



SANTA CLARA UNIVERSITY
SCHOOL OF EDUCATION &
COUNSELING PSYCHOLOGY

Annual Report

2020 - 2021

SANTA CLARA UNIVERSITY
SCHOOL OF EDUCATION & COUNSELING PSYCHOLOGY

Letter from the Dean



Dear Friends of the School of Education and Counseling Psychology:

It is a cliché at this point to say that the academic year 2020-2021 was like no other—but surely there is no truer statement to describe it. This pandemic year challenged us all in so many ways: To provide a high-quality, transformational Jesuit education to our students in a new remote format; to prepare our graduate students to teach and conduct therapy remotely in their own settings; to lift our community and double-down on our anti-racist values in response to the killing of George Floyd and so many others. For many, this year brought tremendous grief and loss.

This year also brought us closer. Realizing how much we need each other as a community. Shining a light on the educational and mental health needs of so many in our community. Lifting up each other and supporting each other in so many ways.

In this year's Annual Report on our activities in ECP, you'll see a community coming together to respond: A philanthropist helps us make a long-term commitment to addressing child and adolescent mental health needs. Another philanthropic family helps us fund mental health support for children and families in a school in East San Jose, and the impact of this investment reverberates. We have engaged—remotely—with a variety of thought leaders to help our community think about how the Biden administration can address key issues facing the Latinx community, how schools and colleges can better serve students of color, how bilingual educators can be truly anti-racist in their work, and how our schools can support learning and children's mental health and social and emotional well-being in this trying time. In addition, we also launched a new Ed.D. in Social Justice Leadership to cultivate leaders of conscience, competence, and compassion for our schools, colleges, and social impact organizations.

Please read about this incredible year and the work of our tremendous faculty, staff, and students in the pages ahead.

Sincerely,

Sabrina Zirkel, Ph.D.
Dean, School of Education and Counseling Psychology



A Game-Changing Gift for Child and Adolescent Mental Health

A gift from Sheri Sobrato Brisson M.A. '94 and Eric Brisson establishes an endowed chair in child and adolescent mental health and funds research and public outreach.



Young people in California aren't getting the mental health care they need. Since 2007, hospitalizations among ages 5-18 are up 50 percent, and the state currently has less than two-thirds of the therapists needed to address the mental health care of children and adolescents.

That gap is particularly problematic because early support is beneficial in preventing more significant mental health issues later on. How can we get help to kids who need it? By training more people to support them and their mental health needs, which is exactly what a gift from **Sheri Sobrato Brisson M.A. '94** and **Eric Brisson** aims to do.

"There is a significant shortage of therapists, particularly for underserved populations," Sobrato Brisson says. "I hope our gift moves the needle in thought leadership in the field, and draws people to Santa Clara for training who can go on to affect the lives of many young people in their own communities."

"Over 50 percent of young people in the United States will have experienced a diagnosable mental illness by the time they reach the age of 18," says Dean **Sabrina Zirkel** of the

School of Education and Counseling Psychology. "Sheri and Eric's gift enhances Santa Clara University's capacity to lead in addressing these needs, allowing us to hire a leading teacher-scholar who will expand our curriculum, attract more students to the profession, and engage our broader community to expand awareness of the mental health needs of young people."

Sobrato Brisson, who earned a master's degree in counseling psychology from Santa Clara University's School of Education and Counseling Psychology, has dedicated much of her life to serving children and teens with life-threatening or chronic illness. She is the founder of the youth resilience-building initiative, Digging Deep Project, and the creator of an award-winning mobile game to help young people build emotional health and resilience, Shadow's Edge. She is also co-author of a youth-journaling book, *Digging Deep: A Journal for Young People Facing Health Challenges*, which has been distributed in English and Spanish to hundreds of pediatric hospitals nationwide.

"Santa Clara University is so grateful for the generosity of Sheri and Eric for this chair in child and adolescent mental health," said **Lisa Kloppenberg**, acting president of Santa Clara University. "'Journeying with youth' is an identified priority of Jesuit institutions, and this gift is a testament to our University's commitment to youth mental health needs, which deepened and became more visible during the pandemic."



Teaching from the Heart in a Pandemic

Teacher candidate and high school Spanish teacher, Jose Alfaro, had to pivot this academic year, as did so many others. He found a way to be emotionally present with his students, even while being socially distant.

At age 6, **Jose Alfaro** knew that he was meant to be a teacher. "Ever since I entered first grade, I remember that I simply fell in love with the classroom. During high school, though, I took AP Spanish. Mrs. Jimenez was a wonderful teacher who taught me to follow my dreams. It was then that I learned my dream was to become a teacher and inspire others the same way Mrs. Jimenez inspired me."

As Jose began teacher preparation classes at SCU in the Fall of 2019, he was also teaching Spanish at Cristo Rey High School in East San Jose. Little did he know the challenges he would face so early on in his career. "I learn a lot from students outside the classroom in informal conversations," Alfaro says. "However, I could not continue having those important conversations as easily with students during distance learning." As the pandemic hit, Jose—like so many teachers across the country—had to quickly adapt to teaching his students remotely. He looked to those students, examined his own values, and then began to apply the skills he'd learned at Santa Clara in new and innovative ways. Daily check-ins over the internet, non-academic discussions on the phone, and remembering to teach from the heart were some of the critical strategies that contributed to the success of Alfaro's students this past year. These strategies are part of the holistic approach to education that is a central value of the teacher education programs at Santa Clara.

Jose embodies the Jesuit concept of "cura personalis." He places getting to know one's students as a top priority and focuses on the reasons behind students' actions. This core value was needed more than ever during this pandemic. "Teaching from the heart, in my opinion, is to be understanding and never assume students are slacking off," Alfaro says. "I make sure to always ask them how they are doing because students always have a story behind each action. I have constantly asked students to communicate with me and I constantly reminded them that I love them. We need to recognize the most important tool a teacher has is being able to see a student, say hi, and simply ask how their day is going. We need to get to know our students. When we talk to them and listen to them, they feel we care."



Supporting Families through Bicultural Mental Health

Schools can play a critical role in supporting the mental health needs of children and families.



Mariela Rivera Perez

Child and adolescent mental health was a growing concern prior to 2020, however, the COVID-19 pandemic magnified the strain we have been seeing in young people. One of the many lessons we have learned throughout the past year is the role that schools can play in supporting the mental health needs of children and families.

With philanthropic support from **Martha Molina** and **Tino Bernadett**, Santa Clara University launched a pilot program to provide more mental health support for students and families at Most Holy Trinity School in East San Jose. Most Holy Trinity is a K-8 Catholic school in one of the most economically challenged areas of San Jose, and a neighborhood that was hit hard by COVID-19. More than 50% of the Most Holy Trinity students are Latinx and **Mariela Rivera Perez** was enrolled in our Latinx Counseling program to ensure access to bilingual and bicultural therapy in the Latinx community - a need that has historically been underserved.

Through this program Mariela was able to utilize a wide range of approaches to reach children and families and to provide support to those in need. Classes and workshops relating to social and emotional well-being were offered to middle schoolers, and these often served as a pathway for those who needed additional individual counseling. Parent learning was supported through virtual workshops, where they were able to learn techniques for self care, how to support children's self-regulation, what to look for in assessing their children's emotional well-being, and signs that a child should be referred to therapy. The parent response to the program was extremely well received. We continue to seek new ways to continue to support the mental health needs of families and young people in East San Jose.

FACULTY ADDRESS RACISM

Combatting Racism in the Classroom

Created by Associate Professor Claudia Rodriguez-Mojica, the Anti-Racist Collective of Bilingual Educators aims to tackle racism in the classroom.

Galvanized by the murder of George Floyd in May 2020, **Claudia Rodriguez-Mojica**, an associate professor and the coordinator of the Bilingual Education program in Santa Clara's Department of Education, launched the Anti-Racist Collective of Bilingual Educators (ARCoBE), a free, optional program that teaches current and former bilingual authorization students about the history of anti-blackness and how to develop ways to combat racism in education and beyond. Over the course of the past year, ARCoBE members not only created lesson plan, bookmarks, pamphlets, and websites in both Spanish and English for their classrooms, but walked a year-long, exploratory journey aimed at better understanding and combating racism and white supremacy in communities and schools.

What started as a way for SCU's bilingual teachers to express intimate thoughts and emotions and move forward from a dark moment in America has grown into a grassroots effort to make teachers of all subjects skilled in anti-racism practices. All of the educators who participated in the collective were Spanish speakers, which added a level of intimacy and inclusion that not only made participants feel comfortable, but challenged them to confront racism in Latin America, said facilitators **Michelle Rosas-González M.A. '20** and **Héctor González Rodas M.A. '20**.

Rosas-González and **González Rodas** helped create and facilitate the collective's work and have been instrumental to its continuation. The pair will soon start teaching in the dual-immersion, Juntos Program at San Miguel Elementary School in Sunnyvale.

"As bilingual teachers, as educators who work with Black and brown students, we realize that our role is critical," said Rosas-González. "We have to engage these conversations very carefully, not only with our students but also our families,



Claudia Rodriguez-Mojica

our community members. More than anything, we wanted to better prepare and inform ourselves and take action in some way, particularly in response to the inequities that exist in our current education system and in our greater society."

The program has several elements, including history lessons on the origins of racism in the U.S. and Latin America and book club discussions focused on writers of color, such as Ibram X. Kendi's *How to be an Antiracist*.

"It was very beautiful to see how all of our colleagues came together," González Rodas said. "I also think the simple fact that the space was bilingual offered a more welcoming space for our colleagues. We know that this is something that also happens in the Latinx community and unfortunately, there's a lot of ignorance around the topic. I think Professor Mojica really wanted to tailor this to our community as well."

Mojica, Rosas-González, and González Rodas plan to continue the collective in late September with a new cohort of bilingual students. They also plan to create a website for the collective that will include the learning materials they created, thus continuing the legacy started in 2020 and expanding ARCoBE's reach to provide access and resources to more bilingual educators.

What Happens After a Racist Attack Leaves the Headlines?

Associate Professor Sherry Wang conducted a study to examine the lasting impact of anti-Asian racism in America.



Sherry Wang

For Associate Professor **Sherry Wang**, the COVID-19 virus was only part of her worries during the past year. A flurry of racist attacks—especially in the Bay Area—served as a constant source of anxiety and danger for Asian Americans like herself.

While attacks on 75-year old Xiao Zhen Xie and 83-year old Gordan Pang grabbed headlines, Wang saw little consideration given to the lasting impact on victims and how they processed these attacks. Wang began to explore this story herself through op-eds in outlets like the *San Francisco Chronicle*, appearances on television, and in her own scholarly research.

From April to October 2020, Wang recruited Asian American people nationwide to share their experiences. While the who, what, when, and where, are important to these events, Wang focused on open ended questions that provided space for victims to process their racial trauma.

Wang's research showed a complicated and distressing reality for Asian American people. A majority of participants described experiencing racial slurs, physical threats, taunts, and/or physical violence — even before COVID. Respondents also said racist incidents they endured were often minimized or shrugged off.

"There is no media attention on what it's like to walk on the street the day after a racist attack," Wang says. "There is no attention placed on the brokenness, the self-doubt, self-blame, fear, anxiety, anger and paranoia. Asian Americans are left to pick up the pieces on their own."

The gravitational pull of the #BlackLivesMatter movement also added complexity to this trauma. For some participants, it served as greater fuel and motivation to actively dismantle white supremacy. For others, there was a sense of competition.

Wang's research will be published in scholarly journals in 2022, with initial findings showing that anti-Asian racism is even more prevalent than what is sensationalized in mainstream media. Anti-Asian racism is not only perpetrated through violence, it is also subtle, cumulative, unintentional, casual, and much more widespread than we think.

"It's easy to condemn overt, indisputable violence against Asian Americans," Wang says. "But society also has to tackle the other forms of anti-Asian racism before they build to the level of violence."



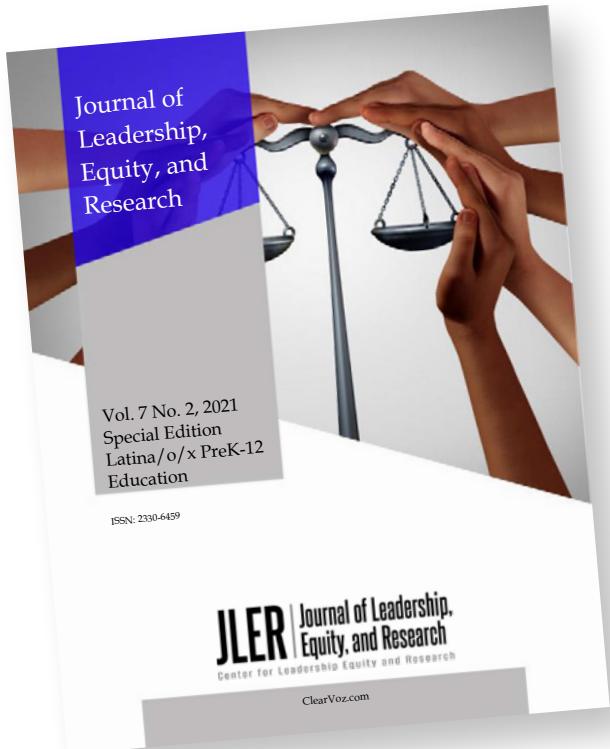
LATINX RESEARCH CENTER (LRC)



LRC's Distinguished Speaker Series

The Latinx Research Center virtually hosted a number of distinguished speakers during the 2020-2021 academic year.

- Lindsay Pérez-Huber, associate professor of social and cultural analysis of education at California State University, Long Beach, provided a new understanding of the everyday and systematic racism that emerges in schools, colleges, and universities, and specifically how it negatively impacts students of color. Pérez-Huber supplied strategies that can be used to disrupt everyday racism and suggested what institutions need to consider to move towards racial equity.
- Gilberto Conchas, professor of education at Penn State University, and Nancy Acevedo, associate professor of education at California State University, San Bernardino, discussed their new book: *The Chicana/o/x Dream: Hope, Resistance, and Educational Success*. Based on interview data, life testimonies, and Chicana feminist theories, *The Chicana/o/x Dream* profiles first-generation, Mexican-descent college students who have overcome adversity by utilizing various forms of cultural capital to power their academic success.



Publication: Journal of Leadership, Equity, and Research

A special issue entitled, *Listening to Latina/o/x Voices: Maximizing Opportunities and Minimizing Obstacles in Distinct Educational Contexts* has been released with the Journal of Leadership, Equity, and Research.

Listening to Latina/o/x Voices embraces the overwhelming fact that Latinas/os/xs constitute an important and growing share of the U.S. school-age population. This special edition on Latina/o/x PreK-12 education brings together diverse theoretical and methodological perspectives, including empirical qualitative and quantitative manuscripts centering Latina/o/x voices, and concludes with a book review confronting everyday racism.

The special edition on Latina/o/x education is a fortuitous labor of love between the Latinx Research Center at Santa Clara University, the Center for Leadership, Equity and Research (CLEAR), and Penn State University, with additional contributions from faculty affiliated with Penn State's Center for the Study of Higher Education and University of Maryland's College of Education.



Tiempo Extra Panel Discussion: What are the Latinx Priorities We Want to Push with the Biden Administration?

"Tiempo Extra" is a nod to the soccer term "overtime" and signifies SCU's extra effort to engage in intellectual and scholarly conversations about the Latinx community's education and well-being. In February, the Latinx Research Center hosted an online panel to discuss the policy priorities of the Biden Administration as they relate to the Latinx community.

The panel included **Omar Davila Jr., Ph.D.** (assistant Professor at SCU), Maricela Gutiérrez (executive director, Services, Immigrant Rights and Education Network), Ron Gonzales (president/CEO, Hispanic Foundation of Silicon Valley), **Melany Cortes '22** (co-chair of Hermanas Unidas), and **Gianella Ordonez '23** (member of Hermanas Unidas).



Research: Support Needed by First Generation Latinx Students in the Transition to College

Marco Murillo of Santa Clara University and The Foundation for Hispanic Education partnered to learn about the Class of 2019's college preparation and experience. High school graduating seniors, 96% of whom identified as Latinx, were surveyed about their college readiness, college choice, and college expectations, and then provided additional information after their first year in college. The findings indicate that respondents had an overall positive transition to college but encountered some clear challenges that we need to better address.

Key Findings

- High school teachers and counselors play an essential role in college messaging and encouragement.
- Overall, students felt prepared for college, but only 59% felt prepared for college-level math.
- After one year in college, 46% of students felt they did better academically than they expected, 31% did as they expected, and 23% felt they performed worse than they expected.
- More than half (56%) of respondents indicated having failed one or more courses in their first year of college, a startling statistic worthy of future study.
- 89% indicated utilizing college academic advising and 70% said they'd utilized career advising.

NEW SCHOLARSHIPS

The Michelle U. Nguyen Endowed Scholarship in Support of the Vietnamese American Community

Supporting our underserved Vietnamese community mental health needs



Michelle U. Nguyen

ECP alumna and advisory board member, **Michelle Nguyen M.A. '04** endowed a generous scholarship gift supporting counseling psychology graduate students whose interests are in serving the mental health needs of the Vietnamese. This donation will help us cultivate and develop more therapists who wish to work with those within the Vietnamese community, and as an endowment, this scholarship will last in perpetuity.

"We do not have nearly enough Vietnamese-speaking therapists in our region, and this generous gift will help us cultivate and develop more bilingual, bicultural therapists to serve the mental health needs of the Vietnamese community," said Sabrina Zirkel, dean of the School of Education, Counseling and Psychology. "Michelle's service and generosity to the community is inspiring. This gift will change lives."

SCU receives \$3M National Science Foundation Noyce Grant

Over 50% of math students in California are taught by uncredentialed teachers and SCU is committed to changing that.

The need for high-quality math teachers is enormous, especially in high need communities. ECP's Department of Education recently received a three year grant from the National Science Foundation (NSF) to prepare high-quality teachers and support teacher development in the district with three key aims: (a) improving teacher retention in Title 1 schools, (b) engaging math instruction that does not rely on rote memorization, but rather supports an understanding of math as a creative and collaborative endeavor, and (c) provides specialized support for math instruction to emerging bilingual students whose home language is not English.



SCU will collaborate with San Jose's Eastside Union High School District, Alum Rock Union School District, and the Silicon Valley Education Foundation in supporting 20 new math teachers in high need school districts. Fellows will receive a full tuition scholarship to our MA and teacher credential program and a \$20,000 living stipend while in the program. Upon graduation, Fellows will receive stipends and support to help ensure they thrive in their early years as teachers.



Our New Ed.D. in Social Justice Leadership

Cultivating strong servant leaders for PreK-12, Higher Education, and Social Impact Organizations

Over the past two years, the dual Pandemics of COVID-19 and structural racism resurfaced issues of inequity affecting all parts of our society. From the Black Lives Matter movement to the prominence of disparities in education, healthcare, and the environment, our society demands leaders who are prepared with the knowledge, skills and dispositions to make change.



Inaugural Cohort

As the first doctoral program in the School of Education and Counseling Psychology, the Doctor of Education (Ed.D.) in Social Justice Leadership program is set to launch in September of 2021 with its inaugural cohort of 20 students. The program is designed to prepare critically reflective leaders to engage in transformative practice in addressing the most pressing problems impacting communities and schools, such as structural racism embedded in our society. With

three areas of specialization, students in the program can choose an emphasis in PreK-12 Leadership, Higher Education Leadership, or Social Impact Leadership.

Built on a collaborative leadership model, students work in an intimate cohort environment as they navigate the program. With hopes of building a larger network and adding to the greater community, graduates will engage in meaningful conversations about what the future of leadership looks like.

"Students in the program will be asked to address the big questions of why is society structured in the way it is and what roles schools and other organizations play in maintaining, but also disrupting the inequities that we see in our society at large," says **Pedro Nava**, director of educational leadership. "In this program, we reimagine the knowledge, skills, and dispositions transformative leaders require to create a more just future."

Dean Zirkel notes: "We are so excited to bring together emerging leaders across these different sectors to learn from and inspire each other."



'Of the Moment' Thought Leadership for Educators

In order to support teachers and school leaders during what was a stressful, difficult, and unprecedented academic year, SCU hosted three free virtual webinars for educators, thanks to the philanthropic support of our generous donors. Webinars can still be viewed on ECP's Center for Professional Development webpage.

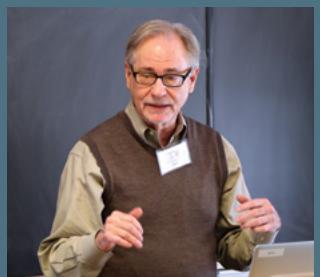
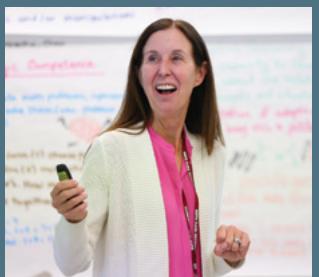
Compassion Fatigue for Educators with Ling Lam



This webinar focused on supporting educators during the COVID-19 pandemic and addressed compassion fatigue and burnout, while also providing tools to assess and treat them. Educators learned a variety of evidence-based resiliency skills to manage stress, combat the emotional demands of work, and prevent burnout.

Reimagining Education for All with Kathy Stoehr and Keith Yocam

This webinar explored ways for educators to think innovatively toward a post-pandemic era, where virtual learning blended with traditional academic contexts might incite the germination of new teaching, learning, and pedagogical approaches.



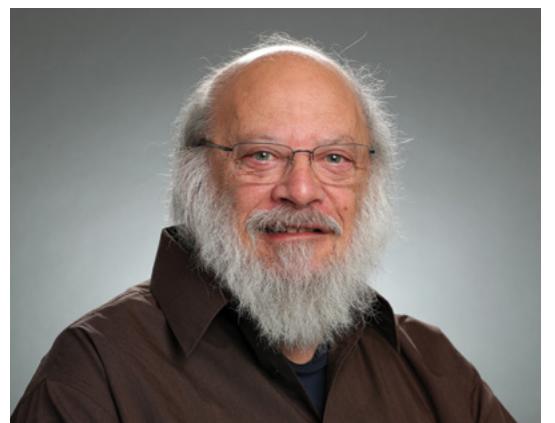
Remote Learning Approaches to Social Emotional Learning with Tonia Casarin

In order for students to process the challenges of the pandemic, and build skills to cope, heal, and thrive, teachers need to adjust their pedagogical approaches to begin with connection. This webinar provided educators with resources to adapt their social and emotional learning pedagogical practices to remote learning.



Re-Envisioning Your "Stretch Years"

In his new book, Jerrold Lee Shapiro helps people tackle important questions as they transition from mid to later in life.



Jerrold Lee Shapiro

"Is it too late to change my life? Where do I go from here? Is that all there is? Why aren't I happier? Now that I'm all grown-up, what do I really want? How can I make these years the best of my life?"

Even by the time we reach our early 40s, says Santa Clara University professor and clinical psychologist **Jerrold Lee Shapiro**, many of us have started asking ourselves what we want out of life as we approach what he calls "the stretch years" from mid-life to retirement and old age.

How we answer those questions, as

Shapiro writes in his new book *"Finding Meaning, Facing Fears: Living Fully Twixt Midlife and Retirement,"* (2021 Cognella Press), isn't just about looking back. It's about the time we have left to explore new ways to make meaningful changes, going forward, that could alter our lives in the most favorable ways.

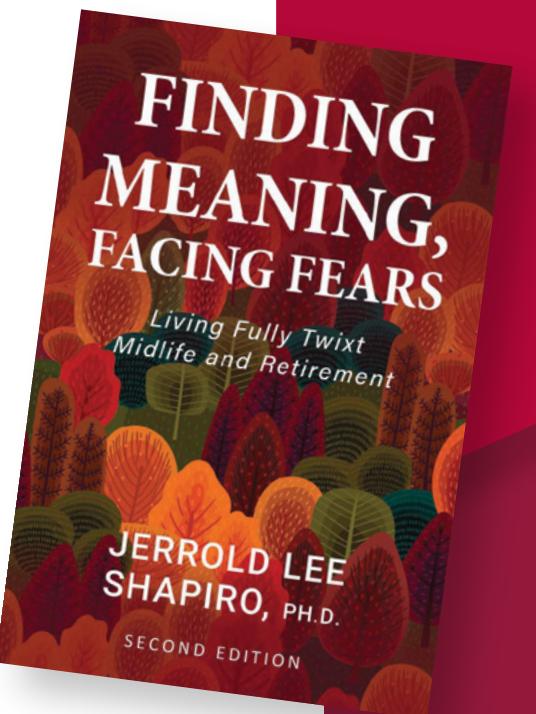
In his book, the longtime SCU School of Education and Counseling Psychology professor, together with a group of graduate students, have woven powerful stories from hundreds of people they interviewed—all around the country—about their life transitions and development in the post-midlife years.

In this second edition, a significant update from his 2012 version with a similar title, Shapiro's book has expanded its original focus on baby boomers, ages 45 to 65, to also incorporate research into Generation X, many of whom have now reached their 40s and 50s.

Underlying the content, Shapiro has added timely reflections from many of his subjects about the recent pandemic's impact on their lives, from relationships strained by the "pressure cooker" aspects of shelter-in-place, to job losses that may have forced a re-calculation of retirement dates.

As one interviewee put it: "I know what this means financially is that I will probably have to work into my 70s instead of 65, but that has made me more interested in working smarter and doing more of what I want to do."

But it's not all doom and gloom. The book is filled with examples of individuals in mid-life who reconsidered their habits and actions, and moved on to healthier relationships or more fulfilling jobs, and a stronger sense of self.



ECP Welcomes New Faculty

Teacher Education



Won Jung Kim, Ph.D.

Won Jung Kim joins Santa Clara University as an assistant professor of education, with a focus on science education. Kim comes from Michigan State University, where she is finishing her Ph.D. in Curriculum, Instruction, and Teacher Education, and she previously served as a middle school science teacher in her home country of South Korea for 12 years. Kim's research focuses on supporting young people and their meaningful engagement with STEM. She is devoted to exploring and challenging the concept of "rightful presence" in how we as a society work towards achieving greater equality in STEM education.

Educational Leadership



Marco Murillo, Ph.D.

Marco Murillo previously served as ECP's director of strategic initiatives, through which he served as interim director of the Latinx Research Center, led a number of projects in East San Jose, and taught in the educational leadership program. In September 2021, he will move to a new role as assistant professor of education in the Educational Leadership program. Marco received his Ph.D. from UCLA. As a first-generation, Latino scholar, Murillo seeks to challenge dominant and deficit-based narratives that blame differences in educational outcomes on students and families because of their race, ethnicity, gender, sexuality, or immigration status. His research critically examines the educational trajectories of minoritized students, focusing on college preparation and completion.

Educational Leadership



Ezinne Ofoegbu, Ph.D.

Ezinne Ofoegbu is an incoming assistant professor in education, where she will support students in the educational leadership programs. Ofoegbu's work and experience is in higher education and student affairs. She has worked in a variety of roles in student services at a number of universities, including USC and North Carolina State University. Ofoegbu's primary research focuses on the intersections of race and gender, particularly the experiences of Black women in various aspects of college sports and higher education. She is also exploring how institutions can better address the residential needs of LGBTQ+ students, especially in Living Learning Communities. Deeply grounded in contemporary critical theory, she combines a strong focus theory and practice in student services within higher education.

Our Year in Numbers

2020-2021

\$2.2M

Total scholarship dollars awarded to ECP students

\$6M

Over \$6M in grant applications submitted

\$6.5M

Raised in philanthropic support

44

Practicum sites throughout the Silicon Valley served by ECP counseling psychology students

72

Number of schools our teacher preparation students are serving





Part of an Enduring Legacy

ECP has been educating and inspiring students for more than 100 years, offering undergraduate and graduate degrees. Our vision imagines a region and world in which everyone has access to an inspiring education and the psychological tools and support to propel them toward flourishing lives of meaning, purpose, and connection.

Teacher Education

In as little as one year, you can receive a master's degree plus a teaching credential. The teaching credential can be earned in either student-teaching or internship formats.

Catholic School Teaching Formation

Our Excellence in Catholic Education and Leadership program (ExCEL), as well as our Catholic M.A. in Teaching program (CatMAT), serve as formation programs for those whose calling is to teach in Catholic Schools. Driven by the mission to serve our region's Catholic schools and communities, informed by our shared Jesuit commitment to 'cura personalis' or care for the whole person, these programs serve to develop Catholic school teachers pedagogically, spiritually, and communally, while enhancing educators' calling to teach and serve in ways that support inclusive, equitable schools that serve all children.

Educational Leadership & Social Justice Leadership

Our MA and credential programs in Educational Leadership, and our Ed.D. in Social Justice Leadership help individuals define their vision, values, and prepare them to lead complex organizations. Our programs cultivate strong leaders who are dedicated to engaging in transformative processes that address pressing social issues. The Ed.D. program has three areas of emphasis: PreK-12 Leadership, Higher Education Leadership, and Social Impact Leadership.

Counseling Psychology

Receive your Marriage and Family Therapist (MFT) and/or a Licensed Professional Clinical Counselor (LPCC) license to become a practicing therapist. Opportunity to specialize in: Latinx Counseling, LGBTQ Counseling, Health Psychology, and Alternative & Correctional Psychology.

Applied Psychology

This M.A. in Applied Psychology serves those who wish to work in a wide range of human service fields, but do not seek a role as a licensed therapist. Students receive a grounding in applied psychology and then work closely with their advisor to specialize in coursework related to their professional goals. Graduates work in a variety of settings and pursue careers in non-profit work, higher education, human resources, or further education in a doctoral program.

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