



SANTA CLARA UNIVERSITY  
SCHOOL OF EDUCATION &  
COUNSELING PSYCHOLOGY

**Department of Counseling Psychology**

**Student Handbook**

*Academic Year 2025-2026*

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## ***Welcome to the Santa Clara University Counseling Psychology Department!***

As a CPSY student, you will soon join the ranks of thousands of SCU Counseling Psychology alumni—professionals in the broad world of mental health who received their education in our program. Before you get there, you have many courses to take, fellow students to meet, professors to learn from and hopefully lots of self-reflection and discovery ahead. We hope that this Student Handbook will answer many of your questions and help you along the way.

The Student Handbook, published annually, is a valuable resource for all CPSY students. This handbook should be read, along with the Santa Clara University Education and Counseling Psychology Graduate Bulletin. All official SCU documents (e.g., the [ECP Graduate Bulletin](#), [SCU Student Policies](#)) supersede this document.

The Handbook includes information regarding degree programs, course requirements and descriptions, tracks, emphases, licensing, academic expectations and requirements, and more. Students are encouraged to familiarize themselves with the contents of the Handbook, as it outlines the policies and procedures of the Department as well as important information for successful completion of the program. Keep a bookmark to this document on your computer or device, as you will want to reference it easily throughout your time at SCU!

Several additional resources, listed below, address in more detail frequently asked questions and concerns that arise for students as they progress through the CPSY program:

### **SCU Counseling Psychology Website**

<https://www.scu.edu/ecp/programs/counseling-psychology/>

### **Counseling Psychology Update (CPU)**

This is the newsletter for CPSY students. Published quarterly, it contains up-to-date information about registration, department events, notes from faculty and staff, and other news. The CPU is sent out to students by e-mail on students' SCU E-mail account.

For further information on clinical experience and licensing, visit:

**Board of Behavioral Sciences (BBS) Website:** [www.bbs.ca.gov](http://www.bbs.ca.gov)

**California Association of Marriage and Family Therapists Website:** [www.camft.org](http://www.camft.org)

**California Association of Licensed Professional Clinical Counselors Website:** <http://calpcc.org/>

### **Graduate Student Association (GSA)**

The GSA is your access to student events. In conjunction with the Office of Student Services, the GSA puts on both social and professional events throughout the year that greatly enrich our program and your experience. Active GSA participation offers an opportunity to have a greater say in on-campus GSA events, including guest speakers, student socials, and other GSA activities. Annual events include a distinguished speaker in the field, socials, a graduation gala, visits from BBS representatives and alumni to discuss licensing, and more. The GSA officers can be reached at [cpsygsa@scu.edu](mailto:cpsygsa@scu.edu).

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# I. CPSY Mission Statement and History

## Vision

We aspire to uphold the values of diversity, academic excellence, and compassionate service to provide the highest quality education for the next generation of clinicians and community leaders.

We envision a region and world where everyone has access to an inspiring education and the psychological tools and support to propel them toward flourishing lives of meaning, purpose, and connection.

## Mission

To prepare socially responsive and culturally sensitive practitioners and professionals to meet the mental health needs of our diverse communities.

## Values

**We Value Excellent Teaching.** We hold high standards for our students and provide them with the support to meet those standards. We design and facilitate dynamic learning environments where students engage in writing, discussion, and reflection for deep transformative learning. We create and implement innovative ways of teaching into our learning environments. We engage in activities that enable us to learn from each other and encourage ongoing professional development related to pedagogy.

**We Value Clinical Training.** We are dedicated to cultivating exceptional clinicians and mental health professionals who are prepared to meet the diverse needs of individuals and communities. We empower students to deeply engage with both clinical theory and practice through our rigorous clinical training that integrates research and clinical expertise. We prioritize continuous professional clinical engagement.

**We Value Social Science Methods.** We engage in high-quality research and actively contribute to our field. We teach students how to understand and interpret social science research and incorporate the most up-to-date science into our courses. We encourage faculty to engage in meaningful and impactful research and provide the necessary supports so everyone can be successful in their research endeavors.

**We Value Student Mentorship.** We treat students with respect. We partner with students on scholarly projects. We provide individualized mentorship to cultivate the holistic student. We help students develop a mentor network that supports them in their endeavors. We help students translate their academic interests into a sustainable and fulfilling life.

**We Value Public Engagement.** We use our research and expertise to actively participate in community conversation and activities. We encourage scholarship that occurs outside academic conferences and journals. We develop students' abilities to apply disciplinary knowledge and research to community settings. We cultivate collaborations with community partners.

**We Value Equity and Justice.** We support efforts that strive to make our communities more equitable and just spaces. We host community events that engage with the topics of equity and justice. We create curriculum that encourages students to examine the world through an equity and justice lens. We engage in ongoing professional development around issues of equity and justice.

**We Value Historically Marginalized Voices.** We include voices from historically marginalized communities in our research, curriculum, course readings, and course activities. We create learning spaces that respect the contributions of individuals from marginalized communities. We create learning environments that examine how different systems of oppression intersect to influence individuals' experiences and work to guide students to develop their own voice.

**We Value the Whole Person.** We honor the whole person by respecting each person's unique experiences, strengths, and aspirations. We foster the holistic development of the individual by nurturing the interconnected dimensions of the personal and professional. Through mentorship, community-building, and self-reflection, we empower individuals to achieve their personal and professional goals and find ways to meaningfully contribute to their communities and the world.

## **Goals**

Across programs we have developed 5 learning goals that we aim to meet for all students. We believe these provide the foundation educational knowledge needed for the field.

Goal 1: Students will learn a variety of psychological theories and demonstrate competence in the differential application of these theories, based on clinical context.

Goal 2: Students will learn a wide range of psychological skills and demonstrate competence in the differential application of these skills based on clinical context.

Goal 3: Students will achieve greater self-awareness and integration of affect, behavior, and cognition essential to one's professional identity as a counselor by analyzing their personal history, psychological make-up and modes of intrapersonal and interpersonal functioning

Goal 4: Students will understand the impact of diversity and multicultural considerations, including but not limited to issues of race, gender, socio-economic status, religion, culture, age, disability status, and sexual orientation, on the therapeutic relationship and treatment.

Goal 5: Students will demonstrate competence in core professional areas related to law, ethics, and counseling practice.

## **History**

Since 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 program a prominent place in Northern California as the pre-eminent master's level institution for the formation of licensed psychotherapists. The architecture of our

curriculum is built upon Core and Required Courses with an extraordinary array of advanced elective course options.

The faculty represents a breadth of theoretical orientations and clinical experience. Our focus in classes is on a 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, it is our mission to help students master theoretical knowledge and counseling/clinical skills related to performing therapy in individual, group, couples, and family sessions. Students may choose to focus their elective courses in one of five emphases: Child and Adolescent Mental Health, Alternative and Correctional Psychology, Health Psychology, Latinx Counseling, or LGBTQ+ Counseling. Alternatively, students may pursue a variety of elective options to cultivate particular theoretical/applied areas in greater depth: psychodynamic, cognitive-behavioral, emotion-focused, person-centered, family systems, existential, mindfulness, hypnotherapy, etc.

Our curriculum is scheduled on the quarter system, with courses offered in the Fall, Winter, Spring, and Summer quarters. (Summer enrollment is optional but typical for our students—see the Course Planning section of the Handbook for more detail. Summers often have different sessions available – please see registration information for dates of different summer sessions).

#### Degree Programs:

- 90-unit M.A. in Counseling Psychology  
*This program is fully compliant with California state requirements for MFT or LPCC licensure. As of September 2012, all such programs in California are mandated as 90 quarter units (or 60 semester units).*
- 45-unit M.A. in Counseling
- 45-unit M.A. in Applied Psychology

## II. Degree Programs

### Master of Arts in Counseling Psychology (90 units)

The M.A. in Counseling Psychology provides an intensive 90-unit graduate program for the majority of our CPSY students, and has four tracks (each may also include an emphasis):

- MFT
- LPCC
- Combined MFT/LPCC
- Self-Designed (NOT licensure-track)

#### **MFT (Marriage and Family Therapist) Track**

The MFT Track is based on California state regulations, guidelines suggested by the American Association for Marriage and Family Therapy, the California Association of Marriage and Family Therapists, and curriculum approval by the California Board of Behavioral Sciences. Those choosing this track are qualified to sit for a MFT license exam after completing coursework, practicum, and supervised clinical hours in the state of California.

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 state other than California are strongly advised to consult with the home (or intended) state governing board to understand local regulations, restrictions, and requirements.

#### **LPCC (Licensed Professional Clinical Counselor) Track**

The LPCC Track is based on California state regulations, guidelines from the California Coalition for Counselor Licensure, and curriculum approval by the California Board of Behavioral Sciences. Those choosing this track are qualified to sit for a LPCC license exam after completing coursework, practicum, and supervised 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 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.

#### *MFT vs. LPCC?*

Santa Clara University programs for both MFT and LPCC training have been approved by the California Board of Behavioral Sciences. Both degree tracks will prepare you for a master’s-level license to practice as a psychotherapist. Which track is right for you will depend on your professional interests and your plans for your future.



Both licensure track programs require 3000 hours of supervised clinical training prior to licensure. One important difference between the MFT and LPCC training requirements in the state of California is that in current regulations, the MFT track allows students to acquire a significant number of the required 3000 supervised clinical training hours during their practicum year. For the LPCC track, all 3000 hours must all be accrued *after graduation*. Hours during a post-master's associateship can count for both licenses.

Portability is often considered the primary advantage of a LPCC track. Portability 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. In general, with an MFT degree, our students have found it easier to complete their MFT license in California and transfer their license to a new state. Pre-licensure, it is easier to transfer the LPCC degree to a new state than an MFT degree. Post-licensure, the process is similar for either degree.

Another important difference between the MFT and LPCC degree requirements involves the required coursework (see the [required courses](#) for both degree programs for details). Generally, the MFT track includes more courses that focus on relationship issues and development (e.g. working with children, families, and couples); the LPCC track includes more courses that focus on individual adult needs (e.g. career counseling, substance use, and addiction). Both degree tracks will prepare you to work in most clinical or mental health settings—e.g. community agencies, hospitals/residential treatment centers, or private practice.

### **Combined MFT/LPCC Track**

The Combined (“Joint”) MFT/LPCC Track is available for students who wish to apply for both licenses. The combined track program can be completed within 90-units; adding an emphasis will require 93-96 units depending on the emphasis. Most students will not pursue licensure as both an MFT and LPCC so at some point a decision to become licensed in one area is made, hence why this is not always recommended to students. 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 review the courses required for the combined track (vs. single track) and to discuss with a faculty advisor.

### **Self-Designed Track**

The Self-Designed track option is available for individuals who desire more extensive training and experience than the 45-unit M.A. in Counseling or Applied Psychology offers. Like the 45-unit degrees (see below), this track *does not lead to licensure*.

## **Master of Arts in Counseling (45 units) or Master of Arts in Applied Psychology (45 units)**

Our 45-unit degree programs primarily serve three groups of students: Those who are already in a position in a field that rewards advanced training, those who seek general counseling training for working in a direct service setting (but not psychotherapy), and those who are using the M.A. as a

stepping-stone for doctoral studies. Either of our 45-unit programs may include one of the department's emphasis programs.

The M.A. in Counseling is designed to lead to a career in a range of human service fields. Graduates use this degree to advance in their current field, or work in a variety of direct service work—e.g. human resource, educational or college counseling, nonprofit, health education, religious settings, or youth development. The 45-unit M.A. in Counseling degree **does not** meet the requirements to sit for a MFT or LPCC license in any state.

The M.A. in Applied Psychology is designed to serve students who seek academic preparation in work areas such as program development in community-based organizations, or as preparation for applying to graduate level doctoral work in any branch of psychology. The 45-unit M.A. in Applied Psychology degree **does not** meet the requirements to sit for a MFT or LPCC license, in any state.

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

Either degree 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 coursework with research opportunities during the CPSY program.

### III. Emphasis Programs

We offer five optional emphasis programs, which function like minors within a Counseling Psychology major. Emphases are *optional* concentrations. Students not electing an emphasis may choose from a variety of advanced electives to expand their knowledge in various areas or take individual emphasis courses as electives. All emphases are available to students in both 45-unit master's programs as well as all 90-unit licensure-track MFT and LPCC programs.

#### Alternative and Correctional Psychology

Bryan Nguyen (Coordinator)  
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The Alternative and Correctional Psychology Emphasis is a professional training program for counselors choosing to work with system-impacted individuals, youth, and families, within mental health or social service settings, school programs, community agencies, the juvenile justice system, and criminal justice system. Those enrolling in the Alternative and Correctional Emphasis courses must be able to pass a law enforcement background check due to security clearance for required field trips.

Courses for the Correctional Emphasis include:

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

## **Health Psychology**

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The emphasis in Health Psychology offers a concentration in coursework within any of the 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 clinicians. The health emphasis focuses on applications of psychology to issues of wellness, 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 chronically-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. 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.

Courses for the Health Emphasis include:

- CPSY 380: Positive Psychology and Health
- CPSY 381: Health Psychology: Theory and Practice
- CPSY 385: Stress and Stress Management

## **Latinx Counseling**

Lucila Ramos-Sanchez (Coordinator)  
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The Latinx Counseling Emphasis, one of only three programs in the United States, offers a concentration and focus on counseling the growing Latinx population. Graduates with this training, particularly those who are bilingual, are in great demand at most agencies and private settings. The program focuses on applications of psychology relevant to issues of culture, ethnicity, acculturation, and assimilation. Implications of counseling within a Latinx family system and issues of language are explored. Coursework concentrates on the development of knowledge and practical skills in the following areas: reaching clients from this normally underserved population, developing rapport with clients from these cultures, intervening in culturally sensitive and appropriate ways, and counseling at various times throughout the life cycle. Some of the classes will stress the importance of language and one class is instructed substantially in Spanish.

Courses for the Latinx Counseling Emphasis include:

- 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 (taught in Spanish; optional for non-Spanish speakers)

## **LGBTQ+ Counseling**

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The LGBTQ+ Counseling Emphasis provides training to serve the expansive LGBTQ+ population. Coursework focuses on the application of clinical practice relevant to issues of gender, diversity in sexual identity and expression, race and oppression, discrimination, acculturation and assimilation. 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 the LGBTQ+ community; early development of LGBTQ+ persons; homophobia and its many faces; the coming out process; relationships with parents and families of LGBTQ+ people; issues of support and socialization; the dynamics of LGBTQ+ 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 community; available resources; and research opportunities.

Courses for the LGBTQ+ Emphasis include:

CPSY 213: Foundations of LGBTQ+ Psychology

CPSY 230: Psychotherapy with Lesbian, Gay, Bisexual, and Sexually Expansive Clients

CPSY 332: Psychotherapy with Transgender and Gender-Diverse Clients

## **Child and Adolescent Mental Health**

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A strong need exists to serve the mental health and developmental needs of children and adolescents in our region and beyond. The Child and Adolescent Mental Health (CAMH) counseling emphasis trains mental health professionals to develop greater proficiency in supporting children, teens, young adults, and their caregivers. CAMH coursework will focus on: issues in early intervention and infancy; issues in school-based settings; developmentally-appropriate interventions; evidence-based approaches to working with children and youth; parent/caregiver-training and family therapy; and much more.

Required courses for the CAMH emphasis include:

CPSY 326: Early Childhood/Infant Mental Health.

CPSY 327: Working with Parents in Child & Adolescent Therapy

CPSY 329: School-Based Mental Health: Theory & Practice

CPSY 266: Counseling the Adolescent

## IV. Degree Requirements

### Core Classes

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 (45 or 90 units).

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

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

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

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

Core courses (18 units) plus:

CPSY 211: Human Sexuality  
CPSY 212: Psychology of Relationships  
CPSY 214: Evidence-Based Approaches to Psychotherapy  
CPSY 219: Psychology of Group Counseling  
CPSY 221: Lab Group for 219 (1.5 units)  
CPSY 227: Counseling Process and Skills  
CPSY 291: Counseling for Grief, Loss, and Trauma  
CPSY 311: Psychology of Marriage and Couples Counseling  
CPSY 315: Family Therapy  
CPSY 317: Therapeutic Interventions with Children  
CPSY 318: Clinical Assessment I: Diagnosis  
CPSY 319: Clinical Assessment: Testing  
CPSY 320: Substance Use and Addictions: Assessment & Treatment  
CPSY 323: Psychopharmacology  
CPSY 328: Clinical Assessment II: Issues in Child Diagnosis  
CPSY 333: Counseling Practicum: MFT (3 consecutive quarters)

#### Plus 19.5 Elective Units

[Emphasis courses](#) (usually 9 units) are applied towards the 19.5 Elective units.

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

Core courses (18 units) plus:

- CPSY 211: Human Sexuality
- CPSY 212: Psychology of Relationships
- CPSY 214: Evidence-Based Approaches to Psychotherapy
- CPSY 219: Psychology of Group Counseling
- CPSY 221: Lab Group for 219 (1.5 units)
- CPSY 227: Counseling Process and Skills
- CPSY 276: Professional Orientation, Ethics, and Law (1.5 units)
- CPSY 291: Counseling for Grief, Loss, and Trauma
- CPSY 300: Career Development and Life Planning
- CPSY 302: Formal and Informal Assessment in Career Development
- CPSY 308: Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
- CPSY 318: Clinical Assessment I: Diagnosis
- CPSY 319: Clinical Assessment: Testing
- CPSY 320: Substance Use and Addictions: Assessment & Treatment
- CPSY 321: Dual Diagnosis: Assessment and Treatment (1.5 units)
- CPSY 323: Psychopharmacology
- CPSY 324: Biological Bases of Behavior
- CPSY 328: Clinical Assessment II: Issues in Child Diagnosis
- CPSY 361: Special Topics in Multicultural Psychotherapy (1.5 units)
- CPSY 333: Counseling Practicum: LPCC (3 consecutive quarters)

### **Plus 15 Elective Units**

[Emphasis courses](#) (usually 9 units) are applied towards the 15 Elective units.

## **M.A. in Counseling Psychology (Combined MFT/LPCC Track, 90+ units)**

Core courses (18 units) plus:

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

CPSY 321: Dual Diagnosis: Assessment and Treatment (1.5 units)  
CPSY 323: Psychopharmacology  
CPSY 324: Biological Bases of Behavior  
CPSY 328: Clinical Assessment II: Issues in Child Diagnosis  
CPSY 361: Special Topics in Multicultural Psychotherapy (1.5 units)  
CPSY 333: Counseling Practicum: MFT/LPCC (3 consecutive quarters)

**Plus 6 Elective Units**

[Emphasis courses](#) (usually 9 units) are applied towards the 6 Elective units.

## **M.A in Counseling (Non-Licensure Track, 45 units)**

Core courses (18 units) plus:

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

**Plus 15 Elective Units**

[Emphasis courses](#) (usually 9 units) are applied towards the 15 Elective units.

## **M.A. in Applied Psychology (Non-Licensure Track, 45 units)**

Core courses (18 units) plus:

CPSY 331: Field Experience

**Plus 24 Elective Units**

[Emphasis courses](#) (usually 9 units) are applied towards the 24 Elective units.

# **V. Declaring and Changing Tracks, Emphases, and Degrees**

## **Declaration or Change of Emphasis**

The emphasis programs are optional specialties available to students. If you are interested in declaring an emphasis, you should do so **as early as possible** in the program. Because emphasis courses are not offered every quarter (and some are only offered once a year), you should declare as soon as possible to complete the emphasis coursework in time for graduation. Declaring an emphasis (and seeing it listed on Workday) will give you early registration priority for emphasis courses. All emphasis courses are open to non-emphasis students, but they are only able to add/register for those courses during Open Enrollment, which occurs *after* all registration appointments are finished. Declaring an emphasis or **changing** your emphasis, including changing from one emphasis to “No Emphasis,” all require completion of the [Change of Academic Plan or Program form](#), but do not require any advisor signatures.

### “No Emphasis” Status

At the beginning of matriculation, no student transcript reflects an emphasis. An emphasis only becomes a part of the official transcript when the student formally declares it. If a student does not declare an emphasis, there is nothing noted on the transcript; to repeat, if a student opts for the No Emphasis option, they need do nothing further.

## **Change of Track**

A student in the 90-unit MA in Counseling Psychology program can be either MFT Track, LPCC Track, or Combined MFT/LPCC Track. Students may change tracks within their degree program at any time in the program up to the time when the petition to graduate form is filed. At that point, no changes can be made to one's program. It is important to note that a change of track will require meeting all requirements in the new track. Changing track requires you to complete the [Change of Academic Plan or Program form](#).

## **Changing Degrees/Programs**

*From 90-units to 45-units:* After starting the program, you may change your degree from a 90-unit track to one of the 45-unit degrees after discussion with your advisor. You will need to complete a change of [Academic Plan Form](#), which will require signatures from your advisor and the department chair. Note that changing your degree has several implications:

- You become obligated to the terms of matriculation for the year that you change your degree, not for the year you entered the program;
- If you later decide, as a matriculated student, to return to the 90-unit degree program, you will have to re-apply to the MA in Counseling Psychology degree program.

All program changes require signatures from your advisor and Department Chair, using the [Change of Academic Plan or Program form](#).

*From 45-units to 90-units:* Upon starting the program, if you decide to change your degree from the 45-unit master's to a 90-unit, you will be required to meet with your advisor and apply for the change in degree upon approval from the CPSY faculty. As a 45-unit student, you may only be considered for the 90-unit degree program once you have completed 18 units of coursework and have a 3.0 or higher cumulative GPA in the program. The application process includes a recommendation from 1 professor in the program and a new personal statement (2 pg. max) explaining updated goals and reasons for wanting to switch to the 90-unit program. Submit all documents to the admissions coordinator, Shauna Shapiro ([slshapiro@scu.edu](mailto:slshapiro@scu.edu)). If you are accepted, your courses will transfer in total to the new degree. If you are not accepted, there is no change in your courses completed or matriculation status.

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



## **VI. Classroom Policies and Requirements**

### **Attendance**

Students are expected to attend all class meetings. Each class session is important and required. The program does not distinguish between excused and unexcused absences. To earn credit to complete courses, you must attend each class session. In cases of unforeseen, unavoidable absence (such as illness or religious holiday conflicts), students should contact the instructor as soon as possible.

Generally, the consequence of two (2) or fewer absences in class are governed by the course syllabus and your instructor and may vary from course to course. It is departmental policy that three (3) or more missed classes results in failure of the course. In the face of extraordinary circumstances, students missing 3 or more classes may be provided an alternative arrangement (such as taking an Incomplete in the course), however this is rare and based on unique student circumstances, the instructor, and department leadership.

\*For 1.5-unit courses, more than 1 absence will result in failure of the class and necessitate repeating it for credit.

### **Preparation**

Each week, students should arrive to class prepared to discuss the current week's material. Students are expected to make a reasonable contribution to class discussions and activities. Participation expectations will be outlined in your course syllabus.

Due dates for assignments are provided by each instructor on course syllabi. It is the student's responsibility to keep up with these deadlines. Students should seek clarity on assignments early, well before the due date. Late submissions will be graded with submission penalties to be determined by the course instructor. Students are urged to communicate with their instructors actively. Extensions may be granted at the instructor's discretion, provided the communication occurs BEFORE the due date, not after.

### **Academic Integrity**

The Department of Counseling Psychology upholds the university's standards on academic integrity. Students are expected to submit their own work and give appropriate credit to all sources. Instructors and courses may vary in guidelines for the use of new and emergent generative AI tools (such as ChatGPT, Gemini Dall-E, etc.). Be sure to follow the syllabus for guidance. Refer [ECP Graduate Bulletin](#) about academic integrity expectations and consequences for academic dishonesty.

### **Clinical Integrity**

The Department of Counseling Psychology uses case methodology in many of its courses. Often the source of this case material is information shared by students. It is understood that all such information is treated under the rule of *confidentiality*. Such information is never the topic of any conversation outside of the classroom. Additionally, many students are part of pre-practicum and practicum experiences involving confidential client information. A general ethical principle of our profession is that we do not discuss cases in any public context. Conversations about clients that are

conducted in corridors, bathrooms, lobbies, etc., are an ethical violation. Breach of clinical integrity is not tolerated by the faculty and will be minimally responded to with professional review, and potentially with suspension or dismissal from the department.

## **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 themselves. Indeed, in the practice of counseling, the person of the counselor is a major component in the healing process. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps students better understand and empathize with their future clients' experience. Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change.

Thus, it is customary that in the Counseling Psychology Master's Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program-related activities, in oral and/or written assignments.

We respect students' rights to confidentiality and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information except as mandated by ethical codes or law. It is our experience that this philosophy and related formats in our classes provide a rich educational opportunity, involving more aspects of student exploration than 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 and Psychological Services \(CAPS\)](#) is also available to students who have specific mental health needs.

## **Recreational Use of Devices During Class**

Computers or tablets should be used only for notetaking and attending live sessions. Texting, emailing, engaging in social media, shopping, surfing, etc. are strictly prohibited. It is at the discretion of the instructor to determine consequences, which will be outlined in the course syllabus.

## **Quality Expectations of Written Work**

Graduate school writing standards apply to all formal written assignments. APA format is required for all formal papers. If you are not proficient in the rules of spelling, grammar, syntax, and punctuation, *do* seek writing assistance. *Do* use spellcheck. *Do* use grammar check. *Do* avail yourself of an editor. Your grade in many classes may be significantly affected by writing errors and the quality of your written work. Be advised that many grammar and writing assistance tools

have merged generative AI into their platforms. Be sure to review course syllabi about generative AI use before applying changes from such tools. Please see **Appendix A** for a helpful CPSY Writing Guide.

## **Room Reservations**

If you need to reserve a therapy room or use a room with recording equipment for class, please email April Lee in the department office at [cpsy@scu.edu](mailto:cpsy@scu.edu) and let her know at least 24-48 hours in advance what date(s), time(s), and if recording equipment is necessary and she will send an email confirmation with the reservation.

## **Instructor Mailboxes**

If you have a form or paper to leave for an instructor, please leave it in the student drop-off box on top of the reception desk and we will place it in the instructor's mailbox.

For reasons of confidentiality and safety, professors are not allowed to leave papers out for a pickup. For all papers/exams/ handed in that cannot be returned in class, you must include a self-addressed stamped envelope with a return address and sufficient postage for return delivery. It is most prudent to have your package weighed and posted at a post office before submitting.

Professors generally hold onto student work for enough time to allow students to pick it up from the department. Some faculty may purge old student work after a quarter; some may wait a year. Your best bet, if you'd like to get your work back in your own hands, is to either use a self-addressed stamped envelope when you turn it in or come by the department in the next quarter to collect it. Upon request, professors will leave your paper for you to collect from the student pick-up box on top of the reception desk, in an envelope with your name.

# **VII. POLICIES RELATED TO PROFESSIONAL DISPOSITIONS AND CONDUCT**

## **Managing grievances**

The Procedures for resolving student grievances are detailed in the Santa Clara University School of Education and Counseling Psychology (ECP) Graduate Bulletin. When possible, students should make a good faith effort to resolve any academic or course-related difficulty or conflict in the classroom directly with the instructor. If, after making a reasonable faith effort, the problem persists, or after meeting with the instructor, the difficulty continues, the student may escalate their concern to the Department Chair. The chair will discuss the case with the faculty/staff member and may counsel the faculty member. If a resolution is not found after meeting with the Department Chair, the student has the right to escalate their grievance using the process as outlined in the Bulletin. Any formal 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 and/or chair when a grievance is being filed.

## **Assessment of Key Professional Standards**

Counseling program leaders, core faculty members, and relevant affiliated program personnel have a professional, ethical, and potentially legal obligation to ensure all students adhere to the professional standards of our field. This requires the program to assess professional competency that includes, but not limited to, emotional stability and wellbeing, interpersonal skills, professional development, and personal fitness for clinical practice. This ensures students who complete the MFT/LPCC licensure tracks are competent to manage future professional relationships (e.g., with clients, colleagues, supervisors, the public, etc.) effectively and appropriately. To this end, the CPSY department has established the Key Professional Standards (KPSs) which provide students feedback on four dimensions: Professionalism, Positive Communication and Conflict Resolution, Respect for Cultural Diversity and Inclusion, and Self-Awareness/Self-Reflection and Insight. The KPS's are completed by each course instructor at the end of the term. Ratings range from 1 (below expectations for an emerging trainee) to 2 (meets expectations for a developing trainee). It is expected and appropriate for most students to receive "2" ratings as these are skills our courses and curriculum are working to develop within every student. Those rated as a 1 will be provided further support to help them develop and prepare them for the next stage of the program, specifically practicum. These ratings will be helpful to assess student readiness for practicum. For full details on the KPS process refer to the [ECP Graduate Bulletin](#).

## **VIII. General Academic Information**

### **Registration**

Each academic quarter, appointment windows are sent to all returning students for course registration. The appointment time assigned to you is when registration will open and will be visible in Workday. Appointment times are assigned in order of seniority (units completed in the program)—i.e. the more units you have completed, the earlier your appointment time will be. The exceptions to this rule are for international students and for students with disability accommodations, who receive priority registration times.

Registration for Fall classes occurs in July; registration for Winter classes occurs in October; for Spring classes in February; and for Summer classes in April. Students must register for their courses during their assigned registration window to ensure they have secured a seat in their upcoming classes.

After the week of registration appointments are over, registration is closed for up to a week while adjustments are made by the Office of Student Services. Open enrollment begins soon after, at which point all courses with open seats are available and changes can be made to your own course schedule. If a course is full, a waitlist option will be available. If someone drops a course with an active waitlist, the seat is made available to the next person on the waitlist.

If a course still has open seats and you are unable to add the course to your schedule, it could be due to a number of possible reasons: 1) you may be missing a prerequisite for the course; 2) you may be

exceeding 10.5 units; or 3) you may be registered for the maximum number of units already on a given day. (The CPSY program recommends that you *not* take more than two classes on a single day of the week.)

## **Academic Advising**

In your first quarter in the CPSY program, you are assigned a faculty academic advisor. Critical periods to meet with an advisor include registration for courses, Declaration of Track/Emphasis, and Petition for Graduation. Students are invited to meet with any full-time faculty member during office or walk-in hours if their assigned advisor is unavailable.

Once you have been in the program and met some of your full-time professors, you are free to change your permanent advisor. If you are in an emphasis program, your advisor will often be the coordinator from that emphasis. If your advisor is on leave, any other full-time faculty member can answer questions and advise you as needed. If you do not know who your advisor is, check your Workday account. If you need additional assistance, you may contact April Lee, our department manager, in Guadalupe Hall room 113 (alee15@scu.edu).

## **Course Load and Status**

A course load of 3 courses per quarter (9 units) is considered full-time status. You may take a maximum of 10.5 units per quarter without overload permission. Students who wish to take 12 units (4 classes) must consult with an advisor and complete a [Course Overload Request form](#). Faculty advisors will discuss the reason for the overload and will help you balance demands of various courses as needed. It is at the discretion of the advisor to approve or deny an overload request. On the Course Overload Request form, you will be asked to select one of your courses as the “overload.” Since overloads are processed during the open enrollment period, you should select as your overload a course with seats available. As many of our courses are work- and time-intensive, we recommend that you take an overload NO MORE than once per academic year. It is always better to take classes during the summer session than to overload multiple times!

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

## **Course and Program Planning**

There are many ways you can organize your course load in this program. In the CPSY 90-unit MA tracks for licensure, as well as in the 45-unit tracks for MA degrees, we have Full-Time (F/T) students, Part-Time (P/T) students, and some who do a bit of each along the way. As a P/T student, you will have an infinite number of ways to complete your coursework and can take up to 6 years to complete your degree. As a F/T student (and wanting to finish in 3 years), you will have less flexibility and will need to pay attention to your scheduling each year—thus we have put together some sample “Course Plans” to provide a map for your CPSY program.

We do encourage all students, regardless of degree or track, to prioritize our **core courses**, which are often prerequisites to other courses. For 90-unit students, we also suggest being mindful of courses that are required prior to starting your Practicum in your final year. You may refer to the sections on Degree Requirements and Practicum for further details.

In this section, we offer some general guidance around how you can organize and plan your coursework each year. In **Appendix B**, you'll find detailed sample course plans for each degree track. We only provide sample course plans for those aiming to graduate in 3-4 years, as P/T students will take longer and have more flexibility. It is important to note that these plans assume a FALL start. If you begin the CPSY program in any other quarter ("off-cycle") you will need to adjust these plans. In general, a WINTER start can "catch up" to those starting in the Fall within their cohort—they will need to overload coursework to make up those 9 units. A SPRING or SUMMER start should assume they are on a schedule with the next (following) Fall class, but with a "head start" and less need to overload along the way.

Some basic guidelines for course planning/sequencing, some of which is repeated information:

- A full load (F/T) is 3 classes (3 units each) for a total of 9 units.
- You may take up to 10.5 units in a quarter without overloading (some courses are 1.5 units each and can be added to your 9 units of coursework without it becoming an overload).
- A P/T student can take 1-2 courses per quarter and can vary their desired course load quarter by quarter. [\*Be mindful of minimum unit/course load per quarter to maintain financial aid or international visa status!]
- ALL overloads require advisor approval. Overloads are any quarter load above 10.5 units. Faculty advisors will consider the specific courses you are hoping to take concurrently, as well as your demonstrated pattern of success in the program thus far.
- Course sequencing is NOT numerical. Lower numbered courses do NOT have to be taken before higher number courses. Course numbers should not be used as a guide for when to take a course. *While generally 300s are taken later in the program, this is not a rule and does not apply to all classes—particularly Emphasis courses and electives.*
- Many courses have PREREQUISITES! Always check before planning your schedule in advance.
- CPSY 219 (Group Counseling) has a 1.5 unit lab group, CPSY 221, that must be taken concurrently with CPSY 219.
- Students are encouraged to take as much time as needed to complete the program—there is no need to rush. The coursework is often demanding and psychologically evocative; therefore, it is advised that students go through the program at a pace that is comfortable and provides them with the personal and professional growth in order to become the best possible clinician.
- When in doubt, consult your advisor. The Sample Course Plans in Appendix B, the advising guide and tracksheets, the CPU, and the [ECP Graduate Bulletin](#) are all resources you should be reviewing. However, when you have questions or need input on flexible options, your advisor can be an excellent resource as well.

## Advanced Specialty Electives and Emphasis Courses

In our CPSY program, we have many advanced specialty electives (e.g. 264, 265, 288) that are popular among students and fill up quickly. Several classes, including most emphasis courses, are offered only once each year or, in the case of some electives, every other year. If you are in an



emphasis program, you should pay attention to when emphasis courses are usually scheduled and plan accordingly. Normally, core and required courses are offered every quarter (except summer) and many of them are offered in multiple sections each quarter. Summer course offerings are not always guaranteed, and depend on instructor availability, so you should plan to be flexible. Normally, classes with fewer than 10 students are cancelled, except under special circumstances (e.g. necessary emphasis class).

## **Pre-Practicum/ Field Experience**

Students wishing to gain experience in a counseling setting prior to qualifying for a practicum can enroll in CPSY 330: Introduction to Counseling Practicum (Pre-Practicum). In general, some field experience in counseling makes applicants more attractive to potential practicum sites. This is a 1-unit course and is open to CPSY students who have completed 18 units. Students must coordinate their own site placements through the Practicum Coordinator. The course may be taken up to 3 times. The hours accumulated as pre-practicum cannot be applied to the required hours of practicum, but may count towards the total supervised clinical hours for MFT licensure. (*LPCC students may not accumulate pre-practicum hours.*)

Guidelines for Field Experience:

1. All experience hours must be under the supervision of a supervisor. A Supervisor is one who: has been licensed minimally 2 years as an MFT, LCSW, Psychologist, Psychiatrist; has not provided therapy services to the trainee; has a valid license; and complies with board regulations for supervisors
2. The trainee may be volunteer or paid (restrictions apply for paid work); no hours count for an Independent Contractor
3. The site must be approved by the Department of Counseling Psychology Practicum Coordinator, prior to beginning the experience.  
(see **Licensing Information** for more details on supervision).

## **Independent Study**

***Independent Study*** projects are highly individualized, and involve supervised coursework and learning initiated by the student. Students work directly with a professor who provides educational input intended to guide the learning of the student as they complete the course. A proposal must be submitted and approved by a faculty advisor prior to registration. Full-time faculty members (vs. quarterly lecturers) are preferred advisors for Independent Study (CPSY 310; [\*Proposal for Independent Study Form\*](#)).

It is rare that permission for Independent Study is approved that replicates a currently offered course in the curriculum. The purpose of an Independent Study is to pursue a subject matter of interest (typically within the faculty member's expertise) that is unique in the curriculum. Students are responsible for creating the syllabus and selecting readings for their course.

## Transferring Credit, Challenging and Waiving Courses

### Transferring Credits

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

To apply for credit the student must complete the [Application for Transfer Credit Form](#), submit official transcripts indicating grade earned in the course if not already on file, a course description and a syllabus from the original course. The paperwork is submitted to the Department Chair for initial review. The paperwork is then given to the professor of record for the course, who reviews the request and makes the final decision. Decisions are based on a number of factors, primarily whether the course to be transferred is substantively equivalent to the CPSY course. Transferred credits only apply to the specific course for which the exemption is sought. The transferred units can be credited to the student's transcript and counted within the overall number of units towards fulfillment of the degree. Semester courses of equal to or more than 3 quarter units are transferred at a 3-quarter unit value.

Courses that may be transferred into the SCU Master's program include the following:

211	214	216	218	220
231	311	317	318	328
All Electives	319	323		

All other courses may *not* be transferred into the SCU Master's program.

### Challenging a Course

Students may challenge a course by "passing" a course via examination, oral or written.

A student who successfully challenges a class receives a transcript notation indicating the units and a grade for the challenged class. Challenged courses fulfill the BBS content and unit requirements; *however, they do not satisfy SCU earned degree unit requirements*. Those who challenge a class in the 90-unit master's program must complete 90 units in addition to the course(s) 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 Master's programs include the following:

211	214	216	218	220
231	311	317	318	328
All Electives	323	275		

All other courses may not be challenged.

To challenge a course, a student must:



1. Have completed at least 15 units at SCU unless an exception is granted by the Department Chair
2. Have a cumulative GPA of at least 3.2
3. Have permission from the instructor, Department Chair, and Dean to proceed with the challenge. The instructor must complete a written description of the proposed challenge process to be approved by the Department Chair.

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

### Waiving Courses

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 class may **not** be waived for LPCC students.

## IX. Practicum and Field Experience

Practicum and Field Experience are intended to be the culminating experience in the Counseling Psychology programs. Students are given the opportunity, under professional supervision, to begin to develop and apply therapeutic skills in a clinical context. Practicum is for the 90-unit tracks (CPSY 333) and Field Experience is for the 45-unit tracks (CPSY 331).

Practicum and Field Experience are to 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 (333-1,2,3), beginning the sequence in the fall quarter of their last year. A student must take CPSY 333.1, 333.2, and 333.3 consecutively in the same year. Students need to plan to take 333 1,2,3 **at the same time all three quarters** with the same group instructor. [For all non-licensure track students, your Field Experience requirements are shorter and more flexible—only 1 quarter (3 units of CPSY 331: Field Experience is required and can be done any quarter.)] Practicum and Field Experience are not offered during summer sessions.

The Department's *Practicum Coordinator*, Jean Riney-Niewiadomski, guides students in the practicum/field experience process, and will provide detailed guidance on the process of preparing and applying. Students are required to attend the Fall Practicum Prep workshop during their second year in the program.

### *MFT and LPCC Practicum Prerequisites*

The following courses must be completed prior to beginning practicum:

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 221: Group Counseling Lab  
CPSY 227: Counseling Process and Skills  
CPSY 231: Multicultural Counseling  
CPSY 275: Ethical and Legal Issues  
CPSY 311: Psychology of Marriage and Couples Counseling (MFT)  
CPSY 315: Family Therapy (MFT)  
CPSY 317: Therapeutic Interventions with Children (MFT)  
CPSY 318: Clinical Assessment I: Diagnosis  
CPSY 328: Clinical Assessment II: Issues in Child Diagnosis

### *Practicum Eligibility (90-unit)*

In addition to completing the course prerequisites, students must have at least 63-units completed prior to beginning practicum and have consistently demonstrated meeting the Key Professional Standards. Students must indicate their intention to apply to practicum during Winter quarter. Those approved will be invited to attend the practicum faire. Students are responsible for securing

a practicum site. All sites must gain prior approval by the department to ensure they meet BBS requirements. The department reserves the right to approve or deny practicum requests on the basis of the student's academic standing or the appropriateness of the placement site.

### *Practicum Guidelines (90-unit)*

Students are advised to begin planning for practicum at the beginning of the program, and are encouraged to discuss plans with their advisor. Our recommendation is always to complete as much coursework as possible before your final year in the program, to allow for a successful practicum experience during your final year. Students who start their program in the Fall and who are full-time throughout their program can anticipate their practicum to start in the fall of the third year. However, students who begin the program in Spring or Summer should expect to take more than three years to complete the program because of the quarter in which they started. If a student attends full-time, including Summer quarters, it will take 2 full years to complete coursework required for practicum. In addition to completing the practicum prerequisite classes, students must have completed 63 units by the summer before practicum. Attempting to begin practicum before then is unrealistic, as it would not be possible to complete all courses prior to spring graduation. Students should prioritize graduating the spring of their practicum year, as delaying graduation after the completion of practicum has a host of ramifications some of which include: delays in gaining your intern number, difficulty securing internship positions, and inability to accrue additional hours after practicum completion.

The Practicum Binder, available in the Counseling Psychology main office, has a list of available sites. *A year prior to practicum*, students should make an appointment with the Practicum Coordinator, as well as their academic advisor, to assess standing in the program and readiness for practicum. In addition, students are recommended to attend the annual **Practicum Fair**, held in January. This event will be listed on the Academic Calendar on the Department's website. Watch your email and check the website, CPU, and bulletin boards in Guadalupe Hall for other helpful pre-practicum workshops, such as resume-writing and interviewing skills.

Before beginning a practicum experience, students must submit a certificate of malpractice insurance. All practicum forms are submitted to your Practicum Supervisor (CPSY 333 instructor) and kept in a file in the Coordinator's office. Always make photocopies of your submitted forms for your own protection and security.

<b>Form</b>	<b>Due Date</b>
Proof of Malpractice Insurance	First Class
Practicum Form: Supervised Fieldwork Agreement	First Class
Practicum Form: Practicum Supervisor Evaluation of Student	Week 10 of the Quarter Each quarter
Practicum Form: Student Evaluation of Site	Week 10 of the Quarter Each quarter
Weekly Log Summary (BBS document)	Week 10 of the Quarter

### *Field Experience Guidelines (45 unit)*

Students should reach out to the 45-unit Practicum Coordinator, Kalpana Thatte (kthatte@scu.edu), to discuss their goals and plan.

## X. 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-last quarter of study in the program (summer session excluded), or after all required courses with the exception of practicum experience have been completed. It is given once during the Fall, Winter, and Spring quarters. The purpose of the comprehensive exam, which is in a take-home essay format, is to facilitate a meaningful synthesis of the various concepts and experiences provided in the program into a powerful personal and professional statement. Practicum or other clinical experience gained will be helpful for students, as a large portion of the exam requires the description of a clinical case study.

To register for the Comprehensive exam, an email will be sent during the first two weeks of every Fall, Winter or Spring quarter with sign-up instructions. Sign-ups will be open for 2 weeks. The exam will be emailed to you a week after sign-ups close. You will be given two weeks to complete the exam.

The general schedule for the Comprehensive exam is as follows:

- Week 2: Registration for Comprehensive exam opens
- Week 4: Registration for Comprehensive exam closes
- Week 5: Comprehensive exam begins
- Week 7: Comprehensive exam due

The Comprehensive Exam is not something you should “study for”—it is meant to encourage an integration of all the learning that occurs for you in the program. In essence, you are preparing for it each step of the way throughout the program. It is perfectly acceptable for students to begin drafting answers well in advance of the formal exam, and to spend the actual exam period polishing and refining responses. The exam questions from the previous quarter are [posted online and available for review](#). The questions change little if at all from quarter to quarter and it does not behoove you to wait until the deadline. It’s neither acceptable nor necessary to form study groups to work on the comprehensive exam, as it is meant to be an individualized experience and indicative of each student’s personal therapy practice.

All full-time faculty are involved in reading the Comprehensive Examinations. Only one faculty member will read any given comprehensive exam if it receives a Pass. If the reader thinks it is not up to passing standards, a second faculty member will read the essay. If both agree that it is not up to standards, it will receive a No Pass. If the two readers disagree, a third reader will be included to make a final decision. Students who do not pass the comprehensive examination are allowed to retake the examination in part or in whole in a fashion to be determined by the faculty member coordinating the comprehensive examination for the quarter in which the student took the exam.

Once faculty have finished reading the comps, the Department will send you an official letter by email with a Pass notice. If you have any sections to revise, you will receive an email from the Department requesting you to meet with the reader (the faculty member who read your paper) and

re-write the sections needed. Students will then have one week to complete the section(s) discussed in the review session and turn in your revision.

## **Thesis**

Students may choose to complete a *Thesis* in lieu of the comprehensive exam. Students interested in this route are typically individuals who wish to produce a written product that would enhance their chances to be admitted to a (more research-oriented) Ph.D. program following their Master's studies at SCU. A thesis involves multiple quarters of research design, data collection, data analysis, and writing up the research project and therefore takes at least a year to complete. Generally, students will have developed a working research relationship with potential thesis advisors prior to beginning the thesis and the thesis would emerge from the collaborative research they have engaged in. It is the student's responsibility to identify and secure a thesis advisor. If you are interested in exploring this option, ask April Lee, the CPSY Department Manager, for the document *Guidelines for Developing and Submitting a Master's Thesis*, and schedule an appointment with your faculty advisor. The thesis is not a guaranteed for all students and requires a strong academic track record, consistently meeting the Key Professional Standards, an approved thesis advisor, and department chair approval.

## **XI. Graduation**

All students should meet with their advisors when they are in their final year of the program to make sure they are on track with coursework and units for graduation. During the final year of your program, you should watch for the deadline to [Petition to Graduate](#) as well as to register for the Comprehensive Exam (if you have not taken it the previous quarter). Both of these deadlines will be communicated by email and are listed on the [academic calendar](#) as well as in the quarterly CPU newsletter.

### *Exit Survey*

All graduating students are asked to do a brief exit survey to help us to continually upgrade the program. The School of Education and Counseling Psychology will send an annual survey to all students during the Winter quarter seeking student feedback about their experiences in the program. The exit survey is distributed during the middle of Spring quarter to those who have submitted a petition to graduate, with the expectation that it be completed prior to the end of the quarter. All student surveys are sent to your SCU email.

## **XII. Licensing Information**

Below is a brief breakdown of the required clinical hours needed in the program in order to apply for licensure after graduation. More information shared during the Practicum year, and guided preparation for practicum application, will clarify how pre-practicum, practicum, and associateship combine to create the required 3000 hours for licensure for MFT and LPCC. For more information, please visit the BBSs website ([www.bbs.ca.gov](http://www.bbs.ca.gov)) and review the [What is Practicum?](#) Information sheet.

### *MFT Hours*

During Practicum students are required to obtain a minimum of 550 hours, 225 of which must be face-to-face client hours. Of these 225 hours, 75 hours may be client-centered advocacy. The BBS allows a student to count practicum hours toward licensure (1300 maximum).

### *LPCC Hours*

Students are required to complete a minimum of 550 hours during their practicum, 280 of which must be face-to-face client hours. For the LPCC, students are not permitted to accumulate pre-degree hours toward licensure.

### *Combined MFT/LPCC*

Students on the combined MFT/LPCC track must accumulate the required hours listed for both MFT and LPCC. Practicum students are required to obtain a minimum of 550 hours. The 280 face-to-face hours obtained can be applied toward both license requirements. Documentation will need to be handled separately for submission to BBS.

## **XIII. Information about Doctoral Studies**

In general, the Master's degree is the terminal degree in Counseling Psychology for practitioners. With a degree from this program (MFT or LPCC track) you may sit for the license and be a licensed psychotherapist in California and in other states that have a licensing law for counselors. *You do not need a doctorate to do therapy or counseling.*

However, a certain proportion of CPSY students are looking to further graduate work beyond a master's degree (PhD or PsyD). If you are interested and would like to learn more about the process of applying to doctoral programs, consult with your faculty advisor. We have been very effective at helping place students in excellent doctoral programs. Many of our current faculty are SCU CPSY graduates who went on to doctoral studies after they completed their master's degrees! The following short descriptions describe the most common doctoral options available.

Reasons to get a doctorate:

- You love doing research and want to pursue a career in scholarship/research.
- You want to become a full-time professor at a four-year college or university.
- It is your heart's desire.

If none of these apply, no need to read further. A doctoral program is *at least* three years beyond a master's and is a lot of work—nice if you enjoy doing research. Typically, any additional fees you earn as a clinician, for having a PhD or PsyD over an MA, will not make up for the lost years of income-producing work.

If any of these reasons do apply, it may be useful to consider reading the information below and talking with your advisor.

### *Types of Programs:*

PhD (more oriented towards research and scholarship) or PsyD (more oriented towards practice) in university or free-standing school.

### *Types of Specialties:*

License prep doctorates (such as Clinical, Counseling, or School); or research programs (such as Developmental, Social, Neuropsych, Personality, etc.).

### **If you want to practice at a doctoral level and teach/research:**

1. Get a 45-unit M.A. (*you cannot then be licensed at the master's level*) and apply to doctoral programs in clinical, counseling, or school psychology. You can apply to free-standing programs (e.g. Palo Alto University) or University programs (e.g. UCSB, UCLA, U of Oregon, etc.). University programs usually provide full tuition and stipend support for those enrolled in doctoral studies. Free-standing programs rarely provide fellowships. However, free-standing programs are relatively easy to get into with your M.A. from SCU. University programs are more competitive.

### **If you do not want to practice but rather become a professor/researcher:**

2. Get a 45-unit M.A. (*you cannot then be licensed at the master's level*) and apply to doctoral research-oriented programs in non-applied areas of psychology (e.g. Developmental, Social, etc.). Locally, Stanford and UC Berkeley have such programs. Most universities only accept the number of students who they can support with fellowships. Nationally, these programs are less impacted in number of applicants and are less competitive than clinical or counseling specialties.

### **If you want to practice first and support yourself as a counselor while going through a doctoral program:**

3. Do the 90-unit licensure program (either MFT or LPCC). Do the clinical associateships to complete your hours. Get your license and subsequently apply for doctoral studies. You can go for a clinical/counseling program for licensure as a Ph.D. or Psy.D., or a non-applied program (such as developmental, social, etc.) and then have your Ph.D. in that area alongside your MFT or LPCC license.

All of these options are viable, depending on your life situation, desires, etc. It is important to note that there are currently no viable *clinical/counseling University-based* programs in the Bay Area. Most alumni who have gone on to clinical or counseling doctoral programs have left the area for those studies. The formerly vibrant programs at Stanford and UC Berkeley, for example, are now either closed (Stanford) or are very limited, non-applied (research) psychology programs (UCB). If you need to stay in the Bay Area, the free-standing programs are available (albeit expensive). If you are interested in option #3 (practicing as a master's-licensed therapist, with a Ph.D. in a related field), all Bay Area universities are options.

### ***For all options, get involved in a research project while you are at SCU!***

If you are interested in joining in on any faculty research projects, contact the faculty members directly. Frequently there are opportunities to be involved in ongoing studies. Many of our recent students have been able to contribute to published articles or made presentations at major conferences. *If you are interested in applying to a Ph.D. program after you complete your M.A., this*

*is extremely important.* There are occasionally possibilities or small stipends or course credit for such work. Recent publications by students can be viewed in our display case on the first floor of Guadalupe Hall.



# Appendix A: CPSY Writing Standards

APA format is required for all formal papers. In addition, graduate school writing standards apply to all formal written assignments. If you are not proficient in the rules of spelling, grammar, syntax, and punctuation, *do* seek writing assistance. *Do* use spellcheck. *Do* use grammar check. *Do* avail yourself of an editor. Your grade in many classes may be significantly affected by writing errors.

## **SPELLING, GRAMMAR, SYNTAX, and PUNCTUATION**

These elements of good writing count only when they are wrong. Fair or not, your reader will notice your spelling, grammar, syntax, or punctuation only when you make a mistake.

### Checkpoints:

- Spelling, including technical terms and proper names, should be correct.
- Correct words should be used to convey the intended meaning.
- Generally-accepted rules of grammar and syntax should be followed, including:
  - Pronoun/noun agreement
  - Subject/verb agreement
  - Appropriate verb tense
  - Pronoun case
  - Correct possessive forms
  - Parallel construction
- Punctuation, particularly comma placement, should reflect common usage.
- Paper should be free of mechanical errors and mistakes in proofreading.

### Common errors:

Periods and commas always go *inside* quotation marks.

Example: The coin was inscribed “In God We Trust.”

Quotation marks look like this: “....”

If there is a quotation *within* a quotation, it looks like this: ‘....’

Example: The choir director exclaimed, “I hope you can sing ‘Jingle Bells’ on key.”

### Pronoun Case:

There are three pronoun cases:

Subjective case: pronouns used as subject: I, he, she, you, we, they

Objective case: pronouns used as objects of verbs or prepositions: Me, him, her, you, us, them

Possessive case: pronouns which express ownership. My/mine, your/yours, his, her/hers, our/ours, their/theirs

Never begin a sentence with “Me and my friends.” “Me is a pronoun only used as an object. “I” is the subjective case for pronouns used in a sentence.

Correct: My friends and I went to the store.

Incorrect: Him and me went to the store.

Correct: He and I went to the store. (Correct usage: list yourself last.)

Incorrect: I and my friends went to the store.

Correct: Jack told Mary and me about the meeting.  
Incorrect: Jack told Mary and I about the meeting.

“I” versus “me” versus “myself:”

Incorrect: Please contact Peter, Mary, or *myself* with questions.

Correct: Please contact Peter, Mary, or *me* with questions.

The simplest way to think of it is like this: How would you say the sentence without Peter and Mary? Then it becomes obvious! You would say, “Please contact me.”

Parallel construction:

Incorrect: Ellen likes hiking, the rodeo, and to take afternoon naps.

Correct: Ellen likes hiking, the rodeo, and taking afternoon naps.

Possessive forms:

The possessive form is used with nouns referring to people, groups or people, countries, and animals. It shows a relationship of belonging between one thing and another. To form the possessive, add apostrophe + s to the noun.

e.g. “Martha’s cat.”

If the noun is plural, or already ends in s, just add an apostrophe after the s.

e.g. “All the seniors’ uniforms were destroyed.”

Gerunds require the possessive form:

Incorrect: *You leaving* early was a wise decision.

Correct: Your leaving early was a wise decision.

Correct: We celebrated *Gail’s winning* the contest.

Correct: Natalie objected to *my borrowing* her hockey stick.

Subject/verb agreement:

A singular subject (she, Bill, car) takes a singular verb (is, goes, shines).

A plural subject (They, Bill and Bob, cars) should be followed by a plural verb (are, go, shine).

Prepositions and their objects:

Such words as above, about, under, over, in, out, around...are prepositions. They should be followed by pronouns in the objective case.

Incorrect: He talked about my mother and *I*.

Incorrect: He talked about my mother and *myself*.

Correct: He talked about my mother and *me*.

Infinitives:

Correct: “I will try to do that.”

Incorrect: “I will try *and* do that.”

Number:

Incorrect: “There’s three reasons for this...”

Correct: “There are three reasons for this...”

Verb mood, subjunctive:

Examples of subjunctive mood: “If I *were* his parent, I would be proud of him.”

“She demanded that he *leave* the campus.” “I wish I *were* better at tennis.”

“Affect” vs. “effect”

“Affect” is usually a verb, and it means to impact or change. (“Your sadness affects me.”)

“Effect” is usually a noun, an *effect* is the result of a change. (“Your sadness has a depressing effect on me.”)

**BUT:** “Affect” can also be a noun! (“His affect seems depressed.”)

“Effect” can also be a verb! (“In order to effect a change in his affect, we used antidepressants.”)

When to use semicolons:

- To link two independent clauses, joined by either a conjunction or a conjunctive adverb.
- Between two items in a list or series, if any of the items contain commas.

Hyphens:

Two or more words that collectively act as an adjective should be hyphenated when they appear immediately before the noun they modify.

Verb TENSE:

Tense indicates when the action expressed by a verb takes place. The three simple tenses are past, present, and future (e.g. “He will kick the ball.”)

There are three perfect tenses: present perfect, past perfect, and future perfect. (e.g. “He will have kicked the ball.”)

There are six continuous (or progressive) tenses: present continuous, past continuous, future continuous (e.g. “He will be kicking the ball.”); present perfect continuous, past perfect continuous, future perfect continuous (e.g. “He will have been kicking the ball.”)

Other common errors..

- Something is “free,” *not* “for free.”
- “I grew up in the 1980s,” *not* “in the 1980’s.”
- “number of sessions” *not* “amount of sessions.”
- “Farther” refers to literal distance; “further” refers to symbolic distance. E.g. “The discussion went further.” (*not* farther). “He ran farther.” (*not* further).

## **Appendix B: Sample Course Plans**

## MFT Track: 3-Year Course Plan

*Full-Time students wishing to complete the program in 3 years must complete all coursework, including practicum and the comprehensive exam by the Spring of their 3<sup>rd</sup> year.*

**90 unit degree = ~ 30 units per year**

4 quarters: Fall, Winter, Spring, Summer [regular academic year = F, W, Sp; Summer is optional]

- If you drop to Part-Time, realize the impact on future quarters—you'll need to make up those units to stay on track!
- If you ever need to take a quarter off, you need a LOA (Leave of Absence)
- If you choose to take Summer quarter off, you *don't* need a LOA, but... realize the impact on future quarters—you'll need to make up those units to stay on track!

### **YEAR 1** (31.5 units)

= 2 quarters @9 units,

**200** 1 quarter @10.5 units,

**218** Summer OR Overload

**216** 3 units

**220**

**231**

**275**

**212**

**219/221** (1.5)

**227**

**214**

*If you take an Elective during your first year, just move one of these courses to your 2<sup>nd</sup> year!*

All classes are 3 units unless noted as 1.5 units

Courses in bold must be completed BEFORE beginning Practicum in Year 3

### **YEAR 2** (30 units)

= 3 quarters @ 9 units,

**211** Summer OR Overload

**291** 3 units

**318**

**328**

**311**

**315**

**317**

Electives (3)

Winter:  
Practicum  
Application

Emphasis classes take the place of Electives

### **YEAR 3** (28.5 units)

= 2 quarters @ 9 units,

**320** 1 quarter @ 10.5 units

**323** [3 units of 333 +

**319** 6-7.5 units]

**333.1**

**333.2** [9 units Practicum]

**333.3**

Electives (4)

(1 of these can be 1.5 units)

*Comprehensive Exam  
in Winter or Spring*

## MFT Track: 4-Year Course Plan

*Full-Time students wanting to complete the program in 4 years must complete all coursework, including practicum and the comprehensive exam by the Spring of their 4<sup>th</sup> year.*

**90 unit degree = ~27 units per year + 9 units during 4<sup>th</sup> year**

3 quarters: Fall, Winter, Spring [regular academic year; Summer is optional]

- If you drop to Part-Time, realize the impact on future quarters—you'll need to make up those units to stay on track!
- If you ever need to take a quarter off, you need a LOA (Leave of Absence)

### **YEAR 1** (28.5 units)

*= 2 quarters @9 units,  
1 quarter @10.5 units*

**200**

**218**

**216**

**220**

**231**

**275**

**212**

**219/221** (1.5)

**214**

*If you take an Elective during  
your first year, just move one  
of these courses to your 2<sup>nd</sup>  
year!*

All classes are 3 units unless noted as 1.5 units

Courses in bold must be  
completed BEFORE beginning  
Practicum in Year 4

### **YEAR 2** (27 units)

*= 3 quarters @9 units*

**211**

**227**

**291**

**318**

**328**

**311**

Electives (3)

### **YEAR 3** (25.5 units)

*= 2 quarters @9 units,  
1 quarter @7.5-9 units*

**320**

**323**

**319**

**315**

**317**

Winter:  
Practicum  
Application

Electives (4)  
(1 of these can be 1.5 units)

Emphasis classes take  
the place of Electives

### **YEAR 4** (9 units)

*= 3 quarters @3 units (Practicum)*

**333.1**

**333.2**

**333.3**

*Comprehensive Exam  
in Winter or Spring*

# LPCC Track: 3-Year Course Plan

*Full-Time students wishing to complete the program in 3 years must complete all coursework, including practicum and the comprehensive exam by the Spring of their 3<sup>rd</sup> year.*

**90 unit degree = ~ 30 units per year**

4 quarters: Fall, Winter, Spring, Summer [regular academic year = F, W, Sp; Summer is optional]

- If you drop to Part-Time, realize the impact on future quarters—you'll need to make up those units to stay on track!
- If you ever need to take a quarter off, you need a LOA (Leave of Absence)
- If you choose to take Summer quarter off, you *don't* need a LOA, but... realize the impact on future quarters—you'll need to make up those units to stay on track!

## **YEAR 1** (31.5 units)

= 2 quarters @9 units,

**200** 1 quarter @10.5 units,

**218** Summer OR Overload

**216** 3 units

**220**

**231**

**275**

**212**

**219/221** (1.5)

**227**

**214**

*If you take an Elective during your first year, just move one of these courses to your 2<sup>nd</sup> year!*

All classes are 3 units unless noted as 1.5 units

Courses in bold must be completed BEFORE beginning Practicum in Year 3

## **YEAR 2** (30 units)

= 3 quarters @9 units,

**211** Summer OR Overload

**291** 3 units

**300**

**302**

**276** (1.5)

**308** (1.5)

**318**

**328**

**320**

**324** (1.5)

**361** (1.5)

Electives (1)

Winter:  
Practicum  
Application

Emphasis classes take the place of Electives

## **YEAR 3** (28.5 units)

= 2 quarters @9 units,

**321** (1.5) 1 quarter @ 10.5units

**323** [3 units of 333 +

**319** 6-7.5 units]

**333.1**

**333.2** [9 units Practicum]

**333.3**

Electives (4)

Comprehensive Exam  
in Winter or Spring

# LPCC Track: 4-Year Course Plan

*Full-Time students wanting to complete the program in 4 years must complete all coursework, including practicum and the comprehensive exam by the Spring of their 4<sup>th</sup> year.*

**90 unit degree = ~27 units per year + 9 units during 4<sup>th</sup> year**

3 quarters: Fall, Winter, Spring [regular academic year; Summer is optional]

- If you drop to Part-Time, realize the impact on future quarters—you'll need to make up those units to stay on track!
- If you ever need to take a quarter off, you need a LOA (Leave of Absence)

## **YEAR 1** (28.5 units)

= 2 quarters @9 units  
1 quarter @10.5 units

**200**  
**218**  
**216**  
**220**  
**231**  
**275**  
**212**  
**219/221** (1.5)  
**214**

*If you take an Elective during your first year, just move one of these courses to your 2<sup>nd</sup> year!*

All classes are 3 units unless noted as 1.5 units

Courses in bold must be completed BEFORE beginning Practicum in Year 4

## **YEAR 2** (27 units)

= 3 quarters @9 units

**211**  
**227**  
**291**  
**318**  
**328**  
**300**  
**302**

Electives (2)

## **YEAR 3** (25.5 units)

= 2 quarters @9 units  
1 quarter @7.5 units

**320**  
**324** (1.5)  
**361** (1.5)  
**323**  
**319**  
**276** (1.5)  
**308** (1.5)  
**321** (1.5)  
Electives (3)

Winter:  
Practicum  
Application

Emphasis classes take the place of Electives

## **YEAR 4** (9 units)

= 3 quarters @3 units (Practicum)

**333.1**  
**333.2**  
**333.3**

*Comprehensive Exam  
in Winter or Spring*



## Combined MFT/LPCC Track: 3-Year Course Plan

*Full-Time students wishing to complete the program in 3 years must complete all coursework, including practicum and the comprehensive exam by the Spring of their 3<sup>rd</sup> year.*

**90-93 unit degree = ~ 30-33 units per year**

4 quarters: Fall, Winter, Spring, Summer [regular academic year = F, W, Sp; Summer is optional]

- If you drop to Part-Time, realize the impact on future quarters—you'll need to make up those units to stay on track!
- If you ever need to take a quarter off, you need a LOA (Leave of Absence)
- If you choose to take Summer quarter off, you *don't* need a LOA, but... realize the impact on future quarters—you'll need to make up those units to stay on track!

### **YEAR 1** (31.5 units)

= 2 quarters @9 units,

**200** 1 quarter @10.5 units,

**218** Summer OR Overload

**216** 3-6 units

**220**

**231**

**275**

**212**

**219/221** (1.5)

**227**

**214**

*If you take an Elective during your first or second year, just move one of these courses to units the next year!*

All classes are 3 units unless noted as 1.5 units

Courses in bold must be completed BEFORE beginning Practicum in Year 3

### **YEAR 2** (33 units)

= 3 quarters @9 units,

**211** Summer OR Overload

**291** 3-6 units

**300**

**302**

**276** (1.5)

**308** (1.5)

**311**

**315**

**317**

**318**

**328**

**320**

Winter:  
Practicum  
Application

### **YEAR 3** (25.5-28.5 units)

= 2 quarters @9 units,

1 quarter @7.5-10.5

**321** (1.5)

**323**

**319**

**324** (1.5)

**361** (1.5)

**333.1**

**333.2** [9 units Practicum]

**333.3**

Electives (2-3)

*Comprehensive Exam  
in Winter or Spring*

Emphasis classes take the place of Electives—***If*** you choose to complete an Emphasis, your degree will be **93 units**

## Combined MFT/LPCC Track: 4-Year Course Plan

*Full-Time students wanting to complete the program in 4 years must complete all coursework, including practicum and the comprehensive exam by the Spring of their 4<sup>th</sup> year.*

**90-93 unit degree = ~27 units per year + 9 units during 4<sup>th</sup> year**

3 quarters: Fall, Winter, Spring [regular academic year; Summer is optional]

- If you drop to Part-Time, realize the impact on future quarters—you'll need to make up those units to stay on track!
- If you ever need to take a quarter off, you need a LOA (Leave of Absence)

### **YEAR 1** (28.5 units)

= 2 quarters @9 units,  
1 quarter @10.5 units

**200**

**218**

**216**

**220**

**231**

**275**

**212**

**219/221** (1.5)

**214**

*If you take an Elective during  
your first or second year, just  
move one of these courses to  
the next year!*

All classes are 3 units unless noted as 1.5 units

Courses in bold must be  
completed BEFORE beginning  
Practicum in Year 4

### **YEAR 2** (27 units)

= 3 quarters @9 units

**211**

**227**

**291**

**318**

**328**

**300**

**317**

**311**

**315**

Emphasis classes take the place of  
Electives—**If** you choose to complete an  
Emphasis, your degree will be **93 units**

### **YEAR 3** (25.5-27 units)

= 2 quarters @9 units,  
1 quarter @7.5-9 units

**320**

**324** (1.5)

**361** (1.5)

**302**

**323**

**319**

**276** (1.5)

**308** (1.5)

**321** (1.5)

Electives (2-3)

Winter:  
Practicum  
Application

### **YEAR 4** (9 units)

= 3 quarters @3 units (Practicum)

**333.1**

**333.2**

**333.3**

*Comprehensive Exam  
in Winter or Spring*

## 45-Unit MA in Counseling or Applied Psychology

*Full-Time students wishing to complete the program in 1 year (4 quarters) must complete all coursework, including practicum and the comprehensive exam by their 4<sup>th</sup> quarter.*

**45 unit degree = 9-12 units per quarter**

4 quarters: Fall, Winter, Spring, Summer [regular academic year = F, W, Sp]

- The 45-unit MA degree can be started in any quarter and finished in 4 consecutive quarters
- If you ever need to take a quarter off, you need a LOA (Leave of Absence)

### **Applied Psychology (45 units)**

*= 9-12 units per quarter [one quarter may be 9 units, the other 3 must be 12 units]*

*Required: 7 courses (21 units)*

**200**

**218**

**216**

**220**

**231**

**275**

**331** (take during second half of program)

*Electives: 8 courses (24 units)*

[Emphasis courses take the place of Electives]

### **Counseling (45 units)**

*= 9-12 units per quarter [one quarter may be 9 units, the other 3 must be 12 units]*

*Required: 10 courses (30 units)*

**200**

**218**

**216**

**220**

**231**

**275**

**212**

**227**

**291 or 320**

**331** (take during second half of program)

*Electives: 5 courses (15 units)*

[Emphasis courses take the place of Electives]

All classes are 3 units

*Comprehensive Exam should be taken during your last quarter*

## 45-Unit MA in Counseling or Applied Psychology

### Two-Year Course Plan

*Full-Time students wishing to complete the program in 2 years (6-7 quarters) must complete all coursework, including practicum and the comprehensive exam by their last quarter.*

**45-unit degree = 6-9 units per quarter**

6-7 quarters: Fall, Winter, Spring, Summer [regular academic year = F, W, Sp, Summer is optional]

- The 45-unit MA degree can be started in any quarter and finished in any quarter
- If you ever need to take a quarter off, you need a LOA (Leave of Absence)

#### **Year 1** (3-4 quarters, 24 units)

*Applied Psychology:*

**200**

**218**

**216**

**220**

*Electives:*    **4 courses** (12 units)

*Counseling:*

**200**

**216**

**218**

**220**

**212**

**275**

*Electives:*    **2 courses** (6 units)

[Emphasis courses take the place  
of Electives]

#### **Year 2** (3 quarters, 21 units)

*Applied Psychology:*

**231**

**275**

**331**

*Electives:*    **4 courses** (12 units)

*Counseling:*

**227**

**231**

**291 or 320**

**331**

*Electives:*    **3 courses** (9 units)

[Emphasis courses take the place  
of Electives]

All classes are 3 units

*Comprehensive Exam should be taken during  
your last quarter*

## Appendix C: Course Listing with Prerequisites

<i>Course Number and Title</i>	<i>Prerequisites</i>
200: Psychology of Interpersonal Communications	
205: Community-Based Learning (not currently scheduled)	
211: Human Sexuality	200, 212 or 216
212: Psychology of Relationships	200 or 216
213: Foundations of LGBTQ+ Psychology (LGBTQ+ emphasis)	200
214: Evidence-Based Approaches to Psychotherapy	
216: Psychology of Human Development	
218: Foundations of Psychotherapy and Personality	
219: Psychology of Group Counseling	200, 218, concurrent enrollment with 221 required
220: Research Methods	
221: Group Counseling Lab (1.5 units)	200, 218, concurrent enrollment with 219 required
227: Counseling Process and Skills	200, 218
228: Advanced Counseling Process and Skills	227; requires Sat/Sun meetings
230: Psychotherapy with LGB and SE Clients (LGBTQ+ emphasis)	213
231: Multicultural Counseling	200, 218
243: Delinquent, At-Risk, and Nonconventional Youth (Correctional emphasis)	
244: Correctional Psychology (Correctional emphasis)	
245: Transitional Treatment and Vocational Planning (Correctional emphasis)	
264: Object Relations Therapy	212, 216, 227
265: Cognitive Behavior Therapy	200, 218
266: Counseling the Adolescent	200, 216
275: Ethical and Legal Issues in Counseling	200, 218

276: Professional Orientation, Ethics, and Law (1.5 units)	275
280: Psychology of Aging (not currently scheduled)	200, 216
285: Person-Centered Therapy	200, 218
288: Existential Psychotherapy	227
291: Counseling for Grief, Loss and Trauma	200
295: Psychotherapy integration	227
298: Psychology and Spirituality	200
300: Career Development and Life Planning	
302: Formal and Informal Assessment in Career Development	300
306: Sex Therapy	211
308: Counseling for Crisis, Emergency, and Disaster (1.5 units)	200, 291
309: Treating Complex Trauma	308
310: Independent Study	
311: Psychology of Marriage and Couples Counseling	212, 227
315: Family Therapy	212, 227
317: Therapeutic Interventions with Children	212
318: Clinical Assessment I: Diagnosis	200, 216, 218, 220, 275
319: Clinical Assessment: Testing	220, 318
320: Substance Use and Addiction	
321: Dual Diagnosis (1.5 units)	320
323: Psychopharmacology	318, 328
324: Biological Basis for Behavior (1.5 units)	216, 218
325: Child-Centered Play Therapy	216, 218, 317
326: Early Childhood/Infant Mental Health	216, 317

327: Working with Parents	216, 317
328: Clinical Assessment II: Issues in Child Diagnosis	318
329: School-Based Mental Health	200, 216, 218, 317
330: Introduction to Counseling Practicum (Pre-Practicum)	200, 216, 218, 275
331: Field Experience	200, 216, 218, 220, 231, 275
332: Psychotherapy with Transgender and Gender-Diverse (LGBTQ+ emphasis)	213
333: Counseling Practicum (MFT/LPCC)	200, 216, 218, 220, 231, 275, 212, 219, 221, 227, 318, 328; and for MFT: 311, 315, 317
352: Gender and Counseling Psychology	231
360: Latinx Psychology (Latinx emphasis)	
361: Special Topics in Multicultural Psychology (1.5 units)	231
362: Individual Counseling Skills with Latinx Clients (Latinx emphasis)	200
364: Interventions with Latinx Families and Children (Latinx emphasis)	200, 360
366: Spanish-Based Interviewing and Assessment (Latinx emphasis)	200, 360, *In Spanish
380: Positive Psychology and Health (Health emphasis)	
381: Health Psychology: Theory and Practice (Health emphasis)	
385: Stress and Stress Management (Health emphasis)	
388: Mindfulness and Psychotherapy	
389: Advanced Group Counseling	200, 218, 219
390: Advanced Seminar in Couples Therapy	311
391: Hypnotic Techniques in Counseling and Therapy	227
395: Advanced Object Relations Seminar (not currently scheduled)	264