



1999–2000

Santa Clara University

University Bulletins and Student Handbook

Undergraduate ♦ School of Law ♦ School of Engineering

Leavey School of Business ♦ Pastoral Ministries

Counseling Psychology and Education

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SANTA CLARA UNIVERSITY
Division of Counseling Psychology
and Education
Graduate Programs
1999–2000

Santa Clara, California 95053





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■ Academic Calendar 1999–2000

FALL QUARTER 1999

August 2–13	Monday–Friday	Registration period
September 6	Monday	Labor Day; administrative holiday
September 20	Monday	Classes begin
September 28	Tuesday	Last day to register and add classes
October 1	Friday	Last day to petition for graduate degrees to be conferred in December 1999
October 11	Monday	University Day; classes will meet
November 8	Monday	Comprehensive Examination due
November 22–26	Monday–Friday	Academic holiday
November 25, 26	Thursday, Friday	Thanksgiving recess; administrative holidays
November 29	Monday	Last day to withdraw from classes
December 2	Thursday	Classes end
December 6–9	Monday–Thursday	Fall quarter examinations
December 14	Tuesday	Fall quarter grades due
December 24, 27	Friday, Monday	Christmas recess; administrative holidays
December 30, 31	Thursday, Friday	New Year's recess; administrative holidays

WINTER QUARTER 2000

October 25– November 5	Monday–Friday	Registration period
January 3	Monday	Classes begin
January 7	Friday	Last day to register and add classes
January 14	Friday	Last day to petition for graduate degrees to be conferred in March 2000
January 17	Monday	Martin Luther King Day; academic* and administrative holiday
February 7	Monday	Comprehensive Examination due
February 21	Monday	Presidents Day; academic* and administrative holiday

*Some classes may meet.

March 3	Friday	Last day to withdraw from classes
March 9	Thursday	Classes end
March 13–16	Monday–Thursday	Winter quarter examinations
March 21	Tuesday	Winter quarter grades due

SPRING QUARTER 2000

February 3–11	Thursday–Friday	Registration period
March 27	Monday	Classes begin
April 3	Monday	Last day to register and add classes
April 7	Friday	Last day to petition for graduate degrees to be conferred in June 2000
April 21	Friday	Good Friday; academic and administrative holiday
May 5	Friday	Comprehensive Examination due
May 26	Friday	Last day to withdraw from classes
May 29	Monday	Memorial Day; academic* and administrative holiday
June 1	Thursday	Classes end
June 5–8	Monday–Thursday	Spring quarter examinations
June 11	Sunday	Graduate commencement
June 13	Tuesday	Spring quarter grades due

SUMMER SESSION 2000

May 1–12	Monday–Friday	Registration period
June 19	Monday	Classes begin
June 23	Friday	Last day to register and add classes
June 30	Friday	Last day to petition for graduate degrees to be conferred in September 2000
July 4	Tuesday	Independence Day; academic* and administrative holiday
July 14	Friday	Last day to withdraw from classes
July 21	Friday	Classes end
July 24–27	Monday–Thursday	Summer session examinations
August 1	Tuesday	Summer session grades due

All dates are inclusive.

Registration dates are subject to change.

Division of Counseling Psychology and Education

CP&E: MISSION STATEMENT

The mission of Santa Clara University Division of Counseling Psychology and Education (CP&E) is to educate Bay Area practitioners in education, counseling psychology, and other human and health services professions who will bring high levels of competence, conscience, and compassion to their professional lives in the service to the community. Toward that end, the Division currently offers programs in three broad areas: Counseling Psychology, Education, and Lifelong Learning.

Counseling Psychology, which began at Santa Clara in 1964, offers three master's-level degree programs: Counseling Psychology; Counseling Psychology (MFT); and Counseling. The three emphasis areas available in all three degree programs are health psychology, career counseling, and correctional psychology. All of these programs are practitioner oriented. The state of California license in marriage and family therapy allows the holder to engage in private practice. (For details see Chapter 6.)

Teacher preparation has been part of the curriculum of Santa Clara University from its earliest days. Teacher credentialing regulations developed by the state of California have influenced the shape and identity of CP&E's education programs. Today teacher education includes subject matter preparation—undergraduate education—and preparation for actual classroom teaching—a fifth-year basic credential program. Education offers a state-approved basic credential program for multiple-subject teaching and for single-subject teaching. There are pre-service and in-service options, as well as a newly developed internship option. All the basic credential programs are approved as Cross-Cultural, Language, and Academic Development (CLAD) emphasis programs. The new undergraduate minor in urban education is designed for undergraduates who seek to become K–12 teachers. (See Chapter 7 for details.)

Several certificates and state-approved credential programs are offered in specialist, advanced and professional areas including special education, mild-moderate disabilities, early childhood special education, alternative and correctional education, administrative services, and school management. Master of Arts degrees are offered in Education, Special Education, and Educational Administration. Emphasis areas within the various master's degrees include culture and language, interdisciplinary education, alternative and correctional education, and higher education. (For exact details, see Chapter 7.)

Santa Clara University offers continuing education and lifelong learning programs in response to the professional recertification requirements in counseling psychology, education, and other human services and health care fields. The Division of Lifelong Learning coordinates programs for credit, CEU, and personal development for the Division of CP&E and for other areas of the University, such as the College of Arts and Sciences. Descriptions of its programs are not in this bulletin but can be found in publications from the Office of Lifelong Learning.

Faculty



Peter A. Facione

*Dean, College of Arts and Sciences
Division Administrator, CP&E*

Peter A. Facione joined Santa Clara University in 1990 as the dean of the College of Arts and Sciences, a position he continues to hold. Author of the California Critical Thinking Skills Test and co-author of the California Critical Thinking Disposition Inventory, his work and that of his research team on the assessment of critical thinking skills and habits of mind is internationally known. A former commissioner of the California Teacher Credentialing Commission and former president of the California Deans of Education Round Table, Facione has been active at both state and national levels in teacher preparation, student assessment,

and educational standards policy debates. He has served as a consultant to the Education Committee of the California Senate and to the Office of Educational Research of the U.S. Department of Education as well as numerous colleges and universities.

Before coming to Santa Clara, Facione was a professor of education and philosophy at California State University, where he served as dean of the School of Human Development and Community Services from 1979 through 1986. In addition to his service for both CP&E and A&S, Facione teaches in the undergraduate Liberal Studies Program and conducts research on the relationship between critical thinking and professional judgment. He has authored or co-authored over 100 publications, including books, technical reports, research articles, essays, and assessment tools.

**Ruth E. Cook***Professor of Education**Director, Special Education Programs*

Ruth Cook was born in St. Louis, Mo., and grew up in Illinois and the Los Angeles area. She received a B.A. in Psychology from the University of Redlands, a master's in Counseling, a master's in Developmental Psychology, and a Ph.D. in Educational Psychology from UCLA. Before coming to Santa Clara in 1982, Professor Cook taught counseling and special education courses at Mount Saint Mary's College in Los Angeles, where she also directed the Child Development Center. After two years, she joined the faculty at Southern Illinois at Edwardsville in the area of learning disabilities and as director of the Early Childhood

Special Education program. She also served as director of the Early Childhood Center, which included children with special needs.

Professor Cook is co-author of *Adapting Early Childhood Curricula for Children in Inclusive Settings*, now in its fifth edition. She has received grants from the U.S. Office of Education to develop a personnel preparation program in early intervention services, the only such program in a private school in California. In addition, Professor Cook serves on numerous committees and is consultant to several state and local early intervention service projects.

She lives in Los Gatos with her husband. They have two children, one of whom is a graduate of Santa Clara.

**Sara Soledad Garcia***Associate Professor of Education*

Sara Garcia grew up in Santa Paula, Calif. She received her B.A. in Spanish Literature from San Jose State University and taught in Oxnard, Calif., while earning a teaching credential at California Lutheran University. In 1976, she accepted a position at California State University, Fullerton, teaching in the School of Education and in the Title VII Training Resource Center, which provides technical assistance to teachers working in federally funded bilingual education programs. In 1980, Professor Garcia completed graduate studies at UCLA, receiving a certificate in teaching English as a second language and applied linguistics and an M.A. in Education. At UCLA, she also

worked as a research associate with the Center for the Study of Evaluation and coordinated the Bilingual Credential Program. While completing her Ph.D. in Educational Psychology at UC-Santa Barbara, she supervised teacher credential candidates, held the position of lecturer in the Department of Chicano Studies, and taught at Santa Barbara City College.

Professor Garcia has worked with the California State Department of Education in linguistic assessment and is co-author of the *Glossary of Bilingual Education Terms*. She is also the author of numerous articles on teacher development and cultural knowledge. Her research interests include attitude and interest toward learning, development of perception of achievement by Spanish-speaking students at various educational levels, narrative analysis and action research in teacher development, and ballad studies. Professor Garcia is a member of several professional organizations, including the American Educational Research Association and the International Ballad Commission.

She lives in San Jose, and is married to Victor Fuentes, professor of Spanish Literature at UC-Santa Barbara. She also has a son who is a college student. She enjoys tennis, yoga, hiking, and gourmet cooking.

**Carol Ann Giancarlo***Assistant Professor of Education*

Carol Giancarlo was born in Michigan and moved to California in grade school. She received her B.A. in 1990 from the University of California at Davis after studying psychology and women's studies. She received her M.A. in Psychology in 1993, and her Ph.D. in Personality Psychology in 1996, both from the University of California at Riverside. Joining the faculty in 1997, Carol holds a tenure-track appointment in both Teacher Education and the undergraduate Liberal Studies program. She teaches courses in psychological foundations of education, developmental psychology, community health education, and critical thinking pedagogy for future teachers.

The central focus of Carol's research is on the interface of critical thinking, motivation, and academic achievement of children and adolescents. Her cross-cultural work includes projects with native Spanish speaking, bilingual, and native English speaking students. Carol is a co-author of the California Measure of Mental Motivation (CM-3), a critical thinking dispositions assessment instrument for children. She is a senior research associate of the California Academic Press. Her consulting activities include statistics and assessment design for individuals and institutions. She is also a psychological consultant on a project examining the decision to seek help for breast cancer symptoms. Carol is married to Stephen Blohm, and together they have two children. In her free time Carol enjoys cooking and baking foods from around the world, and is always looking for new and interesting recipes.

**Steve Johnson, S.M.***Lecturer in Education**Director, Center for the Family, School and Community**Coordinator, Correctional Psychology Emphasis/ Alternative and Correctional Education*

Steve Johnson was born in Victorville and grew up in Arizona, California, and Kentucky. He received a B.A. from UC-Berkeley after studying criminology and child development, and an M.A. in Special Education from Santa Clara University. He also studied theology at the University of Dayton and began doctoral studies in correctional and special education at the University of Kentucky.

Brother Johnson, a teaching brother of the Society of Mary (Marianists), has been an elementary school teacher, middle and high school special education teacher and coordinator, and high school principal in Los Angeles inner-city and San Jose suburban schools. His primary interests are in behavioral disorders, correctional education, gang intervention, and social skills development. He teaches courses that deal with behavior management, special education concepts and interventions, correctional education, educational administration, and justice issues in education.

Brother Johnson coordinates several community projects, mainly training professionals who work with delinquent and troubled youth and developing gang intervention programs. He also directs the Division's certificate program in alternative and correctional education.



Jerome A. Kroth

Associate Professor of Counseling Psychology

Jerry Kroth was born in Detroit. He received his B.A. in Psychology from the University of Michigan and his M.A. from the University of Detroit. Before obtaining his Ph.D. from Florida State University, he taught for one year at the Anglo-American School in Moscow (where he met his wife, Anya).

After completing his doctoral studies, Professor Kroth was a school psychologist-diagnostics in Wyandotte, Mich., and then assistant professor at Ball State University. He joined the faculty of Santa Clara University in 1974.

His research interests include psychopathology, psychotherapy, and applied psychodynamics.

His published works include several government documents, conference papers, academic articles, book reviews, and anthologies. He has authored several books, his most recent being *Omens and Oracles: Collective Psychology in the Nuclear Age*. He is also completing work on *Charles Lindbergh and John F. Kennedy: American Myths of the 20th Century*. Professor Kroth is a member of the International Psychohistorical Association. His most recent publication is an article on dreaming, trauma, and anxiety.

Professor Kroth and his wife reside in Cupertino. They have two daughters, one a graduate of Santa Clara and one attending college. In his free time, he enjoys composing music.

**Dale G. Larson**

*Associate Professor of Counseling Psychology
Coordinator, Health Psychology Emphasis
Director, Counseling Psychology Programs*

Dale Larson graduated with honors from the University of Chicago and received his M.A. and Ph.D. in Psychology from UC-Berkeley. Professor Larson's professional interests include health psychology, stress management, hospice care, and counseling skills theory and training. His recent publications focus on caregiving in grief and loss and on self-concealment and health.

A licensed clinical psychologist and marriage, family, and child counselor, he is an editor for the *Hospice Journal* and a member of the International Work Group on Death, Dying, and Bereavement.

A frequent keynote speaker at state and national conferences, Professor Larson co-directed a NIMH-funded national mental health skills training program for hospice workers. In 1990, he chaired the National Hospice Organization's first national conference on hospice volunteerism.

Professor Larson edited *Teaching Psychological Skills: Models for Giving Psychology Away*, was a summer scholar at the Center for Advanced Study in the Behavioral Sciences at Stanford University, and has lectured and conducted research in Europe as a Fulbright Scholar. His recent book, *The Helper's Journey: Working with People Facing Grief, Loss, and Life-Threatening Illness*, was cited as a Book of the Year by the *American Journal of Nursing*.

He lives in San Jose with his wife and their son. His interests include backpacking, travel, jogging, and basketball.

**Pat Moretti***Internship/Practicum Director**Lecturer in Counseling Psychology*

Pat Moretti was born and grew up in California. She attended San Jose State University for her undergraduate studies and continued her graduate work in counseling psychology at Santa Clara University. She completed her doctorate at the University of San Francisco.

Moretti worked in the nonprofit sector for several years, primarily as a clinician working with children and their families. For three years, she was program developer for the YWCA Parent Education Department. During that time, she also served as a consultant to Indian Health Services, helping the Hopi and Navajo of Arizona organize

and coordinate their first parenting support groups.

She joined Santa Clara's Division of Counseling Psychology and Education in 1985 as a coordinator/liaison to more than 100 field lab and practicum sites in the Bay Area. She also teaches weekly practicum classes and is responsible for coordinating the practicum supervisors. Moretti resides in Felton, where she enjoys hiking, photography, and art.

**Teri Quatman**

*Assistant Professor in Counseling Psychology
Coordinator, Career Development Emphasis*

Teri Quatman was born and raised in the San Francisco Bay Area. She received an A.B. from Occidental College, and her California secondary teaching credential from California State University, Los Angeles. Having taught high school for five years, she completed two master's degrees at Loyola Marymount University, one in Counseling and Guidance, the second in Educational Psychology, and credential programs in school counseling, school psychology, and administrative services. She served as a school psychologist for four years and completed an M.A. in Psychology and a Ph.D. in Counseling Psychology at Stanford University.

Quatman is a licensed clinical psychologist in California. In addition to her teaching pursuits at Santa Clara University, she has a limited private practice in Cupertino. In her leisure hours, she enjoys music, good coffee, great chocolate, old friends, and spending time on the Sonoma coast.



Jerrold Lee Shapiro

Professor of Counseling Psychology

Jerry Shapiro was born and raised in Boston. He received an A.B. from Colby College, an M.A. from Northwestern University, and a Ph.D. from the University of Waterloo in Ontario. From 1970 to 1981, he taught at the University of Hawaii, where he was awarded the Regents Medal for outstanding teaching among senior faculty. Professor Shapiro is a licensed clinical psychologist in Hawaii and California, holds a diplomate from the American Board of Medical Psychotherapists, is a certified clinical consultant with the American Society of Clinical Hypnosis, and is a National Registry certified group therapist.

His current research interests include couples' transition to family and fatherhood, and he makes frequent media appearances discussing men's issues, pregnancy, and intimacy. His publications include *The Measure of a Man*, *Becoming a Father: Social, Developmental, and Clinical Perspectives* (winner of a Book of the Year award from the *American Journal of Nursing*); *When Men Are Pregnant*, *Brief Group Treatment: A Practical Guide for Counselors and Therapists*; and *Trance on Trial*, which won the 1991 Manfred S. Guttmacher Award for Literary Excellence in Law and Psychiatry.

Professor Shapiro consults regularly with family businesses and is president of PsyJourn Corporation, developers of self-help computer-assisted counseling software.

He and his wife, Susan, live in Los Altos and have two children. He describes himself as an itinerant softball pitcher, Little League and soccer coach, and folk musician.

**MaryAnne Wakefield***Assistant Professor of Counseling Psychology*

MaryAnne Wakefield was born in Oregon but grew up on a farm in Iowa. She received her B.S. in History from Iowa State University. She began her teaching career in Iowa; but after a few years, moved with her husband and two daughters to Oregon, where she continued teaching. During this time, her interest gradually shifted toward counseling. She was influenced by the thinking of Alfred Adler and Rudolph Dreikurs, two pioneers in the field of family counseling. She received her M.S. and Ph.D. degrees in Counseling Psychology at the University of Oregon, specializing in working with families and related issues. Because of that interest, she was invited to join the faculty at SCU

in 1972 to help establish the Marriage, Family, and Child Counseling Program.

In addition to her work with families, Professor Wakefield has had extensive clinical experience working with individuals suffering from mood and anxiety disorders and sexual dysfunctions.

To balance her life, she engages in such activities as skiing, hiking, sailing, kayaking, and beach walking. She also enjoys attending theater, symphony, and ballet productions. A generation has been added to her family; she is the proud grandmother of a granddaughter and grandson, adding to her personal experience with families.

**Susan Wiser**

Assistant Professor of Counseling Psychology

Susan Wiser received her B.A. from Pennsylvania State University in 1989, and her Ph.D. in Clinical Psychology from the State University of New York at Stony Brook in 1995. She completed a two-year fellowship in the Department of Psychiatry at Stanford Medical Center from 1996–1998, where she conducted psychotherapy and engaged in a variety of psychotherapy research studies. She has studied cognitive-behavioral, experiential, and psychodynamic approaches to psychotherapy, and is a strong proponent for psychotherapy integration. Her clinical interests are broad, and include the treatment of anxiety disorders, depressive disorders, trauma-related disorders, and eating disorders. Her research interests include the role that emotional experiencing and affect regulation play in the change process, as well as the efficacy of incorporating meditation techniques into standard therapeutic practice. She is an avid runner and hiker, is deeply committed to environmental preservation, and shares her home with her wonderful husband Paul, and their two dogs, Jake and Harpo.

STAFF**Barbara F. Simmons***Assistant to the Dean**Director of Admissions, Advisement, and Records*

Barbara Simmons was born in Boston and grew up in the suburb of Waltham. She attended Wellesley College, majoring in English literature. She graduated with honors as a Wellesley College Scholar and was the recipient of the Wing Prize for Lyric Poetry. She continued her studies in English literature and creative writing at Johns Hopkins University, attaining her M.A. from the Writing Seminars. After teaching secondary school English in private and public schools in Massachusetts, she served as assistant director of admission at Wellesley College.

After moving to California in 1975 and serving as training manager for the Gap Stores, Simmons began her M.A. in Educational Administration at Santa Clara University. In 1983, she graduated from Santa Clara and assumed the role of assistant director of undergraduate admissions at SCU from 1983 to 1988. From 1988 to the present, she has been director of admissions, advisement, and records for the Division of Counseling Psychology and Education. Professional interests include international student affairs, student advisement, and graduate admissions policies.

Simmons lives in San Jose with her two sons, one of whom is a senior at Princeton and one who is a freshman at Princeton. She spends leisure time writing fiction and poetry and reading.

1

Santa Clara University

UNIVERSITY MISSION

Santa Clara University is a Catholic and Jesuit institution that makes student learning its central focus, promotes faculty and staff learning in its various forms, and exhibits organizational learning as it deals with the challenges facing it.

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

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

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

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

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

Santa Clara University
Approved by the Board of Trustees
February 20, 1998

THE UNIVERSITY

The first institution to offer classes in higher learning on the West Coast, Santa Clara University is devoted to the education of the whole person within the Catholic and Jesuit tradition. Since its first day of classes in 1851, it has emphasized the necessary interaction between rigorous and imaginative scholarship and moral and spiritual values. This interaction, the University believes, is the bedrock from which its students assume leadership positions in society and come to use knowledge creatively and humanely. Santa Clara attracts men and women of all backgrounds who together work for a greater understanding of our world and a desire to improve it.

HISTORY

Santa Clara University was founded in 1851 by the Society of Jesus on the site of the Mission Santa Clara de Asís, which was instituted in 1777 as the eighth of the original 21 California missions. In 1912 the University opened its schools of Engineering and Law, followed in 1926 by the opening of the Leavey School of Business, which was among the first business schools in the country to receive national accreditation. In 1961 the University opened its doors to female students, becoming the first coeducational Catholic university in California. Santa Clara has worked hard to maintain its high standards; in the early 1970s, the Board of Trustees voted to limit the size of the undergraduate population to preserve the character and ensure the quality of the University for generations to come. Today it is recognized as the outstanding Catholic university on the West Coast as well as one of the best liberal arts colleges in the United States.

GRADUATE DEGREE PROGRAMS

The Division of Counseling Psychology and Education offers the M.A. degree in three areas: Counseling Psychology, Marriage and Family Therapy, and Counseling. In education, the M.A. degree is available in Special Education, Interdisciplinary Education, and Educational Administration.

The Pastoral Ministries Graduate Program offers the M.A. degree in four areas: Catechetics, Pastoral Liturgy, Spirituality, and Liturgical Music.

Santa Clara's Leavey School of Business offers the MBA with coursework in accounting, economics, finance, marketing, operations and management information systems, and organizational analysis and management. The school's Food and Agribusiness Institute provides an MBA in Agribusiness that prepares students for management positions in the food and agricultural industries. The J.D.-MBA Combined Degree Program is designed to permit students to complete both degrees in less time than if they were earned independently. A new Executive MBA program allows seasoned working professionals the opportunity to complete the intensive program in 15 months.

The School of Engineering offers the M.S. in Applied Mathematics, Civil Engineering, Computer Engineering, Electrical Engineering, Engineering, Engineering Management and Leadership, Mechanical Engineering, and Software Engi-

neering. The Engineer's degree is available in Electrical Engineering and Mechanical Engineering. The school also offers the Doctor of Philosophy degree in Computer Engineering, Electrical Engineering, and Mechanical Engineering.

A full-time or part-time Juris Doctor (J.D.) is available through the School of Law. Concentration areas include Business and Commercial Law; Civil Dispute Resolution; Computer, High-Technology, and Intellectual Property Law; Constitutional Law; Criminal Law and Procedure; Environmental Law; Estate Planning and Other Family Wealth Transfers; Family Law; Health Care Law; International Law; Labor Law; Personal Injury Law; Public Interest Law; Real Property; and Taxation.

LOCATION

Santa Clara University is situated near the southern tip of the San Francisco Bay, between the golden Diablo Mountain Range and the verdant foothills of the Santa Cruz Mountains. The campus lies in the midst of one of the nation's great concentrations of high-technology industry (Silicon Valley) and professional and scientific activity, and as a result offers outstanding internship and employment opportunities for students and graduates. Restaurants, clubs, and cafes can be found three miles from campus in the city of San Jose or within walking distance in the University's hometown, Santa Clara. The University also boasts proximity to one of the country's great cultural centers, San Francisco and the Bay Area, as well as to the Pacific beaches of Santa Cruz and the world-famous Monterey Peninsula. It is an ideal location for students interested in music, art, and theater as well as hiking, camping, and surfing. Santa Clara has a moderate Mediterranean climate; the sun shines an average of 293 days a year.

CAMPUS

The 104-acre campus combines a setting of natural beauty with a wide variety of high-technology educational and recreational facilities. At the center of campus lies the historic Mission Church, surrounded by rose gardens and palm trees. Students tend to congregate at the café in the Benson Center, on the Alumni Terrace, or simply on the campus' many green lawns. The University's nine coed residence complexes and four theme residence homes are among the country's best equipped, wired for access to the Internet, e-mail, the online library catalog, voice mail, and cable television.

Events are held regularly at the Mayer Theatre and the de Saisset Museum and in the Music, Dance, and Fine Arts buildings. Extracurricular activities range from movies, concerts, publications, and the radio station to student government, multicultural societies, and community service. The Leavey Activities Center houses facilities for basketball, volleyball, weight training, racquetball, and indoor jogging as well as a swimming pool, sauna, and steam room. In the area adjacent to Leavey is the new Pat Malley Fitness and Recreation Center for intramural sports and physical fitness activities and the newly designed Tennis Center, which features nine lighted championship courts with seating for 750 spectators, as well as 12 acres of intramural athletic fields, and the baseball and soccer complex of Buck Shaw Stadium.

FACULTY

The Jesuit emphasis on education for leadership attracts faculty who are as committed to their students' intellectual and moral development as they are to pursuing their own scholarship. Santa Clara University's 400 full-time faculty members are Fulbright professors, nationally recognized authors and poets, groundbreaking scientists, and highly regarded economic forecasters.

ACADEMIC FACILITIES

Due to its cutting-edge research facilities and joint efforts with Silicon Valley industry leaders, Santa Clara has emerged in recent years as one of the nation's most modernized small universities. The Wiegand Learning Center, the University's new interactive study hall, enables students to create World Wide Web pages and develop their foreign-language skills with interactive software. Kenna Hall, another electronic campus hub, gives students video-conferencing technology and the ability to form virtual project teams and exchange information from remote computers. The new Communication, Public Policy, and Applied Ethics building also has a futuristic orientation, with a state-of-the-art TV studio and video editing facilities, and a teleconferencing room that links students to scholars worldwide. The Orradre Library, which holds over a half million volumes, also is equipped with the latest high-technology research tools. The Heafey Law Library and School of Engineering Design Center give professional school students on-campus research facilities.

SERVICES

Santa Clara University offers students a broad-based program of services that include: academic advising, psychological counseling, tutoring, honors program, study abroad programs, volunteer opportunities, and graduate school information. Career Services, available to all undergraduate and graduate students and alumni, offers services in part- and full-time job placement, internships, self-assessment, and career planning. Approximately 250 local and national business, educational, and government organizations participate in the campus recruitment program each year.

ATHLETICS

Santa Clara fields one of the top athletic programs for a school of its size. All 17 of the University's teams compete on the NCAA Division I level and many are nationally recognized. Students compete in baseball, basketball, soccer, softball, volleyball, golf, water polo, and tennis. The University also offers a range of club sports and an extensive program of intramurals. The new Pat Malley Fitness and Recreation Center and the new Tennis Center offer spacious facilities for a wide variety of athletic and recreational activities.

2

Admissions

GENERAL REQUIREMENTS

Admission to Counseling Psychology and Education (CP&E) graduate programs is open to students who hold a bachelor's degree from an accredited institution of higher learning, have demonstrated superior scholastic aptitude, and have given evidence of good citizenship and moral character. A student who has been disqualified in any college or school of Santa Clara University is ineligible for admission to these programs.

Foreign-born students and all students whose first language is not English must take the Test of English as a Foreign Language (TOEFL) and submit their score before a decision on their application can be made. Arrangements for this test can be made through the Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151 (Bay Area telephone: 510-873-8000). If there is a question about the applicant's skill in spoken English after receiving a TOEFL score, he/she may be required to have an oral interview. If it is necessary to conduct the oral interview by phone, it will be at the applicant's expense.

ADMISSIONS PROCESS

Students may apply for degree or nondegree status. Degree status refers to students admitted by letter into a **degree, credential, certificate, or pre-license program** offered by the Division. Nondegree status refers to students admitted by letter, **not** to one of these **programs**, but to one or several **courses** offered by the Division. Students applying for both degree and nondegree status should have a cumulative 3.0 grade point average (GPA).

Note: Decisions on admission to either status are sent by mail. No specific reasons will be given in case of rejection, and no information will be given by telephone. All application documents are available from, and must be returned to, the Division Office, 226 Bannan Hall, Santa Clara University, Santa Clara, CA 95053 (408-554-4355).

DEGREE STATUS

To apply for degree status, submit the following to the Division Office:

1. Two signed copies of application form
2. Two copies of official transcripts from each school attended (include community colleges; do not include transcripts listing only extension courses)

3. Application fee (check payable to Santa Clara University)
4. Three letters of recommendation, preferably on the Santa Clara form
5. Statement of purpose (see application for topic)
6. GRE or MAT scores. Applicants seeking admission to degree status or to the Basic Credential program must submit scores from either the Graduate Record Examination Aptitude Test or the Miller Analogies Test. The applicant may choose which test to take. For more information on these tests, contact the Division Office, 226 Bannan Hall (408-554-4355). Students unable to take either test may inquire about the CCTST (California Critical Thinking Skills Test) at the Division Office. This test is approved by CP&E to serve as a qualifying entrance examination.
7. Basic teaching credential candidates (a) must take the California Basic Educational Skills Test (CBEST) when applying to the credential program, with satisfactory performance required before the credential is awarded; and (b) must show subject-matter competency either through completion of a Commission on Teacher Credentialing Subject-Matter Preparation Program or by passing the appropriate subject area examination (MSAT or PRAXIS/SSAT).

Applications for admission may be filed at any time. Deadlines are April 1 for summer session and fall quarter, Nov. 1 for winter quarter, and Feb. 1 for spring quarter. Decisions will be made on a rolling admissions basis once applications are filed.

The basic teaching credential program accepts pre-service students for fall quarter only, with a priority filing date of Feb. 1 and an admissions deadline of April 1. (See page 67, Admission Requirements for Credential Programs, for specific requirements for internship programs.)

NONDEGREE STATUS

To apply for nondegree status, submit the following documents to the Admissions Office:

1. Application form
2. A copy of all major transcripts (to be followed by two official transcripts from each school attended)
3. Application fee (same as for degree status and applicable later for that status); check payable to Santa Clara University
4. Experience report or résumé: overview of education, professional and volunteer work, organizational involvement, travel, and language abilities

Application deadlines are Nov. 1 for winter quarter, Feb. 1 for spring quarter, April 1 for summer session, and Aug. 1 for fall quarter. Decisions are issued on a rolling admissions basis. Students applying for nondegree status should have a 3.0 cumulative GPA. No more than 9 quarter units can be taken in nondegree status. Nondegree status requires the student to maintain a 3.0 GPA. **Acceptance into nondegree status does not imply acceptance to a degree or credential program.**

ENTERING NEW COURSES

Students may enter a course only during the first week of classes in the term.

TRANSFER OF GRADUATE CREDIT

Up to 9 quarter units (or 6 semester credits) of graduate credit may be transferred from other accredited institutions of higher education to be applied toward the master's degree at Santa Clara University, provided the following stipulations are met:

1. Grades with an equivalent of B or better must have been earned in the graduate courses.
2. Transfer credit will be given only for those courses considered to be equivalent to courses at Santa Clara.
3. Extension and continuing education credits are usually ineligible for transfer credit. Workshops, weekend courses, and district in-service courses are ineligible for transfer credit.
4. Only academic work will be considered for transfer credit. Work experience, missionary experience, teaching experience, and the like will not receive graduate credit at Santa Clara.
5. Graduate work that was completed five or more years prior to the date appearing on the student's letter of acceptance is usually ineligible for transfer credit. At the adviser's discretion, a student may be required to repeat a course taken five or more years before matriculation.

Note: Students may transfer up to 9 quarter units (or 6 semester credits) from other accredited graduate schools; however, once matriculated, a student may not elect to take equivalent classes in other graduate institutions without permission of the instructor.

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Academic Regulations

ACADEMIC ADVISERS

After being admitted to *degree status*, students are strongly urged to seek the guidance of an academic adviser. Students are free to select any on-campus faculty member or their program director as their adviser. It is the adviser's task to approve transfer credits when appropriate, to waive required courses under certain circumstances, and to encourage prudent sequencing of courses.

ACADEMIC INTEGRITY

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, may receive a grade of F for the course. In addition, a student guilty of dishonest acts may be immediately dismissed from the University.

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

GRADING SYSTEM

Plus (+) and minus (–) suffixes are incorporated with letter grades to provide the following marks (and numerical equivalents that indicate grade points):

A	4.0	D–	0.7
A–	3.7	F	0
B+	3.3	W	Withdrawn
B	3.0	I	Incomplete
B–	2.7	P	Pass
C+	2.3	NP	No pass
C	2.0	NR	Not reported (assigned in the Student Records Office)
C–	1.7	R	Repeat (no credit)
D+	1.3	AUD	Audit
D	1.0		

To calculate the grade point average (GPA), divide the total number of earned grade points by the number of units attempted (marked UA on grade card and transcript); a B average is 3.0.

CHANGE OF GRADE

Only the instructor in charge of a course may assign grades. All grades, except incompletes, become final when they have been assigned and reported to the Student Records Office. An instructor may approve and report a correction of a final grade to the Student Records Office only if a clerical or procedural error was made in assigning, transmitting, or recording the original grade.

ACADEMIC PERFORMANCE

A grade point average of 3.0 (B) or higher is required in all courses. Students falling below this cumulative average must make up the deficiency within their following two courses in order to continue in the program. Students who receive a grade of D or F or who fail to maintain the required grade point average will be disqualified.

If, in the judgment of the instructor, absences affect academic performance, the instructor may assign additional work. Student absences may also affect the final course grade.

Periodic Evaluations The counseling psychology and education faculty will periodically evaluate students on their performance and behavior. This is part of the Division's commitment to the professions of counseling and education and to the clients they serve. Should the faculty judge that a student would not be an asset to these professions, the student will be asked to leave that program regardless of the number of courses completed. Students will be contacted only when their evaluation warrants consideration of serious problems from a faculty perspective. Otherwise, they may assume their performance is satisfactory. The periodic evaluations adhere to specific guidelines and procedures. Students may appeal the outcome of periodic evaluations to the Division director.

ACCOMMODATION FOR A DISABILITY

If you need an accommodation for a disability, please contact Disabled Student Resources at 408-554-4109 (voice) or 408-554-5445 (TDD).

ATTENDANCE

Students are required to attend all classes. Penalties for absences are left to the discretion of individual instructors. Students are held accountable for all assignments in each course, whether or not the assignments were announced during an absence.

If, in the judgment of the instructor, absences affect academic performance, the instructor may assign additional work. Student absences may also affect the final course grade.

INCOMPLETE GRADES

Students may receive an Incomplete grade (I) in a course if, because of extraordinary circumstances beyond their control, some essential portion of the assigned work has not been completed before the final examination. The unfinished work must be completed and given to the course instructor within four weeks of the beginning of classes in the next scheduled term (not the student's next term of enrollment), excluding summer session, unless extraordinary circumstances require an extension.

All extensions must be in writing and approved by the Division director; they should not exceed a period longer than two academic quarters after the Incomplete was earned, excluding summer session. Approval for an extension must be obtained and forwarded to the Student Records Office within the four weeks mentioned above. All Incompletes not cleared in the time stated above will automatically become an F grade.

NOTE: A student with three or more unresolved Incompletes will not be permitted to register for further courses until all Incompletes have been removed.

GRIEVANCE PROCESS

If students have a grievance related to a course, they should first speak directly with the course instructor. If it continues, they should submit their concern in writing to the program director. If not resolved, the concern should then be presented in writing to the Division director, who will meet individually with the student, the instructor, and the program director in an attempt to mediate a resolution.

LEAVE OF ABSENCE OR WITHDRAWAL

To withdraw from the University, a student must submit a withdrawal letter to the Division Office, 226 Bannan Hall.

Degree-status students who interrupt their course of studies for up to one year need not reapply on their return. Summer session is not considered a term.

Degree-status students who interrupt their course of studies for more than one year must withdraw from the University. In order to return, they must file a new application form but without a fee. Such application forms should be filed by the April 1, Nov. 1, and Feb. 1 application deadlines. These applications for readmission will be subject to the admission requirements and procedures established for persons applying for the first time.

Withdrawal from the University is not officially complete until students clear all of their financial obligations with the Office of Student Accounting Services.

Students on deferments or Federal Perkins Loans must also clear their financial obligations with the Office of Student Loan Services.

COURSE LOAD

No student is permitted to carry more than 15 graduate quarter units in a single quarter, with the exception of full-time teacher education students. No student may carry more than 10 quarter units during summer session. Any student carrying fewer than 9 quarter units is considered a part-time student.

CONFIDENTIALITY

The need for personal disclosure creates an obligation of confidentiality for teachers and group leaders.

Students have the right to expect confidentiality because the faculty of the counseling psychology and education programs expect self-disclosure. Violations of this obligation are most serious and may result in a review of the professional responsibilities of the faculty member.

Students to whom personal disclosure is made in courses, practica, counseling sessions, and other training activities also have an obligation of confidentiality. Students who violate this obligation are subject to suspension or expulsion from the University.

CHALLENGING COURSES

Students, including those applying for a credential or MFT license, may challenge certain courses that satisfy specific degree requirements. These courses do count toward a student's total units passed. These units do **not** count toward a student's graduation requirements. Usually students are not allowed to challenge more than three courses in order to maintain the integrity of a Santa Clara University degree. A successfully challenged course appears with a grade on the transcript.

To challenge a course, students must (1) have completed at least 15 quarter units at Santa Clara (unless an exception is granted by the director of the student's program); (2) have a cumulative grade point average of at least 3.2; and (3) have permission from the instructor, program director, and dean to proceed with the challenge. The instructor must complete a written description of the proposed challenge process, to be approved by the program director.

Challenge examinations may be either oral or written, as determined by the instructor. Challenged courses may not be taken on a pass/no pass basis. There will be a \$75 fee for challenging a course. Challenge forms are available in 226 Bannan Hall.

Certain classes within the Division normally cannot be challenged, including any counseling psychology practicum/internship courses and any field lab courses. Classes in which the experiential component of the work is high are usually unavailable for challenge.

WAIVING COURSES

Students who waive classes with the permission of the director of the program receive no indication on their transcript that the classes have been waived, but a notation is made in their records file that the specific class requirements have been met and waived. These students must take another class in lieu of the waived class. Waived classes are not accepted by licensing or credentialing boards for meeting competency requirements.

DIFFERENCE BETWEEN WAIVING AND CHALLENGING COURSES

Students who successfully challenge a class receive a notation on their transcripts as units attempted and passed and a grade for the challenged class. Students who waive a class have proven competency in a particular course area, and a notation is made in their file to this effect; a transcript notation is not made and a grade is not given for the waiver.



Graduate School commencement

AUDITING COURSES

Students accepted into degree or credential programs may audit one course per quarter. No more than three courses may be audited during a student's degree or credential program. Permission to audit a course will be given only at the end of the late registration period and only if space is available in the class. No credit is assigned for an audited course, but the successful completion of an audit will be indicated on a student's transcript by the notation AUD. **Students must pay full tuition for auditing a course.**

TRANSFER WITHIN COUNSELING PROGRAMS

Students who wish to transfer from one counseling psychology program to another (e.g., from the M.A. in Counseling to the M.A. in Counseling Psychology) must first meet with their adviser and then submit a written request to the director of counseling psychology programs. The request must contain one or more reasons for the proposed change. ***Transfer of programs is not automatic.*** The director will present the request to the faculty for review and decision. The faculty



CP&E
graduate at
commencement

decision will be transmitted by letter to the student, and a copy of the letter will be placed in the student's file. The date of the letter will be the effective date of the transfer.

The requirements for the new degree program will be those printed in the Division bulletin current at the date of the transfer letter. All requirements for the new degree program must be completed within five calendar years from the beginning of the quarter or session into which the student was originally accepted.

GRADUATION REQUIREMENTS

The minimum number of graduate quarter units of credit required for the Master of Arts degree is 45; the maximum is 78. Course requirements are described under each program heading in the following pages. For the Master of Arts degrees and the teaching and services credential programs, the candidate must maintain at least a 3.0 grade point average.

All requirements for any degree or credential must be completed within five years. Requests for extension beyond this period must be submitted in writing to the student's program director.

Candidates for a master's degree must file a petition to graduate with the Admissions and Records Office, 226 Bannan, by the second Friday of the quarter in which the candidate plans to graduate. Candidates for graduation during summer session must file by the third Monday of summer term. A late fee of \$2 per day (maximum, \$50) will be charged for failure to meet these deadlines.

After a petition is filed, the candidate's academic record will be reviewed by the Admissions and Records Office. Candidates whose eligibility to graduate is in question will be notified. A candidate who fails to meet all requirements for graduation by the expected date must file a new petition to graduate.

Details concerning participation in the commencement exercises are handled by the Office of Student Development (408-554-4583).

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Academic Information

STUDENT RECORDS

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

1. Name
2. Address (campus, local, and/or permanent)
3. Telephone number
4. Date and place of birth
5. Major field of study, classification, dates of attendance, degrees, and honors received
6. Most recent previous educational institution attended
7. Participation in officially recognized activities, including intercollegiate athletics
8. Name, weight, and height of participants on intercollegiate athletic teams

During the registration period and throughout the academic year, students may request in writing, through the Student Records Office, that directory information be kept confidential. Once filed, the request remains in effect until the beginning of the next academic year, or a shorter period, if designated by the student.

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

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

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

1. Official academic records, including application forms, admissions transcripts, letters of acceptance, and a student's permanent academic record are on file and maintained in the Student Records Office.
2. Working academic files are also maintained by the deans in their respective offices.
3. Records related to a student's nonacademic activities are maintained in the Office of the Dean of Students.
4. Records relating to a student's financial status with the University are maintained in the various Student Financial Services offices.

Students have the right to request the amendment of their educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of a student's privacy or other rights. Students may direct complaints regarding academic records to the dean of the college or school in which they are enrolled, to the director of Student Records and Financial Services, or to the University Registrar. In addition, students have the right to file with the U.S. Department of Education a complaint concerning alleged failures by Santa Clara University to comply with the requirements of FERPA. Written complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Ave., S.W., Washington, D.C. 20202-4605. Copies of Santa Clara University's student records policy are available from the Student Records Office, Walsh Administration Building.

SUMMER SESSION

In the six-week summer session, the Division of Counseling Psychology and Education offers many courses needed to fulfill requirements for Counseling Psychology and Education degrees, credentials, and certificates. Summer session is not considered a regular academic quarter. For information on summer session offerings, contact the Division Office, 226 Bannan Hall at 408-554-4355.

Santa Clara University also offers summer professional growth opportunities for current CP&E students, alumni, and Bay area practitioners. Short-term workshops focusing on specific counseling psychology and education issues are offered for continuing education units (CEUs). The Division of Lifelong Learning offers programs year-round; for further information, contact their office at 551-1981. CEUs are not applicable to Santa Clara's degree or credential programs. These workshops are particularly useful for educators and counselors who need to meet licensing or credential renewal requirements.

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Financial Information

TUITION AND FEES

Application charge	\$ 35
Payment should be sent with each application form and is not refundable. Nondegree students pay this fee once, at the initial application.	
Nonrefundable Teacher Education Credential Program deposit	\$100
Tuition, per quarter unit	\$339
Health Center fee, per quarter (all SCU health plan participants).....	\$ 72
Registration fee	\$ 10
This nonrefundable fee is payable each quarter of registration regardless of the number of units for which the student is registered.	
Late payment fee	\$ 50
Student activity fee (per quarter).....	\$ 5
Field Laboratory fee, per unit	\$ 75
Lab fee for pre-group	\$ 75
(payable at time of pre-group confirmation)	
Late registration fee	\$ 30
Late registration fee	\$ 75
(each registration adjustment after the add period)	
Course drop fee (per course)	\$ 25
Credential evaluation fee	\$ 35
Late submission of petition to graduate fee, per day	\$ 2
(\$50 maximum)	
Fee for challenging a course (per course)	\$ 75
Auditing fee, per quarter unit	\$339
Academic transcript fee (per copy).....	\$ 3
Academic transcript fee (rush process).....	\$ 8
Deferment service fee (per deferment granted)	\$ 50

Returned check fee \$ 15

Thesis fee **Contact Division Office**

Parking permits (per year) **\$140**

Parking permits are required for all users of University parking facilities. Permits are purchased at the Public Safety Office in the Parking Garage. Parking per term is arranged through Public Safety.

MANDATORY HEALTH INSURANCE

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

Annual international-student health insurance fee **\$584**

METHOD OF PAYMENT

Tuition and fees are billed to the student. Any student who registers is obligated to pay tuition and fees by the published due date, even if he/she does not receive a bill. Courses will not be canceled for the student because no payment was received for the quarter or because a student does not attend the class. If payment is not received or a proper deferment is not obtained through the Office of Student Loan Services, the late payment fee (above) will be assessed and a hold will be placed on the account. The hold will prevent the release of transcripts or diplomas and prevent registration and access to any of the telephone registration services or other University services. Inquiries regarding account status should be directed to the Office of Student Accounting Services (408-554-4412). Remittances should be made payable to Santa Clara University and mailed to Santa Clara University, File 72662, P O Box 60000, San Francisco CA 94160-2662.

Students who register during the advance registration period will be expected to pay by the Financial Clearance due date for the term, even though they do not receive a bill. Students who register after the Financial Clearance will be issued a Statement of Account at the end of the add/drop registration and must pay by the due date on the bill. The dates for the 1999–2000 academic year are:

	Fall	Winter	Spring	Summer
Financial Clearance	Sept. 10, 1999	Dec. 6, 1999	March 13, 2000	June 9, 2000
Add/drop	Oct. 20, 1999	Feb. 1, 2000	Apr. 24, 2000	July 21, 2000

RIGHTS AND RESPONSIBILITIES

Santa Clara University considers all student tuition and loan accounts as legal and moral obligations. The Office of Student Accounting Services will notify the student of outstanding accounts. It is the student's responsibility to maintain current address records at the University. Accounts that remain unpaid may be reported as delinquent to a credit bureau. These accounts may be placed with a collection agency or an attorney, and the student will be responsible for collection costs and attorney's fees.

Students who have unpaid accounts at the University or who defer payment without approval are subject to dismissal from the University.

SANTA CLARA UNIVERSITY TUITION REFUND POLICY

Fall, Winter, Spring Quarters Students may formally withdraw from class up to and including seven calendar days from the start of the quarter and receive a 100 percent refund of tuition, less a \$25 fee for each class dropped. The start of the quarter is the first date on which instruction begins in the Division of Counseling Psychology and Education.

Students who formally withdraw from a class after the first week of the quarter may receive a refund of tuition according to the following schedule:

Withdrawal during the second week of the quarter	50%
Withdrawal during the third week of the quarter	25%

No refunds will be authorized after the third week of the quarter. The date on which written notice of withdrawal is received by the director for admissions, academic advisement and records, will determine the refund, not the last date of attendance by the student.

Summer Session Students who formally withdraw from a class during summer session may receive a refund of tuition according to the following schedule:

Withdrawal during the first week of the session	100%
	less drop fee
Withdrawal during the second week of the session	50%

No refunds will be authorized after the second week of the session.

FEDERAL REFUND POLICY

In addition to the institutional refund policy, all students who withdraw completely from the University and who have federal financial aid, including federal student loans, are subject to the federal refund policy. Under the federal refund, institutional charges are refunded as follows:

100 percent of institutional charges, less an administrative fee, if any, if student withdraws on or before the first day of classes for period of enrollment for which he or she was charged;

90 percent of institutional charges, less an administrative fee, if any, if student withdraws after the first day of classes, up to and including the first 10 percent of that period of enrollment;

50 percent of institutional charges, less an administrative fee, if any, if student withdraws after the end of the first 10 percent of period of enrollment, up to and including the end of the first 25 percent of that period of enrollment; and

25 percent of institutional charges, less an administrative fee, if any, if student withdraws after the end of the first 25 percent of period of enrollment, up to and including the end of the first 50 percent of that period of enrollment.

The federal and institutional refunds will be compared, and the refund calculation resulting in the largest refund to the student will be applied.

Additionally, for those federal aid recipients who are first-time students at Santa Clara University and who withdraw on or before the 60 percent point in time of enrollment period for which they were charged, a statutory pro rata refund must be calculated.

Examples of common refund situations are available from the Financial Aid Office located in the Walsh Administration Building.

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

1. Unsubsidized Ford Federal Direct Loan Program
2. Subsidized Ford Federal Direct Loan Program
3. Federal Direct Plus Loan Program
4. Federal Perkins Loan Program
5. Federal Pell Grant Program
6. Federal Supplemental Educational Opportunity Grant Program
7. Other federal, state, private, or institutional assistance programs, and
8. Student

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

Refund checks for approved course withdrawals are issued by the Office of Student Accounting Services. Any student who qualifies for an institutional refund must request it from the Office of Student Accounting Services.

Note: All fees, charges, and refund schedules stated in this bulletin are subject to change without prior notice.

FINANCIAL AID

Financial assistance at Santa Clara University is awarded on the basis of superior academic record and/or financial need. Santa Clara maintains limited scholarship monies for students within the Division of Counseling Psychology and Education (available to students from all except nondegree programs), as well as the funds described in subsequent paragraphs: the Edwin J. Brown Fellowship, Janice M. Kyne Memorial Scholarship, Jim and Pauline Mahon Scholarship, and Gerald E. McDonald Graduate Scholarship. Any student interested in being considered for a scholarship or grant must file a Free Application for Federal Student Aid (FAFSA). More information regarding financial aid can be obtained from the Financial Aid Office (408-554-4505).

Scholarships, Fellowships, and Grants

Adolescent Clinical Services Scholarship Awarded annually to a student in the Counseling Psychology Program who is selected by the faculty for academic achievement in the study of adolescent and family psychology and its application in a community-based clinical setting working with minority and underprivileged at-risk youth. Applicants must have completed 30 units, with a 3.5 GPA or above, and must demonstrate financial need. Information is available in 226 Bannan Hall.

California State Graduate Fellowships Awarded to students who are pursuing a recognized graduate or professional degree, have not completed more than four quarters of full-time graduate work as of Oct. 1, and intend to become college or university faculty members. Selection is based on state manpower needs, academic performance, and financial need. Applicants should apply using the Free Application for Federal Student Aid (FAFSA).

Kenneth E. Blaker Scholarship Awarded annually to a student in the Counseling Psychology Program who is selected by the faculty for academic achievement in the study of cognitive/behavioral psychology and its application in a clinical/ educational setting. Applicants must have completed 45 units, with a GPA of 3.5 or above. Information is available in 226 Bannan Hall.

Edwin J. Brown Fellowship in Teacher Education A perpetual fellowship provided by a gift from the late Dr. Edwin J. Brown, professor of education. This fellowship provides a stipend from the proceeds of the endowment and may vary from year to year. Applications are available prior to fall quarter in 226 Bannan Hall.

Janice M. Kyne Memorial Scholarship in Special Education Awarded periodically in memory of Janice M. Kyne to a student in special education who exemplifies Kyne's qualities of leadership, collaboration, sensitivity to parent concerns for their special children, and the ability to advocate for special-needs children, even in the face of adversity. Information available in 226 Bannan Hall.

Jim and Pauline Mahon Scholarship in Educational Administration Annual scholarship to a qualified graduate student accepted to the Educational Administration program. Applications are available in 226 Bannan Hall and must be filed prior to spring quarter.

Gerald E. McDonald Graduate Scholarship in Education Annual award to a student who has completed, with a GPA of 3.25 or higher, at least one-third of a Santa Clara program in teacher education, special education, or educational administration. Applications are available at 226 Bannan Hall, and must be filed prior to spring quarter.

In addition to the conditions specified by the donors, all scholarships administered by the University are subject to the following conditions:

1. In selecting students for scholarship benefits, the Division requires evidence of financial need. Preference will be given to students with higher scholastic attainments from among the applicants who satisfy this requirement.
2. A student who holds a scholarship must file a petition for renewal each year. Petitions for new or renewed scholarships by students already in attendance at the University must be submitted before the quarter in which the student intends to enroll.
3. Scholarships may be canceled at any time for serious infractions of University rules and regulations.
4. Generally, undergraduate applicants receive priority consideration for the different financial aids for which both graduate and undergraduate students are eligible to apply.

Fellowes Scholarship

Counseling psychology and education students who are enrolled full time (at least 9 quarter units) and who show some need can apply for scholarship monies from an endowed fund named the Fellowes Scholarship. Students must apply for this scholarship annually through the Admissions Office. They are then selected by a scholarship committee that consists of program directors within the Division. For more information, please contact 226 Bannan Hall.

Tuition Remission for Educators in San Jose Diocese

A 20 percent tuition remission is available for full-time teachers, counselors, and administrators employed by the Diocese of San Jose who are taking graduate courses in the Division. Tuition remission applies to degree and nondegree students. Application information can be obtained in 226 Bannan Hall.

Loans

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education is through loan programs. Among those available to students in the graduate programs are the Federal Perkins Loan, Federal Direct Loans, and Assumption Program of Loans for Education (APLE). Application forms and further information may be obtained from the Financial Aid Office (408-554-4505).

Federal Work-Study Program

Division students may qualify on the same basis as other students at the University. Further information is available from the Financial Aid Office.

Deadlines

The Financial Aid Office has established deadlines for consideration for the various programs it administers. All students requesting financial aid from the University should contact the office at the earliest possible date to request specific deadline information and appropriate application materials. Files completed later than Feb. 1 for new applicants and March 2 for current recipients will be placed on a waiting list and will receive consideration on a funds-available basis.

Veterans and Veterans' Dependents Assistance

Santa Clara University is listed by the Department of Veterans Affairs as qualified to receive students under Chapter 35 (veterans' dependents—son or daughter with parent deceased or 100 percent disabled, widow of any person who died in the service or died of a service-connected disability, or wife of a veteran with a 100 percent service-connected disability); Chapter 31 (rehabilitation); Chapter 30 (active duty Montgomery G.I. Bill); Chapter 34 (old G.I. Bill); and Chapter 32 (Post-Vietnam Era Veterans' Educational Assistance Program [VEAP]). Those interested in attending under any of these chapters should contact the Veterans Administration Office in their locality to determine eligibility for benefits.

The state of California provides a program for children of veterans who are deceased or disabled from service-connected causes. Application should be made to the California Department of Veterans Affairs, 350 McAllister St., San Francisco, CA 94102.

Information regarding these programs may be obtained from the Santa Clara University veterans' counselor in the Student Records Office.

6

Counseling Programs

The Division offers three Master of Arts degree programs in counseling: Counseling Psychology (78 quarter units); Counseling Psychology (MFT) (78 quarter units, which fulfills the requirements for California Marriage and Family Therapist); and the Master of Arts degree program in Counseling (51 quarter units). Emphases in Health Psychology, Career Development, and Correctional Psychology are available in all three degree programs. The Correctional Psychology emphasis is also available as a certificate program.

ADMISSION TO COUNSELING DEGREE PROGRAMS

Applicants to counseling degree programs are evaluated on their previous experience and academic record. **At least one year of practical experience after the Bachelor of Arts degree in a field related to their chosen profession is required. Exceptions are sometimes made when experience is taken concurrently with the graduate program.**

Santa Clara's counseling programs are primarily designed for the working professional, with most courses offered in the late afternoons and evenings. A limited number of daytime classes are available. Students are encouraged either to continue in their present employment, if suitable, or to select situations in which some use of counseling skills is possible. Preference will be given to those whose working milieu provides such experience.

Applications are welcome anytime during the year. The admissions committee meets fall, winter, and spring quarters to select the most highly qualified applicants for each counseling program.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Dale Larson (*Director*)

The Master of Arts in Counseling Psychology provides an intensive two-year Master of Arts program for students who plan to seek positions that require such a program. The degree requires 78 quarter units and allows for a wide variety of specializations, depending on the student's selection of electives. Persons accepted for the M.A. in Counseling Psychology can choose one of the three emphasis programs (see p. 48). Required courses are listed on pages 51–52. Students choosing to meet California Marriage and Family Therapy licensing requirements also enroll in this program.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY (MFT)

The Master of Arts in Counseling Psychology (MFT) is designed to train counselors in the treatment of premarital, marital, family, and child relationship dysfunctions. It includes theoretical and experiential work with an emphasis on development of practical and appropriate clinical skills. The program is based on regulations provided by the Board of Behavioral Science and on guidelines suggested by the American Association for Marriage and Family Therapy and the California Association of Marriage and Family Therapists. Required courses are listed on pages 51–52. These courses are designed to prepare the student for the California MFT license examination. Six quarter units of Field Laboratory (305) may be included.

Admission to the M.A. in Counseling Psychology (MFT)

Since the state license in marriage and family therapy allows its holder to engage in private practice using psychotherapeutic and counseling techniques, **candidates will be selected on the basis of experience, previous academic background, and maturity with regard to life experience and professional goals.** Applicants to the marriage, family, and child counseling program should be prepared and sufficiently motivated to complete the experience requirements as set forth by the Board of Behavioral Science on completion of the degree program.



Dale Larson, Ph.D.
Associate Professor of
Counseling Psychology

MASTER OF ARTS IN COUNSELING

The 51-quarter-unit **Master of Arts in Counseling** prepares students to counsel in some educational settings, community agencies, hospitals, private clinics, religious settings, and industry. The degree *does not* meet the content areas for the California State License in Marriage and Family Therapy (MFT). It can be completed as a general program or can include one of the Division's three emphasis programs. The student and the adviser create a contract listing the courses and the units that will culminate in an M.A. in Counseling.

Students must adhere to the contract in their course selections and successfully complete the comprehensive examination **in addition to the nine core courses**.

Courses to be included in the student's program are listed on page 51. Persons accepted for the M.A. in Counseling can choose one of the three emphasis programs described below.

Emphasis in Health Psychology

Dale G. Larson (*Coordinator*)

The Emphasis in Health Psychology Program at Santa Clara University offers a concentration in health psychology within the counseling degree programs. The program focuses on applications of psychology to issues of health and disease at individual and societal levels. Course work concentrates on the development of knowledge and practical skills in the following areas: maintaining and promoting personal health; preventing disease; exploring the individual and social contexts of health problems; counseling healthy and ill individuals regarding health-related problems and issues; counseling for grief and loss; developing stress management programs; and addressing interpersonal issues in health care settings.

The Emphasis in Health Psychology is designed for individuals with a combined interest in counseling and health psychology. Professionals already working in health promotion, nursing, hospice, occupational therapy, physical therapy, and other human service positions can expand their skills and involvements in counseling and health psychology. Graduates of the program work as agency and private practice counselors; health promotion specialists in industry, schools, and hospitals; counselors in employee assistance programs; and counseling and health specialists in other settings.

The emphasis is available to students in three Master of Arts program options: Counseling with an Emphasis in Health Psychology (51 quarter units); Counseling Psychology with an Emphasis in Health Psychology (78 quarter units); and Counseling Psychology (MFT) with an Emphasis in Health Psychology (78 quarter units). The 78-quarter-unit options provide a greater depth of training in counseling theory and skills. The 78-quarter-unit option can allow the student to meet all the academic requirements for the California State License in Marriage and Family Therapy.

Emphasis in Career Development

Teri Quatman (*Coordinator*)

The Emphasis in Career Development Program at Santa Clara University offers a concentration in career development within each of the counseling degree programs. This emphasis is designed to meet the current course content requirements of both the National Board of Career Counselors (NBCC) and the California Registry of Professional Counselors and Paraprofessionals.

The field of career development within counseling psychology has undergone a broadening of both scope and definition within the past decade. The focus of the field has shifted from reactive to proactive modes of thinking and action. Roles for counselors specializing in career development span settings that include working with individuals in career planning or career transition; with organizations in the context of planning for and managing structural changes in human resource requirements; and within school and agency settings. By increasing their portfolio of career-related skills, graduates may be prepared to function in a variety of expanded roles, including work in private-practice or agency-based career development centers, human resource departments, industry-based career centers, outplacement organizations, consulting services, community retraining and rehabilitation programs, and student-related work, from elementary through college ages.

The emphasis is available to students in three Master of Arts program options: Counseling with an Emphasis in Career Development (51 quarter units); Counseling Psychology with an Emphasis in Career Development (78 quarter units); and Counseling Psychology (MFT) with an Emphasis in Career Development (78 quarter units). Only the 78-unit option provides course work leading to the California State License in Marriage and Family Therapy (MFT), and only the 78-unit option provides adequate course work to meet NBCC criteria for national certification in career counseling.

Because of the nature of the field of career development, those candidates who present significant work experience in industry (acquired either prior to program entrance or concurrently with participation in the program) will stand to benefit most from the program itself and in subsequent career counseling endeavors. Therefore, in admissions decisions, strong preference will be given to those who have accrued real work experience in industry (at any level) prior to seeking admission to the emphasis program.

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

Steve Johnson, S.M. (*Coordinator*)

This emphasis program is a professional training program for counselors working with delinquent, at-risk, anti-social, and nonconventional youth in mental health, social services, community, juvenile justice, correctional, and school programs. The emphasis is available to students in three Master of Arts program options: Counseling with an Emphasis in Correctional Psychology (51 quarter units); Counseling Psychology with an Emphasis in Correctional Psychology (78 quarter units); and Counseling Psychology (MFT) with an Emphasis in Correctional Psychology (78 quarter units). Students should see Steve Johnson, S.M., for further information.

Students interested in a certificate program complete 12 units of course work, a portfolio, and supervised field experience. Requirements may be completed either through the graduate program or through continuing professional education.



Counseling Psychology students

COURSE REQUIREMENTS: COUNSELING DEGREE PROGRAMS

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

Note: *Nine core courses are required for all counseling degree programs: 200, 212, 216, 218, 219, 220, 227, 231, and 275. These courses must be completed within the first half of an individual's program. Students exceeding the time limit will not be allowed to register for additional courses until this requirement is completed.*

Counseling (51 quarter units)

The core courses plus:

General 312, 318, 331 (two consecutive quarters beginning fall), and four electives selected in close consultation with an adviser

Health Psychology Emphasis 291, 312, 318, 331H (fall term), 380, 381, 383, and 385

Career Development Emphasis 300, 301, 302, 303, 304, 312, 318, 331C

Correctional Psychology Emphasis CP 243, 244, 245, 246, 312, 318, and 331 or 333 (6 units, beginning in the fall)

Counseling Psychology or Counseling Psychology (MFT) (78 quarter units)

78: Counseling Psychology 217, 312, 318, 319, 331A (two consecutive quarters beginning fall), and eleven electives

78: Counseling Psychology with Health Emphasis 217, 291, 312, 318, 319, 331 (two quarters), 380, 381, 383, 385, and six electives

78: Counseling Psychology with Career Development Emphasis 217, 300, 301, 302, 303, 304, 312, 318, 331C, and eight electives

78: Counseling Psychology with Correctional Psychology Emphasis CP 243, 244, 245, 246, 331 or 333 (6 units), and 217, 312, 318, 319, and seven electives

78: Counseling Psychology (MFT) 211, 217, 311, 312, 315, 318, 319, 323, 333 (three consecutive quarters beginning fall), and one from 215, 317, or 383, and five electives

78: Counseling Psychology (MFT) and Health Emphasis all requirements for MFT plus 291, 380, 381, 383, 385, and one elective

78: Counseling Psychology (MFT) with Career Development Emphasis all requirements for MFT **plus** 300, 301, 302, 303, and 304

78: Counseling Psychology (MFT) with Correctional Psychology Emphasis all requirements for MFT **plus** CP 243, 244, 245, 246, 333 (9 units), and one elective

The following information applies to students in all counseling programs:

Academic Performance Students must maintain at least a 3.0 grade point average throughout the degree program. A grade of B or higher is required in courses 200, 219, and 227 for continuation in the program regardless of grades earned in other courses.

Sequence of Courses CPSY 200, 218, 219, and 227 must be taken during the first nine courses of study. CPSY 219 has pre-group as a prerequisite, and the student is urged to enroll in pre-group within the first two quarters. Practicum should be taken after sufficient course work has been completed to make it a meaningful undertaking and should, therefore, occur in the last half of a student's program. Course work in preparation for practicum should include all nine core courses. If a student intends to qualify for the California State License in Marriage and Family Therapy, he/she will need to complete three quarters of MFT Practicum (333), beginning the sequence in the fall quarter. Prerequisites for the MFT Practicum (333) include 311, 315, 318, and 319. Before beginning a practicum experience, the student must submit a certificate of malpractice insurance to 226 Bannan Hall. Students wishing to gain experience in counseling prior to qualifying for a practicum are encouraged to enroll in 308 or 309, or 305 (Field Laboratory). Students should note those courses that have prerequisites and plan accordingly.

Mandatory Pre-Group Experience Psychology of Group Counseling (219) is required of *all* counseling students. The prerequisites for 219 are 200, 218, *and* a small pre-group experience that should be completed during the first year of study. Pre-groups are conducted on campus by professional leaders (and advanced student assistants); are interpersonally oriented and ungraded; and are designed to facilitate personal growth and exploration, as well as the experience of the small-group process. The directed group experience is an opportunity to cope with individual issues that promote or inhibit counseling skills. Groups are offered each quarter.

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

1. Responsibility
2. Competence
3. Moral and legal standards
4. Public statements
5. Confidentiality
6. Welfare of the consumer



Pre-group session for all counseling psychology programs

7. Professional relationships
8. Assessment techniques
9. Research with human participants
10. Care and use of animals

A copy of “Ethical Principles of Psychologists” is available in 226 Bannan Hall.

Self-disclosure Preparing oneself to become a professional counselor requires disclosure of personal thoughts and feelings on a deeper level than in other courses of study. As part of the educational process in the counseling program, students will be expected to engage in exercises and activities that require written or oral personal communication. Although the effectiveness of counseling training depends on students’ willingness to participate in a self-disclosing manner, individuals will determine their own level of self-disclosure.

Comprehensive Examination A written comprehensive examination will be given during the last quarter of study (summer session excluded) or after all required courses have been completed, with the exception of practica. The purpose is to facilitate a meaningful synthesis of the various concepts and experiences provided in the program. If needed, a second opportunity will be given to perform satisfactorily on the comprehensive examination. Passing the comprehensive examination is prerequisite to obtaining the Master of Arts degree.

COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

Courses offered specifically for Education students are listed separately (see pages 80–92); some courses are cross-referenced with Education.

200. Psychology of Interpersonal Communications

The theory and process of interpersonal communication, with laboratory training in effective listening, sending and confrontation, group discussion techniques, problem solving, and conflict resolution. These skills are fundamental for more advanced counseling and therapeutic techniques and have a wide application wherever effective communication is desired. (3 units)

211. Human Sexuality

Introduction to the physiological and psychosocial role development of human sexuality, along with sexual response and various forms of sexual expression. Laws and ethics regarding sexual expression; sexual dysfunctions and treatment based on the work of Masters, Johnson, and Kaplan. (3 units)

212. Psychology of Relationships

Study of the dynamics of interpersonal relationships in the family, couples, and educational and work environments. Includes traditional and nontraditional relationships. (3 units)

215. The Psychology of Childhood

Theoretical foundation of child development explored. Focus on principles of growth and psychosocial adjustment within the family, school, and community. Treatment of emotionally and socially maladjusted children examined with emphasis on the systems approach in both families and classrooms. (3 units)

216. Psychology of Human Development

A developmental approach to the human life cycle from childhood through adulthood, with focus on significant transitions and passages. Includes coping with change in the personal, social, and transpersonal domains and how it has an impact on human growth and development. (3 units)

217. Short-Term Approaches to Therapy

A critical examination and evaluation of theories that lend themselves to short-term treatment. Includes cognitive, behavioral, and dynamic theories. (3 units)



Pat Moretti, Ed.D.

218. Foundations of Psychotherapy and Personality

A comprehensive review of fundamental concepts in counseling theory, psychopathology, and personality theory with special emphasis on family and relationship dynamics. Exploration of gestalt, psychoanalytic, cognitive, and perceptual-phenomenological theory and technique. (3 units)

219. Psychology of Group Counseling

Introduction to small-group dynamics. Techniques of small-group leadership and experiential involvement in group process. The phases of natural group development and ethical, professional leadership. *Enrollment limited. Prerequisites: 200, 218, 220, and a pre-group experience.* (3 units)

220. Research Methods

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

227. Counseling Process and Problems

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

228. Advanced Counseling Process and Skills

Advanced skill building. Topics include responding to resistance and conflicted emotions; transference and countertransference; self-esteem in clinical practice; training in advanced individual therapy

skills, drawing from experiential, time-limited dynamic, and interpersonal psychotherapy theory and techniques; extensive experiences as a counselor; videotaped feedback. *Prerequisite: 227.* (3 units)

231. Psychology of Differences

Study of the characteristics, research findings, service agencies, educational provisions, vocational implications, and personal and family adjustments of individuals reflective of the diversity in today's society. (3 units)

243. Delinquent, At-Risk, and Nonconventional Youth

Concepts and characteristics of child and adolescent delinquency, gangs, substance abuse, family violence and abuse, teen-age parenthood, and dropout, anti-social, and nonconventional behavior. Introduction to the correctional education, special education, juvenile justice, and social welfare systems. Effective practices for counselors, including crisis, safety, and weapons management. (3 units)

244. Correctional Psychology

Principles and procedures of correctional psychology and correctional education, including current research on best practices. Discussion of prosocial development and skills, functional assessment and curriculum, correctional psychology, criminal justice, vocational programs, aggression reduction, prejudice reduction, life skills training, comprehensive systems, and treatment planning. Examination of therapeutic approaches and model programs. (3 units)

245. Transitional Treatment and Vocational Planning

Program planning, treatment planning, effective transitions, and vocational planning for delinquent, at-risk, and nonconventional youth. Coordinating planning, existing processes (IEP, IFSP, ILP, ITP), and promoting future success. Functional assessment and intervention, program

identification, placement, and support. Vocational education programs, training options, assessment, and instruments. Job development, recruiting, placement, and support. Impact of disability, criminality, lifestyle, and cognitive distortion. Thinking processes, distortions, and retraining. (3 units)

246. Applied Behavior Analysis in Correctional Psychology

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

264. Object-Relations Theory: A Developmental Model of Psychotherapy

An introduction to the central ideas of the object-relations approach to psychotherapy. Critical concepts such as projective identification, transference/countertransference, the holding environment, internal objects, transitional phenomena, the therapeutic matrix, etc. Readings from the British school (Klein, Fairbairn, Winnicott) and American (Kernberg, Ogden, Kohut) blended with clinical material. *Prerequisite: 218.* (3 units)

266. Counseling the Adolescent

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

275. Ethical and Legal Issues in Counseling

Study of professional, legal, and ethical issues that emerge in marriage and family counseling, psychotherapy, and private practice; understanding values as a method of critical thinking and behavioral analy-

sis. Students confront such issues as confidentiality, clients' rights, mediation, and child abuse. (3 units)

280. Psychology of Aging and the Family

Theories of aging and issues that concern the elderly; dynamics and complexity of intergenerational families; social responses to aging and concerns of the extended family. Integration of the psychology of aging and the dynamics of intergenerational families into practical counseling models for individual, family, and group therapy. *Prerequisite: 200.* (3 units)

282. Gestalt Therapy for Individuals and Couples

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

291. Counseling for Grief and Loss

Overview of skills, strategies, and situations that will prepare students for working with patients and families facing life-threatening illness, as well as with clients dealing with loss, grief, and death anxiety, including specific counseling skills, grief, coping, and the philosophy and practice of hospice care. *Prerequisite: 200.* (3 units)

298. Psychology and Spirituality

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

300. Career Development and Life Planning

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

301. Occupational Information and Resources

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

302. Formal and Informal Assessment in Career Development

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

303. Special Issues in Career Development

Consideration of a broad range of special issues affecting career development choices and counseling practice. Cross-cultural counseling; multicultural issues in the workplace; special populations; Americans with Disabilities Act; vocational rehabilita-

tion; the older worker; gender issues in the workplace; dual careers; spirituality and work; legal/ethical counseling/consulting obligations. *Prerequisites:* 231, 300, and 301. (3 units)

304. Procedures in Career Development Counseling Working in the Work Environment

Procedures and the practical role of the career development specialist in the work environment. Understanding the environment; creating a role; team playing; program planning and execution; internal consulting strategies and techniques. Analysis of the work environment in industry, including the fundamentals of how a business runs, how work is organized, and what comprises "good management." An understanding of human resource systems. *Prerequisites:* 300, 301, 302, and 303. (3 units)

305. Field Laboratory

Outside training and experience related to the student's professional goals. Three quarter units are allowed except for MFT students, who may take 6 units. Permission is granted *only* on a proactive basis. Retroactive experience is not eligible for credit. Approximately 40 hours of involvement are required for each unit of credit (i.e., 3 units equals 120 hours of work). A description of the training from the 305 coordinator must be obtained before registering for these units. Permission is absolutely mandatory and must be obtained during the term *prior* to registration. (1–3 units per term; \$60 per unit)

308. Wilson Center Field Experience

This course involves on-site, one-day mirror observation of families or couples counseling. The therapy is conducted by the director of counseling of the Bill Wilson Center and an advanced intern as co-therapists. The course includes presentations of issues and interventions of psychotherapy as well as some experiential exercises. The class is involved in the strategizing and critiquing of sessions. *Prerequisite:* 200. (3 units)

309. Field Experience

For those who wish to augment their graduate studies with specialized training and/or experience outside the University in their own field of study. The field experience project must have significant bearing on the professional goals of the student and must be in addition to the student's regular commitment. As a general rule, 40 hours of qualified experience are equivalent to 1 quarter unit of credit. *Prerequisite: permission of adviser.* (1–6 units)

310. Independent Study

Supervised research initiated by the student. *A proposal must be submitted and approved by a faculty adviser prior to registration.* Negotiation with a faculty adviser is necessary prior to registration. The proposal *must* be in writing and have the signature of the approving faculty adviser. Full-time faculty are preferred advisers. With program director's written approval, an adjunct faculty member may serve as adviser; approval forms are available in 226 Bannan. (1–6 units)

311. Psychology of Marriage Counseling

Methods of premarital, marital, sexual, and divorce counseling. Role playing. Extensive reading and writing requirements. *Prerequisite: 227.* (3 units)

312. Counseling for Contemporary Problems

Assessment, crisis intervention, and counseling methodology used in addressing the problems of child abuse, substance abuse and addiction, domestic violence, victims of violent crime, and suicide. Provides an overview of the psychosocial factors and dynamics involved in the etiology and maintenance of these problems. Describes specific skills and interventions used in dealing with clients, their families, and involved community agencies and resources. *Prerequisite: 200.* (3 units)

313. Psychodrama

The theory of psychodrama as applied to a variety of counseling situations. Spontaneity, role reversal, doubling, sociograms. Students gain experience by participation in psychodrama. *Prerequisite: 200.* (3 units)

315. Advanced Seminar in Family Counseling

For students in the MFT program and others preparing for MFT licensing. Examination in greater depth of the systems approaches presented in 212. Introduction to various strategies and procedures appropriate to working with families. Opportunity to practice counseling skills with simulated families. *Prerequisites: 212 and 227.* (3 units)

316. Therapeutic Use of Imagery and Symbol

Clinical training in the principles and practices of guided imagery used to access inner resources for insight, emotional and physical healing, and the higher realms of creativity. Emphasis on the skill of guiding others and facilitating useful interpretations of the client's powerful imaginal world. *Prerequisite: 227.* (3 units)

317. Therapeutic Interventions with Children

Exploration of how children communicate and various methods of communicating with children, verbally and nonverbally. Examination of therapeutic interventions within the context of the relationship of the child and the therapist. Completion of specific assignments demonstrating therapeutic interventions required. *Prerequisite: 200.* (3 units)

318. Clinical Assessment I*

Study of the therapeutic decision-making process in the context of psychopathology and the clinical setting. Emphasis on the recognition, classification, and understanding of abnormal behavior. Traditional DSM III diagnostic areas of neurotic behavior, psychosis, affective

disorders, psychophysiological disorders, and other abnormal lifestyle patterns.
Prerequisite: 218. (3 units)

319. Clinical Assessment II*

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

320. Substance Abuse Treatment

Covers treatment strategies in substance abuse from both individual and group psychotherapy perspectives. Includes various clinical approaches to treatment; coordination of treatment with 12-step programs; understanding the stages of recovery; and special treatment issues such as dual diagnosis and working with adolescents. (3 units)

323. Psychopharmacology and Addictions

Examines the neurophysiology of mental disorders including, but not limited to, chemical dependency. Also examines the role of psychopharmacology in the treatment of mental disorders as well as the efficacy of psychotherapy alone, psychopharmacology alone, and psychotherapy and psychopharmacology in combination.
Prerequisites: 227 and 318. *Can be taken concurrently with practicum.* (3 units)

331A. Counseling Practicum: Agency

Supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. To be taken in the second half of the counseling program, after completion of the counseling core. Weekly seminars for consultation and discussion with a supervisor on such topics as case management and evaluation, referral procedures, ethical

practices, professional and client interaction, confidential communication, and interprofessional ethical considerations. *By permission only. Must begin in September.* (3 units per term; 6 units required)

331C. Counseling Practicum: Career Development

To culminate their emphasis program, students spend 15 hours per week engaged in supervised career development-related fieldwork at a practicum site. *Prerequisites:* 300, 301, 302, 303, and 304. (3 units)

331H. Counseling Practicum: Health Psychology

Counseling experience in health psychology. At a practicum site students engage in health psychology-related work (e.g., research, counseling, health promotion). *By permission; fall quarter only.* Arrangements with site must be made before the beginning of fall quarter. (3 units)

333. Counseling Practicum: Marriage and Family Therapy

Supervised counseling experience designed specifically to meet California MFT licensing requirements. Weekly seminars for consultation and discussion with a licensed supervisor on such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and interprofessional ethical considerations. *Prerequisites:* 311, 315, 318, 319, and permission of instructor. *Must begin in September.* (3 units per term; 9 units required)

350. Image, Art, and Language in Therapeutic Practices

Introductory class on imagery and art in therapeutic practice. Topics to be addressed include: (1) Art as a mediating element between imagery and language as the two forms of symbolic representation in human experience and therapeutic practice. A look at how imagery, art, and language interact to express emotional and cognitive experience. (2) Historical context and evolution of art therapy as an ad-

*Students who must complete both Clinical Assessment I and II should enroll in sequential quarters in order to have the same instructor.

junctive therapy to being a separate discipline. (3) The theoretical orientations that utilize art in treatment. (4) Implications for the use of art in psychotherapy and in human services with particular client populations. Integral to the learning process will be experiential exercises in and out-side of class. (3 units)

380. Behavioral Management of Health

A biopsychosocial approach to health problems, including cancer, heart disease, eating and sleep disorders, pain and headaches, and obesity. Psychosocial factors in the etiology and maintenance of these health problems, health psychology assessment techniques, staff and patient support group development and facilitation as well as psychosocial treatment and prevention programs. Each student develops special expertise in one of these or other health problems. (3 units)

381. Health Psychology: Theory and Practice

Introduction to health psychology theory, research and practice related to promotive health practices. Patient education, social support, holistic medical and self-care interventions, healthy and unhealthy life styles, nutrition, prevention, health locus of control, and health promotion in the workplace. (3 units)

383. Child Health and Development: Therapeutic Issues and Strategies

Focus on a variety of physical and mental health issues in children, including anxiety and sleep disorders, encopresis and enuresis, asthma and juvenile diabetes, anorexia and bulimia, child abuse, and self-esteem problems. Issues are viewed within a theory of child development. Emphasis on therapeutic skills and strategies for treating these and other disorders of infancy, childhood, and adolescence. *Prerequisite:* 200. (3 units)

385. Stress and Stress Management

Introduction to conceptual models of chronic stress in home, work, and community environments. Particular attention to methods and programs to assess as well as alter chronic stress. Emphasis on psychosocial factors in the etiology, maintenance, and modification of stress, along with biochemical/psychological processes. Intervention methods are demonstrated and practiced. (3 units)

389. Advanced Group Counseling

For students who have completed course 219 and wish advanced training in group-leadership procedures. Focus on practices of group therapy and on the complexities of the transference/countertransference issues in groups. Both practical and academic approaches are taken; each student applies classroom learning to an ongoing group process situation. Extensive use of videotape, role playing, and hands-on practice. Recommended for students who expect to do group counseling and therapy in their post-master's employment. (3 units)

390. Advanced Seminar in Couples Therapy

Specifically designed to help students conceptualize and plan treatment for couples from a variety of theoretical perspectives. Stress on issues of structured and non-structured interviewing, transference and countertransference, and family of origin. Normally the class views and examines a "live case" through the term. Class participation in problem-solving couples' difficulties. Examination of divorce issues and alternative lifestyles. *Prerequisite:* 311. (3 units)

391. Hypnotic Techniques in Counseling and Therapy

Introduction to hypnotherapeutic techniques in the therapy context. Students learn to induce trance states and the appropriate application of these for therapeutic purposes. Stress on ethical utilization. Exploration of both traditional and indirect hypnosis. A clinically oriented

course; research and literature are used to support the clinical application of hypnosis for such issues as pain control, memory retrieval, anesthesia, habit control, and direct therapy. Approved by the Board of Behavioral Science Examiners for MFT practice. *Prerequisite:* 200. (4 units)

392. *Dreamwork and Depth Psychology*

Application of psychoanalytic concepts of projection, resistance, reaction-formation, unconscious motivation, the shadow, persona, etc., to situations within and outside the traditional clinical milieu. Dream interpretation theory and the clinical use of dream interpretation using psychoanalytic, Gestalt, and Jungian methods. Related topics on folklore, fairy tales, advertising, nuclear anxiety, and symbolic interpretation may be covered. (3 units)

399. *Thesis*

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



Counseling Psychology students

7

Education Programs

In education, the Master of Arts degree is available in Special Education, Interdisciplinary Education, and Educational Administration. Credential programs are offered for single-subject and multiple-subject teaching (CLAD emphasis available), learning handicapped specialists, and administrative services. Early intervention services, alternative and correctional education, and school business management certificates are also available.

TEACHER EDUCATION PROGRAM

Sara Garcia (*Director*)

The Teaching Credential Program is designed to meet California state credential requirements for teaching grades K through 12 under the California Teacher Preparation and Licensing Law of 1970, commonly known as the Ryan Act, the Hughes-Hart Reform Act of 1983 (SB-813), and the Teacher Education Bergeson Act of 1988 (SB-148). Santa Clara University is approved by the Commission on Teacher Credentialing to recommend qualified candidates for the multiple-subject



Sara Garcia, Ph.D.
Associate Professor of
Education

(essentially elementary) teaching credential and the single-subject (essentially junior and senior high) teaching credential with a CLAD emphasis option (Cross-Cultural, Language, and Academic Development).

The aim of the Teacher Education Program at Santa Clara University is to prepare teachers who demonstrate excellence in both the theory and practice of teaching and who contribute positively to the growth in knowledge, competence, imagination, social responsibility, and self-esteem of children and adolescents of all abilities and backgrounds.

Basic Teaching Credentials and the CLAD Emphasis

Multiple-Subject Teaching Credential This credential is for those who plan to teach multiple subjects in a self-contained classroom (essentially elementary schools—grades K–6). The academic major for undergraduates at Santa Clara who plan to obtain this credential is the Liberal Studies Program. Students who have not completed this program are legally required to pass the Multiple-Subject Assessment for Teachers (MSAT) in order to verify subject-matter competence.

Single-Subject Teaching Credential This credential is for those who plan a career teaching a particular subject in a departmentalized class, usually in secondary or junior high schools (grades 7–12). California teaching credentials are available in the following subject areas: agriculture, art, business, English, government, health science, history, home economics, industrial arts, languages, life science, music, physical education, physical science, and social science.

Undergraduates should contact the appropriate academic department to determine if Santa Clara has a subject-matter preparation program in their area of interest.

Students who do not complete one of these approved subject-matter programs or who wish to obtain a credential in an area for which Santa Clara does not have such a program are legally required to pass Content Area Performance Assessments and Specialty Area Tests to verify subject-area competence (PRAXIS/SSAT exams).

Information regarding commission-approved subject-matter examinations is available in the Division Office, 226 Bannan Hall. *It is highly recommended that these examinations be passed prior to entering the credential program. The subject-matter competency **must** be met prior to enrolling in student teaching (Education 321) (winter quarter).*

CLAD Emphasis The CLAD (Cross-Cultural, Language, and Academic Development) emphasis credential focuses on the integration of language acquisition, English as a second-language methods, and culturally relevant pedagogy in all the courses in the basic teaching credential. In addition, a foundation course in First and Second-Language Acquisition (ED 253) is required of all CLAD emphasis credential candidates. In order to be recommended for a CLAD emphasis, credential students must have two prerequisite courses in cultural studies before entering the program. These courses include, but are not limited to, ethnic studies, cultural anthropology, and social linguistics. In addition, all CLAD candidates must have the minimum of 9 quarter units of language study on their transcripts or qualify for a waiver (see CTC options for waiver from the Division's admissions director in 226 Bannan).

Minimum Requirements

The minimum requirements for each teaching credential include: (1) a baccalaureate or higher degree in a subject area (not in professional education) from an accredited institution; (2) completion of an approved program of professional education, including student teaching; (3) passage of the California Basic Educational Skills Test (CBEST); (4) approved course work or an exam on the provisions and principles of the U.S. Constitution; (5) demonstrated knowledge of the various methods of teaching reading by completion of course work or passage of an approved examination; and (6) completion of a state-approved subject-matter preparation program or passage of a subject-matter exam (in the area one plans to teach).

A clear teaching credential may be earned by meeting the minimum requirements plus the additional requirements of a fifth year of study, approved courses in health education and computer education, and a course in teaching children with exceptional needs in the regular classroom. Required courses in health education and computer education are offered through the Division's continuing education program. Students are encouraged to complete *approved* course work in health education and the U.S. Constitution *prior* to enrolling in the credential program. Candidates for the Multiple-Subject Credential must also pass the RICA exam to demonstrate competency in the teaching of reading. Santa Clara University is an approved RICA program.



Teacher Education Program students

Effective Feb. 1, 1983, the Commission on Teacher Credentialing does not initially issue any credential, permit, certification, or renewal of an emergency credential unless the applicant has passed the CBEST.

For further information, contact the Division Office or the Commission in Sacramento.

Pre-service Credential Program*

The Pre-service Credential Program is a full-time, 47-quarter-unit program for prospective multiple-subject teachers (elementary grades) and single-subject teachers (junior and senior high) with 50 quarter units required for the CLAD emphasis. The program includes graduate course work in educational foundations, curriculum design, teaching methods, supervised student teaching, and an experiential immersion in a culturally diverse setting. Candidates have the opportunity to work in and out of the classroom with students from diverse cultural and ethnic backgrounds as well as with students with special needs.

The Pre-service Credential Program is designed to provide extensive experience in the schools as well as a diversified course of study in educational theory and practice at the University. The program includes the following sequences:

Directed Teaching Education 306A, 320, 321, 322, 323, 327. This sequence provides for the ongoing assumption of teaching responsibilities in the classroom and in community settings (first in an immersion experience, next as a teaching assistant, and then as a student teacher), coupled with seminars at the University. Education 323, taken concurrently with 322, provides training in teaching students with special needs in the regular classroom. *A passing grade, equivalent to a B, is required for Education 321 and 322.* Students must travel to and from the University and student placement sites in the greater San Jose area. Therefore, access to a car is recommended.

Note: Evidence of liability coverage is required before students can be permitted to student teach or participate in practicum/field experiences. Information concerning liability coverage is available in 226 Bannan Hall.

Foundations of Education Education 249, 250, 251, 252, 253, 325. This sequence draws from the disciplines of philosophy, psychology, sociology of education, and curriculum development and includes training in interpersonal/cross-cultural communication skills, and the theory and practice of teaching linguistically diverse students.

Teaching of Reading Education 284, 285, or 287. This sequence consists of courses in reading and literature appropriate to the age level one plans to teach. Special emphasis is placed on Reading Instruction Competency Assessment (RICA) in 284, 285, and 325. RICA assesses the knowledge and abilities necessary for the effective teaching of reading in self-contained classrooms and core classrooms.

* Starting with the 1997-98 academic year, the Teacher Education Program consists of four consecutive quarters, commencing in late August and ending in late June.

The Preliminary Credential Option Most students complete the Pre-service Credential Program as a fifth year of study, although students who have completed all University course requirements for graduation by the end of their junior year (including their major requirements) are able to complete the program in their senior year. In such cases, an additional 47 quarter units of an approved program must be completed within five years to obtain a clear teaching credential.

The Two-Year Program Option In special circumstances, and with prior approval, the Pre-service Credential Program may be completed in two years. Students choosing the two-year program must seek advisement concerning appropriate course sequencing. Although this option is available to students, the one-year plan is more highly recommended as it provides greater continuity and a sharper focus of energies.

Field Experience Internship Option

The field experience internship option is done in lieu of a regular two-quarter student-teaching assignment or in combination with a regular student-teaching assignment. The selection of teacher credential candidates for internships is conducted by the participating school districts and in collaboration with the University. Thus, this joint effort is contingent on CTC policy and the staffing needs of the local school districts.

The Two-Summer Credential Option

Students admitted to the Multiple-Subject or Single-Subject Credential Program who are pursuing the Field Experience Internship Option may do their primary coursework during the summer intern session from mid-June to mid-August in the summer preceding and following their internship. During the school year, students meet one Saturday each month for ED 323 and ED 324. The Field Experience Internship Option requires that the students obtain employment in a participating school district. Interested students should see the program director.

The District Cooperative Credential Program

The Multiple-Subject Credential Program in the Field Experience Internship Option is sometimes offered in a special format in participating school districts. Interested students should see the program director.

In-service Credential Program

The In-service Credential Program is designed for persons who already have some teaching experience and/or academic background in professional education. A program of study for each individual, which includes demonstrated competency in teaching in diverse cultural settings, will be prepared in consultation with the director of teacher education. The design of the program will be determined by consideration of past course work, teaching experience, and demonstrated teaching competencies. Most students in this program are working on completion of the requirements for a basic clear teaching credential. When all requirements in

the Santa Clara professional preparation program have been met, students in this program may apply course work in a specialist program or a Master of Arts degree program toward completion of the clear teaching credential. The program may be completed on a part-time basis. Applicants are accepted during any quarter. Consult the program director for advisement about the schedule of course offerings. Teacher education courses are sequential and are not offered each quarter.

All persons considering application to the In-service Credential Program must first have a credential consultation with the field experience coordinator. Contact the Division of Counseling Psychology and Education (408-554-4355) for an appointment. There is a \$35 charge for this service.

Candidates who are interested in working concurrently on their basic teaching credential and their special education or educational administration credentials should contact the director of teacher education and the director of special education/educational administration. Candidates for the In-service Credential Program must apply for admission to **both** programs. Applications are accepted during any quarter.

Admission Requirements for Credential Programs

The admissions deadline for the Pre-service Teaching Credential programs is April 1. The early admissions process begins Feb. 1. Admission requirements for the credential programs are as follows:

1. An overall grade point average of 2.75, with a 3.0 in the academic major
2. A positive attitude toward the teaching profession and its responsibilities
3. Demonstrated competence in reading, writing, and speaking English as attested to by course work, a recently written paper, or a recommendation from the applicant's major adviser or supervisor
4. Absence of criminal conviction that would preclude the issuance of a teaching credential
5. Three letters of recommendation from the following:
 - a. at least one professor from the applicant's major field, preferably the applicant's academic adviser
 - b. teachers who have supervised the applicant's practicum work in elementary or secondary school (in-service candidates who have had teaching experience must submit two letters from principals and/or supervisors) or employers or professional colleagues who are well acquainted with the applicant's skills in working with youth
6. Evidence of successful practicum work, community service, and/or experience with children or youth groups
7. Interviews with the director of teacher education and other faculty members
8. A written statement, which describes the applicant's reason for entering the teaching profession. In-service applicants will additionally be asked to summarize their goals for continuing their professional education at Santa Clara University
9. Submission of recent GRE, MAT, or CCTST (see Admissions Requirements, Section 2) scores and CBEST scores

Note: *It is highly recommended that applicants complete the subject-matter requirement by passing subject-matter examination(s) (MSAT for Multiple Subject, PRAXIS/SSAT for Single Subject) before beginning a credential program. The subject-matter competence must be met before enrolling in Education 321 (winter quarter).*

URBAN EDUCATION MINOR

The urban education minor provides Santa Clara undergraduate students seeking to become K–12 teachers with the basics in educational theory, urban school observation and reflective experiences, and the sociological and psychological foundations needed to embark on teaching internships upon graduation. Those who wish to pursue a more traditional pre-service credential program may, through this minor, have completed a number of course requirements for the basic multiple-subject or single-subject teaching credential. The urban education minor has two distinctive elements. First, the urban element springs from the Jesuit commitment to a preferential option for the poor and reflects the multicultural focus of CP&E basic credential programs. Societal problems, such as poverty, crime, and prejudice, challenge teachers and policy-makers who struggle daily with how to strengthen the K–12 educational experience for children. The critical-thinking orientation reflects a focus on intellectual excellence, analytic reasoning, and the goal of teaching children to think. A solid body of educational research, reinforced by numerous workforce policy analyses, shows a strong consensus among educators, policy-makers, and employers that critical thinking, along with problem solving and communication, must be points of emphasis through the entire K–12 spectrum.

This undergraduate minor is offered with the participation and support of the College of Arts and Sciences. Successful and expeditious progress toward graduation in four years requires careful advising and thoughtful planning. It is strongly recommended that students interested in K–12 teaching consult with the director of liberal studies in the College of Arts and Sciences in order to be assigned an academic adviser knowledgeable with regard to the many state requirements associated with earning a multiple-subjects or single-subject credential.

Any student interested in teaching can complete a minor in urban education offered through the Division of Counseling Psychology and Education. This minor focuses on preparing students for internships in the fifth-year credential program.

Tuition Full-time Santa Clara undergraduates in good academic standing who have attained senior standing may enroll in CP&E urban education required post-baccalaureate courses at the 200 and 300 level. These courses are taken as an overload, and are not counted toward the student's undergraduate unit requirement of 175 units. Tuition for these CP&E courses is at a per-unit level of \$220. This represents a discount from the normal per-unit CP&E rate, which applies to all other students enrolled in the CP&E program.

Policies (1) Graduate courses taken prior to completing the Bachelor of Arts/Bachelor of Science do not count toward the satisfaction of the requirements for a master's degree; (2) undergraduates who have been admitted to the CP&E urban education minor may enroll in select post-baccalaureate courses and earn credit

toward their Bachelor of Arts/Bachelor of Science degree; (3) units earned in excess of those required by Santa Clara for the Bachelor of Science or Bachelor of Arts degree may be counted toward the satisfaction of state-approved teaching credential programs.

Course Requirements for Urban Education Minor

Course Work to Be Completed Prior to Senior Standing (23 units)

- COST 50 Introduction to Community Studies (4)
- ED 70 Community Health Education (4)
- ED 106 Urban Education and Multiculturalism (5)
- ED 163 Introduction to Teaching in a Multicultural Society (5)
- PSYC/LBST 134 Psychology of Education (5)

Course Work to Be Completed After Senior Status (17 units)

- ED 249 Interpersonal/Cross-Cultural Communication (2)
- ED 250 Social Foundations in Education (3)
- ED 253 First- and Second-Language Acquisition (3)
- ED 325 ESL Methods and Assessment: Teaching Linguistically Diverse Students (4)
- LBST 197 Senior Seminar—Teaching for Thinking (5)

Note: For liberal studies majors, ED 163 and LBST 197 count for major and minor requirements.

MASTER OF ARTS IN INTERDISCIPLINARY EDUCATION

General Emphasis

Sara Garcia (*Director*)

The Master of Arts in Interdisciplinary Education is a 45-quarter-unit program designed specifically for educators who wish to develop a wide range of competencies and experiences. It is especially suited to the professional classroom teacher who wishes a broader expertise in education. Students must complete the required core courses and elect an emphasis area in which to complete at least 9 additional quarter units from a recommended list. Other graduate courses may be taken as electives with the approval of the program director of that program. Students who have completed the fifth-year credential program at Santa Clara University may transfer 27 units of prior work toward completion of this degree. There are several completion options. Interested students should see the program director.

Requirements

Education 218, 236, 240, 241, 343, 366, 378
Counseling Psychology 200, 220, 231

Nine additional quarter units of elective course work in an emphasis area approved by the program director must be selected from graduate course offerings in special education, counseling psychology, and/or educational administration. The following courses are recommended for emphasis in one of these program areas:

Special Education 235, 242, 247, 248, 332, 350
Counseling Psychology 212, 215, 216 and/or 300, 266 and/or 317
Educational Administration 361, 363, 374, 423

MASTER OF ARTS IN INTERDISCIPLINARY EDUCATION Language Development, Literacy, and Teaching Emphasis

Sara Garcia (*Director*)

The Master of Arts in Interdisciplinary Education, Language Development and Literacy Emphasis, is a 45-quarter-unit program designed for educators who wish to develop a wide range of competencies and experiences. The program offers an interdisciplinary core of courses drawn from teacher education and special education and is designed specifically for teachers that are CLAD- or BCLAD-certified. Students must complete the required core courses (30 units) and also complete 9 units in the emphasis area, Cross-Cultural Language and Academic Development (CLAD). The program culminates in a master's field project that is guided by faculty in teacher education. Many of the courses also fulfill requirements in credential programs. Students must apply and be accepted to the degree program separately from the credential program. Students who complete the CLAD emphasis credential at SCU need three letters of recommendation from full-time teacher education faculty in order to be considered for the MA CLAD emphasis degree.

Requirements for Admission

1. GRE or MAT scores
2. An overall grade point average of 3.5 or better
3. Completion of course work for SCU CLAD emphasis credential before initiating master's-level course work
4. All admission requirements are contingent on teacher education faculty approval.

Application Procedure

1. Completed application form
2. A written statement of intent

3. Students initiating course work for the master's degree directly after completing the credential course work, however, need to submit three letters of recommendation and will be evaluated by the faculty before being considered for admission.

Requirements for Completion of Master of Arts Degree

1. Completion of a total of 45 graduate-level course units: 27 units transferred from CLAD emphasis credential program and 18 units completed after the filing of the credential.
2. Successful completion of course work with a grade point average of 3.5 or better
3. Completion of an approved master's field project
4. Completion of all program requirements within a three-year period of initiating master's-level course work

Core Courses in Master of Arts Interdisciplinary Education (30 units)

- ED 220 Research Methods (3) (CLAD emphasis, qualitative Research Design)
- ED 249 Interpersonal/Cross-Cultural Communication (2)
- ED 250 Social Foundations of Education (3)
- ED 251 Psychological Foundations of Education (3)
- ED 254 Action Research and Teacher Development (3)
- ED 255 Special Topics Seminar (3)
- ED 323 Directed Teaching: Teaching Students with Special Needs in the Regular Classroom (3)
- ED 325 ESL Methods and Assessment: Teaching Linguistically Diverse Students (4)
- ED 399 Master's Field Project (6)

Emphasis in Cross-Cultural Language and Academic Development (9 units)

- ED 253 First- and Second-Language Acquisition (3)
- ED 284 Reading and Literacy Development (3)
- ED 328 Theories in Language Development and Literacy (3)

Electives (6 units)

- ED 285 Children's Literature (2)
- or*
- ED 287 Reading in the Content Areas (2)
- and*
- ED 306 Immersion Experience (3) *or* approved elective
- and*
- ED 326 Technology in the Schools (1)
- or*
- ED 329 Spanish for Educators (1)

MASTER OF ARTS IN INTERDISCIPLINARY EDUCATION**Catholic Education Emphasis**

Teachers in Catholic schools can complete essential coursework in teacher education methods areas and complete a master's degree in Education with or without a credential. Additional coursework, student teaching, and exams are required for the credential.

Degree Requirements (45 quarter units)**Required Core Courses**

- ED 220 Research Methods (3)
- ED 250 Social Foundations of Education (3)
- ED 251 Psychological Foundations (6)
- ED 252 Curriculum Foundations (6)
- ED 253 First- and Second-Language Acquisition (3)
- ED 255 Topical Seminar: Ethics in the Schools (3)
- ED 284 Reading and Literacy (3)
- ED 323 Teaching Students with Special Needs (3)
- ED 325 Teaching English as a Second Language (4)
- ED 390 The Catholic School (3)
- ED 285 Children's Literature (2)
- or*
- ED 287 Reading in the Content Areas (2)

Elective Classes (9 quarter units)

At least three approved graduate classes in catechetics, counseling psychology, educational administration, liturgy, pastoral ministries, special education, spirituality, or teacher education including at least one of

- ED 239 Working in the Latino Community (3)
- ED 249 Interpersonal Cross-Cultural Communication (2)
- ED 306 Immersion Experience (3)
- ED 320, 321, 322 and 324 Directed Teaching do not count toward the M.A.

Completion of the Multiple-Subject or Single-Subject Credential Requirements

- ED 249 Interpersonal Cross-Cultural Communication (2)
- ED 306 Immersion Experience (3)
- ED 324 Directed Teaching (18)
- ED .X.1 Educational Technology (2.4 CEU)
- ED .X.2 Health For Educators (2.0 CEU)
- Passing Score on the CBEST
- Waiver Program or Passing Score on the MSAT/SSAT/Praxis
- U.S. Constitution course or exam

SPECIAL EDUCATION PROGRAMS

Ruth E. Cook (*Director*)

The Special Education programs prepare graduate students to work in a variety of settings with individuals who exhibit differences in development and learning abilities. Instruction includes a sound introduction to theories of development, behavior and learning, methods of educational diagnosis, and implementation of intervention techniques. Individual attention, as well as consideration of past experiences and/or prior course work, is given to each entering graduate student.

Note: Evidence of liability coverage is required before students can be permitted to student teach or participate in practicum/field experiences. Information concerning liability coverage is available in 226 Bannan Hall.

Master of Arts in Special Education

Santa Clara offers two distinct programs leading to a master's degree in Special Education. Each is described below:

Mild/Moderate Disabilities

This program is composed of 15 courses to total 45 quarter units. Students who also elect to earn the Education Specialist Credential in the area of Mild/Moderate Disabilities complete the programs outlined below. This credential will meet the State of California requirements to work as a special day class teacher or resource specialist in public and private schools serving school-aged children with mild/moderate disabilities. Students who wish to receive only the Master of Arts degree may consult with a faculty adviser to create some flexibility in course selection. Students seeking such flexibility may be pursuing careers concerned with disabilities in a variety of occupational areas such as physical therapy, nursing, speech therapy, geriatrics, or community college teaching.

Preliminary Level I Mild/Moderate Specialist Credential Requirements

Education 218, 221, 236, 240, 241, 242, 247, 305M, 306 or 239, 350A, 350B,
332N, 332O, 332P

Counseling Psychology 220 (M.A. only)

Preliminary Level I Program Prerequisites

Students wishing to receive the Education Specialist Credential in the area of Mild/Moderate Disabilities are expected to have completed courses in Educational Psychology and Introduction to Special Education or Mainstreaming.

Additional prerequisites include: (1) a baccalaureate or higher degree from an accredited institution; (2) passage of the California Basic Educational Skills Test (CBEST); (3) approved course work or an exam on the provisions and principles of the U.S. Constitution; (4) completion of a state-approved subject-matter prepa-

ration program or passage of a subject-matter exam (MSAT, PRAXIS/SSAT); (5) GRE or MAT scores; (6) an undergraduate minimum grade point average of 2.75; and (7) general graduate admissions requirements.

Level II Mild/Moderate Specialist Credential Requirements

Education 305Q, 305R, 305S, 305T, 443, 444, 445, 446 (305 Q-T may be replaced by non-University options)

Level II Program Prerequisites

Prior to application to Level II, students must have completed an approved Level I program at an accredited university. In addition, students are expected to have completed approved courses in health education and computer education.

Internship-Education Specialist: Mild/Moderate Disabilities

Students eligible for admission into the Special Education Program may also be eligible to apply for the Internship-Education Specialist: Mild/Moderate Disabilities Credential. This credential allows students to be hired by public and private school



Ruth E. Cook, Ph.D.
Professor of
Education

districts to fill positions as special day class teachers and resource specialists while completing their course work. Students are expected to complete all Level I program requirements within two years. During this time, interns are mentored and closely supervised by the hiring school districts and the University. Interested students should contact district directors of special education and the University program director.

Early Childhood Special Education

This special education master's emphasis is designed to meet the increasing demand for personnel with specialized training to work with young children with disabilities and their families. The program focuses on a multidisciplinary approach to planning and implementing services for these children. Central to the program is the belief that specialized skills are required if one is to work effectively with young children to provide the early intervention necessary for the promotion of optimal growth and development.

This competency-based program is composed of 15 courses, to total 45 quarter units. Students who also elect to earn the Education Specialist Credential in the area of Early Childhood Special Education complete the program outlined below. This credential will meet the new State of California requirements to work in a home, center, or school-based program serving infants, toddlers, and preschoolers with high incidence disabilities. Students who wish to receive only the Master of Arts degree may consult with a faculty adviser to create some flexibility in course selections. Such an option is appropriate for individuals from a variety of backgrounds and interests: early education teachers, parents, physical and occupational therapists, psychologists, nurses, social workers, communications specialists, and others from allied fields who desire more specialized training in early intervention services. The heavy emphasis on family involvement benefits personnel from a broad range of social service agencies.

Preliminary Level I Early Childhood Special Education Credential

Education 218, 234, 235, 236, 237, 238, 240, 247, 248, 305E, 305F, 305G, 306
or 239

Counseling Psychology 220 (M.A. only)

Preliminary Level I Program Requirements

Students wishing to receive the Education Specialist Credential in the area of Early Childhood Special Education are expected to have completed a course in Child Development and Introduction to Special Education or Mainstreaming.

Additional prerequisites include: (1) a baccalaureate or higher degree from an accredited institution; (2) passage of the California Basic Educational Skills Test (CBEST); (3) approved course work or an exam on the provisions and principles of the U.S. Constitution; (4) GRE or MAT scores; (5) an undergraduate minimum grade point of 2.75; and (6) general graduate admissions requirements.

Level II Early Childhood Special Education Credential Requirements

Education 305H, 305I, 305J, 440, 441, and 442 (305 H-J may be replaced by non-University options)

Level II Program Prerequisites

Prior to application to the Level II program, students must have completed an approved Level I program at an accredited college or university. In addition, students are expected to have completed approved courses in health education and computer education.

Internship-Education Specialist: Early Childhood Special Education

Students eligible for admission into the Special Education Program may also be eligible to apply for the Internship-Education Specialist: Early Childhood Special Education Credential. This credential allows students to be hired by public school districts to fill positions as home, center, special day class, or resource specialists while completing their course work. Students are expected to complete all Preliminary Level I course work within two years. During this time, interns are mentored and closely supervised by the hiring school districts and the University. Interested students should contact district directors of special education and the University program director.

Certificate in Early Childhood Special Education

This program is a professional training program for individuals who already hold a valid State of California Special Education Credential designed to serve school-aged children. This program meets the State of California requirements for the new Certificate in Early Childhood Special Education. This certificate will allow holders to be hired as early intervention specialists serving infants, toddlers, and preschoolers who have disabilities and their families.

Certificate in Early Childhood Special Education Requirements

Education 234, 235, 236, 237, 238, 305E, 305F, and 305G

Certificate Program in Alternative and Correctional Education

This program is a professional training program for educators working in alternative and correctional programs as teachers, counselors, or administrators. The certificate requires 12 units of course work, submission of a portfolio, and supervised field service. Students should see Steve Johnson, S.M., program coordinator, for further information.

Requirements

Education 218, 243, 244, 245, and a special 305 (6 units) or equivalent professional continuing education workshops.

EDUCATIONAL ADMINISTRATION PROGRAM

Lee Mahon (*Director*)

The mission of the Educational Administration Program at Santa Clara University is to prepare and educate socially responsible, talented, energized, and trained individuals who will impact education today and in the future. Current literature indicates that the diversity of our society and the rate of social change today, more than at any other time, requires that our future leaders be competent, efficient, and effective; have a sense of mission that drives them even when obstacles continue to arise in pursuit of their goals; be secure in the knowledge of themselves and their life mission and goals; and, be able to motivate others to achieve and succeed at high levels. Santa Clara's Educational Administration Program is ready to help you become tomorrow's leaders.



Lee Mahon, Ed.D.
Lecturer in Education



Educational Administration Program students

Master of Arts in Educational Administration Preliminary and Professional Administrative Services Credential Programs

Preliminary Administrative Services and Internship Credential

The process of professional preparation for the Preliminary and Internship Credential is a 36-quarter-unit program designed to prepare a student to obtain a Preliminary Administrative Services Credential. With an additional 9 quarter units, the candidate may also obtain a master's degree in Educational Administration.

The program includes three 5-quarter-unit foundation courses in leadership, instruction, and management, and five 3-quarter-unit courses in law and politics, finance, human resources, community relations, communications, and technology. Students are also expected to complete or have completed or have relevant experience working with individuals who exhibit differences in learning abilities. Students are further required to enroll in 6 quarter units of administrative field experiences (practicum) in which students undertake projects and activities in which they will have a related direct experience in leadership and decision making.

Internship Program

The internship program is designed for those who have been hired in the capacity of full-time administrators due to employment shortages or the lack of available qualified certificated persons holding the credential. As interns, the program includes the same academic program as listed above, plus 6 quarter units of field work designed for and by the student, the University representative, and the mentor (supervisor) from the district. Specialized assistance is provided for this student in the completion of the program due to the workload and the lack of pre-training (academic and field) prior to the appointment.

Prerequisites for the Preliminary Administrative Services Credential and Internship Program

Candidates for the Preliminary Administrative Services Credential and the Internship Credential must a) demonstrate a 3.0 grade point average in post-baccalaureate work, b) hold a valid teaching or pupil personnel credential, and c) present evidence of three years of successful teaching or pupil personnel work. Within two quarters of course work, candidate must have received a passing score on the California Basic Educational Skills Test (CBEST). However, those applying for the Administrative Intern Program must complete the California Basic Educational Skills Test (CBEST) and file a Certificate of Clearance with the Commission on Teacher Credentialing prior to receiving the Internship credential.

Course Requirements Education 360, 361, 362, 363, 364, 365, 366, 367 or 368, 369. In addition, a candidate must complete 9 quarter units of electives from approved graduate courses. Under special circumstances, a candidate may enroll in Education 310, Independent Study, if approved by the program director. *Students not desiring a master's degree may design a credential-only course of study in consultation with the program director.*

Professional Administrative Services Credential

Once an individual receives an administrative position, a state-mandated 36-quarter-unit advanced program in school administration is offered to further prepare imaginative and dynamic individuals as the tone setters for high expectations of learning. Course work includes Organizational Theory; Law, Policy, and Political Relations; Instructional Leadership; Human and Fiscal Resources; and Cultural and Socioeconomic Diversity; an induction and monitoring plan; assessment, field activities, and contributions; and 120 hours of professional development. *Candidates desiring a master's degree in Educational Administration must complete an additional 9 quarter units of work in consultation with the program director.*

Prerequisites for the Professional Administrative Services Credential

Candidates for the Professional Administrative Services Credential must a) demonstrate a 3.0 grade point average in all graduate-level work and b) hold an administrative position for at least one full year. Candidates must also show proof of receipt of the Preliminary Administrative Services Credential and the Certificate of Clearance.

Course Requirements Education 400A, 400B, 401 and 402 as a core program; 403 and 404 as a core program; 405 and 406 as a core program; 400B, 407, and 408.

MASTER'S DEGREE EMPHASIS IN HIGHER EDUCATION

A 45-quarter-unit program, the master's degree in Educational Administration with a Higher Education emphasis is designed to prepare students for entry and mid-level positions in higher education as administrators and policy analysts or in preparation for future doctoral work. The program's priorities include the integration of theory to practice, fostering a high level of academic performance and appreciation for research, reinforcing strong interdisciplinary relationships and enhancing the candidate's leadership potential.

Course Requirements Education 380, 381, 382, 383, 384, 385, 386, and 409. In addition, a candidate must complete 9 quarter units of electives from selected graduate courses including counseling psychology and education, law, and business services. Education 220, Research Methods, is strongly recommended for those who plan to pursue a doctoral program at some time. Under special circumstances, a candidate may enroll in Education 310, Independent Study, if approved by the program director.

EDUCATION COURSE DESCRIPTIONS

70. Community Health Education

Seminar addresses current health issues, reviews a variety of health education instructional materials, and includes group activities to enhance knowledge of health issues. Designed to clear multiple- and single-subject basic teaching credentials. (4 units)

218. Classroom Ecology: Applied Behavior Analysis

Principles and procedures of applied behavior analysis with applications to the special, correctional, and regular classroom. Strategies for managing behavior problems in the center or in the classroom. Assessment, documentation, and intervention for disruptive, aggressive, social, academic, and self-injurious behaviors. Primary emphasis on managing students with mild to moderate learning and behavior problems. *Required at the beginning of the internship programs.* (3 units)

220. Research Methods

Fundamentals of research design with an emphasis on qualitative field methods and case study research. Interpretation of research literature focuses on educational re-

search dealing with issues of language development and literacy. Prerequisite course to field practicum on CLAD M.A. program. (3 units)

234. Medical/Health Aspects of Early Intervention

Materials relating to medical and health problems evolving from prenatal and perinatal developmental risk factors. Introduction to interpretation of medical histories and reports; health, safety, and nutritional needs specific to young children with disabilities; adaptive equipment and prosthetic devices; handling young children with physical disabilities; family reactions and coping strategies; community resources. Includes CPR and first aid. Core course. (3 units)

235. Typical/Atypical Child Development

Introduction to the rich variety of typical and atypical growth and development in infants and children (birth to 5 years). Concepts are presented from physiological systems and developmental domain perspectives to provide a greater breadth of understanding and conceptualization of

growth and development. Participants compare and contrast developmental scales, assess a child using the physiological and domain perspectives, and integrate these two perspectives to gain a more holistic view of the growing and developing child. Core course. (3 units)

236. Family Systems and Resources

Provides students with the skills required to work effectively with the parents/caregivers of children with disabilities and with the network of service providers with which these families interact. Focuses on understanding cultural differences, family coping processes, development of communication and problem solving skills, parent interview techniques, and "best practices" for developing IFSP/IEPs. Emphasis is strongly placed on understanding family systems and life stages, respect for cultural diversity, transition planning, collaborative parent-professional relationships, parent advocacy, and development of collaborative intervention programs. Lecture, discussion, and field experience. (3 units)

237. Assessment of Young Children with Special Needs

Develops the skills necessary to assess and determine appropriate intervention for young children with special developmental needs from birth to five years of age. Provides participants with a knowledge of assessment and program evaluation measures appropriate for early childhood special education settings. Requires participants to demonstrate their knowledge of assessment techniques and their ability to assess young children by appropriately using and interpreting relevant assessment measures. Participants will become involved in a transdisciplinary team process that includes parents. A thorough program evaluation will be required of each student. *Prerequisite: 235.* (3 units)

238. Intervention for Young Children with Special Needs

Develops the skills necessary to provide quality intervention for young children with special developmental needs from

birth to five years of age. Includes a review of philosophies of early intervention, curricula resources, and intervention models and strategies. Assignments promote opportunities to simulate a variety of intervention techniques and to think critically about how relationships, environments, and materials affect a child's experience of intervention. Class discussions and assignments will expand on information provided in assigned readings and acquired through field experience. *Prerequisites: 235 and 237.* (3 units)

239. Working Within the Latino Community

For students in the Early Intervention Service Program and other professionals working with families of young children with special needs within the Latino community. Seminars provide opportunities to discuss learning-style theories, child-rearing practices, special concerns of immigrant and migrant families and to develop an awareness of Latino culture in the United States. Discussions with community-based guest speakers, reading assignments, and cross-cultural activities to develop concepts. (3 units)

240. Introduction to Mild/Moderate Disabilities

Investigation of the field of mild/moderate disabilities in terms of function and dysfunction of the information-processing systems for learning. Theories and practices that have influenced the field. Examination of observable characteristics and indicators of system dysfunction. Lectures and observation/participation. (3 units)

241. Assessment and Planning for Mild/Moderate Disabilities

Administration and interpretation of educational assessment instruments and how to synthesize results with existing clinical information to build a clear behavioral picture of learning function and dysfunction in children and youth with mild/moderate disabilities. *Prerequisite: 240; concurrent 305M required.* (3 units; \$20 materials fee)

242. *Interventions and Planning for Mild/Moderate Disabilities*

Translation of relevant information into effective education programs for students with mild/moderate disabilities. Remedial methods and materials. Lectures and practical application. *Prerequisite: 241 or equivalent.* (3 units)

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

Concepts and characteristics of child and adolescent delinquency, gangs, substance abuse, family violence and abuse, teenage parenthood, and dropout, antisocial, and nonconventional behavior. Introduction to the correctional education, special education, juvenile justice, and social welfare systems. Effective practices for teachers, counselors, and administrators, including crisis, safety, and weapons management. (3 units)

244. *Correctional Education*

Principles and procedures of correctional education and correctional special education, including current research on best practices. Discussion of prosocial development and skills, functional assessment and curriculum, correctional special education, criminal justice, vocational programs, aggression reduction, prejudice reduction, life skills training, comprehensive systems, and transitional planning. Examination of curriculum approaches and model programs. (3 units)

245. *Transitional and Vocational Planning*

Program planning, effective transitions, and vocational planning for special, alternative, and correctional education. Coordinating planning, existing processes (IEP, IFSP, ILP, ITP), and promoting future success. Functional assessment and intervention, program identification, placement, and support. Vocational education programs, training options, assessment, and instruments. Job development, re-

cruiting, placement, and support. Impact of disability, criminality, lifestyle, and cognitive distortion. Thinking processes, distortions, and retraining. (3 units)

247. *Professional, Legal, and Ethical Aspects of Special Education*

Exploration of policy and procedure pertinent to the special education system in terms of standardized assessment, management, finance, laws, regulations, professional ethics, and other compliance requirements as they relate to children and youth with mild/moderate disabilities. Lectures and group discussions. (3 units; \$15 materials fee)

248. *Development of Language and Literacy*

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

249. *Interpersonal/Cross-Cultural Communication*

Focus on building effective interpersonal and cross-cultural communication skills and the application of these to teaching. *Required of all pre-service teacher education students.* (2 units)

250. *Social Foundations in Education*

Examination of the philosophical and social bases of education and value questions that relate to psychology and curriculum. Designed to develop a carefully considered philosophy of teaching and learning. *Required of all pre-service teacher education students.* (3 units)

251. Psychological Foundations of Education

Examination based on the disciplines of developmental and educational psychology of theories and patterns of learning, development, instruction, and individual differences as they relate to teacher practices and educational programs. *Required of all pre-service teacher education students.* (3 units)

252. Curriculum Foundations and Methods

Focus on curriculum design, implementation, and evaluation at the elementary and secondary levels. Students develop curricula appropriate for their directed teaching assignment using a diagnostic-prescriptive approach. *Required of all pre-service teacher education students.* (6 units)

253. First- and Second-Language Acquisition

Designed to provide prospective elementary and secondary teachers with working knowledge of the structure, semantic, and cultural aspects of the process of first- and second-language acquisition, and the cognitive development of bilinguals. Students develop an understanding of theory, principles, methods, and practice of teaching linguistically diverse learners. A process of a professional-inquiry model is used to emphasize an awareness of personal attitudes toward different cultural, linguistic, and socioeconomic groups of students in public schools. (3 units)

254. Action Research and Teacher Development

Survey of action research strategies. Examines practitioner research strategies that encourage active classroom teaching and curriculum construction while systematically enquiring, making generalizations, and then testing the generalizations to better understand teaching practice. Focuses on identification of inquiry strategies that allow practicing teachers to look closely at their teaching and develop and refine insights as to the nature of that practice. By

examining and practicing action research, practicing teachers learn research strategies that encourage them not only to examine the theoretical assumptions that guide their practice but also to formulate diverse theoretical assumptions. (3 units)

255. Special Topics Seminar

This course is designed with a different focus every academic year. The purpose is to highlight contemporary issues in education. An instructor will emphasize his/her area of expertise (i.e., educational technology, policy, culture and language) in conjunction with the overall goal of the CLAD M.A. program focus of Language Development and Literacy.

284. Reading and Literacy Development

The many aspects of the teaching of reading, including an examination and critique of the more notable reading approaches, methods, and materials. Emphasis on diagnostic-prescriptive teaching of reading. (3 units)

285. Children's Literature

Exploration of literature written for children: history and development of literature for children—authors, illustrators, and various genres; investigation of strategies for teaching literature as part of the English program; use of varied media and methods of presentation. (2 units)

287. Reading in the Content Areas

Exploration and understanding of language, reading, writing, and literature in the context of how children and adolescents learn, learn to read, and learn through language and reading. A survey of the approaches, methods, and materials used by single-subject teachers for reading instruction in the content areas and language facilitation throughout the curriculum. Emphasis on teaching and learning strategies. (2 units)

305A. Field Laboratory: General

Supervised field work under direction of outside educational specialists. Focus on training and experience related to professional goals. *Prerequisite: permission of faculty member prior to registration.* (1–3 units; \$60 per unit)

305C. Field Laboratory: Special Education

Specially designed to provide supervised practicum experience in administering and interpreting assessment instruments. *Must be taken concurrently with 241.* (2–3 units; \$60 per unit)

305E. Family/Agency Field Experience

Early Childhood Special Education program. Supervised field work in the Family Resource Center and other agencies with which families of young children with disabilities interact. Students are expected to “support” a family through an early childhood transition experience and to participate in at least one IFSP and one IEP meeting. *Prerequisite: permission of the field experience coordinator.* (3 units)

305F. Infant/Toddler Field Experience

Early Childhood Special Education program. Supervised participation in Early Start programs serving infants/toddlers with special needs. These experiences must include participation in both home-based and center-based programs. Any student who cannot document substantial experience in general infant/toddler programs will also need to participate in at least one program that is considered to be a natural environment for infants and toddlers. *Prerequisite: permission of the field experience coordinator.* (3 units)

305G. Preschool Field Experience

Early Childhood Special Education program. Supervised student teaching in a public school preschool program that includes children with disabilities. *Prerequisite: permission of the field experience coordinator.* (3 units)

305H. Fieldwork: Induction Plan

Early Childhood Special Education program. Development and coordination of induction plan, which includes approved non-University activities involving advanced applications of Level I content, special interest topics, management and leadership activities, and parent/staff development. *Must enroll concurrently in 440.* (1 unit)

305I. Fieldwork: Management and Leadership

Early Childhood Special Education program. Involvement in supervising, evaluating, and providing for ongoing training of staff including team building, working with paraprofessionals, and community collaborative activities. Approved non-University activities may fulfill this course requirement. *Must enroll concurrently in 441.* (1 unit)

305J. Fieldwork: Parent and Staff Development

Early Childhood Special Education program. May include involvement in such non-University activities as formal presentations, interagency meetings, community committees, parent support groups, and other parent and staff development and education events. *Must enroll concurrently in 443.* (1 unit)

305M. Assessment Laboratory for Mild/Moderate Disabilities

Specially designed to provide supervised practicum experiences in administering and interpreting assessment instruments. *Must enroll concurrently in 241.* (2 units)

305Q. Fieldwork: Induction Plan

Preparation of Level II Induction Plan for the Education Specialist: Mild/Moderate Disabilities. This plan will guide a series of workshops, activities, and experiences to increase competencies needed in special education. Non-University activity option. *Must enroll concurrently in 446.* (1 unit)

305R. Fieldwork: Behavior Analysis

Guided by Level II Induction Plan for the Education Specialist: Mild/Moderate Disabilities, a series of workshops, activities, and experiences to increase competencies needed for special education in behavior analysis. Non-University activity option. *Must enroll concurrently in 443.* (1 unit)

305S. Fieldwork: Assessment and Intervention

Induction Plan for the Education Specialist: Mild/Moderate Disabilities, a series of workshops, activities, and experiences to increase competencies needed for special education in assessment, curriculum, and intervention. Non-University activity option. *Must enroll concurrently in 444.* (1 unit)

305T. Fieldwork: Functional Curriculum and Transitional Planning

Guided by Level II Induction Plan for the Education Specialist: Mild/Moderate Disabilities, a series of workshops, activities, and experiences to increase competencies needed for special education in functional curriculum and transitional planning. Non-University activity option. *Must enroll concurrently in 445.* (1 unit)

306A. Immersion Experience: Human Service in Diverse Settings

A supervised immersion and service experience in urban, culturally diverse community agencies with daily, guided, dynamic reflection. Focus on personal and professional development of students and on the integration of the academic and practical aspects of education as a human services profession. A five-day intensive orientation course followed with a team project requiring a minimum of 30 hours of service learning. Required of all candidates for the Multiple-Subject or Single-Subject Credential. (3 units)

306B. Immersion Experience: Human Service in Diverse Settings

A supervised immersion and service experience in urban, culturally diverse community agencies with guided, dynamic reflection. Focus on students' personal and professional development and the integration of the academic and practical aspects of education as a human services profession. Emphasis on personal competence in multicultural service. (1 unit)

309A, 309B. Field Experience

For those who wish to augment their graduate studies with specialized training and/or experience outside the University in their own field of study. The field experience project must have significant bearing on the professional goals of the student and must be in addition to the student's regular commitment. As a general rule, 20 hours of instruction or 40 hours of qualified experience are equivalent to 1 quarter unit of credit. *Adviser's permission is required prior to registration.* (1–6 units)

310. Independent Study

Supervised research initiated by the student. Negotiation with a faculty adviser is necessary prior to registration. The proposal *must* be in writing and have the signature of the approving faculty adviser. Full-time faculty are preferred advisers. With program director's written approval, an adjunct faculty member may serve as adviser; approval forms available in 213 Bannan. *Prerequisite: A proposal must be submitted and approved by a faculty adviser prior to registration.* (1–6 units)

320, 321, 322. Directed Teaching

Sequence provides for ongoing assumption of teaching responsibility in community and classroom settings. Required proficiency and mastery checkpoints attesting to the demonstrated capability of the candidate in the directed-teaching sequence must be met at each stage in the sequence, which includes observation-participation

(320), half-day (321), then full-day (322) student teaching. A passing grade equivalent to a B is required. As part of the directed-teaching sequence, candidates also participate in a yearlong, in-depth immersion experience and regularly scheduled seminars. During winter quarter, students have classes concurrently with the half-day student-teaching assignment. Spring quarter is similar but requires a full-day student-teaching assignment. (3, 6, 12 units)

323. Directed Teaching Teaching Students with Special Needs in the Regular Classroom

Designed to give prospective teachers in elementary and secondary schools training in the theory and practice of teaching students with special needs. Focus on mainstreaming. *A concurrent field experience is required.* (3 units)

324. Directed Teaching for In-service Teacher Education Students

Designed for students in the in-service program who are completing their directed teaching requirement. Supervised student teaching and a weekly seminar. (6–12 units)

325. ESL Methods and Assessment: Teaching Linguistically Diverse Students

Preparation in the theory and practice of teaching linguistically diverse students for prospective teachers in elementary and secondary schools. Focus on English as a second language. *A concurrent field experience is required.* (4 units)

327. Teaching Nonconventional Students

Skills and strategies for teaching nonconventional, delinquent, at-risk, addicted, and troubling students. School safety and violence, management of disruptive, aggressive, noncompliant, defiant, and assaultive behavior. (2 units)

332N. Mild/Moderate Disabilities Field Experience I: General Education and Induction Plan

Supervised field experience in teaching with increasing teaching responsibility in community and classroom settings. Required proficiencies must be met in each stage. Candidate must participate in all program activities, including scheduled daylong seminars. Experience teaching the core curriculum to general education students in at least two general education settings. Observations in several age ranges of pupils. Preparation of an Induction Plan for the Level I program. (1 unit)

332O. Mild/Moderate Disabilities Field Experience II: Special Education

Supervised field experience in teaching for special education with increasing teaching responsibility in community and classroom settings. Required proficiencies must be met in each stage. Candidate must participate in all program activities, including scheduled daylong seminars. Experience teaching special education students in special education settings including referral, assessment, IEP process, instruction, intervention, and materials modification. Observations in various special education settings. (2 units)

332P. Mild/Moderate Disabilities Field Experience III: Education Specialist

Supervised field experience in teaching for special education with increased teaching responsibility in community and classroom settings. Required proficiencies must be met in each stage. Candidate must participate in all program activities, including scheduled daylong seminars. Experience teaching special education students in general education, special education, and community settings including referral, assessment, IEP/ITP/BIP processes, instruction, intervention, program and instructional modification, consultation and

collaboration, co-teaching, teacher in-service, behavioral planning and intervention. Observations of various special education service delivery models. (3 units)

340. Adapting Early Education for Children with Special Needs

Examination of the developmental, learning, and behavioral characteristics of young children with special needs. Focus on techniques for adapting early childhood curricula to facilitate optimal development within the least restrictive environment. Specific attention given to parent-professional collaboration, analysis of existing instructional models, and classroom organization. (3 units)

343. Computer Competencies for Educators

A general overview of microcomputers and applications programs. Topics include general operations, word processing, spreadsheets, database management, personal filing system, graphic and computer programming, evaluation of software, and direct applications to the classroom. Attendance is essential; opportunities for laboratory practice provided. (3 units)

350. Language Development, Reading, and Language Arts

Part 1: Terminology, historical background, acquisition, etiology, and problems related to language development. Special attention to language assessment and intervention for children with mild/moderate disabilities. Assists participants in understanding cultural differences in children's early language and literacy experiences. (3 units)

Part 2: The many aspects of the teaching of reading, including an examination and critique of the more notable reading approaches, methods, and materials. Emphasis on diagnostic-prescriptive teaching of reading. (3 units)

360. Foundations in Educational Leadership

Basic and future concepts of leadership, skills to become an effective leader including team building, school climate, change, decision making, professional ethics, values, and attitudes that characterize effective leadership, including the assessment of a student's individual leadership qualities. (5 units)

361. Foundations in Instructional Program Improvement

Acquisition of knowledge of current and future movements in curriculum and instruction, performance standards, child growth and development, use of technology as an educational tool, assessment, and issues related to supervision, program evaluation, program development and implementation, and staff development and support services. (5 units)

362. Foundations in Organizational and School Management

Skills necessary for planning, task analysis, and goal setting in the management of the school and roles of individuals. (5 units)

363. Law, Governance, Policy, and Politics

Concepts of law, credentialing laws, assignment authorizations, schools as a political system, schools and social issues, collective bargaining and negotiations, technology as a research tool. (3 units)

364. Fiscal and Business Services Administration

Sound fiscal and business management skills and strategies, regulations governing fiscal decision making, school budgets, data collection, computer skills, school facilities, and appropriate uses of federal, state, and local school funds. (3 units)

365. Human Resource Administration

Elements of recruitment, selection, assignment, retention, and dismissal of personnel. Emphasis on the establishment of a positive school climate through effective staff utilization and effective personnel policies, professional growth, and skill development. (3 units)

366. Community, Business, and Public Relations

Role of school as a partner with the community and business. Public relations for sound educational practices. Communication, power structure, school site councils, school boards, and other governing units in a school district. (Formerly School Community Relations) (3 units)

367. Field Experiences (Practicum)

Application of knowledge and skills of administration. Students choose an activity or experience that will provide them with an interaction with administrators, teachers, business people, etc. who experience a particular situation or condition including ethical and legal issues, supervision, counseling, instruction, management, and needs of the individuals. (6 units—3 each quarter)

368. Field Work (Internship)

On-the-job training, supervision, and mentoring of a student serving as a full-time administrator in a school or district or county office. Under the guidance of a University representative and a district or county office mentor, the student's progress is monitored, reviewed, and evaluated. University representative meets quarterly with the district representative and the administrative intern. Administrative interns are required to attend additional seminars where discussions and activities are shared with peers. Suggestions are made to assist the intern become more effective in his/her role. (6 units—3 each quarter)

369. Action Research

Introduces the student to action-oriented research as an approach to inquiry, as an agent for contributing to knowledge about education, and as a vehicle for empowering teachers and learners. Included is an introduction to the many and diverse approaches to scholarly inquiry. (Formerly Technology and Communication in Administration) (3 units)

371. Administering Inclusive Schools

Skills and strategies for the effective administration of inclusive schools serving diverse students. Role of the administrator in serving disabled, nonconventional, at-risk, delinquent, truant, addicted teenage parents, and troubled students. School management of disruptive, aggressive, assaultive, noncompliant, and defiant behavior. (3 units)

372. Politics and Marketing Strategies in School Administration (formerly Politics: School Boards and Administration)

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

373. Catholic School Leadership Institute

Developing the pastoral, leadership, and management concepts of Catholic school administration; vision, directions, resources; skills development; supervision and planning; instructional strategies; staff and program development. (3 units)

374. Current Issues in Administration

Current trends and issues in administration; strategic planning; politics and economics of education; effective administration—effective leadership; restructuring; emerging concepts and actions; influences

affecting administration; analysis of power vs. powerlessness; influences on presentations. (3 units)

375. Cultural Diversity and Educational Equity

Student diversity and equal outcomes in education; cultural strengths and sensitivity; teaching and instruction as culturally based and/or biased; evolving quest for equal educational opportunities; vocabulary and language and key levels of instruction; attitudes and understandings in a culturally different society; desegregation and discrimination. (3 units)

380. Higher Education Administration, Leadership, and Ethics

Managerial leadership processes and activities; decision making, communicating, motivating, leadership/management. Coordinating and managing differences and conflict; interpersonal communication; practical aspects of program initiation and planning; emerging problems and issues; future trends in higher education. (5 units)

381. Governance in Higher Education

Analysis of the exercise of authority, power, and influence in postsecondary and higher education; governance and management; relationship of education to other segments of the economy; board of governors; board of regents; organizational structures and patterns; influences affecting higher education and postsecondary education; public/private sector relationships; policies and procedures. (3 units)

382. Student Development in Higher Education

An understanding of the organization and the mission of student development and student services in postsecondary education campuses; an understanding of student development theory and how the

curriculum and campus experiences promote learning. The role of research and evaluation in student development and student services. (5 units)

383. Law in Higher Education

Concepts of laws affecting higher education; authority, power, and influences; postsecondary and higher education governance; affirmative action and issues of diversity; influences of professional organizations, student organizations, and the law. Case studies and differing points of view as it relates to the law. (3 units)

384. Business and Finance in Higher Education

Analysis of income and revenue in higher education; financial aid and scholarships; salaries and benefits; risk management; development; sponsored projects; contracts and contract bidding; office of the controller; tuition and timelines for budget development and implementation; responsibility for budget development; input. (3 units)

385. Human Resources in Higher Education

Recruitment, selection, and assignment of personnel; effective staff utilization; dismissal; grievance procedures; short- and long-term planning for staffing; tenure and tenure rights; risk management; contracts; negotiations and collective bargaining; counseling; employee benefits; evaluation. (3 units)

386. History and Philosophy of Higher Education

A review of the historical and philosophical foundations of higher education from its European foundations to the current day, including the many contemporary changes in higher education delivery systems based on new technology. (3 units)

387. Organization and Administration of Student Services

An understanding of the organization and administration of student services in postsecondary education, including the roles and functions of programs and leaders, management issues, and the skills and competencies necessary to be an effective administrator in student services. (5 units)

388. Contemporary Issues and Internships in Student Services

Current issues and new directions for student services in postsecondary institutions. Topics and internships will be based on the specific needs of student affairs professionals and permits the in-depth study of various areas of student services. (3 units)

399. Thesis

Optional course; usually selected by candidates preparing for doctoral studies. The thesis should concern a recognized problem in the student's field of specialization, should make a scholarly contribution to the extant body of knowledge in this area, and should review the principal sources of knowledge. Supervision and review of the thesis provided by faculty member(s) designated by the director of the Division of Counseling Psychology and Education. Requirements for thesis submission are negotiated with the thesis faculty director. (3–6 units)

400A. Induction Planning and Monitoring

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

400B. Assessment and Portfolio

An evaluation of the completion of the PCIP and the development of a portfolio

of activities that include goals and objectives and professional development plans. (4 units—1 each quarter)

401. Organizational Theory and Development

The nature of organizations and the use of tools such as strategic planning and demographic studies, codes of conduct, and future planning in relation to implementing educational programs. Includes analysis and interpretation of policies fostering educational goals. (2 units)

402. Law, Policy, and Political Relationships

Relates to statutory and constitutional provisions to equal access, political jurisdictions, policies and practices of political forces. (2 units)

403. Motivating Human Learning

Designed to demonstrate effective motivation in the exercise of leadership; intellectual honesty and humility; ethical behavior in leadership; articulation of purpose and practice. (2 units)

404. Instructional Leadership

Combines management strategies and human relations in group dynamics, learning, and instructional research and theory; trends and issues and their application to instruction. (2 units)

405. Management of Human and Fiscal Resources

Staff utilization; relevant laws, regulations, and policies affecting human and fiscal resources; ethical practices in leadership; transformational and transactional leadership and management information systems. (2 units)

406. Cultural and Socioeconomic Diversity

Concepts of culture, cultural values, and cultural environments; forms of inequality; building a positive organizational climate; communication with constituent groups; approaches to inequality. (2 units)

407. Field Activities and Contributions

Advanced contributions to the field of administration. Includes specialized presentations by the candidate, significant contributions to the field of education, significant conferences and/or paper presentations such as AERA, AASA, ACSA conference presentations; writing; publications. (12 units—4 each quarter)

408. Professional Development

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

409. Master's Project

Individualized project in support of a master's degree in higher education. Professional paper and/or field work activities in support of systemic change; inquiry and research; organizational theory; learning theories and learning goals; program incentives administration; management and leadership; public policy. (6 units—3 each quarter)

421. School Business Management Information Systems

Procedures for developing an information database; selecting data processing equipment; interfacing business and instructional information systems. (5 units)

422. School Financial Reporting Systems

Analysis of the legal requirements and the specific reporting functions that affect the organization and management of accounting and auditing processes in school systems. (5 units)

423. Economic Factors and Education

The costs of education in today's market; economic benefits for education; job opportunities as an economic benefit; costs, legislative allocations, percentages; revenue increases/decreases. (3 units)

424. School Business Support Services

Legal requirements and general operating principles and procedures pertaining to school business support services: maintenance and operations; transportation; purchasing; warehousing; food services. (5 units)

425. Budget Development and Administration

Analysis of the impact of local district philosophy and state legal requirements on the budget development process; preparing and administering budgets. (3 units)

426. Risk Management

Predicting and managing school district insurance risks; strategies for analyzing and responding to the insurance marketplace. (3 units)

427. School Facilities Planning and Property Management

Master planning for facilities in school systems; facility project planning and construction management; alternative approaches; developers' fees. (3 units)

PROFESSIONAL LEVEL II: EARLY CHILDHOOD SPECIAL EDUCATION

440. Seminar: Advanced Studies and Special Topics

Focuses on emerging theories, practices, and relevant topics within the field of Early Childhood Special Education. Participants research an area of special interest. *Concurrent enrollment in 305H required.* (3 units)

441. Seminar: Management and Leadership

Assists students in developing program philosophies and plans that reflect a family-centered approach to services, developmentally appropriate practices, trans-disciplinary team building and community collaboration. Focuses on supervision

of paraprofessionals, funding resources, federal and state laws and regulations for implementing programs, program monitoring, and evaluation. *Concurrent enrollment in 305I required.* (3 units)

442. Seminar: Parent and Staff Development/Education

Promotes understanding of the fundamentals of adult learning, effective development and utilization of needs assessment activities, and how to create a climate conducive to staff and parent development. *Concurrent enrollment in 305J required.* (3 units)

PROFESSIONAL LEVEL II: MILD/MODERATE DISABILITIES

443. Seminar: Behavior Analysis and Positive Behavioral Support

Advanced seminar in special education: theoretical approaches to severe emotional disturbance and behavior disorders, applied behavior analysis, positive behavioral support, medical interventions, collaboration with mental health professionals, behavior crisis planning. Behavior measurement, data-based decision making and instructional modification. *Concurrent enrollment in 305R required.* (3 units)

444. Seminar: Complex Assessment and Intervention

Advanced seminar in special education: assessment using appropriate formal and informal processes, given complex language, cultural and personal factors. Instructional processes and modifications. Consideration of complex case studies from the classroom with development of assessment plans, assessment reports, and various intervention plans and curricula. *Concurrent enrollment in 305S required.* (3 units)

445. Seminar: Functional Curriculum and Transitional Planning

Advanced seminar in special education: domains of curriculum, functional curriculum, *Life Centered Career Education*, transitional planning, and academic modification. Detailed exploration of personal-social skills, emotional management, study skills, daily living skills, and occupational guidance and preparation. *Concurrent enrollment in 305T required.* (3 units)

446. Seminar: Education Specialist Roles and Responsibilities

Advanced seminar in special education considering the roles and responsibilities of the education specialist in communication, collaboration, consultation, and coordination with disabled students, as well as teachers, parents, and medical and mental health professionals. *Concurrent enrollment in 305Q required.* (3 units)

8

Honors and Awards

The Division of Counseling Psychology and Education honors selected alumni at its Annual Alumni Reception. Alumni receive recognition for

- notable contributions to the community and their profession
- continuing representation of the ideals and spirit of the University

The Division also nominates five students for recognition in Alpha Sigma Nu, the national Jesuit Honor Society, founded at Marquette University in 1915. Each year, new members are selected for their commitment to excellence in scholarship and service.

9

Career Services

Career Services provides a variety of services to assist students and alumni in clarifying, planning, and achieving their career goals. A professional staff of counselors offers career counseling to individuals and groups. Workshops are held regularly on career planning, which includes self-assessment, resume writing, interviewing, and job search strategies. Programs have been developed that bring professionals from various fields in counseling and education to campus to present information about career opportunities. A special program of informational interviewing links students and alumni in a variety of fields.

Career Services maintains strong contacts with employers. Job opportunity listings in counseling and education are received daily from numerous organizations and are available for review.

Career Services has extended office hours to accommodate the schedules of graduate students. It maintains extensive resource materials on topics such as career fields and prospective employers and job search books.

A special Teacher Recruitment Fair is held each spring. Administrators from Bay Area public and private schools come to campus to interview teaching credential candidates for secondary and elementary positions. A networking event is also held each year to allow students and employers from the mental health community to make connections.

All students and alumni in the Counseling Psychology and Education Program who complete a Santa Clara degree or credential program are eligible to establish an educational placement file in Career Services for a nominal fee. These files include professional letters of reference and are typically required when applying for positions in teaching, counseling, or school administration.

The social service and educational communities in the Bay Area work closely with the center to strengthen professional relationships. The Career Services staff also takes active leadership roles in professional associations such as the Western Association of Colleges and Employers, the California Association of Counseling and Development, and the California Education Placement Association. These activities keep the staff on the leading edge of the career development field.

10

University Religious, Social, and Cultural Life

CAMPUS MINISTRY

Campus Ministry functions as a leaven within the University community so that the Living God may be magnified in all people: students, staff, faculty, and alumni. In keeping with the Jesuit tradition of developing the person, and with the ideal that all of us be people for others, Campus Ministry seeks to facilitate growth in individuals and the community by its presence, programs, and services.

The Campus Ministry staff reflects the reality of the Church today: a team of men and women—lay, religious, clergy—who encourage all members of this community to deepen their religious commitment in “the service of faith, of which the promotion of justice is an absolute requirement” (Decree 4, 32nd General Congregation of the Society of Jesus).

To attain this vision, Campus Ministry offers the University community a variety of programs: liturgies and other sacramental celebrations, retreats, counseling and spiritual direction, educational forums, interfaith sharing, and Bible studies. We collaborate with all segments of the community in the planning and execution of our programs.

In all of this, Campus Ministry is guided by the words of the prophet Micah: “This is what the Lord asks of you, only this: to act justly, to love tenderly, and to walk humbly with your God.”

STUDENT LIFE

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

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

Student Conduct Code

As an institution of higher education rooted in the Jesuit tradition, the University is committed to creating and sustaining an environment that facilitates not only academic development, but also the personal and spiritual development of its

members. This commitment of the University encourages the greatest possible degree of freedom for individual choice and expression with the expectation that individual members of the community

- will be honest;
- will demonstrate respect for self;
- will demonstrate respect for others; and
- will demonstrate respect for the law and University policies, regulations, their administration, and the process for changing those laws, policies, and regulations.

For a full description of the University's Student Conduct Code, judicial system, and disciplinary actions, please refer to Chapter 12.

Athletics

The University maintains a well-balanced program of intercollegiate and recreational sports.

Intercollegiate competition for men is conducted in basketball, baseball, tennis, water polo, golf, soccer, crew, and cross-country. Intercollegiate competition for women is conducted in volleyball, basketball, softball, tennis, cross-country, water polo, soccer, crew, and golf. The participants in these sports compete against opponents of recognized national standing.

The University is a Division I member of the National Collegiate Athletic Association and the West Coast Conference.

Recreational sports involve participation in club sports, intramurals, and recreational and fitness activities. The club sports program has offered participation in men's boxing, volleyball, men's and women's rugby, men's and women's lacrosse, and women's field hockey. Recreational and physical activities classes are informal and instructional.

Registered Student Organizations

Students can become involved in a number of the more than 50 academic, recreational, religious, social, cultural, and political organizations active on campus. The Associated Students of Santa Clara University (ASSCU) registers undergraduate student groups on behalf of the University. For more information, contact ASSCU in Benson Memorial Center, Room One. Students interested in graduate student organizations should contact the dean's office.

Association of Graduate Students in Education (AGSE) An organization of education graduate students in the Division of Counseling Psychology and Education, the Association of Graduate Students in Education provides opportunities for communication among students, faculty, and staff through publications, workshops, and forums. AGSE strives to promote the scholarly discussion of topics in education that are both timely and significant.



1998-99 Alumni Board

Counseling Psychology Graduate Student Association (CPGSA) The purpose of the Counseling Psychology Graduate Student Association is to provide a forum in which all interested students can increase their involvement with the University, the Division, and fellow students. The goal of the organization is to support counseling psychology graduate students in their needs and growth.

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

Student Media

KSCU-FM Radio KSCU-FM is managed and operated by Santa Clara students. It is designed to train students in broadcasting skills and to provide the University community with music, news, sports, and public service information.

The Redwood Having recently published its 95th edition, *The Redwood*, the University's student-produced yearbook, continues to record the annual story of the University. Throughout the years, *The Redwood* has earned a reputation for trendsetting and creativity in text, photography, layout, and graphic design.



1998–99 Counseling Psychology Graduate Student Association (GSA) officers

The Santa Clara Review *The Santa Clara Review*, founded in 1869, is the University's literary magazine and the oldest college publication in the West. It invites authors from every academic area to present their works for publication. Published three times a year, the magazine includes essays, artwork, short stories, poetry, and reviews.

The Santa Clara As the weekly campus newspaper, *The Santa Clara* reports on current events, sports, entertainment, and people. Outstanding coverage and design recently earned *The Santa Clara* an award that placed it in the top sixth of the country's university papers. All students, both undergraduate and graduate, are welcome to join the staff of nearly 75 students who work in reporting, photography, graphic design, typesetting, advertising, and layout.

STUDENT RESOURCES AND SERVICES

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

Counseling Center

The Counseling Center, located on the second floor of Benson Memorial Center, offers free professional counseling to all undergraduate and graduate students. Confidential psychological counseling in a supportive atmosphere is designed to help students attain greater self-understanding and become more personally effec-

tive. Some of the concerns that students discuss with counselors include stress, depression, sexuality, individual identity, family, friendship, and love relationships. The special issues of minority and international students are recognized. In addition to individual, couples, and family counseling, the center frequently offers small groups and workshops on topics of general interest. Consultation and referral for faculty, staff, and alumni and training opportunities for graduate students in counseling are also available.

Students in crisis or with urgent needs can be seen immediately on a walk-in basis. Regular appointments are made through the receptionist, and clients can be seen within one week by calling 408-554-4172. Counseling hours are Monday through Friday, 8 a.m. to 5 p.m. and some evenings by appointment.

Student Health Services

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

Graduate students must pay a health fee to utilize the health services. The fee is \$216 per academic year or \$72 per quarter. The health service is staffed with physicians, nurse practitioners, nurses, and medical assistants and care for a variety of acute illnesses and injuries.

All **international** graduate students must carry health insurance, either their own personal plan or the University-sponsored plan. Please call the insurance coordinator at 408-554-2379 for further information.

Law students should read the Law School bulletin.

Center for Multicultural Learning

The Center for Multicultural Learning advances multicultural education and works toward improving the climate of diversity for all students, faculty, and staff. The center fosters and supports partnerships among University constituencies, including students, administration, faculty, staff, alumni, families, external communities, and the business and professional community. Within the University, partnerships with underrepresented students assist them to reach their full potential as learners and to integrate their academic work with their lives outside the classroom. Partnerships with faculty and staff attempt to provide a fully integrated educational experience for all students. Partnerships with the external community help underrepresented students prepare for college and support the University's efforts to educate all students to diversity issues in society, business, and government and for life in a global society.

Markkula Center for Applied Ethics

Santa Clara University established the Center for Applied Ethics in 1986, and renamed it the Markkula Center for Applied Ethics in 1995, to heighten awareness of ethical issues and to improve ethical decision making. The Ethics Center operates as a unique community of faculty, staff, students, and off-campus advis-

ers and participants with the common goal of helping people develop strategies for understanding and resolving the ethical dilemmas that confront them. The Ethics Center supports interdisciplinary teaching, research, and community programs in applied ethics. Programs for students include forums that provide a framework for value-based decision making in their personal and professional lives; involvement in the student-run Biomedical Ethics Club; the Leadership Through Ethical Action and Decision Making (LEAD) project; and, in collaboration with the Center for Student Leadership, workshops that provide student reflection leadership training. The Ethics Center also sponsors public symposia that bring together influential speakers, the SCU community, and the general public to examine controversial issues of national concern from an ethical perspective. In addition, the Ethics Center publishes a quarterly magazine, *Issues In Ethics*, and maintains a Web site, the *Ethics Connection* (www.scu.edu/ethics), to facilitate thoughtful reflection and engage in dialogue about matters of public debate. Other activities and services include programs for professionals, course development workshops, ethics consultations for individuals and organizations, and providing an ethics resource center. The Ethics Center does not tell people what to think, but suggests what to think about and how to think it through.

11

Facilities

ADOBE LODGE

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

BELLOMY FIELDS

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

BENSON MEMORIAL CENTER

The Robert F. Benson Memorial Center is the hub of campus life. The Benson Center is designed to meet the various needs of students, faculty, staff, alumni, and guests and to provide an environment for the education of the whole person that continues outside the classroom. Among the many services and facilities available are the Information Desk, Game Room, Market Square, Mission Bakery and Terrace Cafe, California Fresh, Shapell Lounge, meeting rooms, Mission City Federal Credit Union, the bookstore, IKON Retail Copy Center, and Post Office. In addition, the office of Campus Ministry, a number of student services, and offices of undergraduate student government and various student organizations are housed in the center.

CLASSROOM BUILDINGS

Nine classroom buildings house not only some 72 classrooms but also numerous administrative offices. Mayer Theatre and three Fine Arts buildings provide special classroom, rehearsal, and performance facilities.

COMPUTING FACILITIES

Santa Clara provides mainframe and personal computing facilities to support educational programs. Free noncredit short courses for both types of computers are offered periodically. Computer labs are typically open from 8 a.m. to midnight Monday through Friday, with hours slightly reduced on weekends.

The principal academic mainframe system is a Digital Equipment Corporation AlphaServer/275 running under the VMS operating system. The system operates 24 hours per day, and students have access from three public laboratories and through 30 dial-up ports.

PCs are concentrated in two general-purpose laboratories containing 150 IBM machines and various software packages for word processing, spreadsheet and database applications, and programming. Each PC can also function as a terminal to the VAX. An additional 60 machines are contained in the Business School PC Classroom, Engineering PC CAD Lab, and in three smaller clusters serving the Chemistry, Mathematics, and Physics departments.

All registered students may use the PC labs and the central VAX without additional charge. More than 80 percent of the full-time faculty have a personal computer or workstation in their office, and computer use is a common element in all disciplines.

The School of Engineering Design Center has a network of over 70 Hewlett-Packard 9000 high-end workstations and X-terminals grouped into two large classrooms and one smaller workroom. Advanced color printing and plotting capability are available throughout the Design Center. All workstations run HP's UNIX operating system and are fully networked with Internet and World Wide Web access. All systems have large, high-resolution color monitors and can utilize over 25 major commercial software packages. Software includes computer-aided design (CAD) and analysis applications for civil, computer, electrical, and mechanical engineering, as well as a variety of programming languages. The Design Center also offers a cluster of PCs and Macintosh computers for engineering student usage. The Design Center is open and available for students some 115 hours per week during the academic year.

COWELL HEALTH CENTER

Cowell Health Center offers health services to students (see page 99). The Cowell Center also houses the University Human Resources Department.

DE SAISSET MUSEUM

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

Museum hours are Tuesday through Sunday, 11 a.m. to 4 p.m.; closed Mondays and holidays.

KIDS ON CAMPUS

Kids on Campus is the University child-care and preschool center for children of students, faculty, and staff members. The center is a cooperative under the supervision of a volunteer committee of parents with a small staff of paid employees and parent and student volunteers. It also is used occasionally for practicum ex-

periences by students in psychology and education courses. The preschoolers benefit from a carefully developed program designed to meet their interests and to prepare them for kindergarten. Students are encouraged to visit the Kids on Campus facilities on the east side of the campus. Because space is limited, it is recommended that applicants sign up on the waiting list as soon as possible.

LEAVEY ACTIVITIES CENTER

Constructed in 1975, this unique air-supported dome is a popular multiuse facility that encompasses a variety of intercollegiate activities, recreational programs, intramurals, and events.

Included within the two acres of Leavey Activities Center are staff offices; the intercollegiate ticket office; basketball and volleyball courts; weight room, pool, and a cardiovascular area including Lifecycles, StairMasters, rowing machines, treadmill, NordicTrack, and Versaclimber.

Also located within Leavey Activities Center is Toso Pavilion, which includes a 5,000-seat arena for intercollegiate men's and women's basketball games and women's volleyball matches.

A monthly schedule of hours and activities is posted on the Leavey bulletin board, or you can call the Leavey Center information line at 554-5450. Students, faculty, and staff must present a validated ID card to the attendant upon entering.

PAT MALLEY FITNESS AND RECREATION CENTER

The fall of 1999 will see the opening of the new Pat Malley Fitness and Recreation Center. This 37,500-sq.-ft. facility provides state-of-the-art recreational facilities for students, faculty, staff, and alumni. It includes three basketball courts, a 9,500-sq.-ft. weight training and cardiovascular exercise room, an aerobics/multi-purpose room, and men's and women's locker rooms with sauna.

A monthly schedule of hours and activities is posted on the Leavey bulletin board, or you can call the Leavey Center information line at 554-5450. Students, faculty, and staff must present a validated ID card to the attendant upon entering.

LOUIS B. MAYER THEATRE

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

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

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

MISSION SANTA CLARA

Mission Church marks the historic heart of the University. Adjacent to the beautiful Mission Gardens, the Church holds regular liturgical and sacramental services and provides an open place for quiet reflection and prayer.

NOBILI HALL

Nobili Hall provides on-campus housing for the University's Jesuit community. The four-story facility, named for John Nobili, first president of the college, contains a dining area and a chapel.

MICHEL ORRADRE LIBRARY

The Michel Orradre Library provides library and information services in support of the University's undergraduate and graduate programs.

Nearly 675,000 books and bound periodicals, over 525,000 government publications, and more than 700,000 microform units are in the library's collection. The library also subscribes to more than 5,000 current serials and is a depository for U.S. and California government documents. In addition, the library provides access to many other information resources through the World Wide Web and other electronic services. OSCAR, the on-line catalog, is available via the campus network or the Web. Bronco Express, the library's interlibrary loan/document delivery service, is designed to quickly supply books and copies of articles, which are not owned by Santa Clara University. SCU students can make requests for this service electronically, using OSCAR.

Students can obtain basic information about the Orradre Library by consulting the library's home page at <http://www.scu.edu/library>, or by using the many helpful printed publications and guides that are available in the library. Library staff can also provide information, answer questions, and assist students in locating and using resources. For more in-depth research advising, individual students or project teams can make advance appointments with a librarian; and a number of classes incorporate instruction in finding, using, and evaluating library and information resources.

Other services in the library include the Learning Center; the University Archives; a student computer lab; photocopy machines; open reading areas; small-group study rooms, equipped with network connections; and a number of individual study carrels.

During the academic year, the library is open seven days a week, for a total of 106 hours. Most books may be checked out to undergraduates for 21 days and to graduate students for 42 days. Loan periods for heavily used materials on course reserve are limited to two hours, one day (24 hours), three days, or seven days. A student's current University ID (ACCESS card) serves as a library card and must be presented to borrow materials.

RICARD MEMORIAL OBSERVATORY

Named after Jerome S. Ricard, S.J., Santa Clara's Padre of the Rains who was most famous for his sunspot theory of weather forecasting, the observatory now houses all of the University's audiovisual equipment and Media Services. Media Services offers downlink capabilities affording the University community the opportunity to participate in satellite broadcasts and teleconferences.

BUCK SHAW STADIUM

Originally built in 1962 for Santa Clara's varsity football and baseball programs, the 6,400-seat stadium is now home to the highly successful men's and women's soccer programs as well as baseball. The surrounding practice fields are the outdoor facilities for the remainder of Santa Clara's intercollegiate and intramural athletic programs.

12

Student Conduct Code

STATEMENT OF RESPONSIBILITIES AND STANDARDS OF CONDUCT

The goal of Santa Clara University is to provide students with a general education so that they will acquire knowledge, skill, and wisdom to deal with and contribute to contemporary society in constructive ways. As an institution of higher education rooted in the Jesuit tradition, the University is committed to creating and sustaining an environment that facilitates not only academic development, but also the personal and spiritual development of its members. This commitment of the University encourages the greatest possible degree of freedom for individual choice and expression with the expectation that individual members of the community will

- Be honest
- Demonstrate respect for self
- Demonstrate respect for others
- Demonstrate respect for the law and University policies, regulations, their administration, and the process for changing those laws, policies, and regulations.

In keeping with this commitment, this Statement of Responsibilities and Standards of Conduct and related policies and procedures have been formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. The concept of rights and freedoms carries with it corresponding responsibilities for which students are accountable. There can be no rights and freedoms if all who claim them do not recognize and respect the same rights and freedoms for others. In addition to the laws of the nation, the state of California, and the local community, the University administration has established regulations and policies deemed necessary to achieve its objectives as a Catholic, Jesuit university.

All members of the Santa Clara community are expected to conduct themselves in a manner that is consistent with the goals of the institution and demonstrate respect for self and others. Students living off campus are members of this community and as such are representatives of the University to the larger world. In this regard, students living off campus maintain an equal measure of accountability to the values and expectations of all members of this community as identified in the Student Conduct Code. Off campus students are expected to adhere to the same high standard of conduct and behavior that reflect well upon the Santa Clara community and are consistent with the students' developing role as responsible and accountable citizens of the world.

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

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

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

UNIVERSITY JUDICIAL SYSTEM

The president of Santa Clara University has delegated to the vice provost for student affairs and dean of students general supervision for matters of student conduct. Specific responsibility and authority for the University Judicial System has been assigned to the assistant dean of students. Student disciplinary cases are heard by the appropriate judicial board/council or by a judicial hearing officer. The assistant dean of students or his/her designee determines which course of action is taken based on the nature of the case and the guidelines for judicial boards/councils found in the *University Judicial System Handbook*. Copies are available in the office of the Assistant Dean of Students, Benson Memorial Center, 213.

DISCIPLINARY ACTIONS

Judicial Sanctions

The following sanctions constitute the range of official University actions that may be taken as a result of any disciplinary hearing. (Violations of national, state, or local laws make a student subject not only to University disciplinary action but also to action by the appropriate court of law.)

1. Loss of Privileges

Limitation on University-related activities for a specified period of time, which is consistent with the offense committed, including but not limited to

- a. Ineligibility to serve as an officer or member of any University organization, to participate in intercollegiate competition, or to receive any award from the University.

- b. University housing.

- c. Restriction from using specific University facilities and services.

- d. Denial of on-campus use of an automobile.

2. Restitution

Reimbursement by transfer of property or services to the University or a member of the University community in an amount not in excess of the damages or loss incurred.

3. Fines

Financial assessment not to exceed \$250.

4. Contributed Service

Contribution of service to the University or a designated community agency consistent with the offense committed.

5. Warning

Official notification that certain conduct or actions are in violation of University regulations and that continuation of such conduct or actions may result in further disciplinary action.

6. Educational Sanctions

Preparation and presentation of a program, preparation of a bulletin board, assigned reading and response paper, attending the Alcohol Education Program, counseling, and/or other educational activities.

7. **Disciplinary Probation**
A specific period of observation and review of behavior, including terms appropriate to the offense committed, during which the student must demonstrate compliance with University regulations and the terms of the probationary period and is ineligible to serve in leadership positions in University co-curricular activities.
8. **Deferred Suspension**
A specified period of observation and review of behavior, including terms appropriate to the offense committed, during which time the student is ineligible to participate in University co-curricular activities. If further violation of University regulations occurs, suspension will result.
9. **Suspension**
Exclusion from the University for a specific period of time after which application may be made for readmission.
10. **Interim Suspension**
In exceptional circumstances, the vice provost for student affairs and dean of students may suspend a student or take other disciplinary action pending the hearing, especially in matters of safety or for the good of the community.
11. **Expulsion**
Permanent exclusion from the University.

Academic Sanctions

In addition to sanctions imposed under the University Judicial System, individual faculty members are vested with the power to lower a student's grade on a paper, exam, or other graded product, and for the course as a whole, for academic dishonesty.

PROCEDURES FOLLOWED IN JUDICIAL HEARINGS

In enforcing the Student Conduct Code, the University follows basic principles of due process and procedural guidelines outlined in the *University Judicial System Handbook*. For further information, please contact the office of the Assistant Dean of Students, Benson Memorial Center, 213.

JUDICIAL RECORDS POLICY

1. All files are kept for a minimum of one academic year beyond the academic year in which the date of the last violation of the Student Conduct Code occurred.
2. All confidential student judicial files are maintained in the office of the Vice Provost for Student Affairs and Dean of Students.
3. The files of students who have received the following sanctions shall be maintained for three academic years beyond the academic year in which the students' tenure in their current degree program at the University has ended.
 - a. Removal from University housing

- b. Disciplinary probation
 - c. Deferred suspension
 - d. Suspension
4. The files of a student who has been expelled shall be maintained for seven years beyond the academic year in which the student's tenure at the University has ended.
 5. As judicial records are educational records, please refer to the Student Records section for more information on student records policy.

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University Policies

STUDENT FREEDOM OF EXPRESSION

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

Copies of the full text of the Santa Clara University Student Freedom of Expression Policy are available in the Office of the Assistant Dean of Students, Benson Memorial Center, 213.

CONTRACTS

All contracts with non-University agencies, such as travel bureaus, airlines, buses, hotels, restaurants, bands, and film distributors, that involve graduate student organizations or clubs, must be approved by the adviser to the group within the appropriate school or college and signed by an authorized contracting officer of the University.

LIABILITY AND PROPERTY INSURANCE

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

STUDENT VEHICLES

Parking on campus requires a valid parking permit or visitor pass at all times. Parking permits are available at Public Safety (located in the parking structure) in Cowell Center 24 hours a day. Copies of the current parking regulations are also available at Public Safety, 554-4441.

POLICY ON DISCRIMINATORY AND SEXUAL HARASSMENT

Santa Clara University is dedicated to

- An uncompromising standard of academic excellence and an unwavering commitment to academic freedom, freedom of inquiry, and freedom of expression in the search for truth
- Being a community enriched by men and women of diverse backgrounds, respectful of difference and enlivened by open dialogue, caring and just toward others, and committed to broad participation in achieving the common good. (Statement of Purpose, 10/22/93)

Discriminatory and sexual harassment subvert these University ideals. Any behavior constituting discriminatory or sexual harassment toward any individual in the course of any University-administered program, job, or activity is prohibited.

Discriminatory Harassment

Discriminatory harassment is defined as intimidation by threats of violence, or by personal vilification, on the basis of race, color, national and/or ethnic origin, gender, marital status, sexual orientation, disability, religion, veteran's status, or age. Speech or other expression constitutes harassment by personal vilification if it (1) is intended to insult, terrorize, or stigmatize an individual or a small number of individuals on the basis of their race, color, national and/or ethnic origin, gender, marital status, sexual orientation, disability, religion, veteran's status, or age; (2) is addressed directly to the individual or individuals whom it insults, terrorizes, or stigmatizes; and (3) makes use of insulting or "fighting" words or non-verbal symbols. Insulting or "fighting" words or nonverbal symbols are those which by their very expression inflict injury or tend to incite an immediate breach of the peace.

Students with questions or concerns about discriminatory harassment should contact the dean of students at 554-4583, or the director of affirmative action at 554-4113 or 554-4178.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or if it denies or limits any educational or extracurricular services, benefits, or opportunities; or (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or educational environment.

Students with questions or concerns about sexual harassment should contact the assistant dean of students at 554-4583, or the director of affirmative action at 554-4113 or 554-4178.

SEXUAL ASSAULT PROTOCOL

The University Sexual Assault Protocol describes the protocol of actions to be taken in the event of the report of a sexual assault. Copies of the policy, as well as assistance and referral to available resources, are available in the office of the Assistant Dean of Students in Benson Memorial Center, 213. Students are encouraged to report any case of sexual assault.

COMPUTING RESOURCES POLICIES

The policy on computing resources is available from Information Technology, 554-4581.

PSYCHOLOGICAL EMERGENCIES

A student who is believed to be an immediate life-threatening danger to himself/ herself, or an immediate life-threatening danger to others, due to psychological difficulties, may be required to obtain professional evaluation and treatment. This decision will be made by the vice provost for student affairs or his/her designee, in consultation with the appropriate mental and physical health professionals and other staff as is deemed necessary. Failure to comply with this requirement may result in disciplinary action, or mandatory withdrawal from the University.

The full texts of the following policies are available from the Office of the Assistant Dean of Students, Benson Memorial Center, 213.

Drug-Free Policies

Drug-Free Workplace Policy

Drug-Free Schools Policy

Policy Statement on AIDS and Condom Availability and Distribution on Campus

Registration of Student Organizations

University Alcoholic Beverage Policy

Accreditations and Memberships

ONE HUNDRED AND FORTY-NINTH YEAR

1999–2000

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Accredited by the American Assembly of Collegiate Schools of Business International Association for Management Education
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Admitted to Membership in the Association of American Law Schools
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Conchita Franco Serri, Director
Office of Affirmative Action
Compliance Office for Titles VI, VII, IX, ADEA, and 504/ADA
Walsh Administration Bldg., 1st floor
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408-554-4113 or 408-554-4178
cserri@scu.edu.

Copies of these policies and procedures are also available from the Human Resources Department (408-554-4392).
