

SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY

SANTA CLARA UNIVERSITY



GRADUATE BULLETIN
2020-2021



Santa Clara University
School of Education and Counseling
Psychology Graduate Bulletin
2020-2021

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Academic Calendar 2020–2021

SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY

FALL QUARTER 2020

Jul 13-17	M-F	Fall registration appointment period for returning students
Jul 20	M	Open enrollment period begins for fall quarter (current students only)
Aug 21	W	Fall Quarter Tuition and fee payment due
Sep 7	M	Labor Day; academic and administrative holiday*
Sep 14	M	Late registration; \$100 fee if no previous enrollment
Sep 14	M	Drop/Swap fee begins; \$50 per course
Sep 21	M	Classes begin
Sep 27	Su	Last day to withdraw from classes with a 100% tuition refund (less fees)
Sep 27	Su	Last day to add classes (Clear registration holds by Friday, 9/25 by 4 p.m.)
Sep 30	W	Mass of the Holy Spirit, 12 p.m. at the Mission Church. (Some classes may meet, Consult instructor)
Oct 1	Th	DEADLINE: Submission of "Petition to Graduate" form for Fall 2020
Oct 4	Su	Last day to withdraw from classes with 50% tuition refund (less fees)
Oct 9	F	Last day to submit incomplete work to faculty for Spring 2020 and Summer 2020
Oct 11	Su	Last day to withdraw from classes with a 25% tuition refund (less fees)
Oct 16	F	Last day for faculty to remove Spring/Summer 2020 incompletes or request extension
Oct 16	F	Last day to drop classes without a W grade
Nov 2-6	M-F	Winter registration period for returning students
Nov 6	F	Last day to drop classes with a W
Nov 9	M	Open enrollment period begins for winter quarter (current students only)
Nov 23-27	M-Th	Thanksgiving week; classes may meet – Consult with instructor
Nov 26-27	Th-F	Thanksgiving; administrative and academic holidays
Dec 4	F	Classes end
Dec 7-11	M-F	Fall final examinations
Dec 21	M	Tuition and fee payment deadline for Winter 2021
Dec 24-25	M-Tu	Christmas recess; administrative holidays
Dec 31-Jan 1	M-Tu	New Year's recess; administrative holidays

**Some classes may meet; refer to course syllabus*

WINTER QUARTER 2021

Nov 2-6	M-F	Winter registration appointment period for returning students
Nov 9	M	Open enrollment period begins for winter quarter (current students only)
Dec 21	M	Winter Quarter Tuition and fee payment due
Dec 28	M	Late registration; \$100 fee if no previous enrollment
Dec 28	M	Drop/Swap fee begins; \$50 per course
Jan 4	M	Classes begin
Jan 10	Su	Last day to withdraw from classes with 100% tuition refund (less fees)
Jan 10	Su	Last day to add classes (Clear registration holds by Friday 1/8 by 4 p.m.)
Jan 11	M	CBEST and CSET submission deadline for Fall and Winter MATTC students

Jan 15	F	DEADLINE: Submission of "Petition to Graduate" form for Winter 2021
Jan 17	Su	Last day to withdraw from classes with 50% tuition refund (less fees)
Jan 18	M	Martin Luther King Day; academic and administrative holiday*
Jan 22	F	Last day to submit incomplete work to faculty for Fall 2020
Jan 24	Su	Last day to withdraw from classes with a 25% tuition refund (less fees)
Jan 29	F	Last day to drop classes without a W
Jan 29	F	Last day for faculty to remove Fall 2020 incompletes or request extension
Feb 1-5	M-F	Spring registration period for returning students
Feb 8	M	Open enrollment period begins for spring quarter (current students only)
Feb 15	M	Presidents' Day; academic and administrative holiday*
Feb 15	F	DEADLINE: Submission of "Petition to Graduate" form for Spring 2021
Feb 15	F	DEADLINE: Permission to Participate in commencement due (Summer 2021 grads)
Feb 19	F	Last day to drop classes with a W
Mar 12	F	Classes end
Mar 15-19	M-F	Winter final examinations
Mar 21	Su	Payment Deadline for Spring 2021

**Some classes may meet; refer to course syllabus*

SPRING QUARTER 2021

Feb 1-5	M-F	Spring registration appointment period for returning students
Feb 8	M	Open enrollment period begins
Feb 15	M	DEADLINE: Submission of "Petition to Graduate" form for Spring 2021
Feb 15	M	DEADLINE: Permission to Participate in commencement due (summer 2021 grads)
Mar 21	Th	Spring Quarter Tuition and fee payment due
Mar 22	M	Late registration; \$100 fee if no previous enrollment
Mar 22	M	Drop/Swap fee begins; \$50 per course
Mar 29	M	Classes begin
Apr 1	Th	DEADLINE: Submission of "Petition to Graduate" form for Summer 2021
Apr 2	F	Good Friday; administrative and academic holiday
Apr 4	Su	Last day to withdraw from classes with 100% tuition refund (less fees)
Apr 4	Su	Last day to add classes (Clear registration holds by Friday, 4/2 by 4 p.m.)
Apr 5	M	CBEST and CSET submission deadline for Spring MATTC students
Apr 5-9	M-F	Summer registration period (current students)
Apr 11	Su	Last day to withdraw from classes with 50% tuition refund (less fees)
Apr 12	M	Open enrollment begins for summer quarter (current students only)
Apr 16	F	Last day for faculty to remove Winter 2021 incompletes or request extension
Apr 18	Su	Last day to withdraw from classes with 25% tuition refund (less fees)
April 23	F	Last day to drop classes without a W
May 14	F	Last day to drop classes with a W
May 21	Th	Summer Sessions Tuition and fee payment due
May 31	M	Memorial Day; academic and administrative holiday*
Jun 4	F	Classes End

Jun 7-10	M - Th	Spring Final examinations
Jun 12	F	Graduate Receptions and Commencement (M.A. and M.A.T.)

**Some classes may meet; refer to course syllabus*

SUMMER QUARTER Sessions I and II 2021

Apr 1	Th	DEADLINE: Submission of "Petition to Graduate" form for Summer 2021
Apr 5-9	M-F	Summer registration period for returning students
Apr 13	M	Open enrollment period begins for summer quarter (current students only)
May 21	Tu	Payment Deadline for Summer 2021
Jun 1	M	CBEST and CSET submission deadline for Spring MATTC students
Jun 14	M	Late registration; \$100 fee if no previous enrollment for all Summer Sessions
Jun 14	M	Drop/Swap fee begins; \$50 per course for all Summer Sessions
Jun 14	M	SUMMER SESSION I: Classes begin for EDUC and CPSY programs (MATTC Summer I begins 6/21) (MATTC Summer I begins 6/21)
Jun 14-18	M-F	MATTC Pre-Session
Jun 18	F	Last day to drop classes without a W
Jul 2	F	Last day to drop classes with a W
Jul 4	F	Independence Day; academic & administrative holiday*
Jul 16	F	Summer Session I ends (CPSY)
Jul 19-23	M-F	Summer Session I final examinations (CPSY)
Jul 23	F	Summer Session I: Classes end for EDUC
Jul 26	M	Summer Session II: Classes begin for EDUC and CPSY program
Aug 27	F	Session II: Classes end for CPSY and EDUC programs
Aug 30-Sep 3	M-F	Summer Session II final examinations (EDUC and CPSY)
Sep 6	M	Labor Day; administrative holiday*

IMPORTANT SUMMER DEADLINES:

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

Last day to withdraw from classes with 100% tuition refund (less fees)– End of 2nd scheduled class meeting.

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

No refunds after the third class meeting.

IMPORTANT DROP POLICY FOR PRE-SESSION

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

**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, Spring, Summer Session Refund Policies: www.scu.edu/bursar/refund

Preface

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

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

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

The 2019-20 School of Education and Counseling Psychology Graduate Bulletin is available and covers policies and regulations in effect as of that date. The Bulletin and other information about Santa Clara University can be found on the University's website.

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

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Santa Clara University

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

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

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

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

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

UNIVERSITY VISION, MISSION, AND FUNDAMENTAL VALUES

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

Strategic Vision

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

University Mission

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

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

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

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

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

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

Fundamental Values

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

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

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

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

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

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

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

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

ACADEMIC PROGRAMS

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

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

The Leavey School of Business offers graduate programs leading to the Master of Business Administration (MBA) degree with coursework in accounting, economics, finance, management, marketing, and operations management and information systems (OMIS). The business school also offers graduate programs leading to the Master of Science in information systems (MSIS), business analytics, supply chain management, or finance. In conjunction with the law school, the business school also offers joint degree programs leading to a J.D./MBA and J.D./MSIS.

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

The two departments in the School of Education and Counseling Psychology offer credential and graduate programs. The Department of Education focuses on preparing teachers and administrators for public and Catholic schools. It offers programs in teacher preparation leading to credentials (i.e., California preliminary multiple-subject and single-subject teaching credentials) and the Master of Arts in teaching (MAT) degree. Its program in educational administration prepares public K–12 administrators (i.e., the Preliminary California Administrative Services credential), and Catholic school leaders through the certificate program in Catholic School Leadership. The department also offers an M.A. program in educational administration. The departments of Education and Counseling Psychology jointly offer the certificate program in Alternative and Correctional Education. The Department of Counseling Psychology offers two degree programs: M.A. in counseling psychology and M.A. in counseling. The M.A. in counseling psychology can lead to state licensure for marriage and family therapists and/or licensed professional clinical counselors. The department includes emphasis programs in health, correctional, Latino, and LGBT counseling.

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

CENTERS OF DISTINCTION

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

Miller Center for Social Entrepreneurship

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

Ignatian Center for Jesuit Education

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

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

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

Markkula Center for Applied Ethics

The Markkula Center for Applied Ethics brings the traditions of ethical thinking to bear on real-world problems. Our mission is to engage individuals and organizations in making choices that respect and care for others. Beyond a full range of events, grants, and fellowships for the Santa Clara University community, the Center serves professionals in business, education, health care, government, journalism, and the social sector, providing training, programs, and roundtables that explore the ethical challenges in the field. In addition, we focus on ethical issues in leadership, technology, and the internet. Through our website and international collaborations, we also bring ethical decision making resources to the wider world.

FACULTY

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

STUDENT BODY

Santa Clara University has a student population of 9,015, with 5,438 undergraduate students and 3,296 graduate students. The undergraduate population has a male-to-female ratio of 50-to-50, and about 57 percent of undergraduate students identify themselves as persons of color. About 62 percent of undergraduates are from California, with the others coming from throughout the United States and 44 countries. Seventy-seven percent of undergraduate students receive some kind of financial aid—scholarships, grants, or loans. More than half (53 percent) of the undergraduate population live in University housing, with 90 percent of first-year students and 70 percent of sophomores living on campus. Students experience an average class size of 23, with 42 percent of classes having fewer than 20 students and only 1.6 percent of classes having 50 or more students. The student-to-faculty ratio is 12-to-1.

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

ALUMNI

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

CAMPUS

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

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

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

Academic Facilities

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

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

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

Student Life

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

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

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

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

Athletics and the Arts

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

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

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

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

2

School of Education and Counseling Psychology

VISION

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

MISSION

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

PURPOSE

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

CORE VALUES

Cura Personalis

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

Transformative Education

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

Excellence / Magis

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

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

Diversity

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

Social Justice

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

Respect

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

Critical Thinking

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

LOCATIONS

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

3

Admissions

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

APPLICATION REQUIREMENTS

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

1. Create your [online application](#)

2. Statement of Purpose

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

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

3. Current Resume/CV

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

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

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

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

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

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

5. Three letters of recommendation

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

6. Minimum 3.0 Undergraduate GPA

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

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

Master of Arts in Teaching and Teaching Credential (MATTC)

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

1. Create your [online application](#)

2. Statement of Purpose

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

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

3. Current Resume/CV

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

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

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

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

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

5. Two Letters of Recommendation

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

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

6. Minimum of 30 hours working with groups of youth

MATTC applicants must demonstrate possession of recent (within the past 3 years), formal paid or unpaid experience working with groups of children or youth of the same age range as their intended area of teaching.

Individuals pursuing a multiple-subject preliminary teaching credential must possess at least 30 hours of experience working with youth between the ages of 5-14 years old.

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

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

Teaching music, art, or dance lessons;

Working as a babysitter, nanny, or daycare provider;

Working with your own children, their friends, or members of your family;

Providing one-on-one tutoring in any academic or non-academic subject area.

7. Minimum 3.0 Undergraduate GPA

Applicants are required to have a minimum 3.0 cumulative undergraduate GPA.

8. Basic Skills and Subject-Matter Competence Requirements

Individuals applying for the Summer term (1-year MATTC program or the 2-year Intern track), must submit passing [CBEST](#) and CSET ([multiple-subject](#) or [single-subject](#)) scores, or evidence of the equivalent, prior to June 2020. Those who are unable to submit passing scores by the deadline will have the option to defer their admission to the Fall term and enroll in the two-year MATTC program.

MATTC applicants can upload CBEST test scores in PDF format through their [online application portal](#). CSET test scores must be emailed in PDF format to the ECP Admissions office at ecpadminisitions@scu.edu.

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

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

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

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

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

ExCEL (Excellence in Catholic Education and Leadership)

1. Complete and submit the MATTC Online Application.
2. Complete and submit an additional Statement of Purpose to jbeltramo@scu.edu.

The ExCEL Statement of Purpose must include:

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

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

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

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

- Relevant background information about the context and the specific work they do at the school
- A description of the aspects of the experience they find most engaging and/or meaningful
- A thoughtful discussion of the impact of their work experiences on their personal and

professional learning goals for the teaching credential program

- A description of their commitment to social justice, multiculturalism, and anti-racism

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

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

Abbreviated Preliminary Teaching Program for Catholic School Teachers

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

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

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

Master of Arts in Educational Leadership

1. Create your [online application](#)

2. Statement of Purpose

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

3. Educational Leadership (without the Preliminary Administrative Services Credential)

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

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

Please write a statement focused on your recent experiences as a teacher, school counselor or as another certificated position in a school or district office, including:

Relevant background information about the context and the specific work you do

A description of the aspects of the work you find most engaging and/or meaningful

A thoughtful discussion of the impact of your experiences on your personal and professional learning goals for the administrative services credential program, the Master of Arts in Educational Leadership degree program, or the SCU certificate in Catholic School Leadership.

5. Current Resume/CV

All applicants are required to submit a resumé or curriculum vitae to provide information about relevant job experience and education. Your resumé should include educational background and

relevant experiences, including jobs, internships, community service, activities, languages (if applicable), and research projects. Writing a resumé for a graduate school application follows the same principles as writing a resumé for a job. Please include dates of attendance for education, job titles and years of employment and explain any gaps in employment exceeding 6 months.

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

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

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

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

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

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

International Students

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

English Proficiency Exam

Applicants whose native language is not English are required to submit TOEFL or IELTS scores. The only exemption for the English Proficiency Requirement is for applicants who native language is not English but who earn, or will earn prior to enrollment at SUC, a bachelor's degree or Ph.D. in its entirety in the US, UK, Ireland, Australia, New Zealand or Anglophone Canada. Receiving a bachelor's degree in a country that lists English as an official language such as India, Pakistan, the Philippines, Hong Kong, Nigeria or Singapore does not exempt applicants from the English Language proficiency requirement.

TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) scores must be sent directly from the testing agency.

TOEFL scores expire after two years from the original test date and are no longer available from the Educational Testing Service (ETS) after that time. If students have questions about the validity of their TOEFL scores they should contact ETS. If ETS is able to send an applicant's valid scores, SCU will accept.

International Education Evaluation

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

Proof of Funds

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

After the receipt of the official acceptance letter, the student should contact the ECP Admissions office, ecpadmissions@scu.edu, for the I-20 documentation to apply for a F-1 student visa. When this is completed it will be forwarded to the [International Student Services Office](#).

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

Important note on H4 visa holders:

The spouse and unmarried children under the age of 21 of an H1-B visa (temporary work visa for the highly skilled) holder are awarded the H4 visa for their stay in the US. An H4 visa holder is not allowed to undertake employment in the US, but an H4 visa holder can pursue education. It is possible to convert an H4 visa to F1 visa (student visa) for full-time education at an academic institution recognized by the USCIS (Immigration and Naturalization Service).

Mandatory Health Insurance

International students are required to show proof of health insurance coverage to waive purchase of the University plan.

[University's Health Insurance Policies and options](#)

Admissions Deferrals

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

Reapplication, Readmission and Reactivation

Reapplication

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

Reactivation

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

4

Academic and University Policies and Procedures

STUDENT RESPONSIBILITY

OBLIGATION TO READ EMAIL

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

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

COMPLIANCE WITH UNIVERSITY, SCHOOL AND DEPARTMENT POLICIES

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

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

DEGREE REQUIREMENTS

ACADEMIC PROGRAM AND GRADUATION REQUIREMENTS

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

Candidates for a master's degree must submit a Petition to Graduate, which can be found on the School's website by the deadlines set forth on the academic calendar. Students are required to have confirmed that the

program they are completing is the program listed on their official eCampus account before they submit a petition to graduate. Students must look up their program of study via their online account. No program and/or plan changes will be made to a student's academic record once a petition to graduate has been submitted to the Office of Students Services.

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

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

Candidates applying for credentials with the California Commission on Teacher Credentialing (CTC) must submit a Petition for Credential to the Credential Analyst once all degree and credential requirements have been met.

Catholic School / Private School candidates for the Preliminary Multiple or Single Subject Teaching Credential must meet with their academic advisor and the Credential Analyst prior to filing for the credential.

ACADEMIC ADVISING

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

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

REGISTRATION POLICIES AND REGULATIONS

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

Students must enroll in courses for all non-summer terms of the academic year from the admit term until conferral of the degree or certificate. The only exception is for an authorized leave of absence; please see the leave of absence section in this bulletin for details. Students possessing an F-1 or J-1 student visa may be subject to additional course enrollment requirements in order to retain their legal immigration status in the United States; therefore, they must contact the Global Engagement Office prior to requesting a leave of absence.

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

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

Students who fail to enroll by the add deadline or who are not approved for a leave of absence by the start of a

term will be discontinued from their academic program. To restart their academic program, students must meet with their academic advisor to review their academic transcript, current program requirements, and then request reactivation by the Office of Student Services.

ECAMPUS REGISTRATION

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

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

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

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

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

Office of Accessible Education

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

ACADEMIC STANDING AND STUDENT CLASSIFICATION

Enrollment Status

There are five categories:

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

Full-Time Status Unit Requirement

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

COURSE LOAD BY DEPARTMENT

Department of Education

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

Department of Counseling Psychology

A course load of 3 courses per quarter (9 units) is considered full time status. A student may take a maximum of 10.5 units per quarter. Students who wish to take 12 units (4 classes) must get special (written) permission from her/his advisor or the chair and submit the Authorization for Course Overload form.

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

Students may not register for more than 3 classes total during Summer Sessions I and II, and no more than 2 classes in either session.

ACADEMIC PERFORMANCE AND ACADEMIC PROBATION

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

- Failing to maintain a quarterly GPA of 3.0 (“B” grade)
- Failing to maintain a cumulative (overall) GPA of 3.0 (“B” grade)
- Receiving a grade of “F” in any course
- A grade of C- is considered a minimum passing grade in each course.

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

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

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

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

Any student failing to achieve a 3.0 GPA in the subsequence quarter or raise his or her cumulative GPA to 3.0 or above will be dismissed from the program. In extraordinary circumstances (e.g. if the student achieved high

grades during the quarter but the GPA was previously so low that one quarter does not allow the GPA to rise above 3.0) a student may petition for an opportunity to remain in the program. This petition must be submitted to the Associate Dean.

BEHAVIORAL PERFORMANCE AND ACADEMIC PROBATION

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

DEPARTMENT OF EDUCATION

THE FOLLOWING INFORMATION APPLIES TO STUDENTS IN ALL EDUCATION PROGRAMS:

Education Professional Review (EPR) Process

All credential candidates get a copy of the Education Professional Review (EPR) form upon matriculation. Candidates are notified here of the following review process.

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

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

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

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

Tier One (1) Intervention: Conversation

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

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

If an informal conversation does not resolve the professional conduct of the student, a formal meeting with the instructor and/or field supervisor, and the student's advisor is arranged. The purpose of this meeting is to review the EPR Form with the student, invite the student's perspective, and ask the student for his or her thoughts on the best ways to address the issue or issues in the EPR Form. During the meeting, the EPR Form is signed by both the student and the faculty member and/or field supervisor to acknowledge that the EPR Form has been received. A copy of the signed form is given to the student; the original is returned to the Program Director and the School

of Education and Counseling Psychology (SECP) Senior Director of Student Services and the Dean of Student Life at SCU for inclusion in the student's record. The Senior Director of Student Services will send an email to the student, Field Supervisor Coordinators and Advisor acknowledging that the signed EPR Form has been placed in the student's file.

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

The possible options for this remediation plan may include a leave of absence from the program, recommendation to engage in personal therapy, and/or customized plans based on the student's particular behaviors. In such cases where a student is deemed inappropriate for the MATTC or EDL program, the plan may include reassignment to a 45-unit Master of Arts in Teaching (MAT) or Master of Arts in Educational Leadership degree.

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

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

(EPR Form is located in Appendix A)

THE FOLLOWING INFORMATION APPLIES TO STUDENTS IN ALL COUNSELING PROGRAMS:

PROFESSIONAL PERFORMANCE

Counseling Psychology Review (CPR) Process

All students get a copy of the Counseling Psychology Review (CPR) form upon matriculation. Students are notified during orientation as well as in writing (i.e., in the Graduate Bulletin) that there will be a review of all students after they reach 18 units and as needed after that.

Students in the Counseling Psychology master's programs are expected to consistently display conduct befitting the profession in their classes at SCU as well as in their practicum placements. For the purposes of our program, this includes (but is not limited to): meeting all university and program requirements and deadlines; adapting to institutional and/or professional expectations and policies; relating appropriately to fellow students, faculty, staff, practicum instructors and supervisors; demonstrating sensitivity to the social, cultural, economic, and linguistic context of the practicum placement; refraining from the use of drugs or alcohol while in class or at an outside practicum site; and adhering to professional expectations for dress, appearance, and personal hygiene as a mental health practitioner. Students whose professional behavior does not meet these minimal standards may be referred to the CPR process.

Please note that a CPSY student who demonstrates an egregious breach of professional conduct may be dismissed from the program immediately by the Office of the Dean. If necessary, appropriate legal action will be taken. Egregious breaches of professional conduct include, but are not limited to: rough or inappropriate physical conduct or hostile, threatening, or demeaning speech or behavior toward a member of the CPSY community or a client in a practicum placement; inappropriate social/interpersonal interactions with a client or supervisor in a practicum placement; disclosure of confidential information about a fellow student or client in a practicum placement; and misrepresenting his/her qualifications, preparation, or status in the CPSY program or licensure track.

Multi-Tiered Intervention and Support Process: Counseling Psychology Review (CPR)

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

step. Most students are able to resolve difficulties at this level of intervention.

After they complete 18 units, all students in the master's program, regardless of degree or track, are reviewed by the faculty. This review is done once a quarter. Students of concern may also be discussed and reviewed in a faculty meeting at any time. After faculty discussion, a decision whether to fill out the CPR is made. The CPR is filled out by the faculty as a whole and given to the Chair.

Tier One (1) Intervention: Conversation, Remediation, and Support

On the basis of the CPR and faculty discussion, an initial meeting is arranged between the student and either a professor or the student's advisor. (In rare cases, the Chair or Dean may also be asked to attend.) The purpose of this meeting is to review the CPR with the student, invite the student's perspective, and ask the student for his or her thoughts on the best ways to address the issue or issues in the CPR. During the meeting, the CPR is signed by both the student and the faculty member/advisor to acknowledge that the CPR has been received. A copy of the signed form is given to the student; the original is returned to the Chair for inclusion in the student's record.

The information gathered in this initial meeting is then brought back to the whole faculty, who consider possible recommendations for remediation. There are two possible outcomes:

- a. Verbal warning - If a verbal warning is sufficient, the student is informed via email that no further action will be taken and that the initial meeting with the student is considered a verbal warning. However, the student will be invited, if he or she would find it helpful, to attend a follow-up meeting with the faculty member present in the initial meeting.
- b. Tier Two (2) Intervention: Remediation Plan.

Tier Two (2) Intervention: A Remediation Plan is Generated

A remediation process with deadline(s) and possible consequences specified, which will be documented in a written remediation plan. This document will specify a plan, how the plan will be followed up, applicable deadlines, and possible results/consequences. The possible options for this remediation plan *may* include a leave of absence from the program, recommendation to engage in personal therapy, and/or customized plans based on the student's particular behaviors. In such cases where a student is deemed inappropriate for the MFT and/or LPCC license-eligible programs, the plan may include reassignment to the 52.5-unit MA program.

Approximately one week after the initial meeting (see above), the student is then invited to a second meeting, which will be attended by the faculty member from the initial meeting (unless that person is unavailable) as well as an additional faculty member. The remediation plan will be presented to the student and discussed. A copy of the remediation plan document is given to the student and another copy entered into the student's file. The student may sign the remediation plan in the meeting to indicate his or her agreement to the plan or take the document with him or her, in which case the signed document should be returned within one week. The two faculty members present in the meeting also sign the document.

Tier Three (3) Intervention: Dismissal from the Department.

In the most egregious cases, the student may be dismissed from the program, which can be done only in consultation with the Dean's office.

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

(CPR Form is located in Appendix B)

PROGRAM WITHDRAWAL

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

the International Students and Scholars team in the Global Engagement Office.

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

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.

READMISSION

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

CHANGING ACADEMIC PROGRAM WITHIN THE SAME DEPARTMENT

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

Candidates in the 52.5 MA in Counseling Program who wish to join the 90-unit program must meet with the Department Chair.

CHANGING ACADEMIC PROGRAMS IN ANOTHER DEPARTMENT

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

ENROLLING IN A COURSE OUTSIDE OF ONE'S GRADUATE PROGRAM

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

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

- To enroll in a class in another school a student must have completed relevant prerequisite courses or their equivalents.
- Pre-payment is required. Enrollment will be permitted only after the end of the add/drop period in

order to ensure that students who are matriculated in the degree program can complete required curricula in a timely manner. Tuition will be reimbursed if the class is full.

- Students will pay the per-unit tuition charge of the School or program offering the class.
- Financial aid is not ordinarily available for enrollment across Schools.
- Santa Clara University students enrolling as non-degree students across Schools may enroll in only one course per term.
- The course will be recorded on the transcript, but credit will ordinarily not be applied toward the degree program in which the student is matriculated. The grade will ordinarily not be included in the GPA.
- Exceptions to any of the above must be approved by deans (or their designees) from the original and target schools.

TIME LIMIT FOR COMPLETION OF ACADEMIC PROGRAM

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

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

Education program candidates must complete their programs of study, for degrees and credential recommendations within 6 years of admission.

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

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

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

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. Leave of Absence forms are submitted by a student directly to the Office of Student Services and Assessment. The granting of a leave is at the discretion of the Office.

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

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

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

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

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

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

Length of Leave

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

Status while on Leave

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

Official department requirements (e.g., comprehensive examinations, Teaching Performance Assessment 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.

If a leave of absence is requested after registration has occurred, the student is responsible for dropping all courses through eCampus in addition to filing for the leave.

GRADING POLICIES AND REGULATIONS

Attendance

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

Grading System

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

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0

D- = 0.7
F = 0.0
W = Withdrawn
I = Incomplete
P/NP = Pass/No Pass
NS = No Show

C- = 1.7
D+ = 1.3
D = 1.0

N = Continuing work
AUD = Audit

Grade Point Average (GPA)

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

Withdrawn (W)

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

Incomplete Grades (I)

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

Pass/No Pass (P/NP)

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

No Show (NS)

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

Continuing Work (N)

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

Audit (AUD)

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

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

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

Evaluation of Progress

Grades are available at the end of the term via University 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 fourth-week and seventh-week withdrawal deadlines.

Repeating a Failed Course

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

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

Change of Grade

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

Appeal of Grade

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

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

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

- a. A student with a complaint must first discuss the matter with the faculty member. Any procedural complaint regarding a change of grade must be initiated within four weeks of the beginning of the next scheduled term, not including the summer session. The student is responsible for making clear to the faculty member that he/she is in the process of appealing a grade.
- b. If the matter is not resolved at this level, the student may then take the matter to the chair of the department involved. The student is responsible for making clear that he/she is in the process of appealing a grade. The chair will discuss the case with the faculty member and may recommend that the faculty member review the grade.
- c. If the matter is still not resolved, upon request of the student, the dean will proceed in similar fashion. Specifically, the student should provide a written complaint including information on what steps have been previously taken to the appropriate Associate Dean. The associate dean will review the complaint and may recommend that the faculty member review the grade.
- d. After review by the associate dean, upon request of the student, the dean may review the complaint. The dean may convene a panel of faculty to assist in the review. After consulting with the panel of faculty, the dean may recommend that the faculty member review the grade.

The request by the student for the Dean to reconsider the recommendation made by the Associate Dean should meet the following conditions:

- The student has 30 calendar days to file with the Dean a petition for reconsideration of a decision made by the Associate Dean. The petition shall be submitted in writing and list the reasons for the request for reconsideration.
 - The Dean shall respond within 30 days of receipt of the petition.
 - Requests for reconsideration of a decision about an appeal that was filed are restricted to the following grounds: The existence of significant and relevant new material that has become available since the student's original appeal was considered.
 - Upon receiving a valid request to reconsider the decision of the Associate Dean, the Dean shall ask for recommendations on whether to reverse or to reaffirm the decision from the appropriate chair, faculty, school committee or Associate Dean.
 - The Dean shall then form and communicate her or his decision, which shall be final, in writing to the appellant.
- e. This process of review gives the chair, associate dean and dean the right to discuss the matter with the faculty member, and if they think it appropriate, request that the faculty member review the grade. Any recommendations made will not be binding upon the faculty member against whom the complaint is lodged. The decision to change a grade remains with the faculty member.

Procedures for Student Grievances Concerning Unfair Treatment by Faculty*

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

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

- a. A student with a grievance must first discuss the matter with the faculty/staff member. Any complaint must be initiated within four weeks of the beginning of the next scheduled term, not including the summer session. The student is responsible for making clear to the faculty member that he/she is in the process of filing a grievance.
- b. If the matter is not resolved at this level, the student may then take the matter to the chair of the department involved. The student is responsible for making clear to the chair that he/she is in the process of filing a grievance. The chair will discuss the case with the faculty/staff member and may counsel the faculty member.
- c. If the matter is not resolved at this level, upon request of the student, the dean will proceed in similar fashion. Specifically, the student should provide a written complaint to the dean, who may delegate the investigation to an associate dean. The associate dean will review the complaint and respond in writing to the student.
- d. If the matter is not resolved at this level, upon request of the student, the dean may review the complaint. The dean may convene a panel of faculty to assist in the review. After consulting with the panel of faculty, the dean will respond in writing to the student.

The request by the student for the Dean to reconsider the recommendation made by the Associate Dean should meet the following conditions:

- The student has 30 calendar days to file with the Dean a petition for reconsideration of a decision made by the Associate Dean. The petition shall be submitted in writing and list the reasons for the request for reconsideration.
- The Dean shall respond within 30 days of receipt of the petition.
- Requests for reconsideration of a decision about a grievance that was filed are

restricted to the following grounds: The existence of significant and relevant new material that has become available since the student’s original grievance was considered.

- Upon receiving a valid request to reconsider the decision of the Associate Dean, the Dean shall ask for recommendations on whether to reverse or to reaffirm the decision from the appropriate chair, faculty, school committee or Associate Dean.
 - The Dean shall then form and communicate her or his decision, which shall be final, in writing to the appellant.
- e. This process of review allows the chair, associate dean and deans permission to discuss the grievance with the faculty/staff, students or others as appropriate.

ACADEMIC CREDIT EVALUATION

TRANSFERING CLASSES FROM OTHER INSTITUTIONS—ALL PROGRAMS

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

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

DEPARTMENT SPECIFIC EVALUATIONS

EDUCATION:

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

COUNSELING PSYCHOLOGY: TRANSFER CREDIT EVALUATION

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

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

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

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

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

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

COUNSELING PSYCHOLOGY: CHALLENGING A COURSE

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

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

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

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

200	211	212	219	315
317	319	323	333	

To challenge a course, a student must

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

Challenge examinations may be either oral or written as determined by the instructor. Grades for a challenged course may not be taken on a pass/no pass basis.

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

COUNSELING PSYCHOLOGY: WAIVING A COURSE

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

Students wishing to waive courses must submit the Application for Waiver Credit form to the Office of the Dean, official transcript(s) from the accredited institution(s), a course description and a syllabus detailing the coursework completed. A minimum grade of B is required. The instructor of the equivalent course and the department chair reviews waiver credits. Recommendations are then submitted to the Office of the Dean. Courses need to have been 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. The content of the substituted course must be consistent with the academic goals and objectives of the respective program.

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

ACADEMIC INTEGRITY AND CONFIDENTIALITY

Academic Integrity

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

Confidentiality

Students have the right to expect confidentiality when sharing private content. State law and professional ethics codify exceptions to confidentiality.

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

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

ADMINISTRATIVE POLICIES AND REGULATIONS

CLERY ACT

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Santa Clara University annually collects information about campus crimes and other reportable incidents as defined by the law. Information presented in compliance with this act is made available to assist current and potential students and employees in making informed decisions regarding their attendance or employment at the University. These reports and other information about the law are available on the Campus Safety website. It is the policy of Santa Clara University that the campus community will be informed on a timely basis of all reports of crime and other information affecting the security of our campus and the personal safety of our students, faculty, staff, and guests.

COMMUNICATION BY THE UNIVERSITY TO GRADUATE STUDENTS

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

CONSENSUAL RELATIONSHIPS BETWEEN EMPLOYEES AND STUDENTS

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

DRUG-FREE WORKPLACE AND SCHOOL PROGRAM

It is the goal of Santa Clara University to maintain a drug-free workplace and campus. The unlawful manufacture, distribution, dispensation, possession, and/or use of controlled substances or the unlawful possession, use, or distribution of alcohol is prohibited on the Santa Clara University campus, in the workplace, or as part of any of the University's activities. This includes the unlawful use of controlled substances or alcohol

in the workplace even if it does not result in impaired job performance or in unacceptable conduct.

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

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

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

STUDENT RECORDS AND RELEASE OF INFORMATION

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

A student's directory information is designated as follows:

- Student's name
- Address: Campus post office box, local, and permanent addresses (residence hall and room numbers are not disclosed)
- Telephone number
- Email address
- Photograph
- Date and place of birth
- Major field of study
- Classification level/academic standing
- Dates of attendance (defined as academic year or quarter)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees (including expected or actual degree date), honors and awards received, and dates
- Most recent educational agency or institution attended

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

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

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

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

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

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

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

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

NONDISCRIMINATION POLICY AND TITLE IX

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

In accordance with Title IX of the Education Amendments of 1972, Santa Clara University upholds a zero-tolerance policy for gender-based discrimination and sexual misconduct. This includes conduct by employees, students, or third parties.

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

If you (or someone you know) has experienced or experiences discrimination, harassment, or sexual harassment including sexual assault, domestic and dating violence, or stalking, we encourage you to tell someone what happened promptly. The University has staff members trained to support individuals in navigating campus policies and grievance procedures, accessing health and counseling services, providing academic and housing accommodations, and more. Inquiries regarding equal opportunity policies, the filing of grievances, or requests for a copy of the University's grievance procedures covering discrimination and harassment complaints should be directed to: Belinda Guthrie, EEO and Title IX Coordinator, Office of EEO and Title IX, Santa Clara University, 900 Lafayette Street, Suite 100, Santa Clara, CA 95050; 408-554-4113.

STUDENT CONDUCT CODE

All members of the University community have a strong responsibility to protect and maintain an academic climate in which the fundamental freedom to learn can be enjoyed by all and where the rights and well-being of

all members of the community are protected. To this end, certain basic regulations and policies have been developed to govern the conduct of all students as members of the University community. Copies of the Student Handbook, which includes the Student Conduct Code, and information about the policies and procedures regarding the student judicial system are available from the Office of Student Life and at www.scu.edu/osl/student-conduct/.

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Tuition, Fees and Financial Aid

FINANCIAL RESPONSIBILITY

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

FINANCIAL TERMS AND CONDITIONS

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

TUITION AND FEES

Tuition per quarter unit for all courses.....\$679
Graduate Student Association fee.....\$40

MANDATORY HEALTH INSURANCE

Annual graduate student health insurance fee.....\$2911

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

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

OTHER FEES

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

BILLING AND PAYMENT PROCEDURES

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

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

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

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

Graduate Programs Billing Dates and Deadlines

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

Fall 2020	Billing available August 1; payment due August 21
Winter 2021	Billing available December 1; payment due December 21
Spring 2021	Billing available March 1; payment due March 21
Summer 2021	Billing available May 1; payment due May 21

PAYMENT METHODS

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

Payment by Electronic Check

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

Term Payment Plan

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

Payment by Mail

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

Payment in Person

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

International Payment by Wire Transfer

International students may remit payment quickly and securely by going to www.flywire.com/scu. Students are able

to benefit from excellent exchange rates and payment can often be made in the student's home currency.

DELINQUENT PAYMENTS

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

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

BILLING DISPUTES

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

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

REFUND POLICIES

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

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

Fall, Winter, and Spring Quarters

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

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

Summer

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

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

Saturday/Sunday Courses/Off Cycle Courses **

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

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

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

Please Note: If you withdraw or drop below half-time status you may no longer be eligible to receive financial aid or student loans. Your account will be adjusted accordingly and the aid returned to the appropriate program. If you have received a refund for these funds, you must reimburse Santa Clara University immediately. For more information on financial aid forfeiture, please visit the Financial Aid website or make an appointment with your financial aid counselor.

One-Unit Courses

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

The following refund schedule applies:

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

Financial Hardship

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

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

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

TUITION INSURANCE PROTECTION

Students and families may protect themselves against financial loss due to unexpected withdrawal from the University, for medical reasons, by purchasing tuition insurance coverage. The University has identified an insurance company, A.W.G. Dewar Inc., to provide an optional insurance protection plan. This plan is designed

to protect from loss of funds paid for tuition should it be necessary to withdraw completely from the University during the term for medical reasons. Information on the tuition insurance plan can be found at www.collegerefund.com and available on the Bursar's Office website.

FINANCIAL AID

Students must be enrolled at least part-time status (5 units) to receive Federal financial aid.

California State Graduate Fellowships

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

Loans

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

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

Deadlines

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

Veterans and Veterans' Dependents Assistance

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

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

Information regarding these programs may be obtained from the Santa Clara University's VA representative, Laura Moreno in the Office of the Registrar.

Teaching and Research Assistantships

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

University-Awarded Aid

Individual graduate schools may grant their students a specific amount of financial aid, per term, in the form of Santa Clara University school scholarships. Once the amount has been determined by the school, the information

is sent to the Financial Aid Office for processing. The Financial Aid Office awards the aid and sends an e-mail notification to the student's SCU gmail e-mail address only, informing them of their financial aid package and/or any aid revision. Students will be able to see their school scholarship award on e-campus. The award amount will also appear as "anticipated aid" on the student's account to alleviate the assessment of holds/late fees from the Bursar's Office. Generally, financial aid is disbursed to the student's account ten days before the start of classes each term. If eligible, the Bursar's Office will issue refunds to students reflecting credit balances after the first week of class.

Cancellation of Financial Aid and Return of Funds

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

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

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

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

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

Federal Supplemental Educational Opportunity Grants for which a return is required

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

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Department of Counseling Psychology

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

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

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

Alternatively, they may pursue a variety of elective options in order to cultivate particular theoretical/applied areas in greater depth including psychodynamic, cognitive-behavioral, process-experiential, existential, motivational interviewing, group, child and youth, mindfulness training, spirituality, hypnotherapy and others.

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

DEGREE PROGRAMS

The Department of Counseling Psychology offers the following degree programs:

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

MASTERS OF ARTS IN COUNSELING PSYCHOLOGY (90 Units)

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

Tracks

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

- MFT
- LPCC
- MFT/LPCC Combination

- Self-Designed (no license)

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

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

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

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

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

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

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

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

The *Self-Designed Track* option is available for individuals who desire more extensive training and experience than the 52.5-unit Master of Arts in Counseling program affords. This track does not lead to licensure.

MASTERS OF ARTS IN COUNSELING (52.5 Units)

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

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

For the latter group, the 52.5-unit Master of Arts in Counseling Program can serve as a post-baccalaureate, pre-doctoral training program. This is especially useful for students who were not undergraduate psychology majors, completed a baccalaureate degree many years ago or want additional background and training in the field. Usually, these students combine their classwork with research opportunities during the Master’s Program.

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

programs.

The 52.5-unit Master of Arts degree in Counseling does not meet the requirements to sit for a license in Marriage and Family Therapy (MFT) or Licensed Professional Clinical Counselor (LPCC), in any state.

In accordance with California State regulations, students who complete and receive the 52.5-unit master's degree cannot, post-graduation, transfer or apply those credits toward the completion of an MFT license program. The regulation states:

In order to qualify for licensure pursuant to this section a doctor's or master's degree program shall be a single, integrated program primarily designed to train marriage and family therapists shall contain no less than 48 semester or 72 quarter units of instruction. This instruction shall include not less than 12 semester units or 18 quarter units of coursework in the areas of marriage, family, and child counseling, and marital and family systems approaches to treatment. (Board of Behavioral Sciences, January 2015, page 19.)

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

EMPHASIS PROGRAMS

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

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

Bob Michels (Coordinator)

The correctional arena in counseling is one of the fastest growing and provides a significant array of available positions for practitioners. The Correctional Emphasis is a professional training program for counselors working with delinquent, at-risk, antisocial, and non-conventional youth and adults in mental health, social services, community, juvenile justice, correctional institutions and school programs. The emphasis is available to students in both Master of Arts program options: Counseling with an Emphasis in Correctional Psychology (52.5-units) and Counseling Psychology with an Emphasis in Correctional Psychology (90 units). The 90-unit option provides a greater depth of training in counseling theory and skills, and offers the training for state licensure. Those enrolling in the Correctional Emphasis courses must be able to pass a law enforcement background check due to security clearance for required field trips.

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

The emphasis in Health Psychology is designed for individuals with a combined interest in counseling and health psychology. Graduates of the program work as agency and private practice counselors with special expertise in a variety of mental health issues that are part of everyday clinical practice; health promotion specialists in industry, schools, and hospitals; counselors in employee assistance programs; and counseling and health specialists in other settings. The emphasis is available to students in both Master of Arts program options: Counseling with an Emphasis in Health Psychology (52.5 units) and Counseling Psychology with an Emphasis in Health Psychology (90 units). The 90-unit option provides a greater depth of training in counseling theory and skills and offers the training for state licensure.

Emphasis in Latinx Counseling

Lucila Ramos-Sánchez (Coordinator)

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

The emphasis focuses on the applications of clinical practices relevant to issues of culture, ethnicity, acculturation, and assimilation. Implications of counseling within a Latino family system and issues of language are explored. Coursework concentrates on the development of knowledge and practical skills in the following areas: reaching clients from this normally underserved population, developing rapport with clients, intervening in culturally sensitive and appropriate ways, and counseling at various times throughout the life cycle. Some of the classes stress the importance of language and one class is instructed substantially in Spanish. The emphasis is available to students in both Master of Arts program options: Counseling with an Emphasis in Latinx Counseling (52.5 units) and Counseling Psychology with an Emphasis in Latinx Counseling (90 units). The 90-unit option provides a greater depth of training in counseling theory and skills and offers the training for state licensure.

Emphasis in LGBT Counseling

Don St. Louis (Coordinator)

The LGBT Counseling emphasis provides training to serve the LGBT population. It focuses on the application of clinical practice relevant to issues of gender, diversity in sexual identity and expression, oppression, discrimination, acculturation, and assimilation. The coursework for the emphasis concentrates on the development of knowledge and skills in the following areas: current theories regarding the etiology of same sex orientation; the evolving language of LGBT; developmental challenges for LGBT persons; homophobia and its many faces; the coming out process; relationships with parents and families of LGBT people; issues of support and socialization; the dynamics of gay relationships; gay marriage; gay families and gay parenting; the impact of AIDS; social, cultural, political and religious considerations and their impact; the many and unique issues affecting the transgender and gender non-binary communities; available resources; research opportunities. The emphasis is available to students in both Master of Arts program options: Counseling with an Emphasis in LGBT Counseling (52.5 units) and Counseling Psychology with an Emphasis in LGBT Counseling (90 units). The 90-unit option provides a greater depth of training in counseling theory and skills and offers the training for state licensure.

COURSE REQUIREMENTS: DEPARTMENT OF COUNSELING PSYCHOLOGY DEGREE PROGRAMS

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

Nine core courses plus one lab group (28.5 units) are required for all counseling degree programs:

CPSY 200 Psychology of Interpersonal Communications
CPSY 212 Psychology of Relationships
CPSY 216 Psychology of Human Development
CPSY 218 Foundations of Psychotherapy and Personality
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group
CPSY 220 Research Methods
CPSY 227 Counseling Process and Skills
CPSY 231 Multicultural Counseling
CPSY 275 Ethical and Legal Issues in Counseling

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

As of Sept. 1, 2012, all Counseling Psychology programs are 90-units in accordance with guidelines from

the State of California. The 52.5-unit counseling degree (non-licensable) remains unchanged.

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 323 Psychopharmacology
CPSY 328 Clinical Assessment: Issues in Child Diagnosis
CPSY 333 (three consecutive quarters beginning in the fall): Counseling Practicum: Marriage and Family Therapy
Plus 21 elective units

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

Core courses plus:

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

Plus **Correctional Emphasis** courses:

CPSY 243 Delinquent, At-Risk and Nonconventional Youth: Trauma and Effects
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
Plus 12 Elective units

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 323 Psychopharmacology
CPSY 328 Clinical Assessment: Issues in Child Diagnosis

CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: Marriage and Family Therapy

Plus **Health Emphasis** courses:

CPSY 380 Positive Psychology and Health
CPSY 381 Health Psychology: Theory and Practice
CPSY 385 Stress and Stress management
Plus 12 Elective units

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

Core courses plus:

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

Plus **Latinx Emphasis** courses:

CPSY 360 Latinx Psychology
CPSY 362 Individual Counseling Skills with Latinx Clients
CPSY 364 Interventions with Latinx Families and Children
CPSY 366 Spanish-Based Interviewing and Assessment (optional: Fluency in Spanish required)
Plus 9 Elective units, 12 units if no CPSY 366

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

Core courses plus:

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

Plus **LGBT Emphasis** courses

CPSY 213 Foundations of LGBT Psychology
CPSY 230 Psychotherapy with Lesbian, Gay, and Bisexual Clients
CPSY 332 Psychotherapy with Transgender and Non-binary Clients
Plus 12 Elective units

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual diagnosis: Diagnosis and Treatment
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior
CPSY 328 Clinical Assessment in Child Diagnosis
CPSY 361 Special Topics in Multi-Cultural Psychotherapy
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC
Plus 16.5 Elective units

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling
CPSY 300 Career Development and Life planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual Diagnosis: Diagnosis and Treatment
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior
CPSY 328 Clinical Assessment in Child Diagnosis
CPSY 361 Special Topics in Multi-Cultural Psychotherapy
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Correctional Emphasis** courses:

CPSY 243 Delinquent, At-Risk and Nonconventional Youth: Trauma and Effects
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
Plus 7.5 Elective units.

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life planning
CPSY 302 Formal and Informal Assessment in Career development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual diagnosis: Diagnosis and Treatment
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior
CPSY 328 Clinical Assessment in Child Diagnosis
CPSY 361 Special Topics in Multi-Cultural Psychotherapy
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Health Emphasis** courses:

CPSY 380 Positive Psychology and Health
CPSY 381 Health Psychology: Theory and Practice
CPSY 385 Stress and Stress management
Plus 7.5 Elective units

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life planning
CPSY 302 Formal and Informal Assessment in Career development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual Diagnosis: Diagnosis and Treatment
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior
CPSY 328 Clinical Assessment in Child Diagnosis
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Latinx Emphasis** courses:

CPSY 360 Latinx Psychology
CPSY 362 Individual Counseling Skills with Latinx Clients
CPSY 364 Interventions with Latinx Families and Children
CPSY 366 Spanish-Based Interviewing and Assessment (optional: Fluency in Spanish required)
Plus 4.5 Elective units , 7.5 units if no CPSY 366

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual diagnosis: Diagnosis and Treatment
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior
CPSY 328 Clinical Assessment in Child Diagnosis
CPSY 361 Special Topics in Multi-Cultural Psychotherapy
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **LGBT Emphasis** courses:

CPSY 213 Foundations of LGBT Psychology
CPSY 230 Psychotherapy with Lesbian, Gay, and Bisexual Clients
CPSY 332 Psychotherapy with Transgender and Non-binary Clients
Plus 7.5 Elective units

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual Diagnosis: Diagnosis and Treatment
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior
CPSY 328 Clinical Assessment: Issues in Child Diagnosis
CPSY 361 Special Topics in Multi-Cultural Psychotherapy
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC
Plus 7.5 Elective units

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling

CPSY 300 Career Development and Life planning
CPSY 302 Formal and Informal Assessment in Career development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual diagnosis: Diagnosis and Treatment
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Development
CPSY 328 Clinical Assessment: Issues in Child Diagnosis
CPSY 361 Special Topics in Multi-Cultural Psychotherapy
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Correctional Emphasis** courses:

CPSY 243 Delinquent, At-Risk and Nonconventional Youth: Trauma and Effects
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
No electives

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life planning
CPSY 302 Formal and Informal Assessment in Career development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual Diagnosis: Diagnosis and Treatment
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior
CPSY 328 Clinical Assessment: Issues in Child Diagnosis
CPSY 361 Special Topics in Multi-Cultural Psychotherapy
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Health Emphasis** courses:

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

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

Core Courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy

CPSY 276 Professional Orientation, Ethics and Law in Counseling
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life planning
CPSY 302 Formal and Informal Assessment in Career development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual Diagnosis: Diagnosis and Treatment
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior
CPSY 328 Clinical Assessment: Issues in Child Diagnosis
CPSY 361 Special Topics in Multi-Cultural Psychotherapy
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Latinx Emphasis** courses:

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

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual Diagnosis: Diagnosis and Treatment
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior
CPSY 328 Clinical Assessment: Issues in Child Diagnosis
CPSY 361 Special Topics in Multi-Cultural Psychotherapy
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **LGBT Emphasis** courses:

CPSY 213 Foundations of LGBT Psychology
CPSY 230 Psychotherapy with Lesbian, Gay, and Bisexual Clients
CPSY 332 Psychotherapy with Transgender and Non-binary Clients
No electives

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

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 291 Counseling for Grief, Loss and Trauma
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 318 Clinical Assessment I
CPSY 320 Substance Abuse Treatment
CPSY 331A Counseling Practicum Agency (two consecutive quarters beginning in the fall)
Plus 34.5 Elective units

COURSE REQUIREMENTS: COUNSELING DEGREE PROGRAMS (52.5 UNITS)

M.A. in Counseling (No Emphasis, 52.5 units)

Core courses plus:

CPSY 291 Counseling for Grief, Loss and Trauma OR CPSY 320 Substance Abuse Treatment
CPSY 318 Clinical Assessment I
CPSY 331A Counseling Practicum, Agency (two consecutive quarters beginning in the fall)
Plus 12 Elective units

M.A. in Counseling (Correctional Psychology Emphasis, 52.5 units)

Core courses plus:

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

Plus **Correctional Emphasis** courses:

CPSY 243 Delinquent, At-Risk, and Nonconventional Youth
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
Plus 3 Elective units

M.A. in Counseling (Health Psychology Emphasis, 52.5 units)

Core courses plus:

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

Plus **Health Emphasis** courses:

CPSY 291 Counseling for Grief, Loss and Trauma
CPSY 380 Positive Psychology and Health
CPSY 381 Health Psychology: Theory and Practice
CPSY 385 Stress and Stress Management
Plus 3 Elective units

M.A. in Counseling (Latinx Counseling Emphasis, 52.5 units)

Core courses plus:

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

Plus **Latinx Emphasis** courses:

CPSY 360 Latinx Psychology
CPSY 362 Individual Counseling Skills with Latinx Clients
CPSY 364 Interventions with Latinx Families and Children
CPSY 366 (for Spanish speakers) Spanish-Based Interviewing and Assessment(optional)
Plus 3 Elective units (depending upon whether or not 366 is taken).

M.A. in Counseling (LGBT Counseling Emphasis, 52.5 units)

Core courses plus:

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

Plus **LGBT Emphasis** courses:

CPSY 213 Foundations of LGBT Psychology
CPSY 230 Psychotherapy with Lesbian, Gay, and Bisexual Clients
CPSY 332 Psychotherapy with Transgender and Non-binary Clients
Plus 3 Elective units

Sequencing of Classes

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

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

Students are encouraged to meet with his/her advisor prior to registration periods to discuss course sequencing for her/his specific program, track, and emphasis. **Note that first quarter classes are given at time of matriculation.**

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

Advanced Specialty and Emphasis Classes

Several classes are offered only once each year or every other year. If you are in an emphasis program and the course is offered annually or every other year, you should take the emphasis class when it is offered, because it may not re-occur for several terms. Normally, required and core classes with a 200-299 number are offered three (sometimes more) times a year. 300-level required classes are typically offered twice a year (e.g., 311; 323). Normally, classes with fewer than 10 students are cancelled, except under special circumstances (e.g., necessary emphasis classes).

Field Experience/Pre-Practicum

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

Guidelines for Field Experience:

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

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

Mandatory Lab Group (221):

The lab group experience (221) associated with Psychology of Group Counseling (CPSY 219) is required of all counseling students as a part of CPSY 219. This small lab group experience may be taken simultaneously or prior to the CPSY 219 class.

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

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

MFT Practicum Prerequisites:

- CPSY 200. Psychology of Interpersonal Communications
- CPSY 212. Psychology of Relationships
- CPSY 216. Psychology of Human Development
- CPSY 218. Foundations of Psychotherapy and Personality
- CPSY 219. Psychology of Group Counseling
- CPSY 220. Research Methods
- CPSY 227. Counseling Process and Skills
- CPSY 231. Multicultural Counseling
- CPSY 275. Ethical and Legal Issues
- CPSY 311. Psychology of Marriage Counseling
- CPSY 315. Family Therapy
- CPSY 317. Therapeutic Interventions with Children

CPSY 318. Clinical Assessment I

CPSY 319. Clinical Assessment II

Practicum experiences (CPSY 331 for 52.5-unit programs or CPSY 333 for 90-unit programs) should be taken during the student's final year in the program. Students who intend to qualify for the California State Licenses in Marriage and Family Therapy or Licensed Professional Clinical Counseling will need to complete three quarters of MFT/LPCC Practicum (333), beginning the sequence in the fall quarter of their last year. Students must keep the same date, time and instructor all three quarters.

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

ETHICAL PRINCIPLES

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

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

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

SELF-DISCLOSURE

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

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

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

COMPREHENSIVE EXAMINATION

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

THESIS

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

EXIT SURVEY

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

DEPARTMENT OF COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

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

200. Psychology of Interpersonal Communications

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

205. Community Based Learning

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

211. Human Sexuality

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

212. Psychology of Relationships

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

213. Foundations of LGBT Psychology

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

214. Evidence-Based Approaches to Psychotherapy

This course focuses on research and clinical technique related to evidence-based practice in psychotherapy. It includes instruction on methodology, analysis, and synthesis of research on the efficacy and outcomes of

psychotherapy interventions, as well as training in evidence-based counseling techniques from a variety of theoretical perspectives, including cognitive, behavioral, person-centered, and psychodynamic. Students gain an understanding of how those techniques should be implemented with a variety of disorders and psychosocial issues. Prerequisite: None. (3 units)

215. Psychology of Childhood

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

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

218. Foundations of Psychotherapy and Personality

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

219. Psychology of Group Counseling

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

220. Research Methods

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

221. Group Counseling Lab

This lab is an experiential application of the theories and principles learned in 219. This lab is taken prior to or concurrently with 219. Prerequisites: 200 and 218; 220 strongly recommended. *Note:* all 90-unit students and all 52.5 unit students are required to take this lab. (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

This course is an intensive skill-building class presenting an integrative model of individual therapy. Theory and interventions are based on process experiential (Emotion-Focused Therapy) and interpersonal (Time-Limited Dynamic, Control Mastery) approaches. The class offers students opportunities to (a) learn and practice strategies and techniques for working with process dimensions of therapy, (b) learn a wide range of therapy markers and the specific interventions recommended for each of them, (c) gain experience as counselors in supervised therapy mini-sessions, (d) practice advanced therapy skills during class, and (e) receive extensive feedback on their counseling skills. The class is particularly useful for students just before or during their practicum experience. Prerequisites: 200, 218 and 227. (3 units)

230. Psychotherapy with Lesbian, Gay, and Bisexual Clients

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

231. Multicultural Counseling

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

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

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

244. Correctional Psychology

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

245. Transitional Treatment and Vocational Planning

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

264. Object-Relations Therapy

This course is an introduction to the central ideas and processes involved in the object-relations approach to psychotherapy. Critical concepts such as projective identification, transference/countertransference, the holding environment, internal objects, transitional phenomena, the therapeutic matrix, etc. are explored and practiced. Readings from the British school (Klein, Winnicott) and American (Ogden) are blended with clinical practice and discussion. Prerequisites: 212, 216, 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; 214 recommended. (3 units)

266. Counseling the Adolescent

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

275. Ethical and Legal Issues in Counseling

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

276. Professional Orientation, Ethics, and Law in Counseling

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

280. Psychology of Aging and the Family

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

282. Gestalt Therapy for Individuals and Couples

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

283. Theory and Practice of Jungian Psychotherapy

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

288. Existential Psychotherapy

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

291. Counseling for Grief, Loss and Trauma

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

298. Psychology and Spirituality

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

300. Career Development and Life Planning

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

302. Formal & Informal Assessment in Career Development

Topics in this course include: Familiarity with, and use of, current career assessment instrumentation; Evaluation of leading instruments; selection criteria governing use of instruments according to client needs; Interpretation of individual and group assessment data; and Practice in completing the career counseling interview, including appropriate assessment and interpretation. Course includes an approved, individualized, formal career assessment to be completed either prior to or concurrent with 302. Prerequisite: 300. Recommended: 318. (3 units) NOTE: Required for 90-unit LPCC or 90-unit LPCC/MFT Track .

308. Counseling for Crisis, Emergency, and Disaster

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

310. Independent Study

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

311. Psychology of Marriage Counseling

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

315. Family Therapy

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

317. Therapeutic Interventions with Children

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

318. Clinical Assessment I

This course is a study of the therapeutic decision-making process in the context of psychopathology and the clinical setting with emphasis on the recognition, classification, and understanding of abnormal behavior. Psychodiagnostic assessment using the DSM classification system includes psychosis, mood disorders, anxiety disorders, obsessive-compulsive disorders, trauma related disorders, eating disorders, sleep disorders, impulse control disorders, neurocognitive disorders, and personality disorders. Prerequisites: 212 and 218. (3 units)

319. Clinical Assessment II

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

320. Substance Abuse Treatment

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

321. *Dual Diagnosis: Diagnosis and Treatment*

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

323. *Psychopharmacology*

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

324. *Biological Basis for Behavior*

This course examines the biological basis for neonatal to early childhood development and behavior. Emphasis is placed on an understanding of the positive and negative effects of environment on early brain development and their sequelae in later life, including development and behavior in adolescence, adulthood and old age. Prerequisites: 216 and 218. (1.5 units) NOTE: This Course was previously listed as 223.

328. *Clinical Assessment: Issues in Child Diagnosis*

Study of diagnostic issues in working with pediatric psychiatric disorders. Emphasis is on DSM diagnostic criteria and interviewing children, parents, and families with special attention to developmental disorders affecting later stages of maturation. Prerequisites: 200, 212, 216, 218, and 318. (1.5 units)

329. *School-Based Mental Health: Theory and Practice*

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

330. *Introduction to Counseling Practicum*

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

331A. *Counseling Practicum: Agency*

Supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. To be taken in the second half of the counseling program, after completion of the counseling core. Weekly seminars for consultation and discussion with a supervisor on such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and inter-professional ethical considerations. Must begin in fall quarter. Arrangements with site must be made

before the beginning of fall quarter. Enrollment of 331A is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes, 311, 315, 317, 318 and permission of instructor. (3 units per term; 6 units required)

331H. Counseling Practicum: Health Psychology

Counseling experience in health psychology. At a practicum site, students engage in health psychology-related work (e.g., research, counseling, health promotion). By permission; fall quarter only. Arrangements with site must be made before the beginning of fall quarter. Enrollment 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: Latinx Counseling

At a practicum site, students engage in Latinx 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)

332. Psychotherapy with Transgender and Non-binary Clients

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

333. Counseling Practicum

Supervised counseling experience designed specifically to meet California MFT and LPCC licensing requirements. Weekly seminars for consultation and discussion with a licensed supervisor on such topics as case management and evaluation, systems of care, community resources, advocacy issues, referral procedures, ethical practices, professional and client interaction, confidential communication, and documentation, among other issues. Prerequisites: Nine core classes; 311, 315, 317, 318, 319, and permission of instructor. Must begin in fall quarter. (3 units per term; 9 units required)

351. Advanced Seminar in Family Therapy

For students who have completed CPSY 312, 315, and 317 and wish to participate in advanced training in brief family therapy. Students will receive intensive training in conducting strength-based parent counseling (C.A.R.E. Parent Therapy). In addition, students will have the opportunity to conduct brief counseling with a parent(s) at a local community clinic. Recommended for students interested in family and child therapy, and short-term approaches to treatment. Prerequisites: 218, 315. Recommended: 215 or 317. (3 units)

352. Gender and Counseling Psychology

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

360. Latinx Psychology

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

361. Special Topics in Multicultural Psychotherapy

This course examines the special topic of Latinx access to health care services; related topics of health care access and advocacy, and health education programs. (1.5 Units)

362. Individual Counseling Skills with Latinx Clients

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

364. Interventions with Latinx Families and Children

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

366. Spanish-Based Interviewing and Assessment

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

380. Positive Psychology and Health

Introduction to “Positive Psychology 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

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

Prerequisite: None (3 units)

385. Stress and Stress Management

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

388. Mindfulness and Psychotherapy: Theory, Research and Practice

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

389. Advanced Group Counseling

For students who have completed 219 and wish advanced training in group leadership procedures. This course focuses on practices of group therapy, and on the complexities of parallel 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, or 221, 219. (3 units)

390. Advanced Seminar in Couples Therapy

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

391. Hypnotic Techniques in Counseling and Therapy

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

395. Advanced Object Relations Seminar: Clinical Techniques

This is an advanced skill building course which addresses technique-related topics relevant to the growth and development of the skilled Object Relations therapist. 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)

399. Thesis

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

Department of Education

MISSION AND GOALS

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

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 the diversity of California and our region
- Become leaders who model ethical conduct and a commitment to social justice
- Seek collaboration with others in reaching these goals

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

EDUCATION DEPARTMENT PROGRAMS

Teacher Education

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

PK-12 TEACHING CREDENTIAL PROGRAMS

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

- (a) the professional coursework and clinical field experiences required by the California Commission on Teacher Credentialing (CTC);
- (b) master's-level expectations for academic rigor; and
- (c) focused engagement in, and consideration of, the ethical dimensions of teaching.

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

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

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

Bilingual Authorization

Accredited by the Commission on Teacher credentialing, the Bilingual Authorization in Spanish qualifies credentialed multiple and single subject teachers to provide Spanish language instruction in their content areas. Students beginning the MATTC program with bilingual Authorization in Spanish (B-MATTC) will complete three additional courses and complete their student teaching placement in a bilingual setting. Candidates who already hold a multiple or single subject teaching credential will complete a four-course sequence, over four quarters. Spanish language proficiency is required for all applicants through successful passage and submission of the Spanish LOTE III (CSET).

Catholic Masters of Arts in Teaching

The Catholic Masters of Arts in Teaching (CatMAT) program is a two-year Master of Arts in Teaching specially designed for current Catholic school teachers. The CatMAT program provides recently hired (and current) Catholic school teachers academic preparation and development for the classroom; offers a pathway toward earning a credential and a Master of Arts in Teaching; and creates opportunities for fellowship to develop among these educators. Members of CatMAT enter the program in a cohort of teachers (n~15), with whom they would take the majority of their courses over the two years of degree completion. To support the growth of professional fellowship (which is so important to the identity development and learning of new teachers), CatMAT members are invited to attend regular cohort-based community and spirituality events sponsored by ECP.

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

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

Educational Leadership

Master of Arts in Educational Leadership

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

Core curriculum for all MA in Educational Leadership students:

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

The Master of Arts degree in Educational Leadership consists of 45 units. There are two options within the Educational Leadership degree program: 1) Candidates who are interested in leadership in educational systems outside of school contexts must complete 10 required courses: EDUC 360, 362, 363, 365, 366, 367, 368, 369 or 490, 370 or 376, 428 and five approved electives for a total of 45 quarter units. 2) Candidates who plan to work in K-12 Education the student will take 361, 364, 371 and 374.

Candidates who hold an appropriate prerequisite credential and are interested in pursuing their Preliminary Administrative Services Credential, should select the second option of California Preliminary Administrative Services Credential and Master of Arts degree.

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

The Certificate in Catholic Education Leadership is open to those who wish to assume leadership positions in Catholic Schools and is offered in cooperation with the Department of Catholic Schools in the Diocese of San Jose. To earn this certificate the students must complete ten courses: EDUC360, 361, 362, 363, 365, 366, 368, 370 or 376 , 371 and 428. Upon completion of the certificate requirements a student may choose to continue on for a California Administrative Services Credential and a Master of Arts degree or close their academic record.

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

CERTIFICATES IN EDUCATION

Certificate in Alternative and Correctional Education

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

DEPARTMENT OF EDUCATION COURSE DESCRIPTIONS

MATTC Course Descriptions

Multiple Subject Courses

221M. Effective Teaching for Students with Disabilities in TK-12

Effective Teaching for Students with Disabilities provides multiple and single subject teaching credential candidates with an introduction to creating positive and effective, inclusive, instructional environments for all learners, including students with disabilities. This course introduces the candidates to a range of strategies for learning about their students' background knowledge, experiences, and interests and for identifying their academic, language, and social skill levels. Focused on the use of effective, inclusive teaching practices that enable all students to be successful, the course develops candidates' ability to plan and implement flexible, standards-based instruction that will enable every student to learn every day. This course includes a study of types of disabilities according to IDEA 2004 and California rules and regulations, and criteria for identification for special education services, as well as an examination of the types of services provided in response to student needs. Candidates examine the population of students included for special education services, the continuum of services available, and different models of service delivery. (3 units)

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

This intensive five-day course orients credential candidates to the MATTC preliminary teaching credential program and to the teaching profession. Emphasis is placed on providing opportunities for candidates to learn and to practice the inquiry, thinking, and reflection skills that are the foundation for teachers' ongoing professional development throughout their careers. (2 units)

251. Technology for Elementary Teachers

This course is designed to acquaint teacher credential candidates with learning theories, practices, hardware, software applications, and web resources that are useful in integrating technology into the daily practice of K-12 teachers. The course meets the requirements identified in the technology standard for teacher preparation for the State of California. The guiding philosophy for the course is Constructivism, instantiated in the design of collaborate, project-based learning activities that capitalize on the full potential of educational technologies. Students will be expected to fully engage in classroom exercises, group projects, and small-group and whole-class discussions on the assigned readings.(3 units)

252. Social Foundations in TK-12 Education

The goal of this course is to examine the historical, social, philosophical, and legal foundations of American education. We explore the impact of these various influences on the current state of education, as well as consider the future of education in a diverse society. This course provides an opportunity to reflect on our roles as educators and the manner in which we will work to improve the educational experience for all students. (2 units)

253. Development and Learning in TK-12

Drawing on both developmental and educational psychology, this course examines theories and patterns of learning, development, and individual differences as they relate to teaching practices and educational programs. Students apply theories of cognitive, physical, social/emotional and motivation to learning contexts among children and youth.(2 units)

257. English Language Development in Elementary Schools

This course is designed to provide knowledge of the linguistic and cultural aspects of developing English language proficiency. Students develop an understanding of the theory and methods of teaching linguistically diverse learners, including models for designated and integrated English language development as well as sheltering strategies to make content more accessible. (3 units)

258. Elementary Classroom Management

This course will explore the importance of establishing a positive structured learning environment by developing a successful classroom management model that is consistent with the California Standards for the Teaching Profession. Topics will include, but not be limited to, the following: motivation, managing time and physical space, and establishing rules and routines. (3 units)

259A. Elementary Mathematics Methods I

This course is Part 1 of a two-course sequence in elementary mathematics teaching methods. This sequence is designed to provide teacher candidates with a coherent set of experiences for mathematics teaching and learning in elementary schools. Through assigned readings, classroom discussions, content rich mathematics activities, and assignments that require data collection in your field placement, you will be supported as you make sense of how to approach the profession of teaching. Through thinking about ourselves as teachers, examining classroom culture and structure, and conducting clinical interviews on number concepts, we will set the stage for our development as elementary mathematics teachers. (3 units)

259B. Elementary Mathematics Methods II

This course is Part 2 of a two-course sequence in elementary mathematics teaching methods. This sequence is designed to provide teacher candidates with a coherent set of experiences for mathematics teaching and learning in elementary schools. Through assigned readings, classroom discussions, content rich mathematics activities, and assignments that require data collection in your field placement, you will be supported as you make sense of how to approach the profession of teaching. Through examining classroom culture and structure, and evaluating, designing and implementing math lessons, we will set the stage for our development as elementary mathematics teachers. (3 units)

261. Teaching Reading in Elementary School

This course enables credential candidates to develop awareness and understanding of current theories and best practices of comprehensive, balanced reading instruction in elementary school settings. Candidates will learn how to adapt instruction to meet the needs of individuals based on their cultural, linguistic, and experiential backgrounds and their specific needs as learners. Focused attention will be given to the nature of reading difficulties and principles of diagnosis and assessment. Content presented in this course prepares candidates for the Reading Instruction Competence Assessment (RICA). This course is required of all multiple subject teaching credential candidates. (3 units)

262. Teaching Language Arts in Elementary Schools

A study of language arts teaching strategies, with a focus on teaching writing to students in grades K-8, including English learners and students with special needs. Focused attention is given to techniques for integrating literature and language arts instruction with science and social studies content. (3 units)

263. Elementary Methods in Social Studies and Visual Performing Arts

In this course, multiple subject credential candidates learn how to design, implement, and evaluate standards-based social science lessons and how to integrate content from the California content standards for visual and performing arts, and the California Common Core. The course emphasizes mastery of instructional strategies that create opportunities for all students, including English learners and students with special needs, to read and write about how to use social studies for social justice and how to incorporate the visual and performing arts as ways to express and visually represent meaningful learning. Topics include working with curriculum frameworks and content standards, developing curriculum units, and planning lessons that maximize the learning of all students. (3 units)

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

This course is designed to assist multiple subject credential candidates in developing the skills necessary to design and carry out science, health, and physical education instruction, demonstrations and laboratory experiences for students in elementary and middle school programs. We will build on current research and best practice in order to foster science learning in K-8 students. The process of creating content,

developing curriculum, and applying standards to generate meaningful lessons are emphasized with an additional area of emphasis being placed on assessment and collaboration. Scientific inquiry, project-based instruction (PBI), Common Core integration, and Next Generation Science Standards (NGSS) will be emphasized along with best practices in the STEM model. (3 units)

265. Assessing Elementary Student Learning

This course is designed to help future and current teachers of culturally and linguistically diverse elementary school students to understand, develop, and implement a range of effective, practical strategies for assessing and documenting the academic achievement of their students, including English Learners, students with identified/unidentified exceptionalities, and students eligible for free or reduced price; develop the skills and habits of mind necessary to use assessment results to plan effective instruction for every student; learn how to present and discuss assessment results with other education professionals and with students' parents. (2 units)

231A. Ethical Reflective Practicum in Elementary Schools I

This class is the first in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (2 units)

231B. Ethical Reflective Practicum in Elementary Schools II

This class is the second in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (4 units)

231C. Ethical Reflective Practicum in Elementary Schools III

This class is the third in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (6 units)

231D. Ethical Reflective Practicum in Elementary Schools IV

This class is the fourth in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (6 units)

231E. External School Practicum

This class is the first in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (4 units)

231I. Ethical Reflective Practicum for Interns I

This class is the first in a series of four field experience courses designed to introduce intern credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (2 units)

231I. Ethical Reflective Practicum for Interns II

This class is the second in a series of four field experience courses designed to introduce intern credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (4 units)

231I. Ethical Reflective Practicum for Interns III

This class is the third in a series of four field experience courses designed to introduce intern credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (6 units)

231I. Ethical Reflective Practicum for Interns IV

This class is the fourth in a series of four field experience courses designed to introduce intern credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (6 units)

Single Subject Courses**221M. Effective Teaching for Students with Disabilities in TK-12**

Effective Teaching for Students with Disabilities provides multiple and single subject teaching credential

candidates with an introduction to creating positive and effective, inclusive, instructional environments for all learners, including students with disabilities. This course introduces the candidates to a range of strategies for learning about their students' background knowledge, experiences, and interests and for identifying their academic, language, and social skill levels. Focused on the use of effective, inclusive teaching practices that enable all students to be successful, the course develops candidates' ability to plan and implement flexible, standards-based instruction that will enable every student to learn every day. This course includes a study of types of disabilities according to IDEA 2004 and California rules and regulations, and criteria for identification for special education services, as well as an examination of the types of services provided in response to student needs. Candidates examine the population of students included for special education services, the continuum of services available, and different models of service delivery. (3 units)

231E. External School Practicum

This class is the first in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (4 units)

231I. Ethical Reflective Practicum for Interns I

This class is the first in a series of four field experience courses designed to introduce intern credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (2 units)

231I. Ethical Reflective Practicum for Interns II

This class is the second in a series of four field experience courses designed to introduce intern credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (4 units)

231I. Ethical Reflective Practicum for Interns III

This class is the third in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (6 units)

231I. Ethical Reflective Practicum for Interns IV

This class is the fourth in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels.

The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (6 units)

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

This intensive five-day course orients credential candidates to the MATTC preliminary teaching credential program and to the teaching profession. Emphasis is placed on providing opportunities for candidates to learn and to practice the inquiry, thinking, and reflection skills that are the foundation for teachers' ongoing professional development throughout their careers. (2 units)

276. *Technology for Secondary Teachers*

This course is designed to acquaint teacher credential candidates with learning theories, practices, hardware, software applications, and web resources that are useful in integrating technology into the daily practice of K-12 teachers. The course meets the requirements identified in the technology standard for teacher preparation for the State of California. The guiding philosophy for the course is Constructivism, instantiated in the design of collaborate, project-based learning activities that capitalize on the full potential of educational technologies. Students will be expected to fully engage in classroom exercises, group projects, and small-group and whole-class discussions on the assigned readings. (3 units)

277. *Social Foundations of Education in TK-12*

The goal of this course is to examine the historical, social, philosophical, and legal foundations of American education. We explore the impact of these various influences on the current state of education, as well as consider the future of education in a diverse society. This course provides an opportunity to reflect on our roles as educators and the manner in which we will work to improve the educational experience for all students. (2 units)

278. *Development and Learning in TK-12*

Drawing on both developmental and educational psychology, this course examines theories and patterns of learning, development, and individual differences as they relate to teaching practices and educational programs. Students apply theories of cognitive, physical, social/emotional and motivation to learning contexts among children and youth. (2 units)

282. *English Language Development in Secondary Schools*

This course is designed to provide knowledge of the linguistic and cultural aspects of developing English language proficiency. Students develop an understanding of the theory and methods of teaching linguistically diverse learners, including models for designated and integrated English language development as well as sheltering strategies to make content more accessible. (3 units)

283. *Secondary Classroom Management*

This course will explore the importance of establishing a positive structured learning environment by developing a successful classroom management model that is consistent with the California Standards for the Teaching Profession. Topics will include, but not be limited to, the following: motivation, managing time and physical space, and establishing rules and routines. (3 units)

285 – 292. *Secondary Content-Specific Methods Blocks*

These courses are designed to enable single subject credential candidates to develop the pedagogical content knowledge necessary to teach their specific academic subject effectively to all students. Special attention is paid to developing candidates' ability to use Specially Designed Academic Instruction in English (SDAIE) skills to give all students equitable access to curriculum content. All single subject credential candidates are required to take the Methods I and Methods II block in the content area aligned

with the credential they are seeking (3 units per class)

285A. Secondary English Methods I

285B. Secondary English Methods II

286A. World Languages Methods I

286B. World Languages Methods II

287A. Secondary Mathematics Methods I

287B. Secondary Mathematics Methods II

288A. Secondary Science Methods I

288B. Secondary Science Methods II

289A. Secondary Social Sciences Methods I

289B. Secondary Social Sciences Methods II

294A. Adolescent Literacy Development I

This course presents research-based principles for effective literacy instruction in secondary school settings. Students will explore theories, major trends, and principles in the field of literacy that render effective instruction for particular purposes and reflective of student needs and strengths. Attention will be given to what, why, when, and how specific components of literacy are taught to promote communicative, reading, and writing competence in linguistically diverse classrooms and for individuals within a broad range of experiential and ability levels. (3 units)

294B. Adolescent Literacy Development II

This course focuses on reading as a tool for learning from printed texts. Candidates learn to use a range of instructional strategies that enable students—including students with foundational skill deficits, students who are English language learners, and advanced learners—to develop confidence, awareness, and control when applying themselves independently to the demands of reading in all content areas. (3 units)

296. Assessing Secondary Student Learning

This course is designed to help you understand, integrate, and skillfully apply the principles of assessment. You will be taught how to develop assessments that align well with your lesson objectives and provide information about what your students have learned. Overall, this course will help you to understand the principles of assessments, construct valid assessments of student learning, recognize the strengths and limitations of various assessment types, and learn about the legal and ethical implications in the use of assessment data. At the end of this course, you will be able to develop, administer, and score a range of sound formative and summative assessments that will help all your students learn. (2 units)

230A. Ethical Reflective Practicum in Secondary Schools I

This class is the first in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (2 units)

230B. Ethical Reflective Practicum in Secondary Schools II

This class is the second in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (4 units)

230C. Ethical Reflective Practicum in Secondary Schools III

This class is the third in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (6 units)

230D. Ethical Reflective Practicum in Secondary Schools IV

This class is the fourth in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs). (6 units)

304. Teaching Performance Assessment Assistance and Support

This course is designed to support multiple or single subject credential candidates on the preservice pathway in the successful completion of the California Commission on Teacher Credentialing Teaching Performance Assessment (TPA) requirement. This course may be taken multiple times for credit. (1 unit)

Bilingual Authorization Courses

246. Bilingual Seminar in TK-12 Education

This, designed only for those seeking the Bilingual Authorization through the In-Service pathway, course continues discussions about bilingual methods and foundations as well as begins to provide insights into the Latina/o language practices and culture. In-Service Bilingual Teacher candidates gather information about the role and place of both languages at their school site, gather evidence as to the cultural and historical context of the Latino community that they serve as well as sharpen their bilingual methodologies. (3 units)

247B. Latinx Language and Culture

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

248B. Bilingual Foundations in TK-12 Education

This course is designed to enable students to develop an awareness and understanding of foundational issues of Bilingual Education and bilingualism. Students learn about the legal and legislative foundations of bilingual education in the United States. Histories and policies that have shaped bilingual education in the US is also a focus of the course. Students learn to apply knowledge of cognitive effects of bilingualism and biliteracy to instructional plans. Tenets of bilingualism are reviewed, including the Common Underlying Proficiency construct to understand transferability of skills, understanding and strategies from primary to target language. Students develop skills to promote authentic parent participation to ensure parents are viewed as a critical resource toward ensuring strong bilingualism and biliteracy development. NOTE: course is taught in Spanish. (3 units)

249B Bilingual Methods in TK-12 Education

This course focuses on the methodology of instructing students in Spanish and English in K-12 settings. The course addresses issues related to content scaffolding, biliteracy development and assessment of emergent bilinguals. Focuses attention is given to first and second language development, including the interrelationship among reading, writing, speaking, and talking and the linguistic structure of both the English and Spanish language. Students also develop an understanding of the historical policies, program type and understanding of the diverse types of bilingual programs in the US. This course is required of all Bilingual MATTC candidates and must be taken concurrently with enrollment in ethical reflective practicum or a full-time teaching position in a bilingual Catholic school. (3 units)

Catholic Master of Arts in Teaching (CATMAT) & Excellence in Catholic Education Leadership (ExCEL) Courses

221ME Effective Teaching for Students with Disabilities

This course provides multiple and single subject teaching credential candidates with an introduction to creating positive and effective, inclusive, instructional environments for all learners, including students with disabilities. This course introduces the candidates to a range of strategies for learning about their students background knowledge, experiences, and interests and for identifying their academic, language, and social skill levels. Focused on the use of effective, inclusive teaching practices that enable all students to be successful, the course develops the candidates' ability to plan and implement flexible, standards-based instruction that will enable every student to learn every day. This course includes a study of types of disabilities according to IDEA 2004 and California rules and regulations, and criteria for identification for special education services, as well as an examination of the types of services provided in response to student needs. Candidates examine the population of students included for special education services, the continuum of services available, and different models of service delivery. (3 units)

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

This intensive five-day course orients credential candidates to the MATTC preliminary teaching credential program and to the teaching profession. Emphasis is placed on providing opportunities for candidates to learn and to practice the inquiry, thinking, and reflection skills that are the foundation for teachers' on going professional development throughout their careers. (2 units)

251E Catechesis

While most Catholic school teachers are receiving training in catechesis through their diocese, rarely is such training integrating with critical pieces of pedagogical, psychological, and social theories. The purpose of this course is to help Catholic school teachers approach the teaching of religion in a way that reflect and build upon their knowledge of classroom instruction, human and spiritual development, and theories of learning, so that teachers' efforts to inspire and inform students' faith can make a lasting impact. (3 units)

258E Elementary Classroom Management

This course will explore the importance of establishing a positive structured learning environment by developing a successful classroom management model that is consistent with the California Standards for the Teaching Profession. Topics will include, but not be limited to, the following: motivation, managing time and physical space, and establishing rules and routines. (3 units)

275E Ethics, Diversity, Reflection: Intro K-12

This intensive five-day course orients credential candidates to the MATTC preliminary teaching credential program and to the teaching profession. Emphasis is placed on providing opportunities for candidates to learn and to practice the inquiry, thinking, and reflection skills that are the foundation for teachers' ongoing professional development throughout their careers. (2 units)

283E Secondary Classroom Management

This course will explore the importance of establishing a positive structured learning environment by developing a successful classroom management model that is consistent with the California Standards for the Teaching Profession. Topics will include, but not be limited to, the following: motivation, managing time and physical space, and establishing rules and routines. (3 units)

290E Ignatian Pedagogy

Before more formal methods were used to generate and test the efficacy of instructional practices, members of the Society of Jesus and their acolytes crafted particular traditions of teaching—forged by centuries of classroom experience—that helped to inspire faith and reason in their students across the globe. The purpose of this course is to examine these traditions of teaching in light of current pedagogical and learning theories so that today's lay Catholic school teachers can better appreciate and apply them to their own professional practices. (3 units)

EDUC 295E Assessment of Student Learning in Private Schools

This course is designed to help you understand, integrate, and skillfully apply the principles of assessment. You will be taught how to develop assessments that align well your lesson objectives and provide information about what your students have learned. Overall, this course will help you to understand the principles of assessments, construct valid assessments of student learning, recognize the strengths and limitations of various assessment types, and learn about the legal and ethical implications in the use of assessment data. At the end of this course, you will be able to develop, administer, and score a range of sound formative and summative assessments that will help all your students learn. (3 units)

Educational Leadership Courses

360. Organizational Leadership: Leading Change and Culture

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

361. Instructional Leadership

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

363. Ethics, Law and Governance

The focus of this course is the examination of the issues of education, law, and morality and ways in which the law, by its very nature, cannot be separated from ethics and morality. Theories of law and of the relationship between education and other social and ethical values are reviewed. The ability of leaders to have a better understanding of the law and the politics associated with governance and the ability to assist people to work through moral dilemmas associated with the law are considered. Cross-cultural

communications, desegregation, and discrimination, credentialing laws, assignment authorization, schools as a political system also are examined. (3 units)

364. Leadership Field Lab- Using Data to Inform School Improvement and Promote Equity

This course is one of three leadership learning experiences centered on an approved and supervised embedded job experience based on The California Teacher Commission (CTC) California Administrator Performance Assessment (CalAPA) requirements for CYCLE #1. The focus of this field lab is the use of data to inform practice. Students will be guided in theories of data-informed practice and in developing an understanding of the equity issues facing schools and districts within California. Students will develop an equity-focused question to explore and will work with the field site or district to acquire the data necessary to explore and understand that issue in their local context. Having used data to identify an area of need regarding educational equity in their site or district, students will develop a plan for addressing that equity issue and leading change. This course is built around weekly reflections and skill building, data collection and analysis to inform school or organization improvement and promote equity. (3 units)

365. Human Resource Development

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

366. Community Leadership and Public Relations

Topics included in this course include the 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 are considered. Other topics include serving the community as a shared culture with shared norms and values; identifying symbols of group identity and the social cohesion associated with a well-functioning community partnership; and communication, power structure, school site councils, school boards, and other governing units. (3 units)

367. Leadership Field Lab: Facilitating Communities of Practice

This course is an application of course work to field work in collaboration between a school district and the University. Participation in significant experiences designed to facilitate the practical application of learning and knowledge, interaction with administrators, teachers, business people and others to experience situations or conditions including ethical and legal issues, supervision, counseling, instruction, management and needs of the individual. Supervised experiences and seminars in the application of the school administration including effective program design and implication. This course is the second of three leadership learning experiences centered on an approved and supervised embedded job experience based on The California Teacher Commission (CTC) California Administrator Performance Assessment (CalAPA) requirements for CYCLE #2. This course focuses on co-facilitating, collaborative professional learning within a community of practice for the purpose of improving teaching and student learning. (3 units)

368. Program Evaluation

Topics and activities in this course include gathering of comparative information and results through program evaluation; placement of results within the context for judgment, size, and worth; ways in which evaluation results can be made more credible through careful choice of the design including research and theories associated with a program; creating a systematic evaluation of a program and developing pragmatic steps to establish improvements; and the ability to read and interpret test scores. (3 units)

369. Action Research

The course focuses on a 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. Leadership Field Lab: Supporting Teacher Growth

This course is one of three leadership lab learning experiences centered on an approved and supervised embedded job experiences or field placement in educational or nonprofit leadership. The course is built around reflection and skill building, monthly seminars and culminates in a field project and candidate evaluation. The candidate develops skills in the full range of leadership and management skills for forming sustainable organizations that serve their intended communities. Leadership Cycle 3 focuses on coaching an individual teacher to strengthen teaching practices and improve student learning and/or well-being. Within the cycle of investigate, plan, act, and reflect, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation to collect CSTP-related evidence of practice, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and an equity-minded leader. The candidate engages in both learning from and serving the organizations community stakeholders. This lab extends and applies knowledge and skills developed in previous courses taken in during the degree program. (3 units)

371. Program Interventions and Evaluation

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

372. Communities, Schools & Critical Social Theory

This course examines the links between schools, community organizations, and the social structure—the social, economic and political factors that have shaped conditions in urban schools and communities. For instance, the socio-economic context of urban schools provides an important examination of the role of schooling in a stratified society and provides the theoretical grounding for the course. Critical Social Theories of race/ethnicity, class, gender, and culture will be utilized as frameworks through which to explore the development and current conditions of urban communities, schools, organizations, and society.

373. Using Data to Drive Organizational Change and Innovation

Leaders of all organizations are increasingly asked to identify and utilize data to shape planning, decision-making, and to inform leader's understanding of the organization, its impact, and to strategically plan for the future. Intrinsic to leading colleges and organizations is leading culture and change. In this course, students will explore how to frame questions, identify data, and to use that data to set goals and move programs, organizations, schools or colleges forward. This course will primarily serve students in higher education or other social enterprise organizations; Those in K-12 settings complete EDUC 364 instead.

374. Organizational Culture and Change

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)

375. Leading for Diversity, Equity and Inclusion

All organizations -- especially those in the educational and/or social impact areas need to examine and address issues of diversity, equity, and inclusion in their organizations. In this course, students will learn how to assess and address issues of diversity, equity and inclusion in schools, colleges, universities, and other organizations. The course will examine why creating a positive culture grounded in values of diversity, equity, and inclusion is of tremendous importance to organizations, teach students how to plan and conduct "equity audits" to assess organizational health related to this issue, to reflect on issues that are revealed, and develop strategies for addressing issues of diversity, equity and inclusion to improve organizational effectiveness.

376. Technology to Enhance Leadership

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

377. Technology to Enhance Leadership

378. Design Thinking for Leaders

379. Improving Post-Secondary Outcomes

In this course, we will learn about patterns of college and university enrollment, persistence, and graduation among different groups of students and in different kinds of institutions and explore effective efforts to improve patterns of retention and graduation among all students. Course is appropriate for K-12 and non-profit leaders engaged in designing efforts to prepare students for post-secondary education and higher education leaders' efforts to improve student retention and graduation rates at their institutions.

391. Educational Ethics

The course examines the roles educators play in the moral education of students, and the formation of ethical school communities and agencies. Educational ethics invites educators to consider the roles, stakeholders, issues, and methods useful for applied ethics in the schools. Discussion focuses on major ethical theories and principles Students develop a method for making ethical decisions involving administration, faculty, and student life, while considering realistic ethical problems. The course includes investigations into controversial ethical issues and dilemmas to prepare educators to critically think through potential situations that may arise with students, parents, administrators, and peers. (3 units)

411. Contemporary Issues in Higher Education

428. Financial Management

Financial Management is an introduction to resource allocation, management, and reporting in schools, churches and nonprofit institutions. The course focuses on the budget process, nonprofit and government accounting and finance, information technology, and property management. The course then considers school funding models, site planning, as well as reporting and other requirements. School business management is situated in the economics of the school enterprise, explores the role of innovation and entrepreneurship, and applies these concepts to the development of business models and plans. The

course is generally concerned with: the macroeconomics of schools in society; resource allocation, funding, and reporting; the microeconomics of school planning and management; the budget process; financial statements; government funding, controls, and accounting standards; nonprofit accounting standards and auditing; budget controls and financial reporting; innovation, disruption, and entrepreneurship; the business model and canvas; and the business plan. (3 units)

8

Affiliated Programs

Excellence in Catholic Education and Leadership (ExCEL)

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

Service through Teaching Community

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

Community

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

Spirituality

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

Technology in Education

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

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

Semilla Teacher Fellowships

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

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

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

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

The Jerry Smith Coaching for Life Leadership Academy

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

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

Professional Development Programs Risk Conference

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

Risk Conference

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

Innovations in Catholic Education

Academy for Blended Learning

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

Academy of Church Leadership

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

21st Century Leadership Initiative

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

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Campus Life

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

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

CAMPUS MINISTRY

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

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

What does Campus Ministry have to offer?

- **Worship:** Three Sunday liturgies in the Mission Church, daily noon Mass in the Mission, University celebrations, prayer services, and ecumenical (Christian) and interfaith services throughout the year.
- **Leadership opportunities:** Campus Ministry offers paid internships in the areas of Christian diversity, communications, faith formation, graduate students, interfaith ministry, liturgy, prayer, and retreats. The internships encourage students to develop their interest and skills in ministry.
- **Retreats:** Santa Clara students are offered a number of retreat experiences over the course of the academic year. Offerings include a silent retreat, Search retreats, an Ignatian retreat, and retreats for first-year students and seniors. Retreats are offered to persons of all faiths.
- **Reflection groups:** Campus Ministry runs the Christian Life Community program, which places students in small groups for weekly prayer and reflection. It also oversees interfaith dinner discussions, weekly Bible study, and Residential Learning Community (RLC) small groups.
- **Faith formation:** Campus Ministry offers several opportunities for students to learn, reflect, and grow in regard to their faith through Scripture reflection, forums and presentations, and Sacraments of Initiation.

- **Social justice awareness and action:** Campus Ministry provides students with a variety of opportunities to respond to the Gospel call to actively live out a faith that does justice. Some key focus areas include participation in the annual Ignatian Family Teach-in for Justice; simple meals, action, education, and reflection about current events.

Is Campus Ministry for everyone?

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

REGISTERED STUDENT ORGANIZATIONS

Counseling Psychology Graduate Student Association (GSA)

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

Education Graduate Student Association (SAGE)

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

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

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

CHARTERED STUDENT ORGANIZATIONS

KSCU

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

Multicultural Center (MCC)

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

STUDENT RESOURCES AND SERVICES

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

The Career Center

The Career Center provides students with a variety of services and resources to encourage self-discovery, provide a meaningful vocational journey, and educate for the continuous process of career and life development. Students explore their majors and career choices with counselors to reflect on attributes such as personality, skills, interests, and values, and learn to represent those attributes effectively on resumes, in cover letters, during interviews, and throughout the life of their careers. The Career Center offers a variety of programs and services each year, including career fairs, employer information sessions, classes and workshops on career strategies, resume writing and interview webinars, internship workshops, mock interviews, and appointments with career counselors. A critical piece of educating for life is on- and off-campus student employment positions, internships, cooperative education placements, and volunteer opportunities. Positions are posted through the Career Center's BroncoLink online job listing and are accessible to students via eCampus. The Career Center also disseminates information through its Web presence including Facebook, BroncoLink, and LinkedIn. For undergraduate students interested in pursuing graduate study, the Career Center offers a Resource Guide to Graduate School on its website.

COWELL HEALTH CENTER

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

Counseling and Psychological Services

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

Student Health Services

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

OFFICE OF ACCESSIBLE EDUCATION

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

INFORMATION RESOURCES

Information Technology

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

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

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

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

Media Services

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

University Library

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

The library's collections have grown to more than 927,763 volumes, including approximately 15,877 e-books, and subscriptions to more than 133,237 magazines, journals, and newspapers; over 1,500 are in electronic format.

Because the library is a depository for United States and California government documents, more than 600,000 government documents are available online, in print, or in other physical formats. Additionally, the library houses more than 900,000 microforms, hundreds of historical photographs, more than 5,000 maps, and over 20,000 audio/visual items.

INTERNATIONAL STUDENTS AND SCHOLARS

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

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

WRITING CENTER

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

OFFICE FOR MULTICULTURAL LEARNING

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

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

Student Conduct Code

STUDENT CONDUCT CODE

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

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

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

University Policies

STUDENT FREEDOM OF EXPRESSION

If there is a disagreement between a policy in the department and a policy in the school, the school policy applies. If there is a disagreement between a University policy and a school policy, the University policy applies. Freedom of expression at Santa Clara University implies the right of students to present ideas in the spirit of developing knowledge and pursuing truth. Examples of freedom of expression are debates, speeches, symposia, public posting of signs and handbills, petitioning, dissemination of printed matter, and the invitation of guest speakers to address the University community. The exercise of freedom of expression implies the freedom to associate with other members of the University community, to form registered student organizations, and to participate in activities sponsored by those organizations. The University shall not, without due cause, impair or abridge the right of exercise of freedom of expression beyond the regulation of time, place, and manner of that expression.

Copies of the full text of the Santa Clara University Student Freedom of Expression policy are available in the Office of Student Life, Benson Center, Room 205.

LIABILITY AND PROPERTY INSURANCE

Except by expressed arrangement with the University, the University's insurance does not cover students' liability or students' personal property. Students may wish to seek the services of their personal insurance agent to arrange for such coverage.

POLICY ON DISCRIMINATORY AND SEXUAL HARASSMENT

Nondiscrimination Policy

Santa Clara University prohibits discrimination on the basis of race, color, ethnicity, ancestry or national origin, religion or religious creed, age (over 40), sex, gender expression, gender identity, sexual orientation, marital status, registered domestic partner status, veteran or military status, physical or mental disability (including perceived disability), medical condition (including cancer related or genetic characteristic), pregnancy (includes childbirth, breastfeeding, and related medical conditions), or any other protected category as defined and to the extent protected by law in the administration of its educational policies, admissions policies, scholarships and loan programs, athletics, or employment-related policies, programs, and activities; or other University administered policies, programs, and activities. Additionally, it is the University's policy that there shall be no discrimination or retaliation against employees or students who raise issues of discrimination or potential discrimination or who participate in the investigation of such issues.

The Director of Equal Opportunity and Title IX coordinates and oversees the prompt response, impartial and thorough investigation, and equitable and timely resolution to all instances of discrimination and harassment, sexual harassment, and other forms sexual misconduct involving students, faculty, and staff. The Director also tracks incidents and trends involving sexual misconduct, and serves as the principal contact for

government and external inquiries regarding civil rights compliance and Title IX. Inquiries about this policy or to report an incident of discrimination, harassment, retaliation, or sexual misconduct should contact:

Belinda Guthrie
Director of Equal Opportunity and Title IX
Office of Equal Opportunity and Title IX
Santa Clara University
Loyola Hall, Suite 140
425 El Camino Real
Santa Clara, CA 95050
(408) 554-3043
www.scu.edu/title-ix/

Title IX of the Education Amendments of 1972

Title IX is a federal civil rights law that prohibits discrimination based on the sex or gender of students and employees in educational institutions that receive federal financial assistance. Title IX states that: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Title IX promotes equity in academics and athletics programs and activities and prohibits all forms of sex and gender-based discrimination, including sexual harassment and sexual violence.

Title IX also prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. Students may request adjustments and accommodations based on pregnancy needs or on a pregnancy-related complication for as long as the student’s doctor deems the accommodation to be medically necessary. Requests for pregnancy-related accommodations should be directed to Disabilities Resources at 408-554-4109 or to the Director of Equal Opportunity and Title IX, Loyola Hall, Suite 140, 408-551-3043.

Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADAAA)

Santa Clara University is committed to ensuring equal treatment and educational opportunity to students with disabilities, including those with learning disabilities, ADHD, chronic health conditions, traumatic brain injuries, hearing impairments, physical disabilities, psychological disorders, visual impairments, and other health impairments in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADAAA). Students with disabilities who are registered with the SCU Disabilities Resources (DR) office may be qualified to receive accommodations, auxiliary aids or services based on supporting documentation. To register with DR, contact the Director at (408) 554-4109 or disabilitiesresources@scu.edu.

Gender-Based Discrimination and Sexual Misconduct Policy

Santa Clara University is committed to providing an environment free of gender-based discrimination, including sexual harassment, sexual misconduct, sexual violence and assault, relationship (dating and domestic) violence, and stalking. The University provides resources and reporting options to students, faculty, and staff to address concerns related to gender-based discrimination and sexual misconduct prohibited by Title IX and University policy, and, through training and education, works to prevent its occurrence. The University seeks to provide a consistent, caring, and timely response when sexual and gender-based misconduct occurs within the University community. When the University becomes aware of allegations of sexual misconduct, it will take prompt and effective action. This action may include an initial assessment of safety and well-being, implementing interim remedies at no cost to the complainant for protection and support, discussing how the complainant wishes to proceed, initiating an investigation, and

identifying appropriate avenues for resolution. The University's response will be overseen by the Director of Equal Opportunity and Title IX.

The University's Gender-Based Discrimination and Sexual Misconduct Policy applies to all students, faculty, and staff, and includes any individual regularly or temporarily employed, studying, living, visiting, or serving in an official capacity at Santa Clara University (including volunteers and contractors). The policy applies to both on-campus and off-campus conduct and to online actions that have a potential or actual adverse impact on any member of the University community, or which substantially interferes with a person's ability to participate in University activities, or which could affect a substantial University interest or its educational mission. For more information about reporting, response, and adjudication, please see the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the Director of Equal Opportunity and Title IX, www.scu.edu/title-ix.

What Constitutes Consent

The University adheres to California's definition of affirmative consent for sexual activity. Affirmative consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity.

For consent to be valid, there must be a clear expression in *words* or *actions* that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar previous patterns that may be evidenced. The question of whether the responding party should have known of the reporting party's incapacity is an objective inquiry as to what a reasonable person, exercising sober judgment, would have known, in the same or similar circumstances.

Consent is not voluntary if forced or coerced. Force is the use of physical violence or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent. Coercion is *unreasonable* pressure for sexual activity. Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

A person cannot consent if they are unable to understand what is happening, asleep, or unconscious for any reason. A person violates this policy if they engage in sexual activity with someone they know to be, or should know to be, physically or mentally incapacitated. This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, or the consumption of incapacitating drug or alcohol. Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g. to understand the "who, what, when, where, why, or how" of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with (under the) influence, impairment, intoxication, inebriation, blackout, or being drunk. It is not an excuse that the responding party was intoxicated and, therefore, did not realize the incapacity of the reporting party.

Reporting Options

There are confidential and non-confidential reporting options available. Confidential Resources include on and off campus mental counselors, health service providers, local rape crisis counselors, domestic violence resources, and members of the clergy and chaplains. Confidential on-campus resources include CAPS, Cowell Center, 408-554-4501; Wellness Center, 862 Market Street, 408-554-4409; and members of the clergy or chaplains. Confidential means that what a reporting party shares will not be communicated with anyone else unless except in extreme cases of immediacy of threat or abuse of a minor.

Reporting to Law Enforcement

For immediate, emergency assistance or to report a crime of sexual violence, including sexual assault, domestic/intimate partner violence, and stalking students, contact the Santa Clara Police Department, dial 911, or contact Campus Safety Services at 408-554-4444.

Reporting to the University

To report an incident to the University, students may:

- Report directly to the Director of Equal Opportunity and Title IX
- Report online at <https://www.scu.edu/title-ix/reporting/>
- Report anonymously using EthicsPoint at www.scu.edu/hr/quick-links/ethicspoint/

Other campus reporting options: Students may report incidents and seek support from other University officials, including:

- The Office of Student Life,
- The Office of Residence Life (including Community Facilitators, Resident Directors, Assistant Resident Directors, Neighborhood Representatives, and Assistant Area Coordinators),
- Spirituality Facilitators,
- The Office of Housing,
- Athletics and Recreation,
- The Center for Student Leadership,
- The Drahmman Center,
- Disabilities Resources,
- The Career Center, and
- Campus Ministry.

These University resources are required to report incidents to the Director of Equal Opportunity and Title IX, who will oversee investigation and resolution process. At the time a report is made, a complainant does not have to decide whether or not to request or participate in an investigation or University resolution process.

DRUG FREE POLICIES

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

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

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

SMOKE-FREE CAMPUS

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

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

SEXUAL ASSAULT AND MISCONDUCT REPORTING PROTOCOL

Purpose Statement

Santa Clara University seeks to provide a consistent, caring, and timely response when sexual assaults occur within the University community. The University prohibits any nonconsensual physical contact of a sexual nature, including sexual assault and sexual misconduct. Sexual assault or misconduct can occur between people of different genders or of the same gender. (For definitions of sexual assault and sexual misconduct, see the “Definitions” section in this chapter.)

The following procedures were created to:

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

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

Campus Sexual Assault Victims’ Bill of Rights

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

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

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

Sexual Assault Reporting Protocol for Student Victims

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

Preserve Evidence

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

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

On- and Off-Campus Counseling Services

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

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

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

Physical Health

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

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

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

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

Campus Advocate and Academic and Living Accommodations

The Office of Student Life, located in Benson Center, Room 205, or at 408-554-4583, can assist you by informing you of (1) your rights, (2) on- and off-campus resources, (3) reporting options, and (4) your options through the University Judicial System. The on-campus resources include the Campus Advocate program. A campus advocate is a trained staff or faculty member who is available to support you through the University reporting process.

You can also choose to request assistance with academic and living accommodations. The person you meet with will also inform you about the law enforcement reporting process and your options regarding filing a criminal complaint. More detailed information about University and local resources are available through the Office of Student Life.

Reporting Options

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

Filing a Police Report

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

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

Filing a University Report

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

- **Campus Safety Services:** Call Campus Safety Services at 408-554-4444 to file a report involving another student, even if the assault occurred off campus. Campus Safety can also connect you to the appropriate police department to file a report.
- **Office of Student Life:** Call the Office of Student Life at 408-554-4583 (located in Benson Center, Room 205) to schedule an appointment or report to the office to request a same-day appointment. You may simply state that you want to meet with a Student Life staff member to discuss a “student welfare matter.” The Office of Student Life will introduce you to a Campus Advocate, if you agree to meet with one, who can support you through the campus reporting process, explain the resources available to you, including the University Judicial System, and if applicable, arrange for you to file a report with Campus Safety Services.

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

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

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

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

Mandated Reporters

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

Anonymous Reporting for Statistical Purposes

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

University Response to Sexual Assault and Sexual Misconduct

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

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

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

The use of alcohol or other drugs can blur the distinction between consensual and nonconsensual sexual activity. If the accused person knew or reasonably should have known that the victim was incapable of providing consent due to the use alcohol or another drug, the accused person is in violation. The accused person's use of alcohol or other drugs does not diminish his or her responsibility for committing the sexual misbehavior.

DEFINITIONS

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

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

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

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

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

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

COMPUTING RESOURCES POLICIES

The computing and other electronic resources at SCU are provided solely for the support of students and employees in the pursuit of their scholarly or required academic activities, and for conducting the business of the University. General guidelines for use of computing, communication, and electronic resources on campus are based upon principles of etiquette, fairness, and legality. In using these resources at SCU, community members are expected to be respectful of other individuals' ability to enjoy equal access to the resources, refrain from malicious or annoying behavior, and abide by state and national laws, including those related to intellectual property and copyright. More details are available in the University's Network and Communications Policies and Guidelines accessible at www.scu.edu/technology/policies-standards-procedures/network-and-communications-policies-and-guidelines/ or from Information Technology.

POLICY FOR WITHDRAWAL FOR HEALTH REASONS/EMERGENCIES

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

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

Students who withdraw under this policy are strongly encouraged to either purchase or continue purchasing the tuition insurance plan. See the Tuition Insurance Plan section in this chapter for more details about this plan.

The vice provost for student life or designee, in consultation with the appropriate mental and medical health professionals, Office of the Dean, and other staff as deemed necessary, is responsible for the implementation of this policy.

HEALTH WITHDRAWAL CATEGORIES

A. Health Withdrawal and Re-enrollment

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

B. Conditional Health Withdrawal and Re-enrollment

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

A conditional health withdrawal may apply to:

- Students who are deemed to be a danger to themselves or others. Danger to self or others is here defined to include, but not limited to, any danger of suicide, self-mutilation, accident, or assault which necessitates unusual measures to monitor, supervise, treat, protect, or restrain the student to ensure his/her safety and the safety of those around him/her.
- Students whose behavior is severely disruptive to others. Disruptive is here defined to include, but not limited to behavior that causes emotional, psychological, or physical distress to students, faculty, or staff above that normally experienced in daily life and/or impacts the integrity of the University's learning environment. Such disruption may be in the form of a single behavioral incident or somewhat less severe but persistent disruption over an extended period.
- Students (a) who refuse or are unable to cooperate with recommended assessment and/or treatment, and/or (b) whose behavior or physical condition suggests a disorder, such as an eating disorder, which is likely to deteriorate to the point of permanent disability, disfigurement, impairment, or dysfunction without such assessment and/or treatment. When standard assessment is impossible because of the student's resistance, indirect behavioral observations may constitute the basis for such judgment.

Advantages of a conditional health withdrawal:

- The time away from the University will allow the student to focus on his/her health condition without the additional responsibilities associated with being a student.
- The student can seek the most appropriate professional treatment and resources without the constraints imposed by remaining enrolled at the University.
- The student may be granted grades of "W" (withdrawn) in all enrolled classes, even if the normal deadline for a "W" has passed.

The student may be eligible for a tuition refund for the quarter less any applicable financial aid. A student who lives on campus may be eligible for a room and board refund based upon the date the student officially checks out of the on-campus residence in accordance with Residence Life and Housing procedures. See the Tuition Refund section in this chapter for more details.

Re-enrollment procedure

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

- The student's readiness to return to the academic and co-curricular demands of University life
- The student's readiness to live in the on-campus residential community
- Ongoing treatment, academic accommodations or testing needs
- Any conditions or restrictions that the University should impose

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

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

A. Involuntary Health Withdrawal and Re-enrollment

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

1. The vice provost for student life or designee will:

- Consult, as may be appropriate and feasible, with representatives from the Office of Student Life, Counseling and Psychological Services and Cowell Health Center, Residence Life, the Drahnman Advising Center, Office of the Dean, the student's professors, and other individuals or departments.
- Seek, if appropriate and feasible, the cooperation and involvement of parents or guardians of the student. The decision to notify a student's family members will be weighed carefully against the student's privacy rights. The student's parents or guardians may be contacted without the expressed consent of the student if it is perceived necessary to protect the welfare of the student or other individuals.
- Review, if feasible, with the student the reasons why an involuntary health withdrawal is being considered, provide an opportunity for the student to respond to the reasoning, and assert his/her reasons as to why withdrawing is not necessary and/or appropriate

2. In the event that the student is incapable of responding on his/her own behalf due to his/her condition or if the student is choosing not to respond to inquiries or directives of the University, the University reserves the right to withdraw the student without the voluntary consent of the student or the parent or guardian. The terms of the withdrawal may include denying the student permission to be on property owned or controlled by the University.

3. The student will receive written notice of the final decision, including the conditions for re-enrollment, if the student is withdrawn.

4. The student may be granted grades of "W" (withdrawn) in all enrolled classes, even if the normal deadline for a "W" has passed.

5. The student may be eligible for a tuition refund for the academic term less any applicable financial aid. If the student lives in University housing, the student will be eligible for a room and board refund based upon the date s/he officially checks out of the on-campus residence in accordance with Residence Life and Housing procedures. See the Tuition Refund section this chapter for more details.

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

Appeal Process

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

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

Re-enrollment Procedure

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

B. Interim Emergency Health Restriction

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

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

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

Re-enrollment Procedure

A student who is withdrawn from the University under this policy after being placed on interim emergency health restriction may be considered for re-enrollment by following the same re-enrollment procedure specified in item B.

TUITION REFUND

Students who are placed on conditional health withdrawal or involuntary health withdrawal are eligible to receive only one tuition refund under the Policy for Withdrawal for Health Reasons during their academic tenure at the University. Any student who receives a tuition refund under this policy must meet re-enrollment conditions before the student will be permitted to return to the University.

TUITION INSURANCE PLAN

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

NONDISCRIMINATION POLICY

Santa Clara University prohibits discrimination and harassment on the basis of 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 the Office of EEO and Title IX.

Academic Accreditations

UNIVERSITY ACCREDITATION

Western Association of Schools and Colleges (WASC)
Senior College and University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
510-748-9001

SPECIALIZED ACADEMIC ACCREDITATIONS

American Association of Museums

ABET Inc.

American Bar Association

American Chemical Society

Association of American Law Schools

Association of Theological Schools

Association to Advance Collegiate Schools of Business–Accounting

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John M. Ottoboni, J.D.	<i>General Counsel and Chief Operating Officer</i>
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Dennis C. Smolarski, S.J.	<i>Director of Campus Ministry</i>

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Professor of Counseling Psychology

A.B. 1964, Colby College; M.A. 1967, Northwestern University; Ph.D. 1970, University of Waterloo

SHAUNA SHAPIRO (2003)

Professor of Counseling Psychology

B.A. 1996, Duke University; Ph.D. 2002, University of Arizona

KATHLEEN STOEHR (2015)

Associate Professor of Education

B.S. 1980 San Diego State University; M.B.A. 1998, Pace University; M.S. 1999, Dominican University; Ph.D. 2014, University of Arizona

KATHY SUN (2015)

Assistant Professor of Education

B.A. 2000, Ph.D. 2015, Stanford University

SHERRY WANG (2015)

Associate Professor of Counseling Psychology

B.A. 2006, Smith College; M.A. 2008, Ph.D. 2013, University of Nebraska-Lincoln

CARY WATSON (2003)

Senior Lecturer

B.A. 1993, Duke University; M.A. 1998, Santa Clara University; 2005, Ph.D. Stanford University

SABRINA ZIRKEL

Professor of Education Dean

B.A. 1986, University of California, Berkeley; Ph.D. 1991, University of Michigan

Counseling Psychology Review (CPR) Form

After completing 18 units, or as needed, students will be reviewed by faculty with respect to the appropriateness of their conduct to the program and the profession. For students of concern, this document will become part of the student's record.

Student's Name

Date

All relevant problematic behaviors should be indicated with a check mark. After this list, it is imperative to note evidence for each of the problematic behaviors indicated.

Behaviors that disrupt or interfere with learning:

- Does not appear to learn, understand, or be receptive to information relevant to the practice of psychotherapy
- Does not appropriately benefit from or integrate feedback from faculty or peers
- Displays inappropriate or disruptive behavior in class
- Is unprepared for class
 - Consistently has not read assignments
 - Is consistently not prepared to engage actively with the material in class
- Engages consistently in inappropriate use of electronic devices in class
- Consistently comes late to class despite feedback from professor
- Has come to class under the influence of alcohol or other substance
- Consistently distracted or not paying attention in class
- Unable to cooperate on group assignments with other students
- Is unwilling to explore personal strengths and weaknesses
- Is unwilling to engage in self-reflection or self-criticism
- Other: Please specify _____

Disruptive or inappropriate interpersonal behaviors:

- Expresses disrespect for people with psychological difficulties
- Displays insensitivity to culture, gender, ethnicity, sexual orientation, or other important aspects of identity
- Does not demonstrate appropriate respect for
 - Instructors
 - Other students
 - Clients
 - Administrative Staff
 - Guest speakers
 - Supervisors
- Does not appropriately observe his or her impact on others
- Does not register disagreement in a respectful way
- Discloses personal information in inappropriate ways
- Does not demonstrate the emotional self-regulation required of counselors
- Other: Please specify _____

Behaviors that violate professional ethical standards:

_____ Does not demonstrate responsiveness to the ethical codes of the profession

_____ Does not demonstrate awareness of and sensitivity to ethical issues

_____ Does not keep classroom confidentiality

_____ Personal behavior is not consistent with professional/ethical guidelines

_____ Other: Please specify _____

Behaviors that violate expectations of professionalism:

_____ Does not demonstrate appropriate grooming or personal cleanliness

_____ Does not demonstrate appropriate professional dress

_____ Does not make appropriate eye contact during conversations

_____ Does not demonstrate the ability to engage/be present to conversation

_____ Does not appear to follow conversation without being distracted

_____ Does not appropriately regulate emotions in a way that allows for engagement in professional conversations

_____ Other: Please specify _____

Please describe evidence in detail regarding the behavior(s) noted above:

(Please use additional paper if needed.)

Please sign to indicate receipt of this document:

Student

Date

Faculty Member

Date

Education Professional Review (EPR) Form

As needed, MATTC credential candidates will be reviewed by faculty with respect to the appropriateness of their conduct to the program and the profession. For candidates of concern, this document will become part of the candidate's record maintained by the School of Education and Counseling Psychology Student Services and Assessment.

Candidate's Name

Date

All relevant problematic behaviors should be indicated with a check mark. For each indicated item on this list, it is imperative to note evidence for each of the problematic behaviors indicated.

Behaviors that disrupt or interfere with learning in the classroom and/or in the field:

- _____ Does not appear to learn, understand, or be receptive to information relevant to the practice of education
- _____ Does not appear to benefit from or integrate feedback from faculty or peers
- _____ Displays unacceptable or disruptive behavior in class
- _____ Is unprepared for class
- _____ Consistently has not completed required assignments/lesson plans, and/or unit plans
- _____ Is consistently not prepared to engage actively with the material in class
- _____ Engages consistently in inappropriate use of electronic devices in class
- _____ Consistently comes late to class and/or field placement despite feedback from instructor and/or master teacher
- _____ Frequently is absent in class and/or in the field placement
- _____ Has come to class under the influence of alcohol or other substance
- _____ Consistently distracted or not paying attention in class
- _____ Unable to cooperate on group assignments with other students
- _____ Is unwilling to explore personal strengths and weaknesses
- _____ Is unwilling to engage in self-reflection or self-criticism
- _____ Other: Please specify _____

Disruptive or inappropriate interpersonal behaviors:

- _____ Expresses disrespect for people with disabilities
- _____ Displays insensitivity to culture, gender, ethnicity, sexual orientation, or other important aspects of identity
- _____ Does not demonstrate appropriate respect for
- _____ Faculty
- _____ Fellow students
- _____ Students and placement site
- _____ Master Teachers
- _____ Administrative Staff
- _____ Guest speakers
- _____ Field Supervisors
- _____ Does not appropriately observe or recognize his or her impact on others
- _____ Does not communicate disagreement in a respectful way
- _____ Discloses personal information in inappropriate ways
- _____ Does not demonstrate the emotional self-regulation required of educators
- _____ Other: Please specify _____

Behaviors that violate professional ethical standards:

- Personal behavior is not consistent with professional/ethical guidelines as outlined in the California Teachers Association Code of Ethics.
- Does not demonstrate awareness of and sensitivity to ethical issues encountered in coursework or in their fieldwork.
- Does not keep classroom confidentiality
- Other: Please specify _____

Behaviors that violate expectations of professionalism:

- Does not demonstrate appropriate grooming or personal cleanliness
- Does not demonstrate appropriate professional dress
- Does not demonstrate the ability to engage in conversation
- Does not appropriately regulate emotions in a way that allows for engagement in professional conversations
- Other: Please specify _____

Please describe evidence in detail regarding the behavior(s) noted above:

(Please use additional paper if needed.)

Please sign to indicate receipt of this document:

Candidate Date

Faculty Member Date

Coordinator of Field Experience Initial _____ Date _____

MATTC Program Director Initial _____ Date _____

Department of Education Chair Initial _____ Date _____



