Academic Calendar 2011–2012

## SPRING QUARTER 2012

Jan 30-Feb 3	M–F	Spring 2012 registration appointment period (current students)
Feb 4 – Mar 18	Sa–Su	Add/Drop period—no charge if registered
Mar 9	F	DEADLINE: Submission of “Petition to Graduate” form for Spring 2012
Mar 19	M	Late registration; \$100 fee if no previous enrollment
Mar 19	M	Drop/Swap begins; \$50 per course
Apr 2	M	Classes begin
Apr 6	F	Last day to withdraw from classes with full refund and last day to add classes
Apr 6	F	Good Friday; administrative & academic holiday
Apr 13	F	Last day to withdraw from classes with 50% refund
Apr 20	F	Last day to withdraw from classes with 25% refund
Apr 27	F	Last day to withdraw from classes and not receive a W grade
Apr 23-27	M–F	Summer 2012 registration appointment period (current students)
May 18	F	Last day to withdraw from classes
May 28	M	Memorial Day; academic & administrative holiday*
Jun 8	F	Classes end
Jun 11-14	M–Th	Spring quarter examinations
Jun 15	F	Graduate Receptions & Commencement (M.A and Ph.D)

## SUMMER SESSION 2012

Apr 23–27	M–F	Summer 2012 registration appointment period (current students)
Apr 28–Jun 3	Sa–Su	Add/Drop period—no charge if registered
Jun 4	M	Late registration; \$100 fee if no previous enrollment
Jun 4	M	Drop/Swap begins; \$50 per course
Jun 18	M	Pre-session Classes begin for Preliminary MS/SS Teaching Credential Candidates on the Pre-service and Catholic School pathways (tentative date)
Jun 22	F	DEADLINE: Submission of Petition to Graduate form for Summer 2012
Jun 25	M	Classes begin for EDUC and CPSY programs (Variable start dates; refer to academic schedules and program)
June 29	F	Last day to withdraw from classes and not receive a W grade
July 4	W	Independence Day; academic & administrative holiday*
July 13	F	Last day to withdraw from classes

### IMPORTANT SUMMER DEADLINES:

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

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

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

\* Some classes may meet; refer to course syllabus

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

Registration holds must be cleared with the appropriate office by 5 p.m. on Friday when an eCampus deadline to add or drop a class falls on a Sunday.

Fall, Winter, and Spring Refund Policies: [http://www.scu.edu/bursar/refunds/gradrefund\\_policy.cfm](http://www.scu.edu/bursar/refunds/gradrefund_policy.cfm)

Summer Refund Policies: [http://www.scu.edu/bursar/refunds/summer\\_refund\\_policy.cfm](http://www.scu.edu/bursar/refunds/summer_refund_policy.cfm)



**1**

Santa Clara University

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**UNIVERSITY MISSION STATEMENT**

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.

February 11, 2011

## **ACADEMIC INTEGRITY**

Santa Clara University's community is defined by an uncompromising standard of excellence in teaching, learning, and scholarship. All members of the community— faculty, students, and staff—have a responsibility to promote and maintain that standard. Academic integrity is at the heart of that responsibility. Fundamental to the intellectual enterprise, academic integrity undergirds the academic life described in the following pages, and is an essential component of the statement of responsibilities and standards of conduct that govern student life at Santa Clara.

## **THE UNIVERSITY**

Santa Clara University is a comprehensive Jesuit, Catholic university with 8,831 students located in the heart of Silicon Valley. The University offers a rigorous undergraduate curriculum in arts and sciences, business, and engineering, plus nationally recognized graduate and professional programs in business, education, engineering, counseling psychology, law, divinity, theology, and pastoral ministries.

In 2011, for the 22nd consecutive year, U.S. News & World Report ranked Santa Clara University second for overall academic quality among all regional universities in the West. The University sustains its high national reputation by offering a strong core curriculum, integrated learning environment, and research opportunities for all undergraduate students.

Santa Clara University's diverse community of scholars, characterized by small classes and a values-oriented curriculum, is dedicated to educating students for competence, conscience, and compassion. California's oldest operating higher education institution demonstrates faith-inspired values of ethics and social justice. 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.

SCU celebrated its 150th anniversary in 2001 and in 2007 completed a \$400 million fundraising campaign. In March 2008 the University opened the \$81 million Learning Commons, Technology Center and Library, a new resource center that anchors the palm-studded 106-acre campus.

## **FACULTY**

Santa Clara's emphasis on a community of scholars and integrated education attracts faculty members who are as committed to their students' intellectual and moral development as they are to pursuing their own scholarship. Santa Clara University's over 800 faculty members include Fulbright professors, nationally recognized authors and poets, groundbreaking scientists, and highly regarded economic forecasters.

## **STUDENT BODY**

Santa Clara University actively seeks diversity. In fall 2010, the University enrolled 5,107 undergraduate and 3,724 graduate students, with male/female ratios at 49/51 undergraduate and 57/43 graduate. In the same term, 40 percent of undergraduate students and 60 percent of graduate students identified themselves as people of color. Approximately 58 percent of entering Santa Clara University undergraduate students are from California; the others are from 37 states and 16 foreign countries. In 2010–11, 81 percent of the undergraduate students received some kind of financial aid—scholarships, grants, or loans.

The University's commitment to learning is expressed in the fact that 93 percent of freshman students advance to the sophomore year, and 85 percent graduate within six years, among the highest percentages in the country.

## GRADUATE DEGREE PROGRAMS

The two departments in the School of Education and Counseling Psychology offer several credential and graduate programs. The Department of Education offers programs in teacher preparation and development (California preliminary multiple and single subject teaching credentials, California Clear credential) focusing on teachers in public and Catholic schools; educational administrator preparation (certificate program in Catholic School Leadership, California Preliminary and Clear Administrative Services Credential); and several Master of Arts programs (Interdisciplinary Education with emphases on Science, Technology, Environmental Education, and Mathematics [STEEM], Curriculum and Instruction, Catholic Education, and Educational Administration). The Department of Counseling Psychology offers two degree programs: Masters of Arts in Counseling Psychology and Masters of Arts in Counseling. The Masters of Arts in Counseling Psychology can lead to state licensure for marriage and family therapists and/or licensed professional clinical counselors. The department includes emphasis programs in health, correctional, and Latino counseling.

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

The School of Engineering offers the M.S. degree in applied mathematics, computer engineering, electrical engineering, engineering management and leadership, mechanical engineering, and software engineering. The engineer's degree is available in computer engineering, electrical engineering, and mechanical engineering. The school also offers the Ph.D. degree in computer engineering, electrical engineering, and mechanical engineering.

Santa Clara's Leavey School of Business offers the MBA degree with coursework in accounting, economics, finance, management, marketing, and operations and management information systems. The J.D./MBA combined degree program is designed to permit students to complete both degrees in less time than if they were earned independently. The Executive MBA program allows seasoned working professionals the opportunity to complete the intensive program in 17 months. A new program at the business school is the M.S. degree in information systems, which equips a student with technical skills to advance in the information systems management field.

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

In July 2009, the Jesuit School of Theology (JST) in Berkeley became a part of Santa Clara University. Established in 1934, the Jesuit School of Theology of Santa Clara University is an international center for the culturally contextualized study of theology and ministry, committed to social justice, Jesuit tradition, spirituality, and connecting students to the world around them. The School offers: Master of Arts, Master of Divinity, Master of Theological Studies, Master of Theology, Licentiate in Sacred Theology, Doctor of Sacred Theology, Bachelor of Sacred Theology and a Master of Arts in Biblical Languages.

## CENTERS OF DISTINCTION

Santa Clara University's three Centers of Distinction serve as major points of interaction between the University and society. Each center focuses on a theme that is central to the school's distinctive mission as a Jesuit university offering 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. Each center engages faculty and students from different disciplines, as well as experts and leaders from the community.

### **The Ignatian Center for Jesuit Education**

The Ignatian Center is dedicated to preserving and enhancing the Jesuit and Catholic mission and identity of Santa Clara University through the exploration of the Ignatian vision, the educational and spiritual legacy of St. Ignatius of Loyola, founder of the Society of Jesus. Following the Jesuit ideal of being “contemplative in action,” the Center seeks to integrate faith and justice in a scholarly way and combine Ignatian reflection with active community engagement. The Arrupe Partnerships for Community-based Learning educate students and the University as a whole in the realities of the lives of the marginalized and the poor through community placements in Santa Clara County. The Bannan Institute for Jesuit Educational Mission assists the University in keeping its Catholic and Jesuit character at the center of the educational enterprise by encouraging all members of the campus community to reflect on, discuss, and creatively explore Catholic and Jesuit ideals. The Kolvenbach Solidarity Program offers students, faculty, staff, and alumni immersion experiences in the reality of our globalizing world.

### **Center for Science, Technology, and Society**

Seeking to illuminate the dynamic interplay of science and technology with culture and society, the Center brings together scholars, industry leaders, and public advocates to promote the use of science and technology for the common good. With strong partnerships in Silicon Valley, the Center conducts applied research, sponsors lectures and symposiums, and publishes a quarterly magazine to explore the compelling questions raised by rapid advances in science and technology.

### **Markkula Center for Applied Ethics**

The Markkula Center 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.

## **CAMPUS**

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

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

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

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

## **ATHLETICS AND RECREATION**

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

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

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

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

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

## **ALUMNI**

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



**2**

## School of Education and Counseling Psychology

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### **MISSION STATEMENT**

Guided by a strong dedication to academic excellence and service to society, the School of Education and Counseling Psychology educates practitioners whose professional competence, social conscience, and human compassion will transform lives, schools, and communities for the greater health, well being, and the common good of all, especially those in greatest need.

The school's graduate degrees, credentials, certificates, and continuing education programs pursue the following learning goals:

- To educate the whole person, helping students to gain respect and appreciation for peoples of all backgrounds, orientations, ages, and abilities;
- To foster professional competence through the rigorous study of theory, research, and practice; to maintain a commitment to lifelong learning;
- To inspire an enduring commitment to conscience and ethical action which evidences itself across the diverse domains of professional and personal life;
- To create transformative leaders who impact individuals, communities, and professions.

We seek to create a community of learners within the context of a Catholic and Jesuit university dedicated to the rigorous pursuit of truth, determined to develop professional excellence, and devoted to promoting social justice for the common good.

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## School Academic Policies and Procedures

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**OBLIGATION TO READ EMAIL**

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

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

**COMPLIANCE WITH UNIVERSITY, SCHOOL AND DEPARTMENT POLICIES**

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

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

**ACADEMIC PROGRAM AND GRADUATION REQUIREMENTS**

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

Students needing accommodation for a disability should contact Disabilities Resources at 408-554-4109.

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

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

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

The petition must include the following:

- Petition to Graduate form
- Permission to Participate form - this form is required ONLY if you wish to participate in the Commencement program and will not graduate by that time. Permission to Participate forms must be submitted to the Office of the Dean by the first Friday in March.

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

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

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

## REGISTRATION AND REGULATIONS

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

Students must enroll in courses for all non-summer terms of the academic year from the admit term until conferral of the degree or certificate. (Students possessing an F-1 or J-1 student visa may be subject to additional course enrollment requirements in order to retain their legal status in the United States.) The only exception is for an authorized leave of absence; please see the [leave of absence section](#) for details.

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

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

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

Each quarter has a registration period allowing all students to enroll in courses. Students are assigned appointment times in the eCampus system during the designated registration period. Appointment times are assigned based on the number of units a student has accumulated and current enrollment. Students may register for courses any time after their appointment day and time. Students may add, drop or swap courses within the designated time

frames. Students assume all fees associated with schedule changes. Please see the [Academic Calendar 2011–2012](#) for important registration deadlines.

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

## **ACADEMIC STANDING**

### **Enrollment Status**

There are five categories:

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

### **Full-Time Status Unit Requirement**

A full-time student must enroll and satisfactorily complete a minimum of 9 units per term (excluding summer). Fewer than 9 units will be considered part time.

### **Academic Performance Standards**

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

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

### **Course Load**

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

### **Academic Probation**

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

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

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

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

### **Program Withdrawal**

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

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

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

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

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

### **Readmittance**

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

Readmission decisions are made at the discretion of the school and are based on several factors, including, but not limited to, the following: the applicant's academic status when last enrolled; activities while away from campus; the length of the absence; the perceived potential for successful completion of the program; and any other factors or considerations regarded as relevant by the admissions office.

Readmission decisions for cases involving the Vice Provost for Student Life will be adjudicated according to the text in the section on [University Policies](#).

### **CHANGING DEGREE / DEPARTMENT**

Students wishing to change from one academic program to another within the same department (e.g., the M.A. in Counseling to the M.A. in Counseling Psychology) must submit a change-of-degree program form. The request must contain a rationale for the proposed change and requires signatures from the student's program coordinator and department chair. Signed forms must be returned to the Office of the Dean.



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

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

### **TIME LIMIT FOR COMPLETION OF ACADEMIC PROGRAM**

Requirements for all degrees, university-based certificate programs and programs leading to licensure by an outside agency must be completed within three or five years from the first matriculated quarter (Please see departmental and/or program handbook for specifics.) This timetable includes leaves of absences.

Requests for an extension of the completion requirements must be made in writing and submitted one month before the conclusion of the program's time limit. The request must include a detailed plan of how and when the requirements will be met. Requests must be approved by the Office of the Dean and department chair (or University CTC Credential Programs Coordinator in Education). There is no obligation to grant an extension.

The maximum extension is one calendar year.

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

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

### **LEAVES OF ABSENCE**

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

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

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

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

#### **Length of leave**

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

To request an extension, the student must submit a letter to the department chair and Office of the Dean explaining the circumstances and outlining a plan to complete the program of study. The request must be submitted within

three weeks of the end of the academic term.

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

### **Status while on leave**

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

Leaves do not delay program expiration dates. Official department requirements (e.g., comprehensive examinations, California Teaching Performance Assessment submission) cannot be fulfilled during the leave period.

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

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

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

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

**Withdrawn (W)**

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

**Incomplete Grades (I)**

A Request for Incomplete form must be submitted to the Office of the Dean on or before week 10 of the quarter or week 4 of a Summer Session.

The unfinished work must be completed and given to the course instructor no later than 3 weeks after the Friday of week 10 of the quarter or Friday of week 4 of a Summer Session. Unfinished work must be completed and given to the course instructor within 7 days of the final date of any session lasting fewer than 5 weeks.

If a student is unable to submit the work within this period of time, then: (a) the student's final grade will be dropped by one letter grade; and (b) the student must file for a 4-week continuance of the incomplete. The continuance of incomplete form must be completed by the student and include the relevant course instructor's signature prior to submission to the Director of Student Services. The Continuance of Incomplete form must be filed with the Director of Student Services no later than 1 week prior to the date that the original incomplete expires. Only one (1) continuance of incomplete per student per course is allowed.

The obligation to file for, as well as to fulfill, an incomplete resides solely with the student. Failure to:

- File a Request for Incomplete form within the time period articulated above will result in an F for the course; or,
- File a Continuance of Incomplete form in a timely manner will automatically result in a grade of F; or,
- Complete the required work before the continuance expires will automatically result in the grade of F.

If the student and instructor feel an exception to the work-completion deadline is warranted, a formal request must be submitted to the Director of Student Services one week before the incomplete deadline. The request must contain rationale for the exception and a reasonable time limit for completion of the work. The Director's decision will be final.

There is no appeal process in the failure to comply with this policy. Any student who receives an F will be dismissed from his/her degree program and the school.

**Pass/No Pass (P/NP)**

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

**No Show (NS)**

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

**Continuing Work (N)**

An instructor may assign the mark of N when course requirements span more than one term. When the course

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

### **Audit (AUD)**

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

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

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

### **Grade Point Average**

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

### **Evaluation of Progress**

Grades are available at the end of the term via eCampus. Faculty members are expected to apprise students of their course progress at reasonable intervals. Some measurements of progress should take place in time to enable students to make reasonable decisions with respect to withdrawal deadlines.

### **CHANGE OF GRADE**

Only the instructor of record assigns grades. All grades, except incomplete and continuing work, become final when assigned and reported to the Office of the Registrar. An instructor may approve and report a correction of a final grade to the Office of the Registrar only if a clerical or procedural error was made in assigning, transmitting, or recording the original grade. Grades can only be changed up to one year after the class was originally taken.

### **GRIEVANCE PROCESS**

If a student has a grievance related to a course, s/he should first speak directly with the course instructor. If further mediation is necessary, the student should submit the concern in writing to the department chair or university credential coordinator (Department of Education) or department chair (Department of Counseling Psychology). If the student wishes to appeal the decision of the department, s/he must present the concern, in writing, to the Office of the Dean within one week of receiving the departmental decision. The decision of the dean will be delivered in 30 days and shall be final.

### **ACADEMIC CREDIT EVALUATION**

#### **Transferring Classes From Other Institutions**

Students may transfer up to 9 quarter units of graduate-level (post-baccalaureate) coursework from other accredited

institutions. Courses to be considered for transfer must have been completed within five years of the initial enrollment date in the School of Education and Counseling Psychology. Transferred credits only apply to the specific course for which the exemption is sought. Successfully transferred classes appear as transfer units on the student's Santa Clara University transcript.

For consideration, the student must submit the Application for Transfer Credit Form, the syllabus from the original course, a certified official transcript from the accredited institution and all other applicable documents. A minimum grade of B in the course(s) is required.

The instructor of the equivalent course and the department chair review the request and submit their recommendations to the Director of Student Services. A decision will be delivered to the student within 2 weeks of application submission.

### **Challenging Courses**

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

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

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

To challenge a course, students must: (1) have completed at least 15 units at Santa Clara (unless an exception is granted by the department chair in writing); (2) have a cumulative grade point average of at least 3.2; and (3) have permission from the instructor, department chair, and the Office of the Dean to proceed with the challenge. The instructor must complete a written description of the proposed challenge process and have it reviewed by the department chair. The request is then submitted for approval to the Director of Student Services. Challenge examinations may be either oral or written, as determined by the instructor.

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

### **Waiving Courses**

Students wishing to waive courses must submit the Application for Waiver Credit form, official transcript(s) from the accredited institution(s), a course description and a syllabus detailing the coursework completed. A minimum grade of B is required. Waiver credits are reviewed by the instructor of the equivalent course and the department chair. Recommendations are then submitted to the Director of Student Services. A decision will be delivered to the student within 2 weeks application submissions.

Courses need to be completed within five years of initial enrollment date.

Such waivers are rare and may be granted only in cases where a student has had recent and parallel graduate coursework or experience (e.g., graduate courses in teaching and learning leading to a credential). The content of the substituted course must be consistent with the academic goals and objectives of the respective program.

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



## **ACADEMIC INTEGRITY AND CONFIDENTIALITY**

### **Academic Integrity**

The university is committed to academic excellence and integrity. Engaging in plagiarism, cheating or other acts generally understood to be academically dishonest will subject the student to disciplinary action.

Students violating copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are also subject to disciplinary action.

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

### **Confidentiality**

Students have the right to expect confidentiality when sharing private content. Exceptions to confidentiality are codified by state law and professional ethics.

Students to whom personal disclosure is made in courses, practica, counseling sessions, and other training activities also have an obligation of confidentiality.

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

### **Periodic Professional Review**

As stated in the SCU student handbook section I.C. (Statement of Responsibilities & Standards of Conduct), “All members of the Santa Clara University community are expected to conduct themselves in a manner that is consistent with the goals of the institution and demonstrate respect for self, others, and their property.”

As part of the school’s commitment to the professions of education and counseling psychology and to the clients their students may serve, the Education and Counseling Psychology faculty may review students’ academic performance and professionally-relevant capacities, behaviors, and demeanor (including on-campus or off-campus behavior of which the institution becomes aware). Among the matters that may be reviewed are potential or actual violations of law, potential or actual violations of SCU policies, potential or actual violations of the ethical or legal considerations that govern the professions that the students may serve after graduation, or that reflect poorly on SCU, the school or the departments.

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

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

the decision may be immediately implemented before the 30-day appeal period has run.

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

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

## **INFORMATION DISCLOSURE REQUIREMENTS**

### **Student Records**

University policy relating to student records complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. Accordingly, the university may release directory information to any person on request, unless a student requests in writing that directory information be kept confidential. A student's directory information is designated as follows:

1. Name
2. Address, telephone number (campus, local, and/or permanent), e-mail
3. Date and place of birth
4. Dates of attendance, full-time/part-time status, major field of study, classification, expected graduation date, degrees, and honors received
5. Photographic image
6. Most recent previous educational institution attended
7. Participation in officially recognized activities, including intercollegiate athletics
8. Name, height, and weight of participants on intercollegiate athletic teams

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.

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

Former or current borrowers of funds from any Title IV student loan program should note carefully that requests for nondisclosure of information will have no effect on preventing Santa Clara University from releasing information pertinent to employment, enrollment status, current address, and loan account status to a school lender, subsequent holder, guarantee agency, U.S. Department of Education, or an authorized agent.

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

1. Official academic records, including application forms, admission transcripts, letters of acceptance, and a student's permanent academic record are on file and maintained in the Office of the Registrar.

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

Students have the right to request the amendment of their educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of a student's privacy or other rights. Students may direct complaints regarding academic records to the dean of the college or school in which they are enrolled or to the university registrar. In addition, students have the right to file a complaint concerning alleged failures by Santa Clara University to comply with the requirements of FERPA with the U.S. Department of Education. Written complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, D.C. 20202-5920. Detailed information can be found on the Family Compliance Office website: <http://www2.ed.gov/policy/gen/guid/fpco/index.html>. Copies of Santa Clara University's student records policy are available from the Office of the Registrar in Walsh Administration Building, and online at [www.scu.edu/studentrecords](http://www.scu.edu/studentrecords).

### **CAMPUS SECURITY AND CRIME STATISTICS ACT**

The U.S. Department of Education requires universities that receive Title IV funding to disclose certain information, including institutional graduation rates, athlete graduation rates, financial assistance awarded, and crime statistics. Information presented in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is made available to assist current and potential students and employees in making informed decisions regarding their attendance or employment with Santa Clara University. To view the Santa Clara University reports, please go to the Campus Safety Services website: [university-operations.scu.edu/campus-safety](http://university-operations.scu.edu/campus-safety)

A paper copy of the annual crime statistics report may be obtained by writing to Campus Safety Services, Santa Clara University, 500 El Camino Real, Santa Clara, CA 95053.

**4****Financial Information****FINANCIAL RESPONSIBILITY**

Students assume responsibility for all costs incurred as a result of enrollment at Santa Clara University. It is the student's responsibility to be aware of his/her account balance and financial aid information, and maintain current valid address information at all times to ensure receipt of all university correspondence in a timely manner.

**SCHOOL FINANCIAL AID****Financial Aid**

Financial assistance is awarded according to both need and merit. Students from all degree and credential programs are eligible.

Students who wish to be considered must file a Free Application for Federal Student Aid (FAFSA) and complete departmental requirements. Information about each is available on department and school web sites as well as from the Director of Admissions.

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

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

**Loans**

Information regarding university financial aid (loans) can be obtained from the Financial Aid Office: (408) 554-4505.

**TUITION RATES**

Graduate and Credential Programs Tuition (per unit).....	\$476
Tuition for EDUC 305, 309, 407 & CPSY 305, 309 (per unit).....	\$119
Tuition for M.A. Educational Administration Off-Site Cohorts only (per unit).....	\$357

**MISCELLANEOUS FEES****Admission Fees**

Application Fee .....	\$50
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**Registration Fees**

Late Registration Fee .....	\$100
Course Drop/Swap Fee .....	\$50 (per course)

Audit fee .....	\$238 (per unit)
Course Equivalency, Challenge and Examination Fee .....	\$100 (per exam)

### **Course and Student Association Fees**

CPSY 219A Lab Fee .....	\$165 (per course)
CPSY 312A Lab Fee .....	\$50 (per course)
CPSY 319 Lab Fee .....	\$190 (per course)
Education Graduate Student Association Fee .....	\$25 (per quarter)
Counseling Psychology Graduate Student Association Fee .....	\$25 (per quarter)
Thesis Submission Fee (School asks for 1 copy).....	\$15 per binding

### **Penalty Fees**

Late Payment Fee (per billing statement) .....	\$75
Administrative Drop/Withdraw Fee (pre-session and mini-term) .....	\$450
Returned Check Fee.....	\$25
Refund Replacement Fee .....	\$25
Replacement for lost or damaged ACCESS card .....	\$25

### **Parking**

Permits are required for all users of university parking facilities and can be purchased via eCampus. Parking per term may be arranged. Fees vary; contact Campus Safety.

### **Housing**

Available through the Housing Office. Rates for a 10-month contract:

Alviso House .....	\$8,406
University Square .....	\$10,584
Villa Apartments .....	\$10,584
Park Avenue, Washington and Market .....	\$10,584
Franklin House.....	\$10,292
Lafayette Apartments .....	\$11,558

### **BILLING AND PAYMENT PROCEDURES**

Students may designate a third party (e.g., parent or spouse) to be an authorized payer for their student account. That individual is authorized by the student to have access to his/her billing statements and to make payments on the student's behalf. Once authorization is arranged, the authorized payer will be notified via the e-mail address provided by the student verifying access to view and pay a student's bill online. Authorized payers do not have access to any other student account information via this site.

Students receive monthly bills electronically via a third-party vendor that are accessible through eCampus. A billing notification will be sent to the student's University e-mail address and to the e-mail address of any payer authorized by the student. Students may also forward account statements electronically to any third party they authorize for remittance. Information on a student's account cannot be provided to any third party payer unless a completed Family Educational Rights and Privacy Act form authorizing its release by the student is on file with the university.

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

Additional information, including detailed instructions on billing and payment procedures, are located at [www.scu.edu/bursar](http://www.scu.edu/bursar).

### **Billing dates and deadlines**

The following dates are the initial payment deadlines for each term/semester:

#### **Graduate Programs**

Fall 2011	Billing available September 1; payment due September 21
Winter 2012	Billing available December 1; payment due December 21
Spring 2012	Billing available March 1; payment due March 21
Summer 2012	Billing available May 1; payment due May 21

### **Viewing your online billing statement**

From the Student Center page via eCampus, click the Bursar Office link under the My Menu options to the left. Then View Bill & Make Payment. You will be automatically transferred to our online bill/pay site provided by Nelnet. Here you have more options for adding authorized payers or an additional email address for billing notification. You can view statement/payment history and set up a payment profile. To view your most current statement, click on the View Accounts link.

Please remember that students who register or change enrollment after the billing date will not receive a revised billing statement until the next billing cycle. If sending payment by mail, be sure to include the remittance portion of the bill to alleviate posting errors and delays with your payment. Simply click on the PDF file icon to reveal a full downloadable copy of your statement and the remittance address.

### **SCU Account Detail**

There is a simple way to review all charges/credits posted to your student account via eCampus. The SCU Account Detail link is located under the Finances section of your Student Center page. This will show your entire account history by transaction date, including any charges/credits not yet billed. This is especially helpful if courses have been dropped but don't appear on the current billing statement.

## **PAYMENT METHODS & POLICIES**

Santa Clara University offers a variety of payment methods to students (or authorized payer) to assist with their financial obligations. Information on all payment methods is located at [www.scu.edu/bursar/payment](http://www.scu.edu/bursar/payment).

### **Payment by Electronic Check**

A student or authorized payer may make online payments by authorizing a fund transfer directly from his/her personal checking or savings account through a third-party website accessible via the eCampus system. The payer is able to make electronic check payments online without incurring a service fee.

### **Payment by Mail**

Payments for student account charges are accepted by mail utilizing the university's cash management service lockbox. The payer should download a copy of the student's billing statement, enclose it with a personal or cashier's check payable to Santa Clara University, and mail both to: Santa Clara University Bursar's Office, P.O. Box 60000, File 72662, San Francisco, CA 94160-2662.



**Payment in Person**

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

**Wire Transfer**

Students can submit funds via wire transfer directly to Santa Clara. Students should ensure all pertinent information is included on the wire transfer for accurate posting. Please note the complete transaction process may take up to 3-5 business days so plan accordingly.

**Extended Payment Options**

The university offers various extended payment plans through a third-party vendor. There is a modest fixed fee to enroll in these plans; however, no interest is charged during the payment term.

**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, prevents 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.

**Refunds for Credit Balances**

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

Refunds are processed during the second week of each school session via direct deposit or check. Please visit the [www.scu.edu/bursar](http://www.scu.edu/bursar) for details on each process.

**TUITION REFUND POLICY**

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

The effective date used for the determination of any refund of tuition is the date on which notification of withdrawal is received by the Office of the Dean or the date on which the student drops his/her course online, not the last date of attendance by the student. Informing an individual faculty member, an academic department, or the Dean's

Office does not constitute an official withdrawal from the university. The official date of withdrawal from the university cannot be backdated prior to the date on which the student submits the applicable withdrawal form or notification is received by the Office of the Dean. Students who fail to drop a course, even if they do not attend, or fail to notify the university of intent to withdraw, regardless of the reason, will be responsible to pay all tuition and fee charges reflecting on the account.

### **Fall, Winter, Spring**

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

- Students who withdraw from the university or drop courses by the end of the first week of classes will receive a full refund of tuition for the term, less any applicable fees.
- Students who withdraw from the university or drop courses by the end of the second week of classes will receive a 50 percent refund of tuition for the term, less any applicable fees.
- Students who withdraw from the university or drop courses by the end of the third week of classes will receive a 25 percent refund of tuition for the term, less any applicable fees.
- Students who withdraw from the university or drop courses after the third week of classes will receive no tuition refund for the term.

Please note: Students may drop courses online until 11:59 p.m. on the Sunday immediately following the beginning of the term and still receive a 100 percent refund. However, this is only valid if a student has no registration holds and does not require assistance from a staff member. All other transactions must be completed by 5 p.m. on the first Friday of the term.

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

Students who withdraw from the university after the third week of the term due to a qualifying financial hardship may be eligible for an allocation from the student hardship fund for 25 percent of the tuition charges for that term. Qualifying financial hardships include: [1] death, disabling injury, 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.

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

### **Summer**

The following refund schedule applies to students who formally withdraw or drop courses for the summer term:

- Students who withdraw from the university or drop courses by the end of day of the second class meeting will receive a full refund of tuition, less any applicable fees.
- Students who withdraw from the university or drop courses by the end of day of the third class meeting will receive a 50 percent refund of tuition, less any applicable fees.

**Saturday/Sunday Courses**

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

The following refund schedule applies:

- Students will receive a full refund of tuition, 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 percent refund of tuition, 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 Office of the Dean 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.

**Other**

Any course schedule not covered by the summer or Saturday/Sunday policy will follow the refund schedule outlined above for Fall, Winter and Spring terms.

**TUITION INSURANCE PROTECTION**

Students and their families may protect themselves against financial loss, due to an unexpected withdrawal from the university for medical reasons, by purchasing tuition insurance coverage. The university has identified an insurance company, AWG Dewar, Inc., to provide an optional tuition insurance protection plan. This plan is designed to protect from loss of funds paid for tuition should it be necessary to withdraw completely from the university during the term for medical reasons. Information on the tuition insurance plan is available from the Bursar's Office and [www.scu.edu/bursar](http://www.scu.edu/bursar).

**EDUCATIONAL TAX CREDITS**

Students may be eligible for a higher education tax credit designed to help students and their parents finance the cost of education. Tax credits are based on the amount of qualified tuition and fees, less grants and other tax-free educational assistance, and the taxpayer's adjusted gross income. Students enrolled in an eligible degree program may qualify for a Hope Scholarship Credit or Lifetime Learning Tax Credit. Specific information is available from the Internal Revenue Service.

**RETURN OF FEDERAL TITLE IV FUNDS**

In addition to the institutional refund policy, all students who withdraw completely from the university and who have federal financial aid, including federal student loans, are subject to the return of Title IV funds policy. Under this policy, it is assumed that a student earns his or her aid based on the period of time he or she remains enrolled. Unearned Title IV funds, other than federal work-study, must be returned to the federal aid programs. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned.

During the first 60 percent of the enrollment period, a student "earns" Title IV funds in direct proportion to the length of time he or she remains enrolled. That is, the percentage of time during the period that the student

remained enrolled is the percentage of disburseable aid for that period that the student earned. Institutional costs play no role in determining the amount of Title IV funds to which a withdrawn student is entitled.

A student who withdraws after the 60 percent point of the enrollment term earns all Title IV aid disbursed for the period.

Examples of common return of Title IV funds situations are available from the Financial Aid Office located on the second floor of Varsi Hall.

All funds must be returned to federal programs before being returned to state or institutional aid programs and/ or the student. This return of funds allocation will be made in the following specific order and will be applied to all students who have received federal Title IV assistance:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Grad PLUS Loan
5. Other federal, state, private, or institutional assistance programs
6. Student

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## Department of Counseling Psychology

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Santa Clara's counseling programs are primarily designed for the working professional, with most courses offered in the late afternoons and evenings. A limited number of daytime classes are also available, but none of the programs can be completed via daytime classes only. Part-time students are encouraged either to continue in their present employment, if suitable, or to select situations in which some use of counseling skills is possible.

### **MASTER OF ARTS IN COUNSELING**

The 51-unit Master of Arts in Counseling Program prepares students to counsel in educational settings, career centers, community agencies, hospitals, religious settings, and in industry. It is also an appropriate program for students who wish to pursue a doctoral program at a later date. The Master of Arts degree in Counseling does not meet the requirements for the California State License in Marriage and Family Therapy (MFT). In accordance with California State regulations, students who complete and receive the 51-unit master's degree cannot, post-graduation, transfer or apply those credits toward the completion of an MFT license program.

The 51-unit program can be completed as a general program or can include one of the department's three emphasis programs.

### **MASTER OF ARTS IN COUNSELING PSYCHOLOGY**

The Master of Arts in Counseling Psychology provides an intensive 78-unit Master of Arts program for students. The Master of Arts in Counseling Psychology MFT track is designed to train counselors in the treatment of premarital, marital, family, child, and other relationship dysfunctions. It includes theoretical and experiential work with a focus on the development of practical and appropriate clinical skills. The MFT track of the program is based on regulations provided by the California Board of Behavioral Sciences and on guidelines suggested by the American Association for Marriage and Family Therapy, the California Association of Marriage and Family Therapists, and the California Coalition for Counselor Licensure. Coursework is designed to prepare the student for the California MFT and/or LPCC license examination(s) and for practice in the field.

### **TRACKS**

Four tracks are available to students in the 78-unit Master of Arts program. These are:

- Marriage and Family Therapy (MFT),
- Licensed Professional Clinical Counselor (LPCC),
- Joint MFT/LPCC,
- No Track.

The No Track option is available for individuals who desire more extensive training and experience than the 51-unit Master of Arts in Counseling program affords.

All 78 unit students must declare a Track, i.e., a Track is required and not optional. Even if a student chooses not to pursue the MFT, LPCC, or Joint MFT/LPCC, s/he must formally declare “No Track” after 21 units.

## **EMPHASIS PROGRAMS**

We offer three optional emphases, available to all students in either the 51 unit or 78 unit degree programs. An emphasis functions like a minor and is optional. Students not electing an emphasis may choose from a variety of electives to expand their knowledge in various areas.

### **Emphasis in Correctional Psychology: Counseling Delinquent and At-Risk Youth**

Bob Michels (*Coordinator*)

This emphasis program is a professional training program for counselors working with delinquent, at-risk, antisocial, and non-conventional youth in mental health, social services, community, juvenile justice, correctional, and school programs. The emphasis is available to students in two Master of Arts program options: Counseling with an Emphasis in Correctional Psychology (51 units) and Counseling Psychology with an Emphasis in Correctional Psychology (78 units).

### **Emphasis in Health Psychology**

Dale G. Larson (*Coordinator*)

The emphasis in Health Psychology offers a concentration in health psychology coursework within each of the counseling degree programs. The program focuses on applications of psychology to issues of health, disease, and prevention at individual and societal levels. Coursework concentrates on the development of knowledge and practical skills in the following areas: maintaining and promoting personal health; preventing disease; exploring the individual and social contexts of health problems; counseling healthy and ill individuals regarding health-related problems and issues; counseling for grief and loss; developing stress management programs; addressing interpersonal issues in health care settings and the emerging field of Positive Psychology.

The emphasis in Health Psychology is designed for individuals with a combined interest in counseling and health psychology. Graduates of the program work as agency and private practice counselors; health promotion specialists in industry, schools, and hospitals; counselors in employee assistance programs; and counseling and health specialists in other settings. The emphasis is available to students in both Master of Arts program options: Counseling with an Emphasis in Health Psychology (51 units) and Counseling Psychology with an Emphasis in Health Psychology (78 units). The 78-unit option provides a greater depth of training in counseling theory and skills.

### **Emphasis in Latino Counseling**

Lucila Ramos-Sánchez (*Coordinator*)

The emphasis in Latino Counseling offers a concentration and focus on counseling the large component of the population that defines itself as Latino. The program focuses on applications of psychology with reference to issues of culture, ethnicity, acculturation, and assimilation. Implications of counseling within a Latino family system and issues of language are explored. Coursework concentrates on the development of knowledge and practical skills in the following areas: reaching clients from this normally underserved population, developing rapport with clients from these cultures, intervening in culturally sensitive and appropriate ways, and counseling at various times throughout the life cycle. Some of the classes will stress the importance of language and may be instructed partially or substantially in Spanish. The emphasis is available to students in both Master of Arts program options:



Counseling with an Emphasis in Latino Counseling (51 units) and Counseling Psychology with an Emphasis in Latino Counseling (78 units). The 78-unit option provides a greater depth of training in counseling theory and skills. This emphasis in Latino Counseling is one of only three in the United States.

## **DEPARTMENTAL HANDBOOK**

Critical information about required courses, performance expectations and guiding principles are found in this handbook. All students should refer to this handbook for details.

## **COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS**

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

### **200. Psychology of Interpersonal Communications**

The foundation course for all CPSY programs, this course provides a laboratory setting in which students master basic skill sets that are fundamental for effective communication, advanced counseling and therapy. Among the basic skills essential to counseling psychology are the cultivation of attention, learning to ask questions, paraphrasing and encouraging, reflecting feeling and meaning, confrontation and empathy. The course allows students the opportunity to create, discover and/or examine and expand their personal counseling style through deep investigation of both self and the professional literature. A primary focus is on being more conscious and intentional in interpersonal communication and subsequently in the counseling process. (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. (3 units) (Begins Fall 2012).

### **211. Human Sexuality**

This course provides information and perspective to future therapists regarding biological, developmental, behavioral, emotional, and cultural aspects of human sexuality. It is principally clinical in focus: reading materials, classroom experiences and discussions are used to augment students' knowledge of human sexual functioning, both potential and problematic, and to expand students' comfort with their future role as therapists to couples and individuals. Prerequisite: 200, 212, or 216. (3 units)

#### **211A. Sex Addiction**

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

**212. Psychology of Relationships**

The focus of this course is relationships: how human beings develop as relational beings; how they orient toward themselves and toward others in relationship; how they orient in the therapeutic relationship; how their relational templates may be the focus of therapeutic intervention. Study is focused on the formation and dynamics of interpersonal relationships in the individual, family, and couples. Study also includes traditional and nontraditional relationships. Prerequisite: 200 or 216. (3 units)

**215. Psychology of Childhood**

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

**216. Psychology of Human Development**

A developmental approach to the human life cycle from childhood through adulthood, 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. (3 units)

**217. Short-Term Approaches to Therapy**

A critical examination and evaluation of theories that lend themselves to short-term treatment. Includes cognitive, behavioral, and dynamic theories. Prerequisites: 200 and 218. (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, Behavioral, Person Centered, Gestalt, Cognitive, and Perceptual-phenomenological theory and technique are among the course foci. (3 units)

**219. Psychology of Group Counseling**

Introduction to small-group dynamics. Techniques of small-group leadership and experiential involvement in group process. The phases of natural group development and ethical, professional leadership are examined. Primary focus is on process-oriented, especially closed-ended groups. Lab group required concurrently or prior. Prerequisites: 200 and 218; 220 strongly recommended; 219A pre- or co-requisite. (3 units)

**219A. Psychology of Group Counseling Lab Group**

Must be taken prior to or concurrently with 219; Prerequisites: 200 and 218; 220 strongly recommended. (0 units)  
(To be replaced by 222 in Fall 2012)

**220. Research Methods**

Fundamentals of research and statistics in analyzing research in counseling and psychotherapy. Emphasis on the review, evaluation and interpretation of research literature, particularly in the areas of child development and counseling, and marital and family therapy. Discussion of formulations of research proposals and theses. (3 units)

**221. Group Counseling Lab**

This lab is an experiential application of the theories and principles learned in 219. This lab is taken prior to or concurrently with 219. Prerequisites: 200 and 218; 220 strongly recommended. Requirements: LPCC Track students only. (1.5 units)

**222. Advanced Group Counseling Seminar**

This seminar is for students who completed 219A and are seeking to supplement their understanding and knowledge of group therapy. Prerequisites: 219A. Requirements: LPCC Track students only. (1.5 units)

**223. Biological Foundations of Development**

This course examines the biological foundations of human development focusing on: infancy, adolescents, middle adulthood, and old age. The course focuses on neurological and biobehavioral correlates in the four stages of growth, maturation and aging. Prerequisites: 216. (1.5 units)

**224. Evidenced Base Treatments: Research and Method**

This course is a continuation of CPSY 220 focusing on literature review, analysis and synthesis of research on the efficacy and outcomes of psychotherapy interventions. Students work in small groups to collaboratively construct a review of the literature paper that is focused on one therapeutic modality. Prerequisite: 220. (1.5 Units)

**227. Counseling Process and Skills**

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

**228. Advanced Counseling Process and Skills**

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

**235. Community Psychology**

This course focuses on issue of psychology as related to community based mental health agencies. Topics to be covered include: theories of community psychology, advocacy, effects of trauma, disaster and trauma response, as well as the role of personal and community qualities that engender coping and resilience. (3 units) (Begins Fall 2012).

**243. Delinquent, At-Risk, and Nonconventional Youth**

Concepts and characteristics of child and adolescent delinquency; gangs; substance abuse; family violence and abuse;

teenage parenthood; and dropout, anti-social, and nonconventional behavior. Introduction to the correctional education, special education, juvenile justice, and social welfare systems. Effective practices for counselors, including crisis, safety, and weapons management. (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. (3 units)

#### **245. Transitional Treatment and Vocational Planning**

Program planning, treatment planning, effective transitions, and vocational planning for delinquent, at-risk, and nonconventional youth. Coordinating planning, existing processes (IEP, IFSP, ILP, ITP), and promoting future success. Functional assessment and intervention, program identification, placement, and support. Vocational education programs, training options, assessment, and instruments. Job development, recruiting, placement, and support. Impact of disability, criminality, lifestyle, and cognitive distortion. Thinking processes, distortions, and retraining. (3 units)

#### **246. Applied Behavior Analysis in Correctional Psychology**

Principles and procedures of applied behavior analysis with applications to the correctional setting. Strategies for managing behavior problems. Assessment, documentation, and intervention for disruptive, aggressive, antisocial, and self-injurious behaviors. Primary emphasis on behavioral therapies with antisocial persons. (3 units)

#### **264. Object-Relations Therapy**

An introduction to the central ideas and processes involved in the object-relations approach to psychotherapy. Critical concepts such as projective identification, transference/countertransference, the holding environment, internal objects, transitional phenomena, the therapeutic matrix, etc. are explored and practiced. Readings from the British school (Klein, Winnicott) and American (Ogden) are blended with clinical practice and discussion. Prerequisites: 200, 212, 216, and 218. (3 units)

#### **265. Cognitive Behavior Therapy**

This course provides a “hands-on” approach to understanding the basic tenets of cognitive behavioral therapy (CBT). Beginning with a comprehensive review of the fundamental concepts and research supporting CBT, students will learn about and practice cognitive behavioral therapy through didactic lectures, experiential learning, readings, group discussion, videos, and role plays. A primary focus in this class is practical applications of CBT, including relaxation training, activity scheduling, and development of treatment plans for diverse populations. Prerequisites: 200 and 218; 217 recommended. (3 units)

#### **266. Counseling the Adolescent**

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

**275. Ethical and Legal Issues in Counseling**

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

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

Study of licensing law and process, regulatory laws that delineate the profession's scope of practice, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. Prerequisites: 200, 218, and 275. (1.5 units)

**280. Psychology of Aging and the Family**

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

**282. Gestalt Therapy for Individuals and Couples**

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

**283. Theory and Practice of Jungian Psychotherapy**

Jung's classical model of the psyche is employed as the organizing focus for study of the basic theoretical concepts of complex theory, ego, Self, persona, shadow, anima/animus, archetype, collective unconscious, transcendent function, and the process of individuation. All classes are built around case material and illustrated with images from clients' dreams and drawings. Exercises are used as an opportunity for students to become acquainted with Jungian emphasis on the proper symbolic attitude in the therapist, and the appropriate clinical use of the Jungian methods of amplification, active imagination, word association, and typology. Prerequisites: 200, 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 200, 218, 227. (3 units)

**291. Counseling for Grief and Loss**

Explores psychological issues and skills in counseling people coping with loss, grief, and life-threatening illness. Topics include: current theory and research on coping with grief and loss; therapeutic interventions with individuals and families; cultural and spiritual dimensions; the evolving philosophy and practice of hospice and palliative care;

stress management for the therapist. The applicability of these concepts and skills to everyday psychotherapy practice is emphasized. Prerequisite: 200. (3 units)

### **298. Psychology and Spirituality**

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

### **300. Career Development and Life Planning**

Overview of the career development field, focusing on current career development and decision theory. Applications of theory across various settings (industry, clinics, schools, rehabilitation, etc.). Exploration of changing concepts of work and career. Examination of the meaning and spirituality of work, and of "calling," conscious life planning and lifestyle choices. (3 units)

### **301. Occupational Information and Resources**

Exploration of the sources of career and occupational information available. Use of tools and data that enable a career development counselor to stay abreast of present job openings and future trends, including appraisal of international, national, and state and local influences. Job search strategies; portfolio building; self-marketing and entrepreneurship; the search for balance. Prerequisite: 300. (3 units) (To be discontinued in Fall 2012)

### **302. Formal and Informal Assessment in Career Development**

Familiarity with, and use of, current career assessment instrumentation. Evaluation of leading instruments; selection criteria governing use of instruments according to client needs. Interpretation of individual and group assessment data. Practice in completing the career counseling interview, including appropriate assessment and interpretation. Course includes an approved, individualized, formal career assessment to be completed either prior to or concurrent with 302. Prerequisite: 300. Recommended: 318. (3 units) (To be discontinued in Fall 2012)

### **303. Special Issues in Career Development**

Consideration of a broad range of special issues affecting career development choices and counseling practice. Cross-cultural counseling; multicultural issues in the workplace; special populations; Americans with Disabilities Act; vocational rehabilitation; the older worker; gender issues in the workplace; dual careers; spirituality and work; legal/ethical counseling/consulting obligations. Prerequisite: 300. (3 units) (To be discontinued in Fall 2012)

### **304. Procedures in Career Development Counseling: Working in the Work Environment**

Procedures and the practical role of the career development specialist in the work environment. Understanding the environment, creating a role, team playing, program planning and execution, and internal consulting strategies and techniques. Analysis of the work environment in industry, including the fundamentals of how a business runs, how work is organized, and what comprises "good management." An understanding of human resource systems. Prerequisite: 300. (3 units) (To be discontinued in Fall 2012)

### **307. Career Counseling Seminar**

This course examines special issues in career counseling with special attention on working with multicultural population, disabled populations, and the Americans with Disability Act. Requirements: LPCC Track students only;



LPCC students with Career emphasis are exempt from this course. Prerequisites: 300. (1.5 units)

### **310. Independent Study**

Supervised course of study initiated by the student. A written proposal and course syllabus must be submitted to the Graduate Services Office by the end of the first week of the term in which the course will be conducted. The proposal must be approved with signatures from the faculty member of record, the department chair and the Executive Directors. Full-time faculty members are preferred course supervisors. (1-6 units)

### **311. Psychology of Marriage Counseling**

Introduction to methods, theories, and techniques of premarital, marital, sexual, and divorce counseling. Initial focus is on normal relational development, followed by characteristic methods of intervention with relationship difficulties in a primary dyadic relationship. This class includes considerable media and experiential components. Prerequisites: 200, 212, 218, and 227. (3 units)

### **312. Counseling for Contemporary Problems I**

Research, assessment, crisis intervention, and counseling methodology used in addressing the problems of child abuse, domestic violence, substance abuse and addiction. Provides an overview of the psychosocial factors and dynamics involved in the etiology and maintenance of these problems. Describes specific skills and interventions and related considerations used in dealing with clients, their families, and involved community agencies and resources. Prerequisites: 200, 218, and 227; 312A pre-, co-, or post-requisite. (3 units)

### **312A. Counseling for Contemporary Problems**

This is an all day workshop that is required as an addendum to 312. Prerequisites: 200, 218, and 227; 312: pre-, co-, or post-requisite. (0 units) (This course to be discontinued in Fall 2012).

### **313. Contemporary Issues in Psychotherapy II**

This course examines special issues related to psychotherapy, including diagnosing and reporting child abuse, spousal abuse, elder abuse, and abuse of the disabled, as well as crises and trauma management and interventions. Requirements: LPCC Track students only; student taking this course are exempt from 312A. Prerequisites: 200, 218, and 227; 312A. (3 units)

### **315. Family Therapy**

For students in the MFT program and others preparing for MFT licensing. Introduction to systems theory (e.g., Structural, Bowenian, Strategic) and procedures appropriate to working with families. Opportunity to practice counseling with simulated families. Prerequisites: 200, 212, 218 and 227. (3 units)

### **318. Clinical Assessment I**

Study of the therapeutic decision-making process in the context of psychopathology and the clinical setting. Emphasis on the recognition, classification, and understanding of abnormal behavior. Traditional DSM IV diagnostic categories are studied, including mood disorders, anxiety disorders, psychosis, affective disorders, psycho-physiological disorders, and other abnormal lifestyle patterns. Prerequisites: 200, 212, 216, and 218. (3 units)

### **318A. Clinical Assessment: Issues in Child Diagnosis**

Study of diagnostic issues in working with pediatric psychiatric disorders. Emphasis on DSM IV diagnostic criteria

and interviewing children, parents, and families. Special attention to developmental disorders affecting later stages of maturation. Requirements: LPCC Track students only. Prerequisites: 200, 212, 216, 218, and 318. (1.5 units)

### **319. Clinical Assessment II**

Continuation of 318. Emphasis on diagnosis and clinical judgment, including such issues as type of impairment, degree of impairment, predictability, and treatment plan, as well as sources of error judgment and how these errors are minimized. The use of individual, couple, and family assessment techniques, projective tests, personality inventories, and other instruments in a professional setting. Prerequisites: 200, 212, 216, 218 and 318. (3 units)

### **320. Substance Abuse and Treatments**

This class focuses on substances that are abused, the effect on the abuser, and treatment strategies in both individual and group psychotherapy modalities. Included are various clinical approaches to treatment; coordination of treatment with 12-step programs; understanding the stages of recovery; and working with adolescents. (3 units)

### **321. Dual Diagnosis**

This class covers the complexities and interactions in the diagnosing and treatment of Axis I and Axis II disorders in the presence of substance abuse. Prerequisite: 320. (1.5 units)

### **323. Psychopharmacology**

This is an introductory course designed for those without biological or medical training to provide a firm basis in practical neurophysiology and psychopharmacology. Course foci include the structure and functions of the nervous system, interactions of other organ systems, principles of pharmacodynamics and pharmacokinetics. The material is presented from a clinical orientation with illustrative case examples. Boundaries of practice and practical issues of assessment and referral are covered in depth. Prerequisites: 200, 212, 216, 218, 318. Can be taken concurrently with practicum. (3 units)

### **326. Case Management**

This course is designed to prepare students for work in community based agencies. As such it is oriented to the practical skills of case management that is required in such sites. Topics to be studied include: case management, collaborative/multimodal treatment teams, case documentation, legal and ethical issues in a different mental health agencies, and the practical issues of treating patients from a variety of cultures. (3 units) (Begins Fall 2012)

### **331A. Counseling Practicum: Agency**

Supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. To be taken in the second half of the counseling program, after completion of the counseling core. Weekly seminars for consultation and discussion with a supervisor on such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and inter-professional ethical considerations. By permission only; must begin in fall quarter. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331A is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes, 311, 315, 317, 318, 319. (3 units per term; 6 units required)

### **331C. Counseling Practicum: Career Development**

To culminate their emphasis program, students spend 15 hours per week engaged in supervised career development-related fieldwork at a practicum site. By permission only; must begin in fall quarter. Arrangements with site must be

made before the beginning of fall quarter. Enrollment of 331C is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes; 300, 301, 302, 303, and 304. (3 units)

### **331H. Counseling Practicum: Health Psychology**

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

### **331L. Counseling Practicum: Latino Counseling**

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

### **333. Counseling Practicum: MFT and LPCC**

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, referral procedures, ethical practices, professional and client interaction, confidential communication, and inter-professional ethical considerations. Prerequisites: Nine core classes; 311, 315, 317, 318, 319, and permission of instructor. Must begin in fall quarter. (3 units per term; 9 units required)

### **351. Advanced Seminar in Family Therapy**

For students who have completed 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: 200, 212, 218, 315. Recommended: 215 or 317. (3 units)

### **360. Latino Psychology**

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

### **361. Special Topics in Multicultural Psychotherapy**

This course examines the special topic of Latino access to health care services; related topics of health care access and advocacy, and health education programs. Requirements: LPCC Track students only. (1.5 units)

### **362. Individual Counseling Skills with Latino Clients**

Development of counseling skills within a cultural context. An examination is provided of how the counseling process is affected by cultural dynamics and counselor/client variables. Students will learn how to use cultural variables to help develop empathy and a strong working alliance with Latino clients. Discussion, demonstration and

application of various therapeutic and treatment approaches. Feedback and supervision provided for specific skill development. Prerequisite: 200. Recommended: 231. (3 units)

### **364. Interventions with Latino Families and Children**

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

### **366. Spanish-Based Interviewing and Assessment**

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

### **380. Positive Psychology and Health**

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

### **381. Health Psychology: Theory and Practice**

Introduction to health psychology theory, research, and practice, with a special focus on health promotion and health behavior change. Topics include: models of health and illness; biopsychosocial factors in illness; personality, health, and coping; social support and health; health assessment; models and strategies for health behavior change, including Prochaska’s stage model and motivational interviewing; issues and preventions with specific health behaviors; and health promotion in the workplace and other settings. (3 units)

### **385. Stress and Stress Management**

Introduction to conceptual models of chronic stress in home, work, and community environments. Particular attention to methods and programs to assess, as well as alter, chronic stress. Emphasis is placed on the bio/psycho/social factors in the etiology, maintenance, and modification of stress. Intervention methods are demonstrated and practiced. (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. (3 units)

**389. Advanced Group Counseling**

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

**390. Advanced Seminar in Couples Therapy**

Specifically designed to help students conceptualize and plan treatment for couples. Stress on issues of structured and non-structured interviewing, transference and counter transference, and family of origin. Normally the class views and examines a "live case" or case scenarios through the term and/or class participation in problem-solving couples' difficulties and extensive case examples and role playing. Examination of divorce issues and alternative lifestyles. Prerequisites: 200, 212, 218, 227, 311. (3 units)

**391. Hypnotic Techniques in Counseling and Therapy**

Introduction to hypnotherapeutic techniques in the therapy context. Students learn to induce trance states and the appropriate application of these for therapeutic purposes. Emphasizes ethical utilization in both traditional and indirect hypnosis. The use of hypnosis as a part of psychotherapy is explored in depth. A clinically oriented course; research and literature are used to support the clinical application of hypnosis for such issues as pain control, memory retrieval, anesthesia, habit control, and direct therapy. Prerequisites: 200 and 218. Usually taken on a pass/no pass basis. (3 units)

**395. Advanced Object Relations Seminar: Clinical Techniques**

Advanced skill building. Course addresses technique-related topics relevant to the growth and development of the skilled Object Relations therapist. Course focuses in depth on different topics during different terms. Topics range from developing a clinical stance, to uses of interpretation, working in the transference, working with countertransference and projective identification, working with frame issues, working with the schizoid patient, working with the narcissistic patient, the technical Winnicott, the technique papers of Freud, etc. Course will include relevant readings, presentations of case material, and experiential clinical practice. Prerequisite: 200, 212, 216, 218, 264 or permission of instructor. (3 units)

**398. Clinical Immersion Experience: Philippines**

This course is a 4 week immersion experience in and around Manila, Philippines that is scheduled for late July to mid-August each summer. Meetings for this course begin in February and meet for one hour every three weeks in preparation of the trip. The actual dates for the immersion are set during this time. The key elements of the immersion experience includes: didactic input on Filipino culture from sociology/anthropology professors, issues of delivery of mental health care in a 3rd World context from psychiatrists, training and work in an orphanage with infants/toddlers/ and preschool children. This immersion is conducted in a community experience of living together for one month, with shared meals and nightly reflection from Monday - Thursdays. Weekends are open for exploration of the Islands or easy connections to other Southeast Asian countries. The immersion experience is limited to 10 students per summer. This experience is listed as 6 credit units plus expenses (TBA in October). (6 units).

**399. Thesis**

Optional course; usually selected by candidates preparing for doctoral studies. The thesis should concern a recognized problem in the student's field of specialization, should make a scholarly contribution to the extant body of knowledge in this area, and should review the principal sources of knowledge. Format should follow the guidelines established by the American Psychological Association. Supervision and review of the thesis provided by faculty member(s) designated by the chair of the Department of Counseling Psychology. Students may replace the Comprehensive Examination with completion of an approved thesis. Requirements for thesis submission are negotiated with the thesis faculty director. (3-6 units)



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## Department of Education

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### MISSION AND GOALS

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

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

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

The Department of Education offers California educator credential programs designed to prepare individuals for careers as K-12 teachers and administrators in both public and Catholic educational settings, and Master of Arts degree programs that extend and deepen the professional knowledge and skills of experienced education professionals.

### CALIFORNIA EDUCATOR CREDENTIAL PROGRAMS

California has a two-tier system of educator credentialing. Prospective teachers and administrators begin by earning a preliminary credential. Preliminary credentials are valid for five years and must be cleared within that time period. Educators clear their preliminary credential by completing a prescribed set of professional development and educational requirements, including a significant period of employment in the area authorized by the preliminary credential. Once granted, clear credentials are renewed every five years. All of the Department of Education's educator credential programs are fully accredited by the California Commission on Teacher Credentialing.

#### **Teaching Credential Programs**

The Department of Education offers programs leading to the following preliminary and clear teaching credentials:

##### **Preliminary Multiple Subject Teaching Credential**

This program leads to authorization to teach multiple subjects in a self-contained classroom. Teachers holding this credential typically work in elementary schools or in K-8 Catholic schools. We offer this program as a traditional preservice pathway in which credential candidates complete coursework and student teaching placements in local public schools, and as an alternative pathway that serves the needs of individuals currently employed as teachers in Catholic schools. Additional information about the two pathways follows below.

## **Preliminary Single Subject Teaching Credential**

This program leads to authorization to teach a single subject, typically in middle school or high school settings. Our program offers the preliminary single subject teaching credential in these subject areas: art, English, languages other than English, mathematics, music, physical education sciences, and social science. We offer this program as a traditional preservice pathway in which credential candidates complete coursework and student teaching placements in local public schools and as an alternative pathway that serves the needs of individuals currently employed as teachers in Catholic schools. Additional information about the two pathways follows below.

### **Pathways to the California Preliminary Teaching Credential**

#### ***Preservice Pathway***

The Preservice pathway is the typical route by which teacher candidates attain a preliminary teaching credential. This pathway includes 32 units of university-based coursework and 18 units of supervised field experience and student teaching in public school classrooms. Teacher candidates may enter this pathway in summer pre-session, summer, or fall pre-session and begin by completing prerequisite courses and initial teacher education courses to prepare for classroom placements. During fall quarter, teacher candidates enroll in the 3-unit Directed Teaching Practicum, spend mornings observing and participating in public school classroom placements assigned and supervised by university teacher educators, and take teaching methods courses in the afternoons and evenings. In winter quarter, teacher candidates enroll in the 6-unit Directed Teaching Practicum, begin student teaching placements in public school classrooms, and continue to take methods courses. In spring quarter, teacher candidates enroll in the 9-unit Directed Teaching Practicum, engage in full-time student teaching responsibilities, and complete their required teacher education courses.

#### ***Catholic School Pathway***

The Catholic School pathway is available only to individuals currently employed as full time teachers in WASC-accredited Catholic school settings. This pathway involves 35 units of university coursework designed to support the development of candidates' classroom teaching practices. In lieu of a student teaching field experience, candidates must complete three years of full-time classroom teaching in the subject area(s) authorized by the preliminary credential they are seeking. Typically this pathway requires at least two years to complete and includes one evening class each fall, winter, and spring quarters as well as summer coursework.

## **General Education Clear Teaching Credential**

This program provides professional development for K-12 Catholic school teachers who hold valid preliminary teaching credentials. At the conclusion of this one-year program, participants earn a recommendation for the general education clear teaching credential.

We do not offer any clear credential programs for public school teachers. Public school teachers must clear their credential through participation in the Beginning Teacher Support and Assessment (BTSA) induction program offered through their school district. Private school teachers employed in settings other than Catholic schools are not eligible for participation in our general education clear teaching credential program.

## **ADMINISTRATIVE CREDENTIAL PROGRAMS**

### **Preliminary Administrative Services Credential**

Completing this program authorizes qualified individuals to work as school or central office administrators in public or Catholic schools. At the conclusion of the program, participants who have secured employment as administrators qualify immediately for the preliminary administrative services credential. Program completers who are not employed in administrative positions receive recommendations for a Certificate of Eligibility. The Certificate is exchanged for a preliminary administrative services credential upon employment as an administrator.

### **Clear Administrative Services Credential**

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

## **SANTA CLARA UNIVERSITY EDUCATOR CERTIFICATE PROGRAMS**

### **Certificate Program in Catholic School Leadership**

This 30-unit university certificate program prepares Catholic school teachers for leadership roles within their schools. Designed for educators who are already credentialed teachers, this program addresses the various aspects of school leadership. It meets the needs of teachers aiming to become faculty leaders who further the mission of their school in their current teaching position, as well as those of teachers who plan to work toward administrative positions within Catholic school settings. Instructors include both university faculty and leaders within the Catholic school community. The 10 courses included in this certificate program can be applied toward the Preliminary Administrative Services Credential (K-12), as well as to the Master of Arts in Educational Administration (K-12).

### **Certificate Program in Alternative and Correctional Education**

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 in Alternative and Correctional Education is a unique curriculum, jointly offered by the departments of Education and Counseling Psychology. The certificate program requires 12 units of course work, submission of a portfolio, and supervised fieldwork.

## **MASTER OF ARTS DEGREE PROGRAMS**

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

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

### **Master of Arts in Interdisciplinary Education**

The Master of Arts in Interdisciplinary Education (MA-IDE) program is designed for candidates who wish

to further develop a wide range of competencies and experiences beyond a teacher preparation program. The program requires 45 graduate units of course work and a culminating experience (comprehensive exam). Students enrolled in the MA-IDE program must choose one of the following areas of emphasis:

- 1 Curriculum and Instruction (CI);
- 2 Science, Technology, Environmental Education and Mathematics (STEEM);
- 4 Catholic Education (CE)

### **Emphasis in Curriculum and Instruction**

This interdisciplinary program emphasis is designed for teachers who are interested in further developing their content and pedagogical skills and knowledge in the specialized area of curriculum and instruction. Candidates must select courses from the list of elective courses offered with their advisor's approval.

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

This emphasis is designed to offer candidates a rich and truly interdisciplinary option to further expand their content, pedagogical, and technological knowledge in these areas of practice. The environment serves as a connecting theme across all courses in this emphasis, and technology applications and skills that enhance teaching practice and learning achievement are emphasized throughout the program. Connections among the disciplines, and from the disciplines to the real world that students experience in everyday life, are a major focus.

### **Emphasis in Catholic Education**

The emphasis in Catholic Education enhances teachers' abilities to serve as leaders in the ministry of teaching in Catholic schools. Santa Clara University's program blends graduate coursework in the Department of Education and the Graduate Program in Pastoral Ministries. The Emphasis in Catholic Education is dedicated to giving teachers the tools to be effective in shaping the entire curriculum to focus on the whole child in the diverse network of California Catholic schools.

The program structure allows teachers to gain graduate expertise in teaching, the teaching of religion, and character education in a single degree program designed for the professional Catholic school educator.

### **Master of Arts in Educational Administration**

The Master of Arts degree in Educational Administration comprises the 36 units of coursework required for the preliminary administrative services credential plus an additional 9 units of elective coursework. Candidates pursuing the preliminary administrative services credential or the SCU Catholic school leadership certificate may earn the M.A. degree by completing three elective courses chosen in collaboration with their academic advisor. The M.A. degree in Educational Administration is also appropriate for individuals who earned their preliminary administrative services credential by examination and seek to strengthen their knowledge base, and for individuals who do not hold a teaching or pupil personnel credential but want to develop their knowledge of administration and leadership in educational settings to pursue careers in private schools or to prepare for doctoral study.

## **EDUCATION COURSE DESCRIPTIONS**

### **248. Development of Language and Literacy (also listed as 350A)**

Terminology, historical background, acquisition, etiology, and problems related to language development in children from birth to five years of age. Focuses on emergent literacy and how adults can interact with young children to facilitate literacy events. Assists participants in understanding cultural differences in children's early language and literacy experiences. Lecture, discussion, and field experiences. (3 units)

**250. Social, Cultural, and Political Foundations in Education**

This course focuses on the role of school in the broader context of U. S. society. Course content draws from fields such as history, philosophy, sociology, and law, and examines how politics, culture, and language interact with the policies and practices of curriculum and instruction in a democratic and diverse society. Required of all multiple and single subject teaching credential candidates. (3 units)

**251. Psychological Foundations of Education**

Drawing on the disciplines of developmental and educational psychology, this course examines theories and patterns of learning, development, instruction, and individual differences as they relate to teacher practices and educational programs. Required of all multiple and single subject teaching credential candidates. (3 units)

**252. Introduction to Teaching in the Secondary School**

This course is designed to connect students' academic content knowledge to the practical demands of secondary teaching. Instructional design techniques and strategies for developing effective programs of study for secondary school students are a major course component. An emphasis is placed on lesson planning, standards-based curriculum design and alignment, and ELD and E/LA standards. Required of all single subject teaching credential candidates. (3 units)

**253. First and Second Language Acquisition**

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. Teacher candidates develop an understanding of 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 public school students. Required of all multiple and single subject teaching credential candidates. (3 units)

**254. Action Research and Teacher Development**

Survey of action research strategies. Examines practitioner research strategies that encourage active classroom teaching and curriculum construction while systematically inquiring, making generalizations, and testing the generalizations to better understand teaching practice. By examining and practicing action research, practicing teachers learn research strategies that encourage them not only to examine the theoretical assumptions that guide their practice but also to formulate diverse theoretical assumptions and become a teacher/researcher in the process. (3 units)

**255. Special Topics Seminar**

Designed with a different focus each academic year. This course highlights contemporary issues in education. A special topic seminar is reserved for an MA level content taught by a teacher researcher of their research in progress or in generating new pedagogy for the Master's level courses. It is primarily offered as an elective course in the Interdisciplinary Master's programs. (3 units)

**256/256L. Content Specific Methods/Content Specific Methods Lab**

These paired courses emphasize specific methods for teaching in each individual content area and allow candidates to demonstrate proficiency in the academic content standards in their chosen discipline. Required of all single subject teaching credential candidates. Concurrent enrollment in both the appropriate 256 Content Specific Methods Lab sections is required. (4 units)

**260. Language Arts: Reading, Writing, Listening, Speaking, Viewing, Representing Visually**

A study of language arts teaching strategies and techniques for the integration of language arts across the curriculum. Special attention is given to children's and young adult literature. Required of all multiple subject teaching credential candidates. (3 units)

**261. Mathematics Foundations and Methods**

Prepares K-8 educators to be effective beginning teachers of mathematics. Students examine specific issues concerning curriculum content and design, assessing and building on diverse students' mathematical thinking, establishing a mathematics classroom environment conducive to enhancing all students' mathematical learning, and lesson planning and reflection to meet the needs of students with a variety of backgrounds, interests, and prior experiences with mathematics. Required of all multiple subject teaching credential candidates. (3 units)

**262. Science Foundations and Methods**

Prepares K-8 educators to teach an engaging science program. Introduces the design, implementation, and evaluation of science lessons using a constructivist (inquiry-based) teaching approach. Allows teacher candidates to conduct scientific inquiries on their own, reflect upon these inquiries, and then create similar inquiry learning opportunities for their students. Identifies the four categories of California Science Content Standards (physical sciences, life sciences, earth sciences, investigation and experimentation) and explores how to incorporate and assess them in the science classroom. Required of all multiple subject teaching credential candidates. (3 units)

**263. Social Studies Foundations and Methods**

This course engages teacher candidates in active consideration of the role of history, geography, economics, and civics in the education of young learners. The California History-Social Science framework and content standards are examined closely to maximize the powerful possibilities of integrating social studies content into lessons in all content areas and daily classroom life. Required of all multiple subject teaching credential candidates. (3 units)

**271. Technology for Teachers**

This course develops the theory-based knowledge and practical skills that prepare teachers to meaningfully integrate technology across the curriculum. Required of all multiple and single subject teaching credential candidates. (2 units)

**275. Managing the Classroom Environment**

Designed to familiarize teacher candidates with many effective techniques, procedures, and models for establishing and maintaining a productive learning environment. Includes consideration of strategies both for preventing and for responding to inappropriate student behavior. Required of all multiple and single subject teaching credential candidates. (3 units)

**276. Teaching Nonconventional Youth**

Concepts, characteristics, and interventions for adolescent delinquency; gang identification and involvement; substance abuse; family violence and abuse; school-age parenthood; and dropout, antisocial, and non-conventional behaviors and lifestyles. Presents strategies to reduce avoidance, increase engagement and production, increase positive skills and habits, and increase content knowledge in students who are not currently successful in school. Required of all single subject teaching credential candidates. (3 units)



**283. Literacy Development in the Secondary School**

An exploration of the theories, trends, and principles in the fields of reading and writing that render effective instruction for specific purposes. Attention will be given to what, why, when, and how specific components of reading and writing are taught to promote communicative reading and writing competence in linguistically diverse classrooms. Includes a reading tutorial with a middle, high school, or junior college student. Required of all single subject teaching credential candidates and all M.A. Interdisciplinary Education - Reading Emphasis candidates. (3 units)

**284. Introduction to the Teaching of Reading**

Course enables teacher candidates to develop awareness and understanding of current theories and best practices of comprehensive, balanced reading instruction. Teacher candidates will learn how to adapt instruction to meet the needs of individuals based on cultural, linguistic, and experiential differences; the nature of reading difficulties; and principles of diagnosis and assessment. Required of all multiple subject teaching credential candidates. (4 units)

**285. Literature Across the Curriculum**

Teacher candidates will be immersed in children's and young adult literature that reflects cultural, linguistic, and ethnic diversity. Teacher candidates will explore reader response and transactional theories through projects created for specific purposes across content areas and grade levels; learn how to use literature to support children's and young adults' development as readers, writers, and learners and to support personal and social growth. Required of all multiple subject teaching credential candidates. (3 units)

**287. Reading in the Content Areas**

Exploration and understanding of language, reading, writing, and literature in the context of adolescents' learning, learning to read, and learning through language and reading. A survey of the approaches, methods, and materials used by teachers for reading instruction in the content areas and language facilitation throughout the curriculum. Required of all single subject teaching credential candidates. (3 units)

**290. Issues in Assessment**

Designed to help teacher candidates understand, integrate, and skillfully apply standards governing educational assessment. Emphasis is placed on building quality into assessment and on successfully matching important learning outcomes with the items and tasks used to measure them. Required of all single subject teaching credential candidates. (3 units)

**306A. Immersion Experience: Human Service in Diverse Settings**

This course focuses on credential candidates' professional development and on the integration of the academic and practical aspects of education as a human services profession. Required of all multiple and single subject teaching credential candidates. (2 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 the Dean 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, the program coordinator and Graduate Services. Full-time faculty members are preferred course supervisors. (3 units)

**320, 321, 322. Directed Teaching Practicum Sequence, Preservice Pathway**

This practicum supports preservice teacher candidates during their three-quarter field placement experience. Provides guidance in the gradual assumption of teaching responsibility in public school classroom settings, and features regularly scheduled seminars and speakers. Teacher candidates must meet established benchmarks for the development of academic and professional competence each quarter in order to continue in the Directed Teaching practicum sequence, which includes observation-participation (320), half-day (321), then full-day (322) student teaching. A passing grade equivalent to a B is required. Required of all multiple and single subject credential candidates completing the Preservice pathway. (3, 6, 9 units)

**323. Inclusive Educational Practices**

Designed to give elementary and secondary teacher candidates training in the theory and practice of teaching students with special educational needs in the general education classroom. This course focuses on effective inclusive practices. Required of all multiple and single subject credential candidates. (3 units)

**325. ESL Methods and Assessment: Teaching Linguistically Diverse Students**

Preparation for prospective teachers in elementary and secondary schools on the theory and practice of teaching linguistically diverse students. The focus of this course is on English as a Second Language. This advanced professional development course requires teachers to become aware of school and district level assessment procedures and how these impact their classroom practices. The field component is to better understand the articulation of efforts used by a given district to place, diagnose and interpret results that connect with teachers' efforts to improve literacy skills for English language learners. (4 units)

**326. Teaching Performance Assessment Preparation, Tasks 1, 2, 3, 4**

This mandatory course provides individual support for preliminary MS/SS credential candidates who have completed the preservice pathway experiences but require additional assistance in order to finish and pass the California Teaching Performance Assessment (TPA). Enrollment in this course is the responsibility of every preservice MS/SS credential candidate who did not pass all 4 TPA tasks by the deadline specified in the Credential Candidate Handbook. A candidate's ongoing enrollment is required every quarter until all four TPAs have been successfully completed. (1 unit)

**328. Language Development and Literacy**

Designed for students who have completed their preliminary credential and are pursuing the MA. Students will explore different research issues in language development and literacy. This course focuses on social dimensions of literacy, principles of knowledge transformation, and the development of cultural and linguistic identity in a democracy. This course is field-based and requires students to connect academic readings and discussion with observation and participation in a community-based center. (3 units)

**330/331/332. Integrating Theory and Practice in Classrooms–A/B/C**

This three-course sequence in the Clear Credential program for Catholic school teachers is required for all candidates for the clear multiple or single subject credential. The course has three strands that stretch across the academic year. All three strands present the teachers with new knowledge and skills that will extend the professional capabilities of and strengthen the ability to provide all learners with equitable access to the curriculum. The strands are: Professional Learning Community (PLC) sessions; curriculum modules taught by faculty coaches; and, in-class learning activities linked to curriculum module content. The course meets for three hours each week during fall, winter and spring quarters. (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, provides the opportunity to synthesize the knowledge and skills learned in the clear credential program and to connect them to practice: specifically, improving student learning outcomes in the content area targeted in the Yearly Professional Goals. (3 units)

**360. Leadership in Education**

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

**361. Curriculum and Instructional Strategies**

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

**362. School Organization and Management**

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

**363. Ethics, Law and Governance**

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

**364. Interpersonal Communication**

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

**365. Human Resources and Fiscal Services**

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

**366. Community and Public Relations**

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

**367. Field Work in School Administration**

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

**368. Principles of Program Assessment**

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

**369. Action Research for School Administrators**

Spectrum of activities that focus on research, planning, theorizing, learning and development in the resolution of a problem or problems. An understanding of the qualitative research principles, the dynamics associated with diversity and change and the need to study problems that are relevant in real settings while systematically inquiring, making hypotheses and testing these hypotheses; use as a vehicle for empowering teachers and learners. Approaches to scholarly inquiry. (3 units)

**370. Cultural Diversity and Equality**

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

**371. School Intervention Programs**

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

**372. Politics and Marketing Strategies in School Administration**

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

**374. Current Issues in Administration**

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

**376. Technology to Enhance Leadership**

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

**389. Education and Ministry for Disability and Diversity**

Disability, difference, and diversity in current Catholic schools, parishes, and other pastoral settings. Tools for effective ministry for and with persons with disabilities, as well as diverse culture and language in Catholic schools and pastoral ministry settings. Processes for creating a liberating interdependence among communities in school and parish settings. Accommodation, modification, and differentiation in religious education and pastoral activities. Creating welcoming communities. Relevant law and ethical issues. (3 units)

**390. The Catholic School**

Foundations of Catholic education; what makes a school Catholic? The context, identity and diversity of the contemporary Catholic school. Historical, philosophical, theological, sociological, and political study of Catholic schools in the United States. Analysis of school, mission, structure, organization, curriculum and finances. Relationship of school to parish, diocese and sponsoring religious congregation. Role of religious education, campus ministry and service learning in the school. Spiritual and professional development of the Catholic school teacher. (3 units)

**391. Educational Ethics**

In what ways are professionals in education moral stewards and political agents? Educational ethics invites educators to think about what role they play in achieving and maintaining a more democratic and ethical society through education. Investigations into controversial ethical issues and dilemmas prepare educators to critically think through potential situations that may arise with students, parents, administrators, and peers. (3 units)

**392. The Study of Teaching**

An in-depth examination of the art, craft, and science of teaching, this course actively engages students with theory and research on the nature of the teaching profession and provides opportunity for structured examination of teachers' practices. (3 units)

**393. Curriculum/Program Development**

This course provides students with the opportunity to develop an understanding of the theoretical foundations of curriculum/program development, to explore the complex factors influencing curriculum decision making in K-12 school contexts, and to apply this new knowledge to the consideration of current challenges in curriculum policy and practice. (3 units)

**400A. Induction Planning and Monitoring**

An individual plan developed by the candidate, a mentor supervisor of the candidate, and the University program director, for beginning administrators. The plan includes professional development, interests, job responsibilities, and career goals. The plan is monitored on an ongoing basis by the program director. (4 units-1 unit class taken for 3 quarters)

**400B. Assessment and Portfolio**

An evaluation of the completion of the PCIP and the development of a portfolio of activities that includes goals and objectives and professional development plans. (4 units-1 each quarter)

**407. Field Activities and Contributions**

On-site related, field experiences designed to support the candidate's growth as a professional administrator. Candidates select these experiences following a self-evaluation. Both on-site and university mentors are provided to help the candidate succeed. (8 units; 4 projects over 4 quarters)

**408. Professional Development**

A series of activities approved by the university related to professional growth and development. Such activities must have the approval of the program director. The emphasis is that the program meets the qualification of being sequential and developmental for each student. (6 units)

**450. Integrating Technology to Enhance Teaching and Learning**

Review research and literature on experiences in the U.S. and selected other countries on technology planning, integration, and evaluation. Learn about Constructivist theory and how it translates into student-centered classroom practices including Project-Based Learning and other pedagogical strategies. Explore subject-matter specific software applications and Web-based resources. Develop classroom management strategies according to the types and number of technologies available to generate and sustain student motivation, engagement, and high academic achievement. (3 units)

**451. Teaching with Technology**

Analysis of teaching philosophies and practices and how they relate to the presence and availability of a variety of technology resources in learning environments. Review of literature and research on the evolution of teaching practices, supports for student learning, teachers' professional development and available hardware, software, and online resources. (3 units)



**465. Advanced Theory and Practice of Science Teaching and Learning**

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

**466. Advanced Theory and Practice of Mathematics Teaching and Learning**

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

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

This course focuses on strategies and challenges for supporting English Language Learners (ELL) in science and math classrooms. Teachers will examine their adopted instructional programs for effective teaching and support for these students, and learn about additional methods and strategies for integrating English language development into science and math instruction. Attention will be given to all the academic modalities of reading, writing, speaking, and listening. (3 units)

**470. Advanced Theory and Practice of Environmental Education**

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

**473. Connecting Science and Math to the Real World**

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

**480. Advanced Instruction in Reading**

Theories, processes, and models of reading; emergent literacy; phonemic awareness; direct, explicit, systematic phonics instruction; phonological/morphological structure of the English language (including direct, explicit, systematic instruction in vocabulary and spelling); metacognition, fluency and comprehension; formal and informal assessment; multiple, integrated, relevant, problem-solving instructional strategies adapted to the specific needs and interests of individuals, including English language learners, students with developing reading skills, and proficient readers. Included within the course is a tutorial experience with an elementary pupil. (3 units)

**487. Psycholinguistics**

The major focus of this course is to investigate and understand the relationships among phonology, morphology, semantics, syntax, and pragmatics, and the resulting practical teaching and learning implications for teaching reading and writing. Learning to provide well-designed, explicit, and systematic instruction followed by guided student practice in skilled writing and fluent reading will be both taught and modeled. Topics will include phonemic awareness, phonics, decoding strategies, vocabulary, spelling, grammar skills, and comprehension in emergent and developing readers and writers, including English language learners; the relationship among semantics, pragmatics, and comprehension development in emergent and developing readers and writers; and the development and use of assessments that involve multiple indicators of learner progress. (3 units)

**490. Research Methods**

Introduction to educational research designs. Survey of quantitative and qualitative research methods with an emphasis on the relationship between the definition of a research problem and strategies for the study of that problem. Students critique research on teacher education, special education, educational administration, Catholic education, and instructional technology topics using general design principles. Development of writing skills for an academic audiences is a key course focus. (3 units)

**553. Advanced Studies of Methods and Assessment for English Language Learners**

This course will explore and assess the diverse methodologies used to teach English language learners. The purpose is to aid teachers in applying theories, principles and standards that guide and direct English language development. Students will use assessment information to diagnose students' language abilities and to develop lessons that maximize students' success with the state adopted content standards. The course will also examine federal, state, and local assessments and guidelines related to identification and placement of ELL students. (4 units)

# 7

## Center for Professional Development

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**Director:** Jerrold Lee Shapiro

Through the Center for Professional Development, Santa Clara University offers lifelong learning opportunities for Bay Area practitioners, alumni and graduate students. Short-term workshops focusing on cutting-edge topics in counseling psychology and education are offered for continuing education (CE) hours or (CEU) units. The on-site programs are oriented for practitioners and taught in a pragmatic, hands-on manner.

Our accredited continuing education programs serve the needs of mental health professionals (psychologists, licensed marriage and family therapists, licensed clinical social workers, counselors, nurses, etc.), educators, and other community professionals. Workshops are designed to meet licensing or credential renewal requirements and to serve the educated public. Workshops are graduate and professional level and qualify fully for license renewal in mental health disciplines and credential renewal in education.

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

The Center for Professional Development offers conferences, workshops, and classes year-round. New courses are announced in fall, winter/spring and summer catalogs in addition to the Center for Professional Development website.

### **Professional Association Information**

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

- The American Psychological Association (APA) to provide continuing education for psychologists.
- Provider #1455 The California Board of Behavioral Sciences (BBS) to provide continuing education for MFTs and LCSWs.
- Provider # PCE 321 The California Board of Registered Nursing (BRN) to provide continuing education for registered nurses.
- Provider # CEP 2226 The California Association of Alcoholism and Drug Abuse Counselors (CAADAC) to provide continuing education to counselors.
- Provider # 4S-97-364-0709
- California Commission on Teacher Credentialing (CTC)

For further information, contact the Center for Professional Development at 408-551-1981 or visit [www.scu.edu/cpd](http://www.scu.edu/cpd)

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## Campus Life

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

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

### **CAMPUS MINISTRY**

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

### **REGISTERED STUDENT ORGANIZATIONS**

#### **Counseling Psychology Graduate Student Association (CPGSA)**

The purpose of the CPGSA is to provide a forum in which all interested students can increase their involvement with the university, the school, the department, and fellow students. The goal of the organization is to support counseling psychology graduate students in their needs and growth.

#### **Education Graduate Student Association (SAGE)**

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

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

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

## CHARTERED STUDENT ORGANIZATIONS

### KSCU

KSCU is a student-run, non-commercial radio station at 103.3 FM. The program format features primarily independent music, including indie rock, punk, ska, jazz, blues, and reggae. Students may get involved with the radio station as a staff member or as a volunteer disc jockey, office assistant, fundraiser, or sound technical staff.

### Multicultural Center (MCC)

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

### The Santa Clara Community Action Program (SCAAP)

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

## STUDENT RESOURCES AND SERVICES

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

### The Career Center

The Career Center provides students with a variety of services and resources to encourage self-discovery, provide a meaningful vocational journey, and educate for the continuous process of career and life development. Students explore their majors and career choices with counselors to reflect on attributes such as personality, skills, interests, and values and learn to represent those attributes effectively on resumes, in cover letters, during interviews, and throughout the life of their careers. The Career Center offers a variety of programs and services each year, including career fairs, employer information sessions, career networking with alumni, vocation symposia, workshops on career strategies, resume writing seminars, internship workshops, interview training, mock interviews, and appointments with career counselors. A critical piece of educating for life is on- and off-campus student employment positions, internships, cooperative education placements, and volunteer opportunities. Positions are posted through the Career Center's BroncoLink online job listing and are accessible to students via e-campus. The Career Center disseminates information through its mobile and Web presence including Facebook, BroncoLink, text announcement messaging, and Shelfari (library resources).

## **Counseling And Psychological Services (CAPS)**

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

## **Student Health Services**

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

Domestic graduate students who choose not to enroll in the university's-sponsored insurance plan must pay a health fee of \$90 per quarter to be seen at the Health Center with no office visit charge. Graduate students enrolled in the university health insurance plan may use the Health Center at any time. The health center fee is included in the cost of the insurance premium. There may be a charge for laboratory tests and medicines. The Health Center is staffed with physicians, nurse practitioners, nurses, and medical assistants who care for a variety of illnesses and injuries.

Santa Clara University requires all international graduate students on an F-1 visa to either enroll in the university-sponsored health insurance plan or annually complete the on-line waiver detailing the student's own health insurance information. The deadline to complete this waiver is September 3, 2011. Health insurance is voluntary for all domestic graduate students. See [www.scu.edu/cshc/insurance.cfm](http://www.scu.edu/cshc/insurance.cfm) for details on completing the waiver or on-line enrollment.

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

For additional information on health insurance fees, please visit the Cowell Student Health Center, [www.scu.edu/cshc/insurance.cfm](http://www.scu.edu/cshc/insurance.cfm)

## **Disabilities Resources**

The Disabilities Resources Office has been designated by the university to ensure access for students with disabilities to all academic programs and campus resources. The goal is to support students with medical, physical, psychological, attention-deficit, and learning disabilities to participate fully in campus life, its programs, and activities. Emphasis is on growth and individual achievement through the provision of academic accommodations, support services, self-advocacy skill training, and disability-related educational programming for the campus community. Reasonable accommodations are provided to minimize the effects of a student's disability and to maximize the potential for success.



## **Information Resources**

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

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

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

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

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

## **International Student Services**

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

## **Kids On Campus**

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

**Writing Center**

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

**Office for Multicultural Learning**

The mission of the Office for Multicultural Learning is to coordinate, collaborate and promote cross-campus programming of enhancing Santa Clara University's goals for diversity and inclusive excellence and providing a welcoming campus climate in conjunction with the University Council on Inclusive Excellence. The Office for Multicultural Learning will foster multicultural learning experiences that educate the campus to respect and honor differences; promote dialogue and interactions among individuals from different backgrounds; support collaborate efforts within the university and between local Santa Clara community to advance multicultural education and serve the campus-wide resource for information and multicultural issues and diversity. The Office is located on the second floor of Benson Memorial Center in office 207.

**9****Facilities**

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**ADOBE LODGE**

Adobe Lodge is the oldest building on campus. Restored in 1981 to its original 1822 decor, the lodge contains a presidential dining room as well as central and private dining facilities for faculty and staff.

**BELLOMY FIELDS**

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

**BENSON CENTER**

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

**DE SAISSET MUSEUM**

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

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

**KENNA HALL**

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

**KENNEDY COMMONS**

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

## **LEARNING COMMONS, TECHNOLOGY CENTER AND LIBRARY**

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

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

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

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

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

## **LEAVEY CENTER**

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

## **LOYOLA HALL**

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

## **LUCAS HALL**

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

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

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

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

## **O'CONNOR HALL**

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

## **PAT MALLEY FITNESS AND RECREATION CENTER**

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

## **LOCATELLI STUDENT ACTIVITY CENTER**

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

## **LOUIS B. MAYER THEATRE**

The 500-seat Louis B. Mayer Theatre is designed to provide the traditional proscenium stage common to most theatres, as well as an orchestra pit and thrust elevators that can be raised or lowered electrically. In a remarkably simple procedure, a wall is moved, a few seats are relocated, and the main theatre is reoriented to a new dramatic form that extends the stage into the auditorium so that the audience surrounds the action on three sides.

The Mayer Theatre also has a special floor constructed for dance, as well as a large movie screen and film projector.

The Fess Parker Studio Theatre, housed within the Mayer Theatre complex, has no fixed stage or seating. Its black-box design, complete with movable catwalks, provides superb flexibility in an experimental setting.

## **MEDIA SERVICES**

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

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

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

## **MISSION SANTA CLARA**

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

## **BUCK SHAW STADIUM**

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

## **STEPHEN SCHOTT BASEBALL STADIUM**

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

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



**10****Student Conduct Code**

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**STATEMENT OF RESPONSIBILITIES AND STANDARDS OF CONDUCT****Responsibilities**

For the most current information on the student conduct code and all policies and procedures regarding the student judicial system, please refer to the Office of Student Life website at [www.scu.edu/studentlife/osl](http://www.scu.edu/studentlife/osl).

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

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

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

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

All members of the Santa Clara University community are expected to conduct themselves in a manner that is consistent with the goals of the institution and demonstrate respect for self, others, and their property. Students living off campus are members of this community and, as such, are representatives of the university to the community at large. In this regard, students living off campus maintain an equal measure of accountability to the values and expectations of all members of this community as identified in the Student Conduct Code.

Whether living in or traversing through the neighborhood, or parking in the street, students are expected to adhere to the same high standards of conduct and behavior that are consistent with the students' developing role as responsible and accountable citizens and reflect well upon the Santa Clara University community.

## STUDENT CONDUCT CODE

All members of the university community have a strong responsibility to protect and maintain an academic climate in which the fundamental freedom to learn can be enjoyed by all and where the rights and well-being of all members of the community are protected. To this end, certain basic regulations and policies have been developed to govern the conduct of all students as members of the university community.

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

The following acts may subject students to disciplinary action:

1. Engaging in any form of academic dishonesty, such as plagiarism (representing the work or ideas of others as one's own without giving proper acknowledgment), cheating (e.g., copying the work of another person, falsifying laboratory data, sabotaging the work of others), and other acts generally understood to be dishonest by faculty or students in an academic context.
2. Illegal use, possession, or distribution of drugs. The use or possession of equipment, products, or material that is used or intended for use in manufacturing, growing, using, or distribution of any drug or controlled substance.
3. Falsification or misuse, including non-authentic, altered, or fraudulent misuse, of university records, permits, documents, communication equipment, or identification cards and government-issued documents.
4. Knowingly furnishing false or incomplete information to the university, a university official, or judicial hearing board in response to an authorized request.
5. Disorderly, lewd, indecent, or obscene conduct; excessive or prolonged noise; behavior that interferes with the orderly functioning of the university, or interferes with an individual's pursuit of an education on university-owned or controlled property or during an authorized university class, field trip, seminar, competition or other meeting, or university-related activity.
6. Detention, physical abuse, or conduct that threatens imminent bodily harm or endangers the physical well-being of any person, including harm to self.
7. Nonconsensual physical contact of a sexual nature such as sexual misconduct, sexual assault, and rape.
8. Destruction, damage, or misuse of university property or the property of any other person or group.
9. Theft or conversion of university property or the property of any other person or group.
10. Hazing, harassing, threatening, degrading language or actions, including stalking, or any practice by a group or individual that degrades a student or employee, endangers health, jeopardizes personal safety, or interferes with an employee's duties or with a student's class attendance or a person's educational pursuits.
11. Intentional obstruction or disruption of teaching, research, administration, disciplinary procedures, or other university activities; or obstruction or disruption that interferes with the freedom of movement, both pedestrian and vehicular.
12. Possessing, concealing, storing, carrying, or using any real or simulated weapons (including toy guns). The

definition of weapons includes, but is not limited to, firearms (including BB/pellet, Airsoft, and paintball guns—regardless of whether they are disassembled), knives [switchblade, double-edged, hunting-style (fixed-blade) of any length, throwing, folding (pocket-style with a blade that locks into place), and knives of 2.5 inches in length or greater], explosives (including, though not limited to, fireworks and firecrackers), ammunition, dangerous chemicals, or any other dangerous weapons or instruments, or chemicals as defined by, though not limited to, California State Law except if expressly authorized by university policy or procedure.

13. Unauthorized entry into or use or defacement of university facilities, including residence halls and other buildings and grounds, including unauthorized entry into or presence in or on a university building; unauthorized erection or use on university property of any structures including specifically but not limited to tents, huts, gazebos, shelters, platforms, and public address systems; or unauthorized use of university property for dances, concerts, assemblies, meetings, sleeping, cooking, or eating if said activity interferes with the operation of the university or surrounding community.
14. Publication, posting, or distribution through the use of university resources (e.g., computer networks, telephone lines, e-mail services, Internet connections), or at authorized university activities of material that violates the law of libel, obscenity, postal regulations, the fair use of copyrighted materials, or any law or statute or university policy.
15. Failure to comply with a reasonable request or order of a university executive or other authorized official(s); refusal or failure to leave such premises because of conduct prescribed by this code when such conduct constitutes violations of this code or a danger to personal safety, property, or educational or other appropriate university activities on such premises; or refusal or failure to identify oneself when requested by a university official provided the official is identified and indicates legitimate reason for the request.
16. Possession, consumption, sale, or action under the influence of alcoholic beverages by persons under the age of 21; furnishing alcoholic beverages to persons under the age of 21; consumption of alcoholic beverages in a public place (all areas other than individual residences, private offices, and scheduled private functions); excessive and inappropriate use of alcoholic beverages.
17. Misconduct in which a student is detained, arrested, cited, or otherwise charged with violations of local, state, or federal laws that materially or adversely affect the individual's suitability as a member of the Santa Clara University community.
18. Tampering with, removing, damaging, or destroying fire extinguishers, fire alarm boxes, smoke or heat detectors, emergency call boxes, and other safety equipment anywhere on university property; creating a fire, safety, or health hazard; or failure to respond to fire alarms, evacuate buildings during alarm activation, or respond to the directions of emergency personnel.
19. Any behavior that disrupts or causes disruption of computer services; damages, alters, or destroys data or records; adversely affects computer software, programs, systems, or networks; or uses data, computer systems, or networks to devise or execute any scheme to defraud, deceive, extort, or wrongfully obtain money, property, or data.

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

## JUDICIAL RECORDS POLICY

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

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

## RETENTION OF HARD COPY OF JUDICIAL RECORDS

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

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

**11****University Policies**

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**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.

**I. PREVENTION OF UNLAWFUL HARASSMENT AND DISCRIMINATION STATEMENT**

Santa Clara University is dedicated to:

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

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

### **Nonharassment**

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

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

### **Sexual Harassment Warrants Special Attention**

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

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

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

### **Nondiscrimination**

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

Except to the extent permitted by law, these factors also will not affect the manner in which the university administers personnel policies, programs, and activities such as compensation, promotions, terminations, benefits,



training, and recreational programs; nor will they affect the manner in which the university administers student-related policies, programs, and activities such as admissions and extracurricular and recreational programs or activities.

## **II . PROCEDURE**

### **General**

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

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

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

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

### **Informal Resolution**

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

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

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

### **Formal Resolution**

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

The university investigation of the complaint will be timely and thorough. When the investigation is completed, the director of diversity or his/her designee will make a timely report of the matter, with evidentiary findings, to the appropriate university officer, who will determine the appropriate resolution, including prompt and effective

corrective action, if any. In the case of a respondent student, the appropriate university officer is the assistant dean of students. In the case of a respondent staff member, the appropriate university officer is the assistant vice president for human resources. In the case of a respondent faculty member, the appropriate university officer is the provost.

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

### **Appeal Procedure**

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

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

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

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

### **Confidentiality**

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

### **Nonretaliation**

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

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

### **III . 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.

### **IV . RESOURCES**

#### **Within the University**

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

#### **Outside the University**

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

### **DRUG-FREE POLICIES**

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

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

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

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

### **SEXUAL ASSAULT AND MISCONDUCT REPORTING PROTOCOL**

#### **Purpose Statement**

Santa Clara University seeks to provide a consistent, caring, and timely response when sexual assaults occur within the university community. The university prohibits any nonconsensual physical contact of a sexual nature, including sexual assault and sexual misconduct. Sexual assault or misconduct can occur between people of different genders

or of the same gender. (For definitions of sexual assault and sexual misconduct, see “Definitions” at the end of this document.)

The following procedures were created to:

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

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

### **Campus Sexual Assault Victims’ Bill of Rights**

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

About notifying appropriate law enforcement authorities with the assistance of university personnel if requested;

About existing on and off campus counseling, mental health, or other services;

That the university will change academic and living situations after an alleged report if those changes are requested by the victim/complainant and are reasonably available;

That the victim/complainant and the accused are entitled to the same opportunities to have others present during a university disciplinary proceeding; and

About the outcome of the university disciplinary proceeding.

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

### **Sexual Assault Reporting Protocol for Student Victims**

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

**Preserve Evidence**

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

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

**On and Off Campus Counseling Services**

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

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

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

**Physical Health**

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

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

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

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

**Campus Advocate and Academic and Living Accommodations**

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

## Reporting Options

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

## Filing a Police Report

If you are interested in filing a police report, call 911 for immediate response, or call the police department in the city where the assault occurred. If the assault occurred in the city of Santa Clara, contact the Santa Clara Police Department, located at 601 El Camino Real or at 408-615-4700. An officer can meet you at your residence or somewhere else on campus such as at the Campus Safety Services office. Part of the investigation and with your permission, may include a medical exam at Santa Clara Valley Medical Center (see the previous “Physical Health” section for more details). You have a legal right to have a YWCA advocate present during your interviews and interactions with the police department. The YWCA is the recognized advocate provider for Santa Clara County.

Filing a report with the police does not necessarily mean prosecution will occur. If you do not want to call the police, you can call a friend to take you to a hospital or go to Cowell Health Center for referral.

## Filing a University Report

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

Call Campus Safety Services at 408-554-4444 to file a report involving another student, even if the assault occurred off campus. Campus Safety can also connect you to the appropriate police department to file a report.

Call the Office of Student Life (408-554-4583) in Benson Center, Room 205 to schedule an appointment or report to the office to request a same day appointment. You may simply state that you want to meet with a Student Life staff member to discuss a “student welfare matter.” The Office of Student Life will introduce you to a Campus Advocate, if you agree to meet with one, who can support you through the campus reporting process, explain the resources available to you, including the University Judicial System, and if applicable, arrange for you to file a report with Campus Safety Services.

In addition to contacting the Office of Student Life or Campus Safety Services, if the assailant is a staff or faculty member, you can also report the incident to the Office of Affirmative Action, located in Loyola Hall or at 408-554-4178. Faculty/staff should report any assault committed by another member of the university community to the Office of Affirmative Action, not the Office of Student Life.

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

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

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



**Mandated Reporters**

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

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

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

**Not Mandated to Report**

Unless there is a statutory duty to do so, university personnel who are not mandated reporters include pastoral (clergy) and professional counselors when acting in those roles, faculty who do not advise student groups, and clerical or support staff. Students who participate in 1 in 4 and Every Two Minutes, which are the peer sexual assault prevention and education programs, are not mandated reporters.

**Anonymous Reporting for Statistical Purposes**

Staff, faculty, and students who are not mandated reporters are encouraged to report instances of sexual assault or misconduct to the Office of Student Life. These reports can be made without identifying the victim. In such instances, the report of the incident will be included in the university's Annual Disclosure of Crime Statistics. Office of Student Life staff will provide to the reporting person resources and information about how to file a campus judicial report and police report should the victim decide to do so.

**University Response to Sexual Assault and Sexual Misconduct**

As authorized by the Board of Trustees and the university president, the vice provost for student life or designee will adjudicate a charge of sexual misconduct or assault under the Student Conduct Code, Section 7: Nonconsensual physical contact of a sexual nature such as sexual misconduct, sexual assault, and rape. The university's definitions of sexual assault and sexual misconduct are explained in this section and are the standards by which the university holds its students accountable. The university reserves the right to review all student conduct that occurs on and off campus when such behavior is inconsistent with the Student Conduct Code.

Violations of the Student Conduct Code do not necessarily constitute violations of the law. A report of sexual assault or misconduct filed with the university is evaluated according to university standards through a university process and is separate from a criminal investigation. Any sanction within the full range of disciplinary action, including expulsion, may be imposed upon a student who is found responsible for committing sexual assault or misconduct.

Disciplinary sanctions for findings of sexual misconduct or assault will be imposed regardless of whether the nonconsensual sexual activity was preceded or followed by consensual sexual activity.

The use of alcohol or other drugs can blur the distinction between consensual and nonconsensual sexual activity. If the accused person knew or reasonably should have known that the victim was incapable of providing consent due to the use alcohol or another drug, the accused person is in violation. The accused person's use of alcohol or other

drugs does not diminish his or her responsibility for committing the sexual misbehavior.

### **Definitions**

**Consent** means mutually understandable words or actions that demonstrate a voluntary agreement to engage in mutually agreed-upon sexual activity. Consent must be informed, active, and freely given. Consent is invalidated when it is forced, coerced, or nullified by a person's incapacitation, including being under the influence of alcohol or other drug. Non-action as a response does not constitute active or affirmative consent.

In reviewing a report of sexual misconduct or assault, consent is a critical factor in determining whether there is a violation of Section 7 of the Student Conduct Code. It is the responsibility of individuals to engage only in mutually agreed upon sexual activity and it is the responsibility of the person initiating sexual activity to obtain consent.

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

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

**Sexual assault** occurs when the act is intentional and is committed by a) physical force, violence, threat, or intimidation; b) ignoring the objections of another person; c) causing another's intoxication or impairment through the use of drugs or alcohol; or d) taking advantage of another person's incapacitation, state of intimidation, helplessness, or other inability to consent.

**Sexual misconduct** occurs when the act is committed without intent to harm another and where, by failing to correctly assess the circumstances, a person believes unreasonably that consent was given without having met his/her responsibility to obtain consent. Situations involving physical force, violence, threat or intimidation fall under the definition of sexual assault, not sexual misconduct, and will be treated as such. Sexual misconduct or assault can occur between people of different genders or of the same gender. In some cases, consensual sexual activity occurs before an assault or after an assault.

## **COMPUTING RESOURCES POLICIES**

General guidelines for use of computing and communication facilities on campus are based on principles of etiquette, fairness, and legality. In making use of these resources, students should respect the rights of others to enjoy equal access to the facilities; refrain from malicious or annoying behavior; and observe state and national laws, including those related to intellectual property and copyright issues. More detailed information about policies related to use of computing and communication resources is available from Information Technology, or on the campus website: [it.scu.edu/policies](http://it.scu.edu/policies).

## **SMOKING POLICY**

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

Santa Clara University, in compliance with the City of Santa Clara Ordinance No. 1654, has adopted a nonsmoking policy. Smoking is prohibited at all times in all university facilities that house offices, work areas, classrooms, or

residence rooms. Members of the community who choose to smoke must maintain a distance of 25 feet from any building opening.

## **POLICY FOR WITHDRAWAL FOR HEALTH REASONS/EMERGENCIES**

Students may experience an illness, injury, or psychological condition, herein referred to as a health condition, which significantly impairs their ability to function successfully or safely in their roles as students. In these instances, time away from the university for treatment and recovery can restore functioning to a level that will enable them to return to the university.

The purpose of this policy is to set forth the procedures for student withdrawals from the university for reasons of health and/or safety. The university has designated four categories relating to enrollment status. They differ according to who initiates the action, whether it is voluntary or not, and the re-enrollment procedures.

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

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

## **HEALTH WITHDRAWAL CATEGORIES**

### **A. Health Withdrawal And Reenrollment**

A student who has a health condition that temporarily precludes continued enrollment, other than the conditions described in items B, C, and D, can choose to withdraw from the university. The process of withdrawing for health reasons is the same as that of withdrawing for any other personal reason with the intention of returning to the university. The student is responsible for using standard procedures and for notifying the university in writing when withdrawing and re-enrolling in the University. A student who drops all of his/her courses is not withdrawn from the university. During an academic quarter, a student who takes a health withdrawal, as defined in this section, is subject to the university Tuition Refund Policy.

### **B. Conditional Health Withdrawal And Reenrollment**

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

#### **A Conditional Health Withdrawal may apply to:**

1. 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.
2. 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.

3. Students (a) who refuse or are unable to cooperate with recommended assessment and/or treatment and/or (b) whose behavior or physical condition suggests a disorder, such as an eating disorder, which is likely to deteriorate to the point of permanent disability, disfigurement, impairment, or dysfunction without such assessment and/or treatment. When standard assessment is impossible because of the student's resistance, indirect behavioral observations may constitute the basis for such judgment.

#### **Advantages of Taking a Conditional Health Withdrawal:**

1. 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.
2. The student can seek the most appropriate professional treatment and resources without the constraints imposed by remaining enrolled at the university.
3. The student may be granted grades of W (withdrawn) in all enrolled classes, even if the normal deadline for a W has passed.
4. The student may be eligible for a tuition refund for the quarter less any applicable financial aid. If the student lives on campus, the student may be eligible for a room and board refund based upon the date s/he officially checks out of the on-campus residence in accordance with Residence Life and Housing procedures. See "Tuition Refund" at the end of this policy for more details.

#### **RE-ENROLLMENT PROCEDURES**

When the student is ready to be considered for re-enrollment, the student should contact the Vice Provost for Student Life or designee according to the written conditions for re-enrollment and provide appropriate documentation of sustained behavioral change, and satisfactory resolution of the initial condition that gave rise to the withdrawal, including compliance with the conditions of re-enrollment. The student must be assessed by an appropriate professional: a licensed psychologist or psychiatrist if evaluating mental health concerns or a licensed physician if the evaluation is regarding other medical concerns. Further, all providers must be unrelated to the student and must have specialty/credentials appropriate for the condition of concern. The off-campus health care professional will be asked to provide a written evaluation of the student's current health status, the nature of the treatment, and provide recommendations regarding: a) the student's readiness to return to the academic and co-curricular demands of university life; b) the student's readiness to live in the on-campus residential community; c) ongoing treatment, academic accommodations or testing needs; and d) any conditions or restrictions that the university should impose.

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

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

re-enroll from the Dean of Academic Support Services.

### **C. Involuntary Health Withdrawal And Re-enrollment:**

This policy is meant to be invoked only in extraordinary circumstances, when a student is unable or unwilling to request a voluntary withdrawal, and such a withdrawal may be necessary to protect the safety of that student and/or others, or the integrity of the university's learning environment. If a student does not agree to comply with the university's recommendation to withdraw voluntarily,

1. The Vice Provost for Student Life or designee will
  - o 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 Drahnann Advising Center, Office of the Dean, the student's professors, and other individuals or departments.
  - o 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.
  - o 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 university-owned or -controlled property.
3. The student will receive written notice of the final decision, including the conditions for re-enrollment, if the student is withdrawn.
4. The student may be granted grades of W (withdrawn) in all enrolled classes, even if the normal deadline for a W has passed.
5. The student may be eligible for a tuition refund for the academic term less any applicable financial aid. If the student lives in university housing, the student will be eligible for a room and board refund based upon the date s/he officially checks out of the on-campus residence in accordance with Residence Life and Housing procedures. See Tuition Refund at the end of this policy for more details.
6. If the decision includes a requirement for the student to obtain off-campus health care as a condition of re-enrollment, the student must give signed consent for the off-campus health care professional and the Director of Health and Counseling to communicate about the nature of the problem that led to this action by the university, a complete description of the university's concerns, and the scope of the resources that the university offers. This communication should occur prior to the beginning of the student's treatment to ensure that there is clarity regarding the medical and/or psychological problems that need to be addressed.

### **Appeal Process**

A student who is involuntarily withdrawn from the university may appeal this decision. If an appeal is denied, the decision is final and no further appeal is permitted. The student must submit the appeal and the reason(s) why the appeal should be granted within three business days of notice of the involuntary withdrawal. The

student must submit the appeal and the reasons supporting the appeal to the Vice Provost for Student Life. In the event the Vice Provost for Student Life is the person who made the decision to involuntarily withdraw the student, the Provost or the Provost's designee will hear the appeal. On appeal, the decision will be upheld if there is sufficient evidence that the student's health condition substantially threatens the welfare of self or others, or the student's behavior significantly disrupts the integrity of the university's learning environment. The decision on the appeal will be communicated to the student within three business days of the day the appeal was submitted.

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

### **Re-Enrollment Procedure**

A student who is involuntarily withdrawn from the university under this policy may be considered for re-enrollment by following the same procedures as above, under "Re-Enrollment Procedure."

## **D. Interim Emergency Health Restriction**

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

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

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

## **RE-ENROLLMENT PROCEDURE**

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

## **TUITION REFUND**

Students who are placed on conditional health withdrawal or involuntary health withdrawal are eligible to receive only one tuition refund under the Policy for Withdrawal for Health Reasons during their academic tenure at the



university. Any student who receives a tuition refund under this policy must meet re-enrollment conditions before the student will be permitted to return to the university.

### **TUITION INSURANCE PLAN**

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

### **NONDISCRIMINATION POLICY**

Santa Clara University prohibits discrimination and harassment on the basis of age, 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 Affirmative Action Office, Loyola Hall, Second Floor, Santa Clara University, Santa Clara, CA 95053, 408-554-4178.

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# Accreditations and Selected Memberships

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## University Accreditation

Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges  
985 Atlantic Avenue, Suite 100 Alameda, CA 94501 510-748-9001

## Specialized Accreditations

ABET, Inc. (formerly Accreditation Board for Engineering and Technology)  
 Association of American Law Schools  
 Association of Theological Schools  
 Association to Advance Collegiate Schools of Business-International  
 Association to Advance Collegiate Schools of Business-Accounting  
 American Association of Museums  
 American Bar Association  
 American Chemical Society  
 California Commission on Teacher Credentialing  
 California Board of Behavioral Sciences Accredited Marriage and Family Therapists  
 State Bar of California

## Selected Memberships

American Council of Learned Societies  
 American Council on Education  
 Association of Catholic Colleges and Universities  
 Association of Governing Boards of Universities and Colleges  
 Association of Independent California Colleges and Universities  
 Association of Jesuit Colleges and Universities  
 Campus Compact  
 College Entrance Examination Board  
 Council for Advancement and Support of Education  
 Council of Graduate Schools in the United States  
 Council for Higher Education Accreditation  
 National Association of Independent Colleges and Universities

# University Administration

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Michael E. Engh, S.J., Ph.D. . . . . *President*  
Dennis Jacobs, Ph.D. . . . . *Provost and Vice President, Academic Affairs*  
Robert D. Warren, M.S. . . . . *Vice President, Administration and Finance*  
Michael Sexton, M.A. . . . . *Vice President, Enrollment Management*  
Robert Gunsalus, Ph.D. . . . . *Vice President, University Relations*  
John Ottoboni, J.D. . . . . *University Legal Counsel*

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*\*Ex officio*

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<b>Penelope Alexander</b> Hillsborough, CA	<b>Thomas Farley</b> Pueblo, CO	<b>Brent Jones</b> Danville, CA	<b>Scott Santarosa, S.J.</b> Los Angeles, CA
<b>Kathleen Anderson</b> Glendale, CA	<b>Julie Filizetti</b> Santa Cruz, CA	<b>Thomas Kelly</b> Atherton, CA	<b>Byron Scordelis</b> Saratoga, CA
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**SANTA CLARA UNIVERSITY  
CAMPUS MAP KEY**

<b>Organization</b>	<b>Building Name and Number</b>		<b>Map Location</b>
<b>Academic Departments and Programs</b>			
Accounting Dept	Lucas Hall		C3
Anthropology Dept	O'Connor Hall	111	B3
Applied Mathematics Dept	Bannan Hall	405	C5
Arabic, Islamic, and Middle Eastern Studies	Kenna Hall	204	B5
Art & Art History Dept	Fine Arts Bldg.	601	C8
Asian Studies Program	Arts & Sci. Bldg.	804	C4
Biology Dept	Alumni Science	208	B3
Biomedical Engineering	Bannan Engineering	404	C5
Biotechnology	Alumni Science	208	B3
Catholic Studies Program	Arts & Sci. Bldg	804	C4
Center for Innovation & Entrepreneurship	900 Lafayette St.		A3
Center for Nanostructures	Bannan Engineering	404	C5
Center for Professional Development	Loyola Hall		E10
Chemistry Dept	Daly Science	211	B3
Civil Engineering Dept	Bannan Engineering	404	C5
Civil Society Institute	Lucas Hall		C3
Classics Dept	741 Franklin St.	741	B2
Communication Dept	Arts & Sci. Bldg.	804	C4
Computer Engineering Dept	Bannan Engineering	404	C5
Counseling Psychology Dept	Loyola Hall		E10
Economics Dept	Lucas Hall		C3
Education Dept	Loyola Hall		E10
Electrical Engineering Dept	Bannan Engineering	404	C5
Engineering Management Dept	Bannan Engineering	404	C5
English Dept	St. Joseph's Hall	102	B5
Environmental Studies & Sciences Dept	874 Lafayette St.	874	A4
Ethnic Studies	St. Joseph's Hall	102	B5
Executive Development Center	Lucas Hall		C3
Finance Dept	Lucas Hall		C3
Food & Agribusiness Program	Lucas Hall		C3
Gerontology Program	Alumni Science	208	B3
Graduate Program in Pastoral Ministries	Kenna Hall		B5
History Dept	O'Connor Hall	111	B3
Individual Studies Program	O'Connor Hall	111	B3
Liberal Studies	743 Franklin St.	743A	B2
Management Dept	Lucas Hall		C3
Marketing Dept	Lucas Hall		C3
Mathematics & Computer Science	O'Connor Hall	111	B3
Mechanical Engineering Dept	Bannan Engineering	404	C5
Medieval/Renaissance Program	Fine Arts Bldg.	601	C8
Military Science Dept	Varsi Hall	106	A5

<b>Organization</b>	<b>Building Name and Number</b>	<b>Map Location</b>
<b>Academic Departments and Programs (cont.)</b>		
Modern Languages & Literature Dept	Kenna Hall 204	B5
Musical Theatre	Mayer Theatre 110	A3
Music Dept	Music & Dance Bldg. 114	A3
Operations & Management Information Systems (OMIS)	Lucas Hall	C3
Osher Lifelong Learning Institute	Loyola Hall	E10
Philosophy Dept	Kenna Hall 204	B5
Physics Dept	Daly Science 211	B3
Political Science Dept	Arts & Sci. Bldg. 804	C4
Pre-Health Sciences	Daly Science 211	B3
Pre-Law	St. Joseph's Hall 102	B5
Pre-Teaching	743 Franklin St. 743A	B2
Psychology Dept	Alumni Science 208	B3
Religious Studies Dept	Kenna Hall 204	B5
Retail Management Institute	Lucas Hall	C3
Retail Studies Program	Lucas Hall	C3
Sociology Dept	O'Connor Hall 111	B3
Study Abroad	Kenna Hall 204	B5
Summer Program (Undergraduate)	Arts & Sci. Bldg. 804	C4
Theatre & Dance Dept	Mayer Theatre 110	A3
University Honors Program	St. Joseph's Hall 102	B5
Urban Education	743 Franklin St. 743A	B2
Women's & Gender Studies	St. Joseph's Hall 102	B5
<b>Centers of Distinction &amp; Other Offices</b>		
Center for Science, Technology, & Society	Nobili Hall 109	A4
Ignatian Center for Jesuit Education	Sobrato Hall 605A	D8
Markkula Center for Applied Ethics	Arts & Sci. Bldg. 804	C4
University Administrative Offices ACCESS Card Office	Benson Center 301	B6
Administration & Finance, V.P.	Walsh Admin. Bldg. 201	B4
Affirmative Action Office	Loyola Hall	E10
Alumni Relations	Donohoe Alumni House 103	B5
Arts & Sciences, Dean	Arts & Sci. Bldg. 804	C4
Athletics	Leavey Center 702	E6
Auxiliary Services	Benson Center 301	B6
Bronco Bench Foundation	Leavey Center 702	E6
Budget Office	990 Benton St. 990	A2
Bursar's Office	Walsh Admin. Bldg. 201	B4
Campus Ministry	Benson Center 301	B6
Campus Safety Services	Parking Structure 714	D5
Career Center	Benson Center 301	B6
Center for Performing Arts	Music & Dance Bldg. 114	A3
Center for Student Leadership	Benson Center 301	B6
Controller's Office	990 Benton St. 990	A2
Counseling & Psychological Services	Cowell Bldg. 701	D7

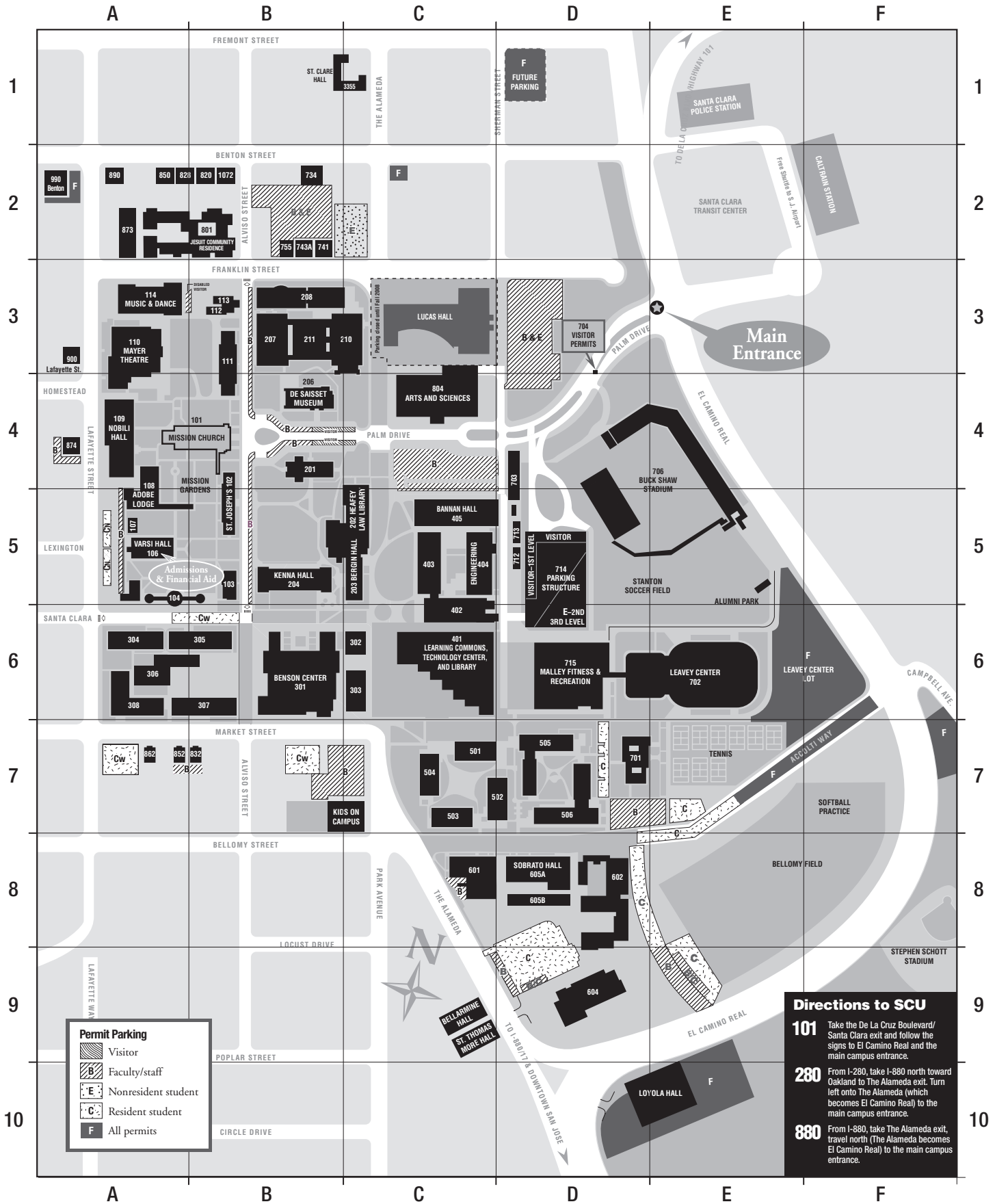


<b>Organization</b>	<b>Building Name and Number</b>	<b>Map Location</b>
<b>Centers (cont.)</b>		
Cowell Health Center	Cowell Bldg. 701	D7
Development Office	Loyola Hall	E10
Dining Services Office	Benson Center 301	B6
Disabilities Resources	Benson Center 301	B6
Drahmann Advising & Learning Resources Center	Kenna Hall 204	B5
Engineering, Dean	Bannan Engineering 404	C5
Engineering Design Center	Bannan Engineering 404	C5
Enrollment Management	Varsi Hall 106	A5
Facilities Office	Facilities Bldg. 604	D9
Faculty Development Office	St. Joseph's Hall 102	B5
Fellowships, Office of	St. Joseph's Hall 102	B2
Financial Aid Office	Varsi Hall 106	A5
General Counsel, Office of	Nobili Hall 109	A4
Housing Office	Benson Center 301	B6
Human Resources	Loyola Hall	E10
Information Services Office	Learning Commons, Technology Center, and Library 401	C6
Information Technology	Learning Commons, Technology Center, and Library 401	C6
Institutional Research	Walsh Admin. Bldg. 201	B4
International Programs Office	Kenna Hall 204	B5
International Student Services	Benson Center 301	B6
Law, Dean	Heafey Library 202	C5
Law, Development & Alumni Relations	900 Lafayette St. 900	A3
Leavey School of Business, Dean	Lucas Hall	C3
Mailing Services	Facilities Bldg. 604	D9
Marketing & Communications, Office of Media Services	Loyola Hall Learning Commons, Technology Center, and Library 401	E10 C6
Multicultural Learning Office	St. Joseph's Hall 102	B5
Planning and Projects Office	Facilities Bldg. 604	D9
President's Office	Walsh Admin. Bldg. 201	B4
Property Management	990 Benton St. 990	A2
Provost's Office	Walsh Admin. Bldg. 201	B4
Purchasing	Facilities Bldg. 604	D9
Registrar, Office of the	Walsh Admin. Bldg. 201	B4
Residence Life	Benson Center 301	B6
Education and Counseling Psychology	Loyola Hall	E10
Sponsored Projects	St. Joseph's Hall 102	B5
Student Life	Benson Center 301	B6
Undergraduate Admissions	Varsi Hall 106	A5

<b>Organization</b>	<b>Building Name and Number</b>	<b>Map Location</b>
<b>Centers of Distinction (cont.)</b>		
Undergraduate Studies, Office of	St. Joseph's Hall 102	B5
University Archives	Learning Commons, Technology Center, and Library 401	C6
University Cashier	Walsh Admin. Bldg. 201	B4
University Event Planning	Benson Center 301	B6
University Operations	Facilities Bldg. 604	D9
University Relations	Loyola Hall	E10
University Support Services	Facilities Bldg. 604	D9
<b>Other Campus Facilities</b>		
Adobe Lodge	Adobe Lodge 108	A4/5
Bookstore	Bookstore 303	C6
Buck Shaw Stadium	Buck Shaw 706	D4
de Saisset Museum	de Saisset Museum 206	B4
Jesuit Community	Jesuit Residence 801	A2/B2
Kennedy Commons	Kennedy Mall 306	A6
Kids on Campus	Kids on Campus	B7/C7
Law, Heafey Library	Heafey Library 202	C5
Leavey Events Center	Leavey Center 702	E6
Malley Recreation Center	Malley Center 715	D6
Mayer Theatre	Mayer Theatre 110	A3
Mission Church	Mission Church 101	B4
Post Office	Benson Center 301	B6
Schott Baseball Stadium	443 El Camino Real	F8/9
University Library	Learning Commons, Technology Center, and Library 401	C6
<b>Student Organizations</b>		
Activities Programming Board (APB)	Benson Center 301	B6
Advocate, The	Bannan Hall 405	C5
Associated Graduate Engineering Students (AGES)	Bannan Engineering 404	C5
Associated Students (ASSCU)	Benson Center 301	B6
Counseling Psychology Graduate Student Association	Loyola Hall	E10
Education Graduate Student Association	Loyola Hall	E10
Graduate Program in Pastoral Ministries Student Association	Kenna Hall	B5
KSCU FM 103.3 Radio Station	Swig Hall 307	B6
MBA Student Association	Lucas Hall	C3
Multicultural Center	Shapell Lounge 302	C6
Redwood Yearbook	Benson Center 301	B6
Santa Clara Review	Benson Center 301	B6
Santa Clara, The (student newspaper)	Benson Center 301	B6
Student Bar Association	Bannan Hall 405	C5

<b>Organization</b>	<b>Building Name and Number</b>	<b>Map Location</b>
<b>Residence Halls</b>		
Bellarmino Hall	2505 The Alameda	C9
Campisi Hall	505	D7
Casa Italiana	602	D8
Dunne Hall	308	A6
McLaughlin Hall	305	/A6B6
Sanfilippo Hall	506	D7
Sobrato Hall	605A	D8
St. Clare Hall	3355 The Alameda	B1/C1
Swig Hall	307	/A6B6
Walsh Hall	304	A6

Santa Clara University reserves the right to make program, regulation and fee changes at any time without prior notice. The University strives to assure the accuracy of the information in this bulletin at the time of publication; however, certain statements contained in this bulletin may change or need correction.



**Permit Parking**

- Visitor
- Faculty/staff
- Nonresident student
- Resident student
- All permits

**Directions to SCU**

**101** Take the De La Cruz Boulevard/ Santa Clara exit and follow the signs to El Camino Real and the main campus entrance.

**280** From I-280, take I-880 north toward Oakland to The Alameda exit. Turn left onto The Alameda (which becomes El Camino Real) to the main campus entrance.

**880** From I-880, take The Alameda exit, travel north (The Alameda becomes El Camino Real) to the main campus entrance.