PALO ALTO UNIVERSITY

2019-2020
Catalog & Student Handbooks

Page 59
B.S. in Business Psychology Objectives & Requirements
Paragraph Changed- "Completion of all courses in the major are required. A total of 180 quarter units of undergraduate coursework, and 90 quarter units of upper-division coursework, is required for graduation, with an overall grade point average (GPA) of 2.00 or higher."

Page 61
B.S. in Psychology & Social Action Objectives & Requirements
Paragraph Changed- "Completion of all courses in the major are required, including a three-quarter long Internship. A total of 180 quarter units of undergraduate coursework, and 90 quarter units of upper-division coursework, is required for graduation, with an overall grade point average (GPA) of 2.00 or higher."

Disclosure Statement

This Catalog and its contents are subject to change without notice as the School deems necessary and appropriate. Updates will be posted in an electronic format on the website at the following links:

http://www.paloaltou.edu/admissions/admissions-resources/catalog
http://www.paloaltou.edu/institutional-policies

All disputes regarding School compliance with the contents are subject to exclusive resolution under the Institutional Grievance Procedure. Students are provided a copy of this document at the time of enrollment and this document is maintained on the PAU website at http://www.paloaltou.edu. Students are expected to keep themselves apprised of any changes, and are held responsible for knowledge of them.

Table of Contents

Section I: About Palo Alto University

1. Introduction to Palo Alto University

Palo Alto University (PAU) is a private, not-for-profit educational institution, founded in 1975 as the Pacific Graduate School of Psychology (PGSP), an independent professional school. To reflect the growth of the institution to include masters and undergraduate programs, PGSP re-incorporated as Palo Alto University in August 2009. PAU is dedicated to education with an emphasis in the behavioral and social sciences; to promoting future innovators and leaders for the benefit of society; to generating knowledge through research and scholarship of the highest level; and to providing services to the community informed by science and scholarship. PAU engages regularly in a multi-year strategic planning process, the most recent of which may be accessed at http://www.paloaltou.edu/about/strategic-plan.

PAU confers degrees in clinical psychology (M.S., Ph.D., and Psy.D.), counseling psychology (M.A.), psychology (M.S.) and general psychology with an emphasis in business and social action (B.S.). PAU is accredited by the WASC Senior College and University Commission (WSCUC). The doctoral programs are accredited by the American Psychological Association (APA), and the MA program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

PAU frequently collaborates with regional and international institutions to achieve its mission of engaging minds and improving lives. The student body is highly diverse and represents those seeking a first-time degree, respecialization in clinical psychology or counseling, or an additional degree in their field of practice. Students come to PAU with undergraduate and graduate training backgrounds from a wide range of fields including education, sociology, biology, business, law, and physics.

2. Mission, Vision & Values

PAU's Mission: Engaging minds and improving lives locally and globally through innovative education.

PAU's Vision: Through collaborative leadership, we transform in measurable and accountable ways the quality of lives through psychological insights, scientific rigor, and compassion for humanity.

PAU Values: All existing and envisioned programs should embody the following core values:
- Diversity in all endeavors
- Excellence and distinction in all aspects of programs and operations
- Innovation in the pursuit of science, evidence-based practice, and pedagogy
- Operational transparency
- Fiscal responsibility
- Strong, collaborative relationships with local, national, and international partners
- Commitment to each student's personal and professional growth

3. Accreditation

Institutional Accreditation: PAU has been accredited by the WASC Senior College and University Commission (WSCUC) since 1987. Information regarding PAU and WSCUC may be obtained at:

WASC Senior College and University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: (510) 748-9001
www.wascsenior.org

American Psychological Association (APA) Accreditation For Doctoral Programs
The PGSP Ph.D. Program in Clinical Psychology has been accredited by the American Psychological Association (APA) since 1988.

The PGSP-Stanford Psy.D. Consortium training program has been accredited by the American Psychological Association (APA) since 2006.

Information regarding accredited programs can also be obtained at:

APA Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002 Phone: (800) 374-2721 / (202) 336-5500

National Register of Health Services Provider in Psychology For Doctoral Programs
The National Register of Health Service Providers in Psychology has approved listing Pacific Graduate School of Psychology at Palo Alto University as a Designated Doctoral Program in Clinical Psychology and PGSP graduates are eligible for application to the National Register's directory.

Council for Accreditation of Counseling and Related Educational Programs for Counseling Programs

The MA in Counseling and Counseling Psychology is accredited the Council for Accreditation of Counseling and Related Educational Programs since 2017. Information regarding CACREP accredited programs can be obtained by contacting CACREP directly.

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
Phone: (703) 535-5990 / Fax (703) 739-6209

4. Institutional & Program Learning Goals

Palo Alto University Institutional Learning Goals:

1. Disciplinary Knowledge and Skill: Demonstrate a systematic, coherent understanding of the academic field of study, as well as culturally competent proficiency in the application of discipline-specific content and skills.
2. Critical Thinking: Demonstrate ability to analyze a body of knowledge and evaluate arguments in a manner that is disciplined, reasoned, reflective, self-critical, and informed by scientific evidence and scholarship.
3. Scientific and Quantitative Reasoning: Demonstrate competence in the interpretation and application of scientific reasoning and problem solving, including the use of effective research methods and the principles and methods of statistical analysis and interpretation.
4. Cultural Competence in a Diverse World: Demonstrate understanding, appreciation, and sensitivity with respect to cultural differences, including differences associated with multiple and intersecting gender, age, sex, ethnicity, sexual orientation, language, identity, language, and social-economic status; demonstrate commitment and competence to engage effectively and respectfully in a diverse multicultural society; demonstrate knowledge and application of cultural and diversity science; develop a global perspective.
5. Communication: Demonstrate competence in writing, oral, and interpersonal communication skills.
6. Literacy: Demonstrate competence in the ability to access, evaluate, and utilize a variety of appropriate information sources.
7. Moral and Ethical Responsibility: Demonstrate a commitment and competence to apply ethical, moral, and professional standards to personal conduct and to the evaluation and conduct of scholarship, science, and professional practice.
8. Community Engagement and Service: Demonstrate responsible behavior; engage broadly in the intellectual life of the university; demonstrate a commitment to community and the public good.

Program Learning Goals

B.S. in Business Psychology

B.S. Business Psychology PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
Knowledge Base in Psychology Students demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in Psychology. They are able to describe key concepts, principles, and overarching themes in psychology, develop a working knowledge of psychology's content domains, and describe applications of psychology.	X					X		

B.S. Business Psychology PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
Scientific Inquiry and Critical Thinking Students develop skills that involve the development of scientific reasoning and problem solving, including effective research methods. They use scientific reasoning to interpret psychological phenomena. The demonstrate psychological information literacy, engage in innovative and integrative thinking and problem solving, develop the ability to interpret, design, and conduct basic psychological research, and they incorporate sociocultural factors in scientific inquiry.		X	X					
Ethical and Social Responsibility in a Diverse World Students develop ethical and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. They apply ethical standards to evaluate psychological science and practice, build and enhance interpersonal relationships and adopt values that build community at local, national, and global levels.		X		X			X	X

B.S. Business Psychology PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
Communication Students develop competence in writing and in oral and interpersonal communication skills. Students are able to write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students are able to produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.	X	X			X	X		

B.S. Business Psychology PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
Professional Development Students are able to apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. They develop work habits and ethics that enable them to succeed in academic settings, preparing them for postbaccalaureate employment, graduate school, or professional school.	X	X			X	X		X
Business Concepts Students will understand the major concepts in the functional areas of accounting, marketing, finance, and management. They will understand and value the legal, social and economic environments of business.	X	X	X					X
Global & Ethical Responsibilities Students will understand the global nature of business and they will understand the ethical obligations and responsibilities of business.				X			X	X
Integrating Business Concepts Students will master knowledge of business concepts and functions in an integrated manner.	X	X			X			

B.S. in Psychology and Social Action

BS Psychology & Social Action PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
Knowledge Base in Psychology Students demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in Psychology. They are able to describe key concepts, principles, and overarching themes in psychology, develop a working knowledge of psychology's content domains, and describe applications of psychology.	X	X	X			X		
Scientific Inquiry and Critical Thinking Students develop skills that involve the development of scientific reasoning and problem solving, including effective research methods. They use scientific reasoning to interpret psychological phenomena. The demonstrate psychological information literacy, engage in innovative and integrative thinking and problem solving, develop the ability to interpret, design, and conduct basic psychological research, and they incorporate sociocultural factors in scientific inquiry.	X	X	X		X	X		

BS Psychology & Social Action PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
Ethical and Social Responsibility in a Diverse World Students develop ethical and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. They apply ethical standards to evaluate psychological science and practice, build and enhance interpersonal relationships and adopt values that build community at local, national, and global levels.		X		X	X		X	X

BS Psychology & Social Action PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
Communication Students develop competence in writing and in oral and interpersonal communication skills. Students are able to write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students are able to produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.	X	X	X		X	X	X	X

BS Psychology & Social Action PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
Professional Development Students are able to apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. They develop work habits and ethics that enable them to succeed in academic settings, preparing them for postbaccalaureate employment, graduate school, or professional school.	X	X	X	X	X	X		X

M.A. in Counseling

MA COUNSELING PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1 Disciplinary Knowledge and Skill	**2** Critical Thinking	**3** Scientific and Quantitative Reasoning	**4** Cultural Competence in a Diverse World	**5** Communication	**6** Literacy	**7** Moral and Ethical Responsibility	**8** Community Engagement and Service
GOAL 1-Academic rigor. Graduates will acquire, refine, and demonstrate appropriate Master's level knowledge and skill as a counselor in a variety of settings.	x	x	x			x		
GOAL 2- Professional identity. Graduates will develop a professional identity as a counselor as well as the personal qualities related to effective practice, including integrity, sensitivity, flexibility, insight, compassion, and personal presence.	x				x		x	
GOAL 3- Leadership. Graduates will become an organizational leader, a group process expert, and a positive force in achieving high levels of participation, cooperation and cohesion.					x			x

MA COUNSELING PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1 Disciplinary Knowledge and Skill	**2** Critical Thinking	**3** Scientific and Quantitative Reasoning	**4** Cultural Competence in a Diverse World	**5** Communication	**6** Literacy	**7** Moral and Ethical Responsibility	**8** Community Engagement and Service
GOAL 4- Social Justice. Graduates will develop an understanding of various cultures and the implications of diversity for social justice. Gain insight into the social and psychological implications of socioeconomic position and how poverty and social stress can affect an individual's mental health and recovery.				x			x	x
GOAL 5- Recovery Orientation. Graduates will incorporate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.	x							x
GOAL 6- Compliance and Risk Management. Grduates will learn to manage the risks of a professional counseling practice, ensure personal and client safety, and remain compliant with all laws and regulations and moral and ethical guidelines.							x	

MA COUNSELING PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1 Disciplinary Knowledge and Skill	2 Critical Thinking	3 Scientific and Quantitative Reasoning	4 Cultural Competence in a Diverse World	5 Communication	6 Literacy	7 Moral and Ethical Responsibility	8 Community Engagement and Service
GOAL 7- Professional practice. Graduates will integrate the principles and practices of marriage and family counseling throughout the professional practice of counseling and mental health.	x			x		x		
GOAL 8- Licensure. Graduates will become a licensed Professional Clinical Counselor or Marriage and/or Family Counselor in California or achieve a similar license in the other states and territories of the United States, Canada and other international partners.	x							x

M.S. in Psychology

MS Psychology (PHD prep) PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1 Disciplinary Knowledge and Skill	2 Critical Thinking	3 Scientific and Quantitative Reasoning	4 Cultural Competence in a Diverse World	5 Communication	6 Literacy	7 Moral and Ethical Responsibility	8 Community Engagement and Service
GOAL 1: To produce students and graduates who are critically reflective and informed, masters level consumers of psychological knowledge and associated clinical sciences	X	X	X	X	X	X	X	
GOAL 2: To produce masters level psychologist with the requisite clinical knowledge, skills, and attitudes to pursue doctoral-level graduate traning in clinical psychology.	X	X	X	X	X	X	X	X
GOAL 3: To acquire foundational, masters-level competence in scientific knowledge, skills, and attitudes	X	X	X	X	X	X		
GOAL 4: To produce culturally competent masters-level psychologists	X			X	X	X	X	
GOAL 5: To produce masters-level psychologists whose conduct exemplifies excellence in professionalism and ethics	X	X		X			X	X

Ph.D. in Clinical Psychology

Clinical Psychology PHD PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1 Disciplinary Knowledge and Skill	2 Critical Thinking	3 Scientific and Quantitative Reasoning	4 Cultural Competence in a Diverse World	5 Communication	6 Literacy	7 Moral and Ethical Responsibility	8 Community Engagement and Service
GOAL 1: To produce students and graduates who are critically reflective and informed consumers and producers of psychological knowledge and associated clinical sciences	X	X	X	X	X	X	X	
GOAL 2: To produce clinicians with the requisite clinical knowledge, skills, and attitudes to successfully practice as entry PhD-level clinical psychologists in a variety of clinical settings and with a variety of clinical problems	X	X	X	X	X	X	X	X
GOAL 3: To produce researchers with the requisite scientific knowledge, skills, and attitudes to both consume and generate research	X	X	X	X	X	X		

Clinical Psychology PHD PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1 Disciplinary Knowledge and Skill	2 Critical Thinking	3 Scientific and Quantitative Reasoning	4 Cultural Competence in a Diverse World	5 Communication	6 Literacy	7 Moral and Ethical Responsibility	8 Community Engagement and Service
GOAL 4: To produce culturally competent clinical psychologists	X			X	X	X	X	
GOAL 5: To produce clinical psychologists whose conduct exemplifies excellence in professionalism and ethics				X			X	X

Psy.D. in Clinical Psychology

Clinical Psychology PSYD PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1 Disciplinary Knowledge and Skill	2 Critical Thinking	3 Scientific and Quantitative Reasoning	4 Cultural Competence in a Diverse World	5 Communication	6 Literacy	7 Moral and Ethical Responsibility	8 Community Engagement and Service
GOAL 1: To graduate critically reflective, informed consumers of psychology and associated clinical sciences	X	X	X	X	X	X		
GOAL 2: To graduate highly skilled clinical psychologists whose clinical practice is grounded on an informed appreciation of the scientific literature.	X	X	X	X	X	X	X	
GOAL 4: To graduate psychologists who are proficient in psychological consultation, supervision, and multidisciplinary collaboration.	X	X			X	X		X
GOAL 3: To graduate culturally competent clinical psychologists	X			X	X	X	X	
GOAL 5: To graduate psychologists whose conduct exemplifies the highest levels of professionalism	X			X			X	X

5. History

Palo Alto University has served its students, faculty, staff, and community for over 40 years as a psychology and counseling focused education institution. Learn more about the growth and evolution of the Pacific Graduate School of Psychology & PAU:

- 1975 - Pacific Graduate School of Psychology (PGSP) founded in Palo Alto by prospective students and faculty who wanted to develop their professional knowledge of clinical psychology; Robert Kantor is its first president.

- 1984 - Dr. Allen Calvin joined PGSP as president.

- 1986 - PGSP accredited by Western Association of Schools and Colleges (WASC).

- 1988 - PGSP campus moves to East Meadow Drive, Palo Alto, CA.
    - The Kurt and Barbara Gronowski Clinic opens in Palo Alto, CA.
    - PGSP Ph.D. program receives APA accreditation.

- 2002 - PGSP-Stanford Psy.D. Consortium program begins.

- 2005 - Gronowski Clinic moves to Los Altos, CA.

- 2006 - PGSP-Standford Psy.D. Consortium receives APA accreditation.

- 2006 - The PAU Bachelors degree program in Psychology & Social Action (PSA) approved by WASC in the Spring and started at De Anza Community College in the Fall.

- 2009 - Second major in Business Psychology (BP) approved by WASC and enrolled its first cohort at Foothill Community College in the Fall of 2009. The M.A. Counseling (originally M.A. Mental Health Counseling) program begins.

- 2011 - The Business Psychology and Psychology Social Action Hybrid (Evening/Online) format approved by WASC and started in Fall 2011. Both programs' evening classes are conducted at PAU campus. The M.A. Counseling Psychology program begins. The M.A. Counseling program begins serving students in China.

- 2013 - PAU developed a new partnership with the College of San Mateo, to offer both its Bachelors degree programs.

- 2016 - Dr. Maureen O'Connor became the third president of PAU.

- 2017 - The Council for Accreditation of Counseling & Related Educational Programs (CACREP) awarded eight years of accreditation to both emphases in the M.A. in Counseling program; Marriage, Family and Child emphasis and Clinical Mental Health emphasis.

6. PAU Locations

Palo Alto University offers classes at multiple locations on the San Francisco Bay Peninsula and in Silicon Valley. In addition, PAU offers hybrid and fully online programs, allowing students to take classes from wherever they may live.

Culturally diverse and scenically rich, the San Francisco Bay Area has many attractions and activities for all types of individuals. Palo Alto is close to the Santa Cruz Mountains, which include several state parks and a protected habitat for Coastal Redwoods. The San Mateo County Coast also provides miles of public beaches that can be enjoyed almost year round due to the mild climate.

Located in the middle of the peninsula Palo Alto offers many chances to take in the sites and activities of two big cities, San Jose and San Francisco.

In addition, Palo Alto University partners with Stanford Department of Psychiatry and Behavioral Sciences to offer the PGSP-Stanford Psy.D. Consortium.

PAU locations include:
- PAU-Allen Calvin Campus: 1791 Arastradero Road, Palo Alto, CA, 94304
- PAU-Los Altos: 5150 El Camino Real, Los Altos, CA 94022
- PAU's Gronowski Clinic is located at PAU-Los Altos
- PGSP-Stanford Psy.D. Consortium: 401 Quarry Road, Stanford, CA, 94304
- PAU-De Anza: 21250 Stevens Creek Blvd., Cupertino, CA 95014

7. Board of Trustees
The Board of Trustees is led by its Chair, Daniel Kostenbauder, J.D. Other members include:

Martin Dodd, J.D.	Mahanaz Motayar, Ph.D.
Jeff Gee	Israel Niv, Ph.D.
Berton Keith	Maureen O'Connor, Ph.D., J.D.
Michael J. Kerner, Ph.D.	Jennifer Orthwein, Ph.D., J.D.
Carol Bobby, Ph.D.	Kathryn Pryor, Ph.D.
Matt Levine	Fred R. Seddiqui
Daniele Levy, Ph.D., MBA	Gary Shapiro, J.D.
Marilyn Manning Lonergan, Ph.D.	Ellen Shuck
Richard Lonergan	Camille R. Watson
Thomas A. MacCalla, Ed.D.	Jorge Wong, Ph.D.
Derek Minno	Tom Yeh

8. Administration
- Maureen O'Connor, Ph.D., J.D., President
- Jim Breckenridge, Ph.D., Dean for Institutional Effectiveness, Analysis, and Planning
- Risa Dickson, Ph.D., Acting Vice President of Academic Affairs, Chief Academic Officer
- Anne Farrah, Director of Development
- June Klein, Ed.D., M.B.A., C.P.A., Vice President of Business Affairs, Chief Financial Officer
- Rebecca Levy, M.S., Director of External Relations
- Thom Shepard, M.Ed., Dean of Students
- Patricia Zapf, Ph.D., Vice President for Continuing & Professional Studies

9. Faculty

PAU Counseling Faculty

Dareen Basma, Ph.D.
Remote Core Faculty
Ph.D. in Counselor Education and Supervision (CACREP)
Areas of Emphasis: multicultural counseling, challenges of immigrant populations

Tim Baima, Ph.D.

Associate Professor, Core Faculty, and Clinical Training Director Residential Programs
Ph.D. in Marriage and Family Therapy
Areas of Emphasis: family, child/adolescent and home-based therapy; violence prevention and intervention

Darlene Chen Ph.D.
Assistant Professor, Core Faculty
Ph.D. in Counselor Education and Supervision (CACREP) Areas of Emphasis: Culture, Play Therapy

Kelly Coker Ph.D.
Associate Professor, Core Faculty
Ph.D. in Counselor Education and Supervision (CACREP)
Areas of Emphasis: research, assessment, accreditation, clinical practice and supervision

Scott Hinkle, Ph.D.
Remote Core Faculty
Ph.D. in Counseling Psychology
Areas of Emphasis: marriage, child family counseling; psychodiagnosis; research

Jennie Ju, Ph.D.
Remote Core Faculty and Clinical Training Director for International Students
Ph.D. in Counseling
Areas of Emphasis: family dynamics; human development; narrative therapy; diagnosis and treatment planning; multiculturalism; cultivating human resilience

Margaret Lamar, Ph.D.
Assistant Professor, Core Faculty
Ph.D. in Counselor Education and Supervision (CACREP)
Areas of Emphasis: research education, researcher development, ethics, professional identity

Karen Roller, Ph.D.
Assistant Professor, Core Faculty
Ph.D. in Clinical Psychology
Areas of Emphasis: attachment, somatic psychotherapy

William Snow, Ph.D.
Associate Professor, Core Faculty, and Chair - Department of Counseling
Ph.D. in Social Welfare
Areas of Emphasis: research and program evaluation, professional identity, career development theories, social justice and, organizational leadership

Donna Sheperis, Ph.D.
Associate Professor, Core Faculty, and Clinical Training Director of Distance Learning Programs
Ph.D. in Counselor Education and Supervision (CACREP)

Areas of Emphasis: research education, assessment, clinical supervision

Megan Speciale, Ph.D.
Assistant Professor, Core Faculty
Ph.D. in Counselor Education (CACREP)
Areas of Emphasis: feminist and queer perspectives of counseling, issues related to LGBTQQIA populations, sexuality counseling and education, community-based and participatory action research

Wendy Wade, Ph.D.
Core Faculty
Ph.D. in Psychology
Areas of Emphasis: addictions, clinical interviewing, CBT

Cristen Wathen, Ph.D.
Core Faculty
Ph.D. in Counselor Education (CACREP)
Areas of Emphasis: multicultural counseling, research, counseling skills and supervisor techniques

PAU Psychology Faculty

Miriam Ashford, Ph.D.
Adjunct Faculty
Ph.D. in Health Psychology, City University of London
M.Sc. in Clinical and Mental Health, University of Sussex
B.Sc. in Psychology, University of Luxembourg
Areas of Emphasis: research design and methods

Kimberly Balsam, Ph.D.
Associate Professor
Ph.D. in Clinical Psychology, University of Vermont
M.S. in Counseling Psychology, University of Oregon
B.A. in Psychology, University of Oregon
Area of Emphasis: LGBT health and well-being, psychotherapy, research

Danielle Balzafiore, Ph.D.
Adjunct Professor
Ph.D. in Clinical Psychology, Palo Alto University
M.S. in Clinical Psychology, Palo Alto University
M.A. in General Psychology, Adelphi University
B.A. in Psychology, St. Joseph's College
Areas of Emphasis: writing, women's health, eating disorders, schizophrenia and psychosis, psychoanalytic and psychodynamic theory

Alinne Z. Barrera, Ph.D.
Associate Professor
Associate Director of Clinical Training
Ph.D. in Clinical Psychology, University of Colorado, Boulder
M.A. in Clinical Psychology, University of Colorado, Boulder
B.A. in Psychology, University of California, Berkeley
Areas of Emphasis: Spanish-speaking populations, mood disorders

Jennifer Bechkoff, Ph.D.
Adjunct Professor
Ph.D. in Marketing, University of Cincinnati
M.B.A. in International Business, California State University, Fresno
B.S. in Finance, California State University, Fresno

Christine Blasey, Ph.D.
Professor
Ph.D. in Counseling Psychology, University of Southern California
M.S. in Epidemiology specializing in Biostatistics, Stanford School of Medicine
Areas of Emphasis: research, biostatistics, statistical analysis

Lian Bloch, Ph.D.
Assistant Professor
Ph.D. in Clinical Psychology, University of California, Berkeley
M.A. in Psychology, Stanford University
B.A. in Psychology, Stanford University
Areas of Emphasis: evidence-based couples therapy, research

Bruce Bongar, Ph.D., ABPP, FAPM
Professor
Ph.D. in Clinical Psychology, University of Southern California
B.A. in Psychology, University of Wisconsin
Areas of Emphasis: clinical psychology, community mental health, psychotherapy, life-threatening behavior

Nicholas Bott, Psy.D.
Assistant Professor
Psy.D. in Clinical Psychology, Pacific Graduate School of Psychology
B.A. in International Relations, Stanford University

Lisa M. Brown, Ph.D., ABPP
Professor
Director, Trauma Program
Ph.D. in Clinical Psychology, Pacific Graduate School of Psychology

M.S. in Clinical Psychology, Pacific Graduate School of Psychology
B.A. in Gerontology, City University New York
Area of Emphasis: trauma

Daniel Bunce, Ph.D.
Professor
Ph.D. in Clinical Psychology, Duquesne University
M.A. in Philosophy and Psychology, Duquesne University
B.A. in Philosophy and Psychology, U.C. Santa Cruz

Eduardo Bunge, Ph.D.
Professor
Director, M.S. Psychology Program
Associate Director, i4Health
Ph.D. in Psychology, University of Palermo
B.A., University of Buenos Aires
Areas of Emphasis: research, adolescent psychotherapy and technology

Glenn M. Callaghan, Ph.D.
Adjunct Professor
Ph.D. in Clinical Psychology, University of Nevada, Reno
B.A. in Psychology, University of California, Irvine
Interest: psychopharmacology

Kristen Capuozzo, J.D., Ph.D.
Adjunct Professor
Ph.D. in Social Psychology, University of Houston
J.D., University of Houston Law School
B.S. in Psychology, Texas A&M University
Areas of Emphasis: cognitive processes, social psychology, judgment and decision making in trial law

Rita Chiang, Ph.D.
Adjunct Professor
Ph.D., International Political Economy, Claremont Graduate University
M.A., Political Science, National Taiwan University
B.A., Political Science, National Taiwan University
Areas of Emphasis: international economy, public policies

Joyce P. Chu, Ph.D.
Associate Professor
Ph.D. in Clinical Psychology, University of Michigan
M.A. in Psychology, Stanford University
B.A. in Psychology, Stanford University
Areas of Emphasis: geriatrics, ethnic minority populations and diversity work

James O. Clifford, Jr., Ph.D.
Professor
Ph.D. in Experimental Psychology, University of California Santa Cruz
M.A. in Experimental Psychology, San Francisco State University
B.A. in Psychology, San Francisco State University
B.A. in Physical Anthropology, San Francisco State University

Matthew Cordova, Ph.D.
Associate Professor
Ph.D. in Clinical Psychology, University of Kentucky, Lexington
M.S. in Clinical Psychology, University of Kentucky, Lexington
B.S. in Psychology, University of California, Davis
Areas of Emphasis: health psychology, behavioral medicine, traumatic stress and "positive" psychology

Amanda Fanniff, Ph.D.
Associate Professor
Ph.D. in Clinical Psychology, University of Arizona
M.A. in Clinical Psychology, University of Arizona, Tucson
B.S. in Human Development and Psychological Services, Northwestern University
Areas of Emphasis: juvenile offenders, research

Courtney Farmer, Ph.D.
Practicum Director
Ph.D. in Clinical Psychology, University of Missouri, St. Louis
M.A. in Clinical Psychology, University of Missouri, St. Louis
B.A. in Psychology, University of Southern California
Areas of Emphasis: evidence-based treatments for anxiety, mood, and trauma-related disorders, emotion dysregulation, interpersonal communication difficulties, and adjustment to life transitions

Robert D. Friedberg, Ph.D., ABPP
Professor
Ph.D. in Clinical Psychology, California School of Professional Psychology, San Diego
M.A. in Clinical Psychology, University of Dayton
B.A. in Psychology, Hiram College
Area Of Emphasis: child and family therapy

Supria Gill, Ph.D.
Adjunct Faculty
Areas of Emphasis: healthcare utilization, ethics

Rowena Gomez, Ph.D.
Professor

Director Of Clinical Training (Ph.D. Program)
Ph.D., Washington University, St. Louis
B.S. in Psychology and Social Welfare, University of California, Berkeley
Areas of Emphasis: aging and neuropsychology, geriatric coping, depression

Amie Haas, Ph.D.
Associate Professor
Ph.D. in Clinical Psychology, University of South Florida
M.A. in Psychology, San Diego State University
B.A., U.C. Irvine
Areas of Emphasis: college aged substance abuse, harm reduction and prevention

Janice Habarth, Ph.D.
Assistant Professor
Ph.D. in Clinical Psychology and Women's Studies, University of Michigan
B.A. in Anthropology, Eastern Michigan University
Areas of Emphasis: social norms, personality and social contexts of health behaviors and outcomes

Nancy Haug, Ph.D.
Professor
Clinical Supervisor
Ph.D. in Clinical Psychology and Behavioral Medicine, University of Maryland, Baltimore County
M.A. in Counseling Psychology, Loyola University, Maryland
B.S. in Psychology, Saint Joseph's University
Areas of Emphasis: eating and weight disorders, smoking cessation and alcohol/substance abuse

Rayna Hirst, Ph.D.
Associate Professor
Director, Neuropsychology Program
Ph.D. in Clinical Psychology, University at Albany, SUNY
M.A. in Clinical Psychology, University at Albany, SUNY
B.A. in Psychology, Penn State University
Areas of Emphasis: neuropsychology and clinical assessment

Robert Holaway, Ph.D.
Assistant Professor
Ph.D. in Clinical Psychology, Temple University
M.A. in Clinical Psychology, Temple University
B.S. in Psychology, Cal Poly, San Luis Obispo
Areas of Emphasis: anxiety and cognitive- behavioral interventions

Derrick Jones. Ph.D.
Professor

Ph.D. in Sociology, University of California, Santa Cruz
M.A. in Sociology, California State University, Dominguez Hills
B.A. in Sociology, California State University, Dominguez Hills
Area of Emphasis: research

Jamie Kent, Ph.D.
Assistant Professor
Co-Practicum Coordinator
Co-Associate Director of Clinical Training
Ph.D. in Clinical Psychology, Loyola University, Chicago
B.S. in Psychology, University of Wisconsin-Madison
Areas of Emphasis: assessment, women's health, CBT, MBT, and mood

Yan Leykin, Ph.D.
Associate Professor
Ph.D. in Clinical Psychology, University of Pennsylvania
M.A. in Clinical Psychology, University of Pennsylvania
B.A. in Psychology, University of California, Berkeley
Areas of Emphasis: major depression, decision making, intervention

Courtney Lockwood Murphy, Ph.D.
Professor
Ph.D. in Clinical Psychology, Pacific Graduate School of Psychology
M.S. in Clinical Psychology, Pacific Graduate School of Psychology
B.A. in Psychology, University of San Francisco
Areas of Emphasis: neuropsychology

Sandra Macias, Ph.D.
Director, The Gronowski Center
Ph.D. in Counseling, Clinical and School Psychology, University of California, Santa Barbara
Areas of Emphasis: couples and children

Ricardo F. Muñoz, Ph.D.
Distinguished Professor
Founder of i4Health
Ph.D. in Clinical Psychology, University of Oregon, Eugene
M.A. in Clinical Psychology, University of Oregon, Eugene
B.A. in Psychology, Stanford University
Areas of Emphasis: depression, smoking cessation, internet interventions for health and wellness, digital self-help, and reducing health disparities worldwide

Joe Neipp, M.Ed.
Adjunct Faculty
M.Ed. in Organizational Development, University of San Francisco
B.S. in Science and Educational Psychology, University of California Santa Cruz

Areas of Emphasis: organizational development, communication, root cause analysis, creativity, supervisory topics, and project management

Joe Novosel, MS.Ed.
Adjunct Professor
M.S. in Education, California State University, East Bay
B.A. in Broadcast Communications, San Francisco State University

Wendy Packman, J.D., Ph.D.
Professor
Ph.D. in Clinical Psychology, Pacific Graduate School of Psychology
J.D., University of San Francisco
B.A., Washington University
Areas of Emphasis: pediatric psychology, chronic illness, bereavement, psychology and law

Sita Patel, Ph.D.
Assistant Professor
Ph.D. in Clinical Psychology, University of California at Berkeley
M.A. in Clinical Psychology, University of California at Berkeley
B.A. in American Culture, Vassar College
Areas of Emphasis: cultural and community psychology, immigration and acculturation, community partnership and school-based intervention, refugee mental health

Liz Roberts, M.A.
Professor
M.A. in Sociology, University of California, Santa Cruz
M.A. in Interdisciplinary Studies, University of Idaho
B.F.A. in Studio Art, University of Idaho

Olga Rosito, Ph.D.
Adjunct Professor
Ph.D. in Clinical Psychology, Palo Alto University
M.S. in Clinical Psychology, Palo Alto University
B.A. in Behavioral Science and Psychology, San Jose State University
Areas of Emphasis: trauma, older adults, end-of-life and caregiver issues, mindfulness based practices

Cassandra Perret, Psy.D.
Clinical Supervisor
Psy.D. in Clinical Psychology, PGSP- Stanford Psy.D. Consortium
B.A. in Communications, Santa Clara University

Marco Rosa, M.A.
Adjunct Professor
M.A. in Counseling Psychology, New York University

B.A. in Psychology, St. Michael's College

Katherine Schaefers, M.A.
Adjunct Faculty
M.A. in Classical Archaeology, Universiteit Leiden, Netherlands
B.A. in Physical Anthropology, University of California, Santa Barbara
Areas of Emphasis: anthropology of religion and mystery religion, classical archaeology

Tilman Schulte, Ph.D.
Professor
Ph.D. in Psychology, Otto-von-Guericke, Magdeburg
Areas of Emphasis: cognition and behavior, neuroscience, clinical psychology

Serenity Sersecion, Ph.D.
Ph.D. in Clinical Psychology, Palo Alto University
M.S. in Clinical Psychology, Palo Alto University
M.S. in Counseling, California State University, East Bay
B.A. in Psychology, University of Maine at Farmington
Areas of Emphasis: LGBTQ, gender identity, anxiety, ADHD

Sharadon Smith, M.Ob.
Adjunct Professor
M.OB. in Organizational Behavior, Brigham Young University
B.S. in Psychology, Brigham Young University
B.S. in Organizational Behavior/Telecommunications, University of San Francisco
Areas of Emphasis: career development, leadership, management development

Cassidy Sterling, Ph.D.
Undergrad Adjunct Faculty
Ph.D. in Psychology, University of California, Santa Cruz
B.S. in Computer Science, Gonzaga University
Areas of Emphasis: visual perception and attention, working memory processes, embodied cognition

Carrie Talesfore, Ph.D.
Adjunct Professor
Ph.D. in Clinical Psychology, University of Hawaii at Manoa
M.A. in Clinical Psychology, University of Hawaii at Manoa
B.A. in Psychology, San Diego State University
Areas of Emphasis: counseling and psychotherapy, evidence-based practices, sociocultural model of eating disorders, autism spectrum disorders

Melissa Tamas, Ph.D.
Bachelors Program Faculty
Ph.D. in Developmental Psychology, Clark University

M.A. in General Psychology, New York University
M.A. in Cultural & Media Studies, New York University
B.GS. in Film, Video & Communication, University of Michigan
Areas of Emphasis: cognition and cultural studies

Sandra Trafalis, Ph.D.
Associate Professor
Internship Coordinator, Undergraduate Psychology Program
Ph.D. in Experimental Psychology, DePaul University
M.A. in Experimental Psychology, DePaul University
B.A. in Psychology, Rollins College
Areas of Emphasis: learning and memory, psychological writing, and social action

Alvin Thomas, Ph.D.
Assistant Professor
Co-Director, Center for Excellence in Diversity
Ph.D., University of Michigan
B.A., Morehouse College
Areas of Emphasis: risk and protective factors for African American youth, paternal parenting, father involvement in children's therapy

Teceta Tormala, Ph.D.
Associate Professor
Director, PAU Ph.D. Academic Advising Center
Ph.D. in Social Psychology, Stanford University
M.A. in Social Psychology, Stanford University
B.A. in Psychology and Spanish, Duke University
Areas of Emphasis: negotiation of social identity, intersectionality of social identities, stereotyping, prejudice, and intergroup processes, racial and ethnic identity processes among Black immigrants

Trisha Vinatieri, Ph.D
Adjunct Professor
Psy.D. in Clinical Psychology, PGSP-Stanford Psy.D. Consortium, Palo Alto University
M.S in Clinical Psychology, PGSP-Stanford Psy.D. Consortium, Palo Alto University
B.A. in Psychology, University of San Diego
Area of Emphasis: business psychology

Constance Williams, Ed.D
Ed.D. in Leadership and Change, Fielding Graduate Institute, Santa Barbara
M.S./MBA in Human Resource Management, Golden Gate University
B.S. in Business Administration, University of Phoenix

Naomi Wagner, Ph.D.
Associated Faculty

Ph.D. in Clinical Psychology, North Carolina State University at Raleigh NC
M.S. in Clinical Psychology, The Hebrew University of Jerusalem, Israel
B.A. in Psychology, The Hebrew University of Jerusalem, Israel
B.A. in English Literature, The Hebrew University of Jerusalem, Israel
Areas of Emphasis: positive psychology, developmental psychopathology, evolutionary psychology

Lynn Waelde, Ph.D.
Professor
Director, Inner Resources Center, Gronowski Psychology Clinic
Ph.D. in Clinical Psychology, University of Colorado at Boulder
M.A. in Anthropology, Louisiana State University
B.A. in Psychology, Louisiana State University
Areas of Emphasis: meditation and psychotherapy, trauma, dissociation and PTSD

Stacie Warren, Ph.D.
Assistant Professor
Ph.D. in Clinical Psychology, University of Illinois, Urbana-Champaign
M.A. in Psychology, University of Illinois, Urbana-Champaign
B.A. in Psychology, California State University Long Beach
Areas of Emphasis: neuroscience, psychopathology, neuropsychology, executive function, emotion regulation, neuroimaging

Christopher Weaver, Ph.D.
Associate Professor
Director, Forensic Psychology Program
Ph.D. in Clinical Psychology, University of Louisville
M.A. in Clinical Psychology, University of Louisville
B.A. in Psychology, West Virginia University
Areas of Emphasis: PTSD

Laura Weinberg, Ph.D.
Graduate Adjunct Faculty
Ph.D. in Clinical Psychology, Nova Southeastern University
M.S. in Clinical Psychology, Nova Southeastern University
B.S. in Psychology, University of Florida
Areas of Emphasis: recovery and rehabilitation psychology, TBI, neuropsychology

Nicole Wernimont, Ph.D.
Undergraduate Adjunct Faculty
Psy.D. in Clinical Psychology, PGSP-Stanford Psy.D. Consortium, Palo Alto University
M.S. in Clinical Psychology, PGSP-Stanford Psy.D. Consortium, Palo Alto University
B.A. in Philosophy, University of California, Santa Cruz
Areas of Emphasis: trauma, substance use disorders, mindfulness, multiculturalism, LGBTQQIA mental health

Robert Wickham, Ph.D.
Assistant Professor
Ph.D. in Social Psychology, University of Houston
M.A. in Psychology, University of Houston
B.S. in Psychology, Texas Christian University
Areas of Emphasis: relationships, attachment, statistical modeling

Associated Psychology Faculty

William Froming, Ph.D.
Professor
Ph.D., University of Texas, Austin
B.A., University of Wisconsin
Areas of Emphasis: social development, social norms, genocide

Jennifer Keller, Ph.D.
Research Professor
Ph.D. in Clinical Psychology, University of Illinois, Urbana-Champaign
Areas of Emphasis: intervention to prevent sexual violence towards women, mental health South
Asian immigrants

Steven Lovett, Ph.D.
Assistant Professor
Ph.D. in Clinical Psychology, Virginia Tech
Areas of Emphasis: psychological issues in heart disease and chronic illnesses

James Moses, Ph.D.
Professor
Ph.D., University of Colorado, Boulder
Areas of Emphasis: clinical neuropsychology and psychological assessment

Josef I. Ruzek, Ph.D.
Associate Research Professor
Founding Director, The Early Intervention Clinic
Ph.D. in Clinical Psychology, State University of New York, Stony Brook
B.A. in Psychology, University of California, Los Angeles
Area of Emphasis: PTSD

Emeritus Psychology Faculty

Larry E. Beutler, Ph.D.
Distinguished Professor Emeritus
Director, Institute for the Study of Equine Assisted Change at Palo Alto University
Ph.D. in Clinical Psychology, University of Nebraska

M.S. in School Psychology and Counseling, Utah State University
B.S. in Psychology, Utah State University
Areas of Emphasis: psychotherapy, trauma and terrorism, chemical abuse treatment, equine assisted therapy, depression, integrative therapy, psychological assessment

Roger L. Greene, Ph.D.
Professor
Ph.D., Washington State University
Areas of Emphasis: taxonicity of MMPI-2 code-types, assessment of deception

Peter Goldblum, Ph.D., M.P.H.
Professor Emeritus
Director, Clear And LGBTQ Area Programs
Ph.D., Palo Alto University
M.P.H., University of California, Berkeley
Areas of Emphasis: gender and sexual minorities, bullying and suicide, supervision, consultation, program evaluation, mental health and spirituality

Louis Moffett, Ph.D.
Professor Emeritus
Ph.D. in Clinical Psychology, Louisiana State University
Areas of Emphasis: substance abuse, personality disorders, group psychotherapy, therapeutic communities

Stanley Sue, Ph.D.
Professor
Ph.D. in Psychology, UCLA
B.S. in Psychology, University of Oregon
Areas of Emphasis: ethnic minority groups, research

Amy Wisniewski, Ph.D.
Professor
Ph.D. in Psychology, Johns Hopkins University
B.A. in Neuroscience, Oberlin College
Areas of Emphasis: neuropsychology

<u>PGSP-Stanford Psy.D. Stanford Faculty</u>
In addition to faculty from PAU's psychology department, faculty from Stanford's Department of Behavioral Health also teaches and completes research in the program.

Bruce Arnow, Ph.D.
Core Program Faculty, PGSP-Stanford PsyD Consortium Program
Member, PGSP-Stanford PsyD Consortium Oversight Committee
Ph.D. in Counseling Psychology, Stanford University
M.S. in Counseling Psychology, California State University, Hayward

B.A. in Psychology, Queens College
Areas of Emphasis: evidence-based treatments

Victoria E. Cosgrove, Ph.D.
Clinical Assistant Professor, Department of Psychiatry and Behavioral Sciences Stanford
University School of Medicine
Ph.D. in Clinical Psychology, University of Colorado, Boulder
B.A., Yale University
Areas of Emphasis: psychology, psychiatry

Cheryl Gore-Felton, Ph.D.
Professor
Associate Chair, Department of Psychiatry and Behavioral Sciences Stanford University School
of Medicine
Ph.D. in Counseling and Health Psychology, Stanford University
Ed.M. in Counseling Psychology, Boston University
B.A. in Psychology, UCLA
Areas of Emphasis: anxiety, PTSD, psychotherapy

Kimberly Hill, Ph.D.
Director of Clinical Training
Clinical Associate Professor
Department of Psychiatry and Behavioral Sciences Stanford University School of Medicine
Ph.D. in Clinical Psychology, Ohio University
Areas of Emphasis: psychology training, social anxiety, PTSD, behavioral medicine, media
psychology

Jennifer Phillips, Ph.D.
Clinical Associate Professor, Department of Psychiatry and Behavioral Sciences Stanford
University School of Medicine
Ph.D. in Clinical Psychology, University of Texas Southwestern Medical School
B.S. in Psychology, Texas A&M University
Areas of Emphasis: autism spectrum disorders, assessment of young children, developmental
disabilities

Allison Thompson, Ph.D.
Co-Associate Director of Clinical Training, Pacific Graduate School of Psychology
Co-Practicum Coordinator, Pacific Graduate School of Psychology
Clinical Associate Professor, Department of Psychiatry and Behavioral Sciences Stanford
University School of Medicine
Ph.D. in Clinical Psychology, Northwestern University
M.A. in Journalism, University of Missouri, Columbia
B.A. in Psychology, University of California, Berkeley
Areas of Emphasis: PTSD, treatment of underserved populations, health psychology,
evidence-based treatment

10. **Staff**
   - Mary Anderson, Librarian, Head of Technical Services, Interlibrary Loan, and Circulation
   - Jessica Ayres, Director of Financial Aid
   - Nicole Brown, Interim Program Manager-Undergraduate Program
   - Lupe Carrillo, VA Administrative Program Support Assistant
   - Ana Castrillo, Director for the Office of Accessible Education, Associate Director for Student Affairs
   - Patrick Cayabyab, Financial Aid Counselor
   - Samiyah Wright, Master's Senior Program Manager
   - Sarah Kimbel, Director of Clinical Training Management Support System
   - Denise Daniels, Ph.D., Vice President of Enrollment Management
   - Chris Doan, Administrative Assistant
   - Rachel Flatt, Research Project Manager
   - Katherine Fortune, Student Activities Manager
   - Fernando Galeano, Facilities Manager
   - Kristen Guy, Director of Institutional Research
   - Lisa Harris, Associate Director of Student Affairs for International Student Advising
   - Nouran Hashimi, Institutional Research Analyst
   - Shahram Hassan, Program Manager, Gronowski Center
   - Scott Hines, University Librarian Director of Academic Technology
   - April House, Ph.D. Program Manager
   - Matthew Johnson, IT/Facilities Help Desk Technician
   - Dave Leavitt, Chief Information Officer
   - Yan Li, ERP and Accounting Manager
   - Stacey Lien Boyko, Psy.D. Program Manager
   - Holly Lindley, Human Resources Manager
   - Anna Lisitsa, Billing Supervisor
   - Sandra Macias, Ph.D., Clinic Director
   - Victoria Madrigal, Financial Aid Counselor
   - Nora Marquez, Director of Registration and Student Records
   - Harrianne Mills, Registrar's Office
   - Caroline Mok, Research Health Sciences Specialist
   - Melanie Morrison, Director of Board and Presidential Operations
   - Kristel Nazzal, Ph.D., Director of Faculty Learning and Instructional Development
   - Tonie Peralta, Payroll Accountant
   - Maya Ramakrishnan, Purchasing Manager & Senior Accountant
   - Sara Reyes, Research Assistant, i4Health
   - Bianca Pineda, Project Director, i4Health
   - Natasha Robles, Admissions Coordinator
   - Glenn Saito, Instructional Designer Media Specialist
   - Isabelle Sambrano, Assistant Director of Financial Aid
   - Tanya Schornack, Executive Assistant to CFO
   - Cathlin Son, Accounts Receivable Senior Accountant
   - Phuong Tran, Senior Accountant

- Eirian Williams, Director of Admissions
- Lenard Wilson, Assistant Director, Undergraduate Admissions
- Debbie Wu, Accounting Manager

11. Governance

Palo Alto University is governed by the Board of Trustees. The President is in a pivotal position, linking the school, the Board, the profession, and the community at large. Governing faculty and administrative councils, student councils, and various committees and task forces deal with the balance of school issues and needs. A faculty, student, and staff representative is selected to serve on each committee and task force.

President's Cabinet

The President's Cabinet provides oversight of a range of issues that affect the PAU community. The Council is composed of the President, the Vice President for Academic Affairs, the Vice President for Finance, the Vice President of Continuing and Professional Studies, the Dean for Institutional Effectiveness & Chief of Staff, the Dean of Students, the Director of External Relations, and the Director of Development.

The Faculty Senate

The Faculty Senate of Palo Alto University is established in order to develop and express the opinion of the Faculty on academic and professional matters, to make the collective experience and knowledge of the Faculty available to the University President, and to facilitate the participation of the Faculty in forming the policies of the University. The Faculty Senate represents and serves as a voice for the faculty, is led by the Chair of the Faculty, and is comprised of elected representatives from the Voting Faculty. Refer to the Faculty Senate Constitution (in the Appendix of PAU's faculty handbook) for additional details.

The Staff Council

The Staff Council serves as the voice for staff through policy advocacy and community involvement, providing an organization that enables staff to realize their full potential and impact the quality of life of the PAU workplace.

The Student Councils

The Student Councils facilitate and ensure communication within the PAU community. Composed of elected student representatives and student members of the governing committees, the Student Councils voice student concerns and promote student goals within the governance process.

Section II: General Information About PAU

1. Tuition & Fees
2. Financial Aid
3. Registration
4. Library
5. Computer Lab
6. Military & Veteran Services
7. Students With Disabilities (Americans with Disabilities Act-ADA)
8. International Students
9. Voter Registration
10. Student Health Insurance Plan (SHIP)
11. PAU Alert-Emergency Notification System
12. Student Employment at PAU
13. Graduation & Commencement
14. Canvas Learning Management System

1. Tuition & Fees

Palo Alto University adopted Payment Policies, effective Fall Quarter 2019, that can be found at:
https://www.paloaltou.edu/about/departments-and-offices/business-office
You will also find answers to most questions (FAQs) that students asked regarding the policies located there.

Student assumes responsibility for payment of all charges for educational services for any and all periods of enrollment at the Palo Alto University. To avoid late fees charges, not covered by Financial Aid, must be paid by the due dates published on the Academic Calendar prior to the first day of classes for Fall, Winter, Spring and Summer quarters. Late fees can include but are not limited to registration, reinstatement and a finance charge of one and one-half (1.5%) percent per month [assessed daily on the balance of unpaid charges]. Failure to pay charges can also result in being withdrawn from the University.

Palo Alto University 2019-2020 Tuition and Fees Schedule	
[Students are responsible for following the degree plan applicable to their program]	
DOCTORAL - PhD	
Full-Time	**2019-2020**
Flat Rate Per Quarter	$15,731.00

Fee Per Quarter		$1,778.00
	total	$17,509.00
DISSERTATION		**2019-2020**
Dissertation Flat Rate (4th year in Program , 10 units per quarter)		$12,054.00
Fee Per Quarter		$1,701.00
	total	$13,755.00
Per Unit DISSERTATION		**2019-2020**
Per Unit Dissertation (3 units for 3 quarters per year required)		$3,762.00
Fee Per Quarter		$1,701.00
	total	$5,463.00
INTERNSHIP		**2019-2020**
Internship Flat Rate (4 FT or 8 PT units consecutively required)		$2,261.00 (1)
Fee Per Quarter		$1,701.00 (2)
	total	$3,962.00
(1) This amount is charged for 4 quarters		
(2) This amount is charged for 3 quarters		
Per Unit Dissertation & Internship		**2019-2020**
Per Unit Dissertation & Internship Flat Rate (Until complete)		$6,777.00
Fee Per Quarter		$1,701.00
	total	$8,478.00

DOCTORAL - PsyD	
Full Time	**2019-2020**
Flat Rate Per Quarter	$16,817.00
Fee Per Quarter	$2,165.00
total	$18,982.00
DISSERTATION	**2019-2020**

Dissertation Flat Rate	$12,295.00
Fee Per Quarter	$1,735.00
total	$13,755.00
Per Unit DISSERTATION	**2019-2020**
Per Unit Dissertation (3 units for 3 quarters per year required)	$3,837.00
Fee Per Quarter	$1,735.00
total	$5,572.00
INTERNSHIP	**2019-2020**
Internship Flat Rate	$3,074.00
Fee Per Quarter	$2,072.00
total	$5,146.00
Per Unit Dissertation & Internship	**2019-2020**
Dissertation & Internship Flat Rate	$6,480.00
Fees per quarter	$1,969.00
total	$8,449.00

GRADUATE - MASTERS	
M.A. Counseling: Clinical Mental Health emphasis	**2019-2020**
Per Unit Tuition	$533.00
Per Unit Fees	$36.00
M.A. Counseling: Marriage, Family, and Child emphasis	**2019-2020**
Per Unit Tuition	$533.00
Per Unit Fees	$36.00
M.S. Psychology Ph.D. Prep	**2019-2020**
Flat Rate per Quarter	$6,794.00
Fee Per Quarter	$435.00

2nd Year Summer Transition Rate per Quarter	$5,791.00

UNDERGRADUATE	
Tuition and Fees (Daytime - 3 quarters per year)	**2019-2020**
Flat Rate Per Quarter	$5,817.00
Fees Per Quarter	$1,767.00
	$7,584.00
Evening/Online Programs (4 quarters per year)	**2019-2020**
Flat Rate Per Quarter	$4,364.00
Fees Per Quarter	$1,324.00
	$5,688.00
NON-MATRICULATING & AUDIT	**2019-2020**
For Credit	
Per Unit	$1,194.00
Fee Per Quarter	$1,619.00
For Audit (with Audit to appear on Transcript)	
Per Unit	$597.00
Fee Per Quarter	$810.00

PAU's Tuition Stabilization Plan
Palo Alto University's Tuition Stabilization Plan guarantees that students pay the same tuition and fees each year they are enrolled with no tuition increases.

Additional Information About Doctoral Program Tuition
Tuition for the basic program is charged at the full-time rate for the first three years of the doctoral program. There is no part-time tuition. For current information about tuition and fees, visit http://www.paloaltou.edu/department/admissions/tuition-fees

Students pay 100% of the full-time tuition rate each year during years one through three no matter how many units they choose to take, up to an annual cap of 50, 42, 36 core academic units in the

first, second, and third years respectively. Advanced sequences and additional courses taken during the fourth and/or fifth year will be charged on a per-unit basis.

During dissertation year, students pay approximately 80% of the full-time tuition for the required 30 dissertation units. Any additional dissertation units, taken after the completion of the required 30 units minimum, will be charged on a per-unit basis. The internship year costs approximately 20% of the full-time tuition for the required 12 internship units.

In summary, five years of the basic program cost is approximately equivalent of four years of full-time tuition, representing the minimum tuition requirement for the Ph.D. degree. An individual student, depending on his or her program, preparation, and choices may need to take longer than the basic five years to earn the degree.

Payment of the equivalent of four full-time tuition years for the basic five year program ensures that a reasonable proportion of the school's expenses for providing a high quality education are met from tuition income, particularly the expense of small classes and the need for individual attention in clinical supervision, research groups and during the dissertation phase. These expenses remain constant even if a student accelerates in the first three years and satisfies degree requirements in less than the suggested five years. In such cases, a student can receive the degree early, but will pay full-time tuition, ensuring that PAU is compensated for the full residency period. Advanced course work and any units above the annual cap above the three-year cap of 130 core academic units will be billed on a per-unit basis. Students must get the approval of both their advisor and the Chief Academic Officer to take more than the annual cap in a year and will be eligible for classes above normal load on a "space available" basis only.

Additional Information About Undergraduate Program Tuition
The PAU undergraduate programs are full-time programs that students complete in two years. For exceptional reasons and with approval from the program director, a student may request to be part-time (temporarily) during a quarter. Students enrolled in less than 12 units will be charged a per-unit rate. The per-unit rate is calculated by dividing the total cost of the program (2 years) by the number of units required (96) to complete the program.

2. Financial Aid
PAU FAFSA School Code: 021383-00
Financial assistance is available to eligible PAU students in the form of federal and state grants, institutional scholarships, Federal Student Loans, Private Student Loans, and on-campus employment. Some type of government-subsidized and/or alternative student loan funding is available to most all students.

Contacting the Financial Aid Office

Our office is located:	Our mailing address is:
5150 El Camino Real	1791 Arastradero Rd.
Suite C10, Room 7	Palo Alto, CA 94304
Los Altos, CA 94022	

Office Hours
The Financial Aid Office is located on the PAU-Los Altos Campus, C10 Suite. The office is open Monday-Friday 8:00 am-4:00 pm; appointments can be made for students at other locations and times outside the traditional office hours.

Important Deadlines
October 1..FAFSA application available for the next academic year
March 2nd..California State Grant Deadline (Undergraduates only)
March 15th ....New student financial aid application priority date
May 15th..Returning student financial aid application priority date
July 5th...Graduate student financial aid files must be complete
August 3rd...Undergraduate student financial aid files must be complete
First or second week of classes..First round of refund checks available

Estimated Cost of Attendance for Financial Aid Purposes
Financial Aid eligibility at PAU is based on estimated charges for tuition and fees (direct costs) as well as allowances for reasonable expenses not paid directly to the University (indirect costs). Students may review their specific assigned cost of attendance (COA) in their financial aid portal. Additionally, COA may be reviewed online at: PAU Cost of Attendance. Eligible expenses are as follows:
- Tuition and fees
- Allowance for books, supplies, transportation, and miscellaneous personal expenses
- Allowance for room and board
- Allowance for dependent care costs for students with dependents
- Health Insurance

Financial Aid Process at PAU
A student must be admitted and accepted into a program before an evaluation of financial aid eligibility will be made. To be evaluated for financial aid, students must complete the following:
- Complete the FAFSA application at www.fafsa.ed.gov
- Upon receipt of the FAFSA, the Office of Financial Aid will email the student in follow up, including outlining any documents that are needed. Required documents can be found in the financial aid portal under "my forms to complete" section.
- Once all documents are received and the student's file is complete, the Office of Financial Aid will award the student and send an email containing the award information. Awarding is processed in order of students' completed files.
- Upon receipt of the award letter/ email, the student will log back into the portal to accept/decline/reduce any aid and complete any additional documents required.
- Once aid is accepted and documents are complete, the anticipated aid will show on the student's billing account.

- In order for a student's anticipated aid to reflect on the student billing statement and student billing account, Financial Aid files must be complete by the billing statement available dates listed on the academic calendar.

Financial Aid Eligibility

General Financial Aid requirements include:
- Be formally admitted into a degree-granting program
- Be a U.S. citizen or Permanent Resident of the U.S. to be evaluated for Federal Aid
- Be a U.S. citizen, a Permanent Resident, or undocumented California High School graduate for the California State Grant Program
- Be enrolled or intending to enroll at least half-time (see program manager, admissions counselor, or the Registrar for details of enrollment)
- Be registered with the Selective Service if required to do so
- Be making Satisfactory Academic Progress every quarter
- Not be in default on a federal loan or owe a refund on other federal student aid programs

Disbursement of Funds

Financial aid is awarded for the academic year and financial aid is disbursed (funds arrive at PAU and post to the student account) each quarter. Financial aid funds posted to the student account will be used to cover any PAU charges first. Any remaining credit balance will be refunded directly to the student. Both Financial Aid and the Business Office collaborate to make refund checks available to most eligible students in the first week of each quarter; however, that time frame is not guaranteed. If an undergraduate, Pell-eligible student does not have a refund check within the first 7 days of the quarter, but does have an anticipated Pell Grant credit balance, the student may apply for the FURST loan through the Business Office.

Students have the option to receive refunds via direct deposit by completing the Direct Deposit Form available in the student portal and submitting it to the Business Office. Students who do not wish to enroll in direct deposit will have to pick up their check from the Business Office during regular business hours.

Satisfactory Academic Progress

PAU has academic standards, detailed below, for students who receive federal student aid. These standards require students to enroll in an eligible program and courses to receive Federal Title IV aid. Students must make reasonable and timely advancement toward the completion of their educational goals. This is known as Satisfactory Academic Progress (SAP).

Federal law requires schools to measure SAP in both a quantitative and qualitative manner. A student is measured both on the number of credits earned in a year and the grades obtained for those credits. Satisfactory Academic Progress is evaluated from the first classes attended by a matriculated student at PAU, regardless of whether or not the student received aid for these classes. Satisfactory Academic Progress is reviewed at the end of each quarter (fall, winter, spring, and summer). In order to be considered making Satisfactory Academic Progress, all financial aid applicants and recipients must meet the following criteria:

Qualitative Measure: Cumulative PAU grade point average (GPA)
- Undergraduate: All undergraduate students are required to maintain a cumulative GPA of 2.0. This GPA is based on the classes taken at PAU and does not include GPA from transfer courses.
- Graduate: All graduate students are required to maintain a cumulative GPA of 3.0.

Quantitative Measure: Cumulative Pace of Completion
- At minimum, students must successfully complete 67% of the credits attempted and maintain a 67% cumulative completion rate. This calculation is performed by dividing the total number of successfully completed PAU credits by the total number of cumulative attempted credits. Transfer credits will be used in this calculation.
- Maximum Time Frame for Degree Completion: Students must complete their degree requirements within 150% of the published length of their academic program. This includes both PAU credits attempted and those accepted in transfer. For example, a program that requires 180 units to earn a degree must be completed within a maximum of 270 units.

Definitions of Course Completion
- In the undergraduate and graduate programs, completed credits include A, B, C, and D
- Grades of F, NC, W, I, or Audit do not count toward total units completed.
- An incomplete grade will count as attempted credits and credits not earned. Once the grade changes to a passing grade (A, B, C, D), it will be counted in both attempted credits and credits earned.
- If a student is permitted to repeat a course, both the original and the repeat course will be noted on the student's transcript. However, only unit credit and grade points earned for the higher grade are counted in computing the grade point average. Both the repeat course and the original course will be counted as attempted units.

Satisfactory Academic Progress (SAP) Status
PAU reviews student's Academic Progress at the end of each quarter (fall, winter, spring, and summer) and following are the classifications:
- Good: Student met SAP standards and is eligible to receive financial aid.
- Warning: A student who fails to meet the SAP standards for a quarter will be placed on Financial Aid "Warning" status for the following quarter. The student can still receive financial aid while on Warning status, but must meet SAP standards by the end of the Warning quarter for continued eligibility. Students who are placed on Financial Aid Warning will receive notification from the financial aid office via email.
- Suspension: Students who fail to maintain SAP standards for two consecutive quarters or who have exceeded the maximum time frame to complete their program will be placed on Financial Aid Suspension, and lose eligibility for all forms of financial aid for any future quarters enrolled at PAU. Students who are placed on Financial Aid Suspension will receive notification from the financial aid office via email. Students that are placed on Financial Aid Suspension have the right to file an appeal. Please see Appeals.
- Probation: Students who re-establish financial aid eligibility via an approved appeal will be placed on Probation status. Students placed on probation status will be reviewed at the

end of the next quarter of enrollment at PAU. It is expected that at the end of the quarter, the student will have met all SAP standards. If s/he does not, the student will be placed on suspension status and is not eligible for another appeal, unless the student submitted an approved academic plan and met the requirements of the academic plan. As long as the probation student is meeting the requirements of an approved academic plan, they will remain eligible for financial aid.

Re-Establishing Financial Aid Eligibility
Students may pay out of pocket or secure alternative financing for their course work until they meet SAP standards and are back in "good" standing.

Appeals
Students may file an appeal to re-establish their aid eligibility if they have experienced extenuating circumstances. In general, extenuating circumstances may include, but are not limited to, illness, injury, death of a relative or friend, difficulties with accommodations for students with disabilities and adversity due to unforeseen events. If the appeal is approved, the student's aid eligibility is reestablished. To do so, the student must:
- Submit a letter of appeal to the Financial Aid Office at: financialaid@paloaltou.edu with the subject line: "Letter of Appeal."
- Explain in writing how the situation has changed to allow the student to meet the minimum requirements by the end of the next quarter.
- Submit supporting documentation that demonstrates what contributed to the student's inability to meet the minimum standards of academic progress. Acceptable documentation typically includes detailed statement from someone (preferably in a professional capacity) familiar with those circumstances described in the appeal. Statements from doctors, counselors, teachers, advisors, etc. are acceptable. Statements from roommates, family members, and/or friends are usually inadequate for an appeal.

Students who will require more than one payment period to meet the progress standards must submit an approved academic plan developed in conjunction with the student's academic advisor. The academic plan must clearly state the time it will take to complete the program and a specific outline of how the student will improve their academic standing to meet the SAP standards.

Students who have exceeded the maximum timeframe to complete their program must submit an appeal along with an approved academic plan that clearly outlines the time it will take to complete their program.

Third Party Release Forms-FERPA
The Family Educational Rights and Privacy Act of 1974 (FERPA) is detailed in another section of the catalog. In compliance with federal regulations, the Financial Aid Office at PAU will not release a student's Financial Aid information to third parties (including parents of dependent students) without specific written permission from the student.

Student Loan Deferment Request Forms & Verification of Enrollment

Verification of Enrollment and Student Loan Deferment Requests are processed by the Registrar's Office at PAU. Please be sure that the student section of all forms is complete, signed and dated. There should be an address or fax number on the form for the Registrar to route the document once completed. The Registrar's Office cannot certify enrollment for a student until the first day of classes. The Registrar automatically provides the Student Loan Clearinghouse with enrollment confirmations each quarter. Students must be enrolled half-time or greater for federal student loans purposes.

Changes in Enrollment
Your award package is based on enrolling and completing a certain number of units, which in most cases is full time. If you drop below full time, withdraw from the University, or take a Leave of Absence, some or all of your aid may be prorated or cancelled, depending on the regulations and policies governing the particular aid program. Before you decide to change your enrollment status, please be sure that you contact the Office of Financial Aid to determine how it will affect your award package.

Census Date
In accordance with federal regulations, the Office of Financial Aid will recalculate federal, state, and institutional student aid awards based on the enrollment status as of the published Census Date (Count Day). Generally, the Census Date typically coincides with the end of the drop/add period for each quarter. All federal, state, and institutional aid will be based upon the census date enrollment status. Refer to the Academic Calendar for those dates. After the census date, students cannot request changes to the Federal Pell Grant, SEOG Grant, institutional aid, or Cal Grant. Changes to Federal Direct Subsidized, Unsubsidized, and PLUS loan programs are allowed if a student wishes to decrease or decline loan(s) or increase a loan if the student had previously declined a portion of or all of any one of these loans, as long as all other eligibility requirements are met.

Eligibility for federal and state programs may be affected for those who have had FAFSA information or corrections submitted after the census date. If a student drops credits prior to the census date, the student may be required to repay some or all of the aid that was disbursed to them if they do not, at that time, meet the enrollment requirements for the types of aid the student was awarded.

If a student adds credits after the census date, they may not be eligible to receive additional financial aid. The Office of Financial Aid is not able to adjust all types of aid after the census date but will work with special situations on an individual basis. Students may contact the Office of Financial Aid before adding courses after the census date that would affect enrollment level (for example: moving from half to three-quarter time, etc.).

Withdrawal or Leave of Absence
Prior to the start of the quarter: Students who withdraw or go on Leave of Absence (LOA) before the first day of instruction will have 100% of their financial aid cancelled and (if applicable) refunded to various aid program(s).

After the quarter begins: If a student completely withdraws or goes on LOA longer than 180 days from the university during any point in the quarter, the university is required to use a specific formula established by the federal government to calculate the amount of student aid that the student has "earned" up to the point of their withdrawal or leave date. If a student receives more aid than what they earned, the excess funds will need to be returned. Further, the responsibility for returning unearned aid is jointly shared by PAU and by the student. Be aware that sometimes the returning of funds creates a balance owed to the school by the student.

The Office of Financial Aid will notify the student if any financial aid funds will need to be returned. In addition, if a student borrowed federal loans while attending Palo Alto University, they will be required to complete Exit Loan Counseling online at www.studentloans.gov. This exit loan counseling will ensure that the student understands their rights and obligations of borrowing through the direct student loan program.

3. Registration
Registering For Classes
Students should register for classes through the Registrar's Office section of the MyPAU portal during their assigned registration periods. For more information about your assigned registration period, please see your program manager.

Adding a Class After Registration
Use the "Add Form" for your program through the Registrar's Office Forms page located on the MyPAU portal.

Dropping a Class
Students who drop a course or courses may be entitled to a full or partial refund of tuition charges. In order to be eligible for a refund of tuition, the student must formally drop by completing and submitting a "Drop Form" for their program through the Registrar's Office section of the MyPAU portal.

The amount of tuition that is refundable depends on the date the student formally drops courses. Students who withdraw from courses after the refund period are fully responsible for payment for the courses.

The tuition refund schedule that indicates official drop/withdrawal dates is published in the Academic Calendar
http://www.paloaltou.edu/admissions/admissions-resources/academic-calendar.

Leaves & Withdrawals
A student who plans to withdraw and/or request a leave of absence from PAU should complete either a Withdrawal or Leave of Absence form via the Registrar's Office section of the MyPAU portal. Students must sign, obtain advisor approval, and receive authorization from the program director. Additionally, please notify the financial aid office staff of your plans.

4. Omar Seddiqui Research Library & Department of Academic Technology

The Research Library and Department of Academic Technology provide expertise, services, resources, and academic technologies to meet the needs of the institution's instructional, research, and service programs. The Research Library, located on the Calvin Campus, maintains a highly specialized collection of books, journals, psychological tests, and audiovisual materials, many of which are in digital format and accessible online. The Department of Academic Technology provides resources and services related to online instruction, audio and visual recording and presentation, classroom and research technologies, and library technologies.

You may visit the Research Library and Academic Technology website at http://www.paloaltou.edu/about/departments-and-offices/library for current hours and contact information.

Collections
The Research Library makes available extensive digital resources, paper volumes of books and journals, and multiple copies of psychological tests. PAU student dissertations are available in digital format and in paper format from the Research Library. Audiovisual materials in the Library's collections include DVDs, CDs, and databases of streaming videos.

Research Library & Academic Technology Services and Resources
The Research Library and Department of Academic Technology offers a full range of research and instructional services and resources. The Research Librarians offer research assistance and instruction both in the classroom and on an individual drop-in or by-appointment basis. Librarians and the Academic Technologist offer consultation, instruction, and support for academic technologies, audiovisual technologies, research technologies, and citation management technologies. Recording of classroom lectures and special events is provided by and supported by the Department of Academic Technology. The library is open daily throughout the year, except for holiday closures, and provides study rooms by reservation for use by students, faculty, and staff for group and individual study, research group meetings, student activities, and other meetings.

Classroom technology services and room reservations may be scheduled by contacting the Library Circulation Desk at 650-433-3808.

Interlibrary Loan Services
Access to more extensive collections is made available through interlibrary loan. Free interlibrary loan services (Link +) are also available at local public libraries such as Palo Alto Public, Mountain View Public, and San Francisco Public Library.

Additional Community Resources
PAU students may use Stanford's Cecil H. Green Library and the Cubberley Education Library as a member of the general public at any time. Lane Medical Library at the Stanford University Medical Center is open to everyone.

5. Computer Lab

A computer lab with eight Windows computers is located in the PAU Library on the Calvin Campus. In addition, all students, no matter where they are located, have access to a virtual computer lab that provides our students with access to software packages such as SPSS and Microsoft Office© software. The virtual computer lab is available from on or off campus and works on most computer operating systems. High-speed wireless internet access is available throughout the Calvin and Los Altos campuses. The on-site computer lab is open the same hours as the library, including evenings and weekends. The virtual computer lab is always accessible.

6. Military & Veteran Student Services
Veterans Benefits

Palo Alto University is committed to serving our military and veteran community. We appreciate and recognize the service and sacrifices of our nation's active and veteran military personnel and their families. We are here to help you meet your educational challenges and fulfill your goals with the best possible academic programs and exceptional student support.

Palo Alto University has been recognized as a leader for serving military and veterans. PAU has been named one of GI Jobs Magazine's "Military Friendly Schools," an honor reserved for the top 15% of "veteran friendly" post-secondary institutions.

For questions regarding your eligibility for educational benefits please call the Department of Veterans Affairs toll free at 1-888-442-4551 or visit them on the web at www.gibill.va.gov. Eligibility is determined by the Department of Veterans Affairs (VA).

Inquiries regarding enrollment certification for VA Educational benefits should be directed to the Lisa Harris in the Palo Alto University Military & Veteran Student Service Office at 650-433-3851 // lharris@paloaltou.edu.

Military Education Benefit Programs Recognized at PAU
- Montgomery GI Bill – Active Duty (Chapter 30)
- Vocational Rehabilitation and Employment (VR&E) Program (Chapter 31) Post 9/11 GI Bill (Chapter 33)
- Yellow Ribbon Program (must be 100% eligible for Chapter 33)
- Transfer of Educational Benefits (TEB)
- Survivors and Dependents Assistance (Chapter 35)
- Army, Air Force, and Navy Tuition Assistance (TA) Program

Veterans and their dependents may qualify for other federal, state, institutional, and private financing programs in addition to the Military Education Benefit Programs described above. For more information on these programs and eligibility, please visit:
http://benefits.va.gov/gibill/get_started.asp

Transfer Credit Policy For Veterans

Palo Alto University's undergraduate programs will accept transfer credit awarded for courses taken in the armed services. In order to have your military educational experiences evaluated for credit, you must submit evaluated transcript(s) from the appropriate agency

The Army, Navy, Marine Corps, and Coast Guard now use the centralized [Joint Services Transcript System](), which will electronically send your official transcript to PAU upon your request. The transcript includes your military training and occupational experience along with American Council on Education college credit recommendations.. The Air Force uses the Community College of the Air Force (CCAF). To request a CCAF transcript visit: http://www.au.af.mil/au/barnes/ccaf/transcripts.asp

Palo Alto University considers both military service and military coursework for academic credit using the guidelines issued by the American Council on Education (ACE). We refer to the ACE "Guide to Evaluation of Educational Experiences in the Services" when determining applicable transfer credit for military experience and training. Job specialties (MOS, AFSC, Rate) must have a recommendation evaluation by ACE (in the ACE Guide) for credit to be awarded.

Student Responsibilities to Begin Receiving Benefits
The following steps must be completed prior to a student receiving VA educational benefits at PAU:
- Students must be admitted to a degree program
- Complete the [PAU Veteran Student Application online]()
- Submit program acceptance letter, VA Certificate of Eligibility (CoE), original transcripts, and PAU application for VA benefits to the Military & Veteran Student Service office.

Student Responsibilities While Receiving Benefits
Students must notify their Certifying Official (CO) at PAU when any of the following occurs:
- Dropping or adding course(s)
- Withdrawing from course(s)
- Discontinuing regular class attendance
- Change in programs (academic majors)
- VA educational benefits are payable for regular attendance in courses that are part of the veterans' program (major) curriculum.

VA educational benefits are NOT payable for:
- Classes not attended regularly
- Repeating a course for which a passing grade was received
- Classes taken on an audit basis
- Classes that are dropped
- Classes taken that are not part of the student's academic program (major) curriculum.

Reporting Requirements
Recertification for benefits is not automatic and must be requested each quarter. The Certifying Official (CO) must report the actual beginning and ending dates and the number of units the military student is enrolled in. This requirement includes certifications for non-standard term enrollments (i.e., 5 week sessions, 8 week sessions, etc.). To prevent overpayment and subsequent indebtedness to the Federal Government, it is important to notify the CO immediately of changes

that may affect your eligibility for benefits. It is the responsibility of each student to keep their CO apprised of the following:

- Class Registration: After registering, students should send a copy of their course schedule to the CO for VA-Once certification. The earlier a student registers, the earlier certification can be transmitted to the Department of Veterans Affairs. All students receiving VA benefits have a responsibility to notify the CO of any changes in credit hours enrolled once the quarter begins. Failure to notify the CO may result in incorrect payment for which the student may be held liable.
- Changes to Schedule: Any additions, drops, withdrawals, or other interruptions must be immediately reported to the CO by the student.
- Failure to Attend Class: Routine class attendance is required for students receiving VA benefits. Students who are unable to attend class for an extended period of time should notify their professors, program office, and their CO.
- Change of Major: The VA must be notified when a student changes a major. These changes may be approved if there is minimal loss of credit hours.
- Change of Address: If a student's address changes, both the Department of Veterans Affairs and Palo Alto University must be notified.

Veterans Benefits-Academic Probation
The Veterans Administration requires all students attending Palo Alto University under Veterans Educational Assistance Benefits to make satisfactory academic progress and systematic advancement toward an educational objective or be liable for overpayments from the Veterans' Administration. Satisfactory progress and regular class attendance is expected. You are liable for overpayments from the Veterans Administration.

Veterans and eligible persons not meeting academic standards of progress will be placed on academic probation. If after two terms on probation the student is still not meeting academic standards, the VA will be notified and benefits terminated. Once the student is meeting academic standards, benefits will be reinstated.

Note: Most veteran & military students at PAU meet the conditions for "satisfactorily pursuing" a program of study for receiving VA benefits by meeting the Palo Alto University general catalog requirements for their program of study. Regular Attendance: Students must be in regular attendance of all classes for which they are registered.

Unsatisfactory Progress
The University must notify the Veterans Administration that a student has made unsatisfactory progress if the student:

- fails or withdraws from all classes or,
- is placed on academic probation for 2 terms
- is suspended by the University
- classes not completed: Unless there are extenuating circumstances, students do not receive benefits for any portion of a class dropped after the add/ drop period or for classes in which incomplete (delayed) grades are received and not resolved within one year.

Called to Serve

PAU is committed to providing a seamless transition for students from Palo Alto University to national and international military service and deployment and back. PAU employees realize every student's situation is unique dependent upon course load, financial aid status, and date called to serve, among other possible factors. As such, each and every student "called to serve" will be provided individualized service to address their specific needs.

Policy: PAU will ensure students do not face an academic disadvantage as a result of being called to national or international service. When a student (or family member) receives orders to deploy, the University works with the student to determine the best options based on the circumstance. In these circumstances, students can withdraw from the University with a 100% refund and without penalty. The University will also make every effort to restore students returning from national and military service to the status they held prior to their departure. If classes are in session at the time of activation, each case may be evaluated individually and professors consulted as appropriate. The Financial Aid Office has guidelines for students called to serve. Given the differences in the programs of external lenders, students should coordinate with their lenders directly to obtain deferments as prescribed by federal law.

Processes:
- Withdrawal: At any point in the term, a student called to serve may withdraw from PAU by submitting a withdrawal request form form found on the PAU portal under the Student Resources page, Registrar Office Forms along with a copy of deployment orders to the Veteran Student Service Office. The student will receive a full credit of tuition and fees. The Registrar's Office will process the withdrawal form, which will them be forwarded to the Business Office so that they can make the appropriate adjustments to the student's account.
- Incompletes: Students who have successfully completed the majority of work for a course may be awarded a grade of "Incomplete" at the discretion of the professor. Professors are strongly encouraged to grant additional time for students to make up the required work.
- Final Grades: A final grade option becomes available if the professor determines a sufficient amount of the course work has been completed, and sufficient information about a student's performance in the course has been obtained.

Called to Serve-Readmission Policy

Any student whose absence from Palo Alto University is necessitated by reason of service in the uniformed services shall be entitled to readmission if:
- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to a Palo Alto University CO.
- The cumulative length of the absence and of all previous absences from PAU by reason of service in the uniformed services does not exceed five years, and except as otherwise provided in this policy. Exceptions include:
  - o No notice is required if giving of such notice is precluded by military necessity, such as: mission, operation, exercise, or requirement that is classified or,

    o   A pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge.

Any student who did not give advance written or verbal notice of service to the appropriate PAU Official may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation to Palo Alto University that they performed service in the uniformed services that necessitated the student's absence from PAU. A student who is readmitted to PAU under this section, shall be readmitted with the same academic status they had when they last attended PAU.

Exception from Readmission Eligibility – upon the occurrence of the following events a student's eligibility may be terminated:
- Separation of such person from the Armed Forces (including the National Guard and Reserves) with dishonorable or bad conduct discharge, or
- Dismissal of such person permitted under section 1161(a) of Title 10, United States Code.

Contact Information for Certifying Official
Lisa Harris, Associate Director of Student Affairs, VA Certifying Official
Email:lharris@paloaltou.edu
Phone Number: 650-433-3851

7. Students With Disabilities-Americans with Disabilities Act (ADA)
Palo Alto University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accordingly, no otherwise qualified disabled student shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid or other postsecondary education program or activity which PAU provides for all students. PAU's students with disabilities meet the requirements and levels of competency required of all students in the program.

For purposes of this policy, a student or applicant with a disability is a person who:
- has a physical or mental impairment which limits one or more major life activities (such as walking, seeing, speaking, learning, or working);
- has a record with the school of such impairment; or
- is regarded by the school as having such an impairment, or who is otherwise defined by law as a qualified disabled student or applicant.

Requesting Reasonable Accommodations
Students with qualified learning, physical, or other disabilities can request reasonable accommodations through the Office of Accessible Education. The Office of Accessible Education is located on the Calvin Campus, Building 3, Room 351. The phone number is 650-433-3836. The Office of Accessible Education can meet students at all PAU locations, not just the Calvin Campus.

Students can request accommodations by going to the MyPAU Portal. Click on the 'Student Resources' tab. Request for accommodations must include current documentation of any disability and any other relevant information. Once a request is received by the Office of Accessible Education, the director and the student will meet to discuss and determine what reasonable accommodations will be provided. Students must submit the request for accommodations forms no later than seven days after the start of the academic quarter.

Notification of Reasonable Accommodations
The Office of Accessible Education will notify all students in writing whether their request has been approved. If a request is approved, the student will be provided reasonable accommodations in writing as well. The faculty for the classes for which the student is registered will also be informed of the accommodations, however the reason for the accommodations is not disclosed. The student may decide to self-disclose if they see fit.

Students with disabilities must meet the qualifications and requirements expected of PAU students, and must be able to perform the essential requirements of the curriculum, either with or without reasonable accommodations.

Right To Appeal
If a student's request for reasonable accommodations is denied by the Office of Accessible Education, they may appeal the decision to the Institutional Grievance and Appeals Committee.

Use Of Service Animals
Service animals assisting individuals with disabilities are permitted on campus. To utilize a service animal for ongoing accommodation, students must follow the above procedures and register with the Office of Accessible Education. "Service animal" is defined by the Americans with Disabilities Act (ADA) as any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.

A service animal may be asked to leave PAU facilities or programs if the animal's behavior or presence poses a direct threat to the health or safety of others. For example, a service animal that displays vicious behavior towards people may be excluded. Service animals may also be excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity. Questions related to the use of service animals on campus should be directed to the Office of Accessible Education at (650) 433-3836.

In addition, animals not covered under the ADA service animal definition may be asked to leave.

The person whom a service animal assists is referred to as a "partner." The service animal's partner is at all times solely responsible for the cost of care, arrangements, and for the well-being of the service animal, as well as any property or other damage caused by the service animal.

Service animals on campus must:
- Meet all requirements for the presence of animals in public places (vaccinations, licensure, ID tags, etc.) mandated by state or local ordinance;
- Be healthy: the animal must be in good health;
- Be under control of partner: the person with a disability must be in full control of the animal at all times. Reasonable behavior is required from service animals while on campus.

The partner is required to clean up the waste of their service animals. Partners who are not physically able to pick up and dispose of waste are responsible for making necessary arrangements for assistance.

Other than approved service animals, no other animals are permitted on any PAU campuses or locations. This includes emotional support animals.

8. International Students
PAU enthusiastically welcomes and supports international students. If you are an international student and have questions about your status or about applying to PAU, please contact the Student Affairs office at 650-433-3851. The International Student Affairs website has information for both current and prospective International students:

Prospective International Students
For students whose first language is not English, a demonstrated proficiency in English is required for admission. PAU recognizes the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) as measures of English language proficiency.

Masters Programs - International Students International students who plan to be in their home country while being enrolled in an online PAU Master's program are eligible to apply. International students currently living in the U.S. in F-1 status and those interested in becoming an F-1 international students for studying in the U.S. are not eligible to apply to PAU Masters in Counseling on-campus format.

Residential & Distance Learning Options
Programs have residential options and can support students with F-1 Visa to allow them to study on campus. Distance learning options exist in many programs to allow international students to remain in their home country and still pursue their studies at PAU.

Maintaining Legal F-1 International Student Status
In order to maintain their legal F-1 status, students should:
- Keep their passport valid for six months into the future at all times;
- Maintain a valid I-20: have their I-20 updated by Student Affairs if they have changes such as major, change of name, and/or completion of degree date;

- Enroll in a full course load every quarter. Full time for undergraduates is 12 units per quarter. Full time for graduates is 9 units per quarter, except during practicum and internship;
- NOT work on or off campus without appropriate authorization from Student Affairs or the United States Citizenship and Immigration Services (USCIS) as required. See the [International Student Services website](#) for more information.
- Contact Student Affairs if you need to transfer to another institution, extend your program or if you have a new address;
- Have their passport and I-20 checked by Student Affairs before traveling internationally.

International Students & Health Insurance
While no Federal regulatory requirements exist for F-1 students, PAU policy mandates that all students be enrolled in a medical insurance plan.

International Students & Employment
F-1 International Students are permitted to work on campus jobs at PAU. F-1 students may work up to 20 hours per week while school is in session, 40 hours per week during school breaks. Unfortunately, F-1 students are not eligible for Federal College Work Study jobs.

F-1 International Students must have immigration authorization to work off campus. International students must apply for CPT for required practicum and internship. Please be sure to review the [information](#) on Curricular Practical Training (CPT) Optional Practical Training (OPT) before pursuing any off-campus employment.

9. Voter Registration
PAU students eligible to vote may register to vote online at: http://registertovote.ca.gov.

Santa Clara County voter registration information:
Registrar of Voters
1555 Berger Drive, Bldg. 2
San Jose, CA 95112
(408) 299-VOTE
Email registrar@rov.sccgov.org
Website: www.sccvote.org.

To be eligible to vote, you must be a U.S. citizen, a resident of California, and 18 years old on the day of the election. Other restrictions apply. You must be registered to vote at least 15 days before an election in order to cast your ballot.

10. Student Health Insurance Plan (SHIP)
All full-time PAU students enrolled in residential and hybrid programs (including those programs that only require a one-week residency) are required to have health insurance and will be automatically enrolled in the student health insurance plan (SHIP) after the waiver period unless a waiver application is submitted and approved by the established deadline dates. The only

exception to this eligibility requirement is for PAU students who reside outside of the U.S. while they are taking classes or training.

By enrolling as a student at Palo Alto University, students acknowledge that they are required to have medical insurance at all times during their enrollment. They further acknowledge that if they do not have an approved waiver currently on file, they will be responsible for paying for the SHIP charges applied to their accounts on a quarterly basis. For more information about SHIP, including how to waive if you so desire, go to:
www.paloaltou.edu/about/departments-and-offices/student-services/student-health-insurance-plan-ship

11. PAU Alert: Emergency Notification System
PAU Alert is Palo Alto University's emergency notification system. This is an opt-in system. All members of the PAU community are strongly encouraged to sign up. PAU Alert allows the community to sign up for location based emergency notifications. You can sign up to receive alerts via email, phone and/or text message.

To sign up for PAU Alert, go to PAU's portal and click on the PAU Alert icon:
paloaltou.onelogin.com/portal

12. Student Employment at PAU
A student's work experience at Palo Alto University (PAU) can be fun and rewarding. It can also give students an opportunity to explore career choices as well as gain critical skills to improve marketability for professional employment. Students are responsible to seek out and apply for positions. A resumé, application and/or interview may be required prior to hiring. There are a variety of student employment positions including student assistant and teacher's assistant.

Before starting a position, a new student is required to fill out new hire paperwork that will be sent by a representative from Student Employment & Payroll. This includes scheduling an appointment to do onsite I-9 verification where it requires specific acceptable documents by the USCIS. Students will need to have these documents on-hand before starting a student position at PAU. For further questions about student employment, please send an email to administrativehotline@paloaltou.edu.

13. Graduation & Commencement
   ● **Graduation Application**
When a candidate has completed all academic requirements, an Intent to Graduate Form must be submitted to the Registrar's Office. This form initiates the audit of your academic records to confirm you meet all academic and other requirements for graduation. In order to participate in the June commencement ceremonies, the application must be submitted to the Registrar by May 1.

   ● **Commencement Ceremonies**
PAU holds two commencement ceremonies on June 20, 2020; one for doctoral graduates and another for masters and bachelor graduates. Students who miss the May 1 graduation application

deadlines for a given year will still be able to obtain a graduation/date of completion when they finish the requirements specified above. They are also allowed to participate in the commencement ceremony the following year.

Doctoral Graduates:
June 20, 2020 at 10am

Masters & Bachelor Graduates:
June 20, 2020 at 1pm

14. Canvas Learning Management System

All faculty are required to create a Canvas course shell for their course. Course shells will contain the course syllabus, the course schedule, assignments, readings, student grades, etc. Courses that are taught online will also contain recorded lectures, weekly assignments, posts, videos, and other materials. Students are expected to check their Canvas course shells regularly to keep abreast of their work and to monitor their performance.

Section III: Academic Programs

1. Bachelors Programs
   - B.S. in Business Psychology
   - B.S. in Psychology & Social Action

2. Masters Programs
   - M.A. in Counseling
   - M.S. in Psychology

3. Doctoral Programs
   - Ph.D. in Clinical Psychology
   - Psy.D. in Clinical Psychology

1. Bachelors Programs

Bachelor of Science in Psychology

Program Overview
Complete undergraduate admissions information can be found at the following link:
http://www.paloaltou.edu/admissions/undergraduate-admissions

PAU's Bachelor degree completion programs are designed for students who have completed two years of college coursework, including lower level general education requirements, at an accredited community college or university. The PAU Bachelor degree programs provide the junior and senior year of coursework leading to the Bachelor of Science degree in Business Psychology or Psychology & Social Action. PAU Bachelor of Science programs are full-time, two-year degree completion programs.

In the B.S. in Business Psychology program, students take 15 upper-level courses in business and another 9 upper-level courses in psychology and related social sciences. In the B.S. in Psychology & Social Action program at PAU, students take 12 upper-level courses in psychology, 10 upper-level courses in related social sciences such as anthropology, sociology, politics, economics and philosophy. Students also complete a required 9-month internship. There are no electives.

Admission Checklist
To be considered for admission to the program all applicants must submit:
1. A completed undergraduate application form.
2. Unofficial or official transcripts of all prior undergraduate study.Submission of official transcripts are required before starting degree program.
3. A Statement of Purpose.

Applicants should have satisfied the following requirements or be in the process of satisfying them prior to the start of courses at PAU:
- Completion of 90 quarter unit hours or 60 semester unit hours of college-level coursework at an accredited community college or university. (Remedial or college preparatory coursework is not eligible for transfer credit). Courses earning a "D" or lower are not eligible for transfer.
- Completion of the California State University (CSU) general education breadth requirements (see below).
- College Level Examination Program (CLEP) exams and High School Advanced Placement (AP) exams may be used as substitutes for some general education requirements (speak with an admissions counselor about this).
- Cumulative GPA of 2.0 or higher for college and university level courses.
- For the Psychology & Social Action program, recommended completion of a General Psychology course and one to two other psychology course.
- For the Business Psychology program, recommended completion of a General Psychology course.

Applicants who are deficient in any of these areas should speak with an undergraduate admissions counselor.

Each prospective student's application is evaluated carefully to determine if the applicant is a good fit for the program in which they are interested. The Admissions Office looks for a previous record of satisfactory academic achievement and the potential to successfully manage studies at the Bachelor's level. Students are also evaluated in terms of how their personal and professional goals are a match for the programs' Psychology and Social Action major or the Business Psychology major.

General Education Requirements
The Bachelor of Science programs at PAU provide the upper-level course work required for completion of the major and the Bachelor degree. PAU requires that transferring students have completed the general education/breadth requirements of the California State University (CSU) system or their equivalent. These include:
- Written & Oral Communication in the English Language & Critical Thinking (12-15 quarter units)
- One Physical Science, one Life Science and a College-Level Math Course (12-15 quarter units) Arts & Humanities (12-15 quarter units)
- Social Sciences (16 quarter units)

- Lifelong Understanding and Self-Development (4-5 quarter units)

Students matriculating from colleges outside of the California Community College system, which have different general education pattern requirements, will be evaluated on an individual basis. PAU reserves the right to waive general education requirements when a student's educational and professional experiences are equivalent to these requirements.

i. Business Psychology Major
The Business Psychology major provides two years of upper-level, undergraduate coursework in psychology, business, and related disciplines. The goal of the Business Psychology program is to provide a strong foundation in business administration and psychological principles related to business, which ensure that graduates of the program have an ability to apply the science of human behavior to practical business problems. The curriculum includes courses in business administration, human behavior, psychology, sociology, and human resources with a focus on practical applications.

Graduates from the Business Psychology program are prepared to enter careers in management, human resources, marketing and sales, organization development or consultants, or to prepare students for further education towards a masters or doctoral degree.

The Business Psychology curriculum and its specific educational objectives was developed using input from professionals in the field, by examining the curriculum of other, top-ranked institutions for benchmarks, and by incorporating the recommended learning outcome standards of nationally-recognized professional associations, most notably the American Psychological Association and the Society for Industrial and Organizational Psychology.

Objectives of the B.S. in Business Psychology Program are:
- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Develop strategies for problem-solving and decision-making using business analytics.
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solving problems related to consumer behavior and mental processes.
- Understand the theory and application of issues regarding the nature and process of group development and organizational dynamics.
- Understand the theory and application of financial and management accounting.
- Understand and apply the principles of market research and marketing.
- Understand and apply psychological principles to personal, social, and organizational issues.
- Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of business and psychology.
- Demonstrate information competence and the ability to use computers and other technology for many purposes.
- Communicate effectively and professionally in a variety of formats.

- Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management, self-improvement, and career development.
- Develop strategies to implement psychological knowledge, skills, and values in occupational pursuits.

Requirements

Completion of all courses in the major are required. A total of 180 quarter units of undergraduate coursework, and 90 quarter units of upper-division coursework, is required for graduation, with an overall grade point average (GPA) of 2.00 or higher. Students must also obtain grades of C or higher in each of the core courses listed below.

Curriculum

Core course requirements *(core courses must be passed with a C grade or better)*
- BUSI302 Business Writing Fundamentals
- BUSI303 Business Communication
- BUSI309 Organizational Behavior
- BUSI310 Employee Motivation and Satisfaction
- BUSI320 Fundamentals of Management
- BUSI340 Human Resource Management
- BUSI381 Career Planning and Development
- BUSI383 Introduction to Marketing
- BUSI395 Fundamental of Accounting and Finance
- BUSI405 Information Technology Management
- BUSI406 Senior Seminar
- BUSI410 Consumer Behavior Analysis
- BUSI412 Corporate Accounting and Finance
- BUSI430 Business Ethics
- BUSI490 Senior Internship (Students have the option of taking 2 quarters of Sr. Internship or 2 other courses)

Non-core course requirements
- ANTH351 Multicultural Studies
- ECON400 Global Economics
- MATH325 Research Methods & Data Analysis
- PSYC320 Social Psychology
- PSYC325 Psychology of Leadership and Team Development
- PSYC331 Theories of Personality and Assessment
- PSYC365 History of Psychology
- PSYC440 Human Behavior/Interpersonal Effectiveness
- PSYC381 Developmental Psychology (Alternate course to 1st quarter Sr. Internship)
- MGMT400 Strategic Management & Negotiation (Alternate course to 2nd quarter Sr. Internship)

Business Psychology Senior Internship

Business Psychology students have the option of completing a 2-quarter-long senior internship in a company or organization that allows the student to obtain a practical experience applying the theoretical concepts they have learned in class. The internship also provides valuable professional experiences that will assist the student with their entry into a professional field or in acquiring admission to a graduate program. The internship involves approximately 8 hours of work per week over two quarters. During their internship, students receive supervision from a professional who is on-site, and they receive support in making the links between their internship experience and their coursework by the PAU Internship Coordinator, who will assign them a grade for the internship.

Business Psychology Senior Seminar
In the final quarter of the Business Psychology program, students will complete a senior seminar course. The senior seminar is a topics course covering a topic related to business and psychology, taught by an expert in the field. The senior seminar provides students with an opportunity to apply the concepts they have learned in the two years of study at PAU to a specific business issue and to demonstrate their mastery of the program's learning outcomes.

ii. Psychology & Social Action Major
The Psychology and Social Action program is built around the theme of "The Science of Social Action in a Global Community." This theme brings together several critical elements: psychology is the science of human behavior and the program's focus on social action emphasizes the manner in which we impact others and can bring about social change. Understanding human behavior involves not only psychology but also a range of other perspectives that place the behavior in social, cultural, ethnic, political, and economic contexts. Both the psychology courses and the other social science courses in the program are designed to provide students with perspectives and skills to become effective agents of social change in their personal and professional lives.

Objectives of the B.S. in Psychology and Social Action Program
- Students will develop knowledge of the most current theories and findings in psychology to understand human behavior.
- Students will have knowledge of how biological and social factors influence human behavior.
- Students will have knowledge of how cultural factors influence both individual and social behavior.
- Students will develop knowledge of how economic and political factors influence behavior.
- Students will have knowledge of how to use research to identify effective processes of behavior change.
- Students will develop an understanding of how human service organizations function to assist their clients.
- Students will develop practical skills through coursework and internships to become effective agents of behavior and social change.
- Students will develop an educational support system in the form of core and adjunct faculty.

Requirements

Completion of all courses in the major are required, including a three-quarter long Internship. A total of 180 quarter units of undergraduate coursework, and 90 quarter units of upper-division coursework, is required for graduation, with an overall grade point average (GPA) of 2.00 or higher. All coursework in the PAU undergraduate programs is required. There are no elective courses. To graduate, students must also obtain grades of C or higher in all of the core courses, which are all of the psychology courses.

Curriculum

Core Course Requirements *(core courses must be passed with a C grade or better)*
- PSYC300 Psychological Writing
- PSYC310 Psychology of Learning & Memory
- PSYC320 Social Psychology
- PSYC330 Theories of Personality
- PSYC340 Research Design & Methods
- PSYC360 Psychology of Gender
- PSYC375 Cross-Cultural Psychology
- PSYC380 Psychology of LifeSpan Development
- PSYC385 Theories of Counseling & Psychotherapy
- PSYC390 Abnormal & Clinical Psychology
- PSYC395 Senior Internship (3 quarters)
- PSYC400 Senior Capstone

Non-Core Course Requirements
- ANTH350 Cultural Anthropology
- ANTH370 Ethnic Identity, Social Stratification
- BIOL350 Biological Psychology
- MATH320 Statistics for the Social Sciences
- PHIL300 Philosophy of Science
- PHIL310 Philosophy of Ethics
- POLI310 International Political Economy
- SOCI300 Social Problems
- SOCI320 Globalization
- SOCI340 Fundamentals of Social Action

Psychology and Social Action Internship

Students in the Psychology and Social Action major are required to complete a 9-month, credit-bearing internship at a community agency or other organization, which will provide the student with practical experience in the application of the theoretical materials they have studied in class. Students may also satisfy their internship requirement by doing research for an equivalent number of hours. The internship involves approximately 8 hours of work per week over three quarters. The internship provides students with work experience in an area where psychology is applied to real world problems. The internship also provides valuable professional experiences that will assist the student with their entry into a professional field or in acquiring

admission to a graduate program. During their internship, students receive supervision from a professional who is on site, and they receive support in making the links between their internship experience and their coursework by the PAU Internship Coordinator, who will assign them a grade for the internship.

Senior Capstone Course
The senior capstone course is a topics course, the theme of which changes each year. One or more experts in a particular field of psychology and social action will teach the course, bringing their knowledge and expertise to the topic. Students will examine these topics in great depth, using the knowledge and skills they have developed in the two years of the program and demonstrating their mastery of the program learning outcomes.

2. Masters Programs
M.A. in Counseling

The master's degree in counseling program prepares students to serve their communities as licensed mental health professionals. This master's in counseling degree can expand career options or retool a career in a profession that makes a difference to the community. The M.A. Counseling degree emphasis areas became CACREP accredited in January 2017.

California graduates of this program can pursue both the Marriage and Family Therapist (LMFT) and Professional Clinical Counselor (LPCC) licenses. Graduates living in other states can pursue similar licenses (see your state's licensure board regulations for qualifying degree requirements).

With residential hybrid (on-campus) and low-residency distance learning (online) options and evening class scheduling, the program offers flexibility to students who want to pursue graduate studies without needing to relocate.

This program offers a Master of Arts in Counseling with two areas of emphasis, both preparing students to pursue licensure:
- Marriage, Family and Child emphasis (CACREP accredited)
- Clinical Mental Health emphasis (CACREP accredited)

The M.A. Counseling Marriage, Family, and Child emphasis (CACREP Accredited) may not be appropriate for students who will require licensure for marriage and family therapy practice outside of California. Requirements for this emphasis vary considerably from state to state. Before applying to PAU, non-California residents should research the specific requirements for the state where they plan to practice.

The M.A. Counseling Clinical Mental Health emphasis (CACREP Accredited) fulfills most requirements for students seeking licensure in other U.S. states and countries. Once students are enrolled, PAU advisors work with them to identify appropriate fieldwork placements in the student's local area. Requirements for this emphasis may vary from state to state. Before applying to PAU, non-California residents should research the specific requirements for the state where they plan to practice.

This program focuses on developing and strengthening skills in four core areas: assessment, intervention/counseling, research/critical thinking, and ethics/professional practice. Each student develops proficiencies in multiple dimensions that align with Palo Alto University's core values:

- Academic rigor: Each graduate will acquire, refine, and demonstrate appropriate Master's level knowledge and skill as counselors in a variety of settings
- Professional identity: Each graduate will develop a professional identity as a counselor as well as the personal qualities related to effective practice, including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
- Leadership: Each graduate will become an organizational leader, a group process expert, and a positive force in achieving high levels of participation, cooperation, and cohesion.
- Social Justice: Each graduates will develop an understanding of various cultures and the implications of diversity for social justice. Gain insight into the social and psychological implications of socioeconomic position and how poverty and social stress can affect an individual's mental health and recovery.
- Recovery Orientation: Each graduate will incorporate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
- Compliance and Risk Management: Each graduate will learn to manage the risks of a professional counseling practice, ensure personal and client safety, and remain compliant with all laws and regulations and moral and ethical guidelines.
- Professional practice: Each graduate will integrate the principles and practices of marriage and family counseling throughout the professional practice of counseling and mental health.
- Licensure: Each graduate will become a licensed Professional Clinical Counselor or Marriage and/or Family Counselor in California or achieve a similar license in the other states and territories of the United States, Canada, and other international partners.

MFT Licensure
The Master's in Counseling degree with an emphasis on Marriage, Family, and Child is the first step to obtaining an MFT license. Before and after graduation, students will need to accumulate two years (104 weeks) of supervision and 3,000 pre- and post- Master's hours of supervised work experience. After accruing the required experience, graduates take the written exams for the MFT license. Upon achieving a passing grade, they are issued a license to practice in the State of California.

LPCC Licensure
The Master's in Counseling degree is the first step to obtaining an LPCC license. The State of California requires graduates to accumulate two years (104 weeks) of supervision and 3,000 hours of post-Master's supervised work experience. Other states' requirements may differ. After accruing the required experience, graduates take the written exams for the LPCC license. Upon achieving a passing grade, they are issued a license to practice in the State of California. (Business and Professions Code §4999.33).

Legal Background Checks

Students who seek licensure may be required to pass legal background checks, including fingerprinting and records review.

Non-Licensed Employment Options

While most graduates of this program pursue licensure, students who defer seeking licensure may find positions in education, research, publishing, administration, advocacy, business, and other fields, or pursue further education at the doctoral level.

Objectives of the M.A. in Counseling Program

- Students will acquire, refine, and demonstrate appropriate Master's level knowledge and skills as a counselor in a variety of settings.
- Students will develop a professional identity as a counselor as well as the personal qualities related to effective practice, including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
- Students will become an organizational leader, a group process expert, and a positive force in achieving high levels of participation, cooperation, and cohesion.
- Students will develop an understanding of various cultures and the implications of diversity for social justice. Gain insight into the social and psychological implications of socioeconomic position and how poverty and social stress can affect an individual's mental health and recovery.
- Students will incorporate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
- Students will learn to manage the risks of a professional counseling practice, ensure personal and client safety, and remain compliant with all laws and regulations and moral and ethical guidelines.
- Students will integrate the principles and practices of marriage and family counseling throughout the professional practice of counseling and mental health.
- Students will become a licensed Professional Clinical Counselor or Marriage and/or Family Counselor in California or achieve a similar license in the other states and territories of the United States, Canada, and other international partners.

Requirements

This M.A. Counseling program consists of 93 quarter units as well as mandatory fieldwork, workshops, and intensives. The curriculum is progressive in its scope and sequence and designed to prepare students for fieldwork culminating in a capstone project.

Course sequences vary somewhat depending on when students start their practicum fieldwork. The duration of the program depends on whether the student is enrolled in the on-campus or online program. Students enrolled in the on-campus blended program complete the curriculum in 9 quarters. Students enrolled in the Distance Learning-Virtual Remote Online Classroom program complete the program in 11 quarters.

Coursework

Entering students (individuals or cohorts) are assigned an academic plan based on the quarter in which they enroll and their area of emphasis. Within each emphasis, students receive the same

curriculum regardless of previous education or experience. There are no electives. Students are encouraged to explore areas of personal interest by tailoring their counseling, practicum placements, and research experiences.

Practicum Requirement and Training
As the program progresses, students gain experience by spending increasing amounts of time in supervised counseling work. The practicum is a nine-month supervised clinical placement that comprises a major training component of the program. The practicum typically begins in the fall after one to two years of coursework.

Palo Alto University assists students in finding suitable placements in their communities and provides ongoing support through the practicum and internship process. Ultimately, the student is responsible for securing their fieldwork site. All practicum sites must be formally approved by the advisor and the clinical training director.

Supervision occurs at the student's practicum site and with PAU faculty. During the internship year, students maintain a clinical portfolio of their experiences, which eventually becomes a capstone project.
A clinical practicum or fieldwork experience is a required part of the master's in counseling program. Students complete a minimum of 700 hours over a 9-12 month period, including a minimum of 280 face-to-face client hours with the student working in the role of Counselor Trainee or Therapist Trainee. Palo Alto University provides guidance and assistance to aid students in securing a practicum site. Common types of placements include community mental health organizations, county mental health agencies, school-based mental health centers, and non-profit counseling centers.

On-Campus And Online Course Sequences
All course sequences and cohort course plans can be found here:
https://paloaltou.instructure.com/courses/2305/pages/degree-plans

Students applying to the M.A. in Counseling program can choose a fall or spring quarter start. The priority deadline for fall quarter is June 30 and regular deadline is July 31; however, completed applications received until August 31 will be reviewed if there is space available in the incoming class. The deadline for spring quarter is February 28; however completed applications received until March 21 will be reviewed if there is space available in the incoming class. Students with complete applications will be extended invitations to interview with the program director via videoconference. Students are notified of final decisions on a rolling schedule.

Applicants must hold a bachelor's degree from a regionally-accredited institution, or the international equivalent, and have a recommended GPA of 3.0. For those whose undergraduate major was not psychology, four additional courses are recommended, but not required, for the M.A. Counseling program:
- Developmental psychology
- Physiological or biological psychology
- Personality or abnormal psychology

- Statistics

Complete Master's admissions information can be found at the following link: https://www.paloaltou.edu/graduate-programs/masters-degree-programs/ma-counseling/admissions

For application details and to apply, please follow the link: http://www.paloaltou.edu/apply

Application Checklist
- Online Application: Applicants must complete the online application for their degree, emphasis and format of choice.
- Application Fee: A nonrefundable application fee of $40.00 must be paid to complete the application. This fee can be paid online or by mail. Checks should be made payable to Palo Alto University.
- Official Transcripts: College transcripts verifying a Bachelor's degree are required. Only official, sealed transcripts from the Registrar's office of each institution are acceptable.
  - o Admissions decisions based on submission of unofficial transcripts are provisional until official transcripts are received.
  - o International transcripts must be translated through the World Education Service website, www.wes.org. It is the student's responsibility to have transcripts translated before applying. Contact the PAU Admissions Office, admissions@paloaltou.edu, with any questions before incurring the expense of translating documents.
  - o Official transcripts should be mailed by the issuing institution directly to PAU.
- Resume or Curriculum Vitae: The resume or CV should list professional and academic experience, education, awards, publications, etc.
- Letters of Recommendation: Letters of recommendation from two academic or professional references are required. They are submitted electronically by the persons making the references. Applicants will receive an email with instructions for electronically requesting letters of recommendation after they submit the PAU online application form.
- Statement of Purpose: The statement of purpose serves as a sample of the applicant's ability to write in an academic and professional manner. It should be no longer than two 1.5-line-spaced pages and should represent the highest quality of expression and scholarship. Points to cover:
  - o A brief autobiographical sketch/background, including what led to an interest in counseling.
  - o Details of goals and purpose in applying to Palo Alto University and how this applies to future career goals.
  - o Strengths and accomplishments thus far that demonstrate preparation for graduate psychology education.
  - o Personal and professional qualities that will be important assets as a practicing clinical counselor or therapist.

Interview
After applications are received, applicants who satisfy admission requirements are selected for interviews with the program director via videoconference.

Acceptance And Enrollment

Students accepted into the M.A. Counseling program receive an official acceptance letter by email and mail. To enroll in the program, students who have been accepted must submit a $250 tuition deposit within two weeks after receiving their acceptance letter to secure their place. The tuition deposit can be submitted online, or mailed to PAU.

M.S. in Psychology

The Master of Science (M.S.) in Psychology is an online program that serves two purposes: 1) as a Ph.D. prep program designed to prepare students for Ph.D. studies in clinical psychology at PAU or another institution, or 2) as a terminal degree designed for those interested in research, education, or government. An M.S. degree in Psychology may support career advancement in fields that require social science research capability and an understanding of human behavior.

All coursework is delivered online and can be completed evenings and weekends. Students travel to the Palo Alto campus once during the program for a one-week clinical interviewing course during summer quarter of the first year. This highly structured, part-time format enables students to continue working and defer relocating while completing the first two years of doctoral studies.

With the exception of the summer clinical interviewing course in Palo Alto, the course work is didactic in nature and does not include an applied clinical component. Thus, the specific degree associated with the program is an M.S. in Psychology, not clinical psychology, even though some of the curriculum is relevant to clinical psychology.

This Master's in Psychology degree does not qualify graduates for licensure to practice marriage and family therapy or clinical mental health counseling. Student seeking the MFT or LPCC credential should apply to Palo Alto University's M.A. Counseling program and choose the Marriage, Family, and Child or Clinical Mental Health emphasis.

Upon satisfactory completion of the program requirements, accepted and qualified students may transition into the Palo Alto University residential Ph.D. program, pursue Ph.D. studies at another institution, or receive a Master of Science in Psychology degree.

Requirements

Students must successfully complete the 44 quarter units outlined in the curriculum.

Normally, all required course work is completed by the end of the second spring quarter following matriculation. Any deviations from this timetable must be approved by the Masters Student Evaluation Committee.

Curriculum

Sequence Classes Units
- MTHD509 Research Methods and Statistics I

- STAT510 Research Methods and Statistics II
- STAT511 Research Methods and Statistics III
- ASMT501 Psychopathology and Psychodiagnosis I
- ASMT502 Psychopathology and Psychodiagnosis II
- CLIN500 Ethics in Clinical Psychology
- CLIN501 Professional Standards I
- CLIN506 Clinical Interviewing
- PSYS500 Psychological Science I: History and Systems
- PSYS501 Psychological Science I: Child and Adolescent Development
- PSYS502 Psychological Science I: Cognitive Bases of Behavior
- PSYS504 Psychological Science II: Affective Bases of Behavior
- PSYS505 Psychological Science III: Biological Bases of Behavior: Biological Psychology
- PSYS507 Psychological Science III: Adult Development and Aging
- PSYS509 Psychological Science III: Biological Bases of Behavior II: Psychopharmacology
- PSYS511 Psychological Science III: Social and Personality Psychology

Students applying to the M.S. in Psychology (Ph.D. Prep) program start in fall quarter only. The priority deadline for fall quarter is June 30 and regular deadline is July 31; however, completed applications received until August 31 will be reviewed if there is space available in the incoming class. Students with complete applications will be extended invitations to interview with the program director via videoconference. Students are notified of final decisions on a rolling schedule.

Applicants must hold a bachelor's degree from a regionally-accredited institution, or the international equivalent, and have a recommended GPA of 3.3 or higher. If the undergraduate major was not psychology, four prerequisite courses are required for the M.S. in Psychology Ph.D. prep program:
- Developmental psychology
- Physiological or biological psychology
- Personality or abnormal psychology
- Statistics

Complete Master's admissions information can be found at the following link:
https://www.paloaltou.edu/graduate-programs/masters-degree-programs/ma-counseling/admissions

For application details and to apply, please follow the link: http://www.paloaltou.edu/apply

Application Checklist
- Online Application: Applicants must complete the online application for the M.S. Psychology Program.
- Application Fee: A nonrefundable application fee of $40.00 must be paid to complete the application. This fee can be paid online or by mail. Checks should be made payable to Palo Alto University.

- Official Transcripts: College transcripts verifying a Bachelor's degree are required. Only official, sealed transcripts from the registrar's office of each institution are acceptable.
  - o Admissions decisions based on submission of unofficial transcripts are provisional until official transcripts are received.
  - o International transcripts must be translated through the World Education Service website, www.wes.org. It is the student's responsibility to have transcripts translated before applying. Contact the PAU Admissions Office, admissions@paloaltou.edu, with any questions before incurring the expense of translating documents.
  - o Official transcripts should be mailed by the issuing institution directly to PAU.
- Resume or Curriculum Vitae: The resume or CV should list professional and academic experience, education, awards, publications, etc.
- Letters Of Recommendation: Three letters of recommendation from academic or professional references should be mailed by the recommenders directly to the PAU Admissions Office.
  - o Please have each recommender complete the Graduate Admissions Recommendation Form (Word document) and include it with their personal letter. This form is necessary for processing the application and must be returned with each letter of recommendation.
- Statement of Purpose: The statement of purpose serves as a sample of the applicant's ability to write in an academic and professional manner. It should be two to three 1.5-line-spaced pages and should represent the highest quality of expression and scholarship. Points to cover in Statement of Purpose:
  - o A brief autobiographical sketch/background, including what led to an interest in a psychology pre-doctoral program.
  - o Details of goals and purpose in applying to Palo Alto University and how this applies to future career goals.
  - o Strengths and accomplishments thus far that have prepared the applicant for graduate psychology education.
  - o Personal qualities that will be important assets as a practicing psychologist.

Interview
After applications are received or when in progress, applicants will be scheduled for a 30-minute Zoom interview with the program director.

Acceptance and Enrollment
Students accepted into the M.S. in Psychology Ph.D. prep program receive an official acceptance letter by email and mail. To enroll in the program, students who have been accepted must submit a $250 tuition deposit within two weeks after receiving their acceptance letter to secure their place. The tuition deposit can be submitted online, or mailed to PAU.

3. Doctoral Degrees

Ph.D. in Clinical Psychology

The Ph.D. Clinical Psychology Program at Palo Alto University (PAU), Pacific Graduate School of Psychology (PGSP) is deeply committed to educating well-rounded clinical psychologists who are capable and competent as both researchers and clinicians. Students are taught to be science minded while appreciating the larger role of psychology in alleviating suffering in the world. This balance includes learning to value evidence-based clinical models while maintaining the responsibilities psychologists have to their community, society, and profession. An outstanding faculty of clinicians and researchers provides rigorous classroom instruction, clinical supervision, and research mentoring to help students find the right balance for them. Working within a training model best described as "practitioner-scientist," students systematically move through five years of coursework and practica to acquire Ph.D. level competence and capability in the areas of psychological theory, research, and practice. The Ph.D. Clinical Psychology program is accredited by the American Psychological Association (APA).

Objectives of the Ph.D. Clinical Psychology Program
- To produce students and graduates who are critically reflective and informed consumers and producers of psychological knowledge and associated clinical sciences;
- To produce clinicians with the requisite clinical knowledge, skills, and attitudes to successfully practice as entry Ph.D.-level clinical psychologists in a variety of clinical settings and with a variety of clinical problems;
- To produce researchers with the requisite scientific knowledge, skills, and attitudes to both consume and generate research;
- To produce culturally competent clinical psychologists;
- To produce clinical psychologists whose conduct exemplifies excellence in professionalism and ethics.

Requirements
The Ph.D. program requires a minimum of 3 full-time academic years of graduate study (full-time is defined as at least 27 units per year; starting in Year 5, full-time is defined as a minimum of 3 units per quarter) and completion of an internship prior to awarding the doctoral degree. The program is typically completed in approximately five years: three years for academic course work, one year for the dissertation and one year for internship. At least 2 of the 3 academic training years (1st-3rd year required coursework) must be at the PAU Ph.D. program, and at least 2 years of which must be in full-time residence. Students must also complete at least 2 years of practicum clinical training (2nd and 3rd year in the program; however most, if not all, students also complete an additional external practicum in their 4th year of the program), 2000 hours of predoctoral internship clinical training, and an empirical dissertation to complete the graduation requirements.

Curriculum
The program of study for the Ph.D. is informed by the American Psychological Association's (APA's) guidelines for doctoral education in clinical psychology, and emphasizes the integration of scientific research and clinical practice. The Ph.D. Program includes intensive study in five areas: basic theoretical concepts in psychology, research, psychological evaluation, psychotherapy theory and process, and clinical foundations and field experience. In addition, students have the opportunity to focus a minimum of 18 units of elective coursework in specific areas of interest.

The five areas of required courses are:

Psychological Science Foundation
Graduate course work in psychological theory provides a firm grounding in scientific psychology and places current theory and research in the larger context of the history of psychology as a discipline. The curriculum examines human behavior from many perspectives. Courses address the biological, cognitive, and affective bases of behavior, social and cultural influences on human development and behavior, individual differences, as well as the psychology of multicultural and special interest groups. The graduate courses required in this area are:
Courses & Units
- PSYS800 Psychological Sciences I: History & Systems 3
- PSYS801 Psychological Sciences I: Child & Adolescent Development 1.5
- PSYS802 Psychological Sciences I: Cognitive Bases of Behavior I 2.5
- PSYS804 Psychological Sciences II: Affective Bases of Behavior I 2.5
- PSYS805 Psychological Science II: Bio-Bases I: Biological Psychology 2.5
- PSYS807 Psychological Sciences III: Adult Development & Aging 1.5
- PSYS809 Psychological Science III: Bio Bases of Behavior II: Psychopharmacology 2.5
- PSYS811 Psychological Science III: Social & Personality Psychology 3
- CLIN825 Prof. Standards in Clinical Psychology I: Identity, Discipline, Culture 1
- CLIN826 Prof. Standards in Clinical Psych II: Practicum Prep. & Advising 1
- CLIN827 Prof. Standards in Clinical Psych III: Internship Prep. & Advising 1
- CLDV800 Cultural Differences: Cross-Cultural Issues in Psychology 3

    Total 25

Research
Course work in both quantitative and qualitative research methods and statistics prepares students to critically evaluate current research and to undertake dissertation research. After successfully completing the Research Methods and Statistics courses in the first year, students are required to pass the Research Competency Examination.

Participation in small faculty-led research labs involves students in ongoing research projects, facilitates the development of mentoring relationships, and assists students in dissertation planning. Six consecutive quarters of research lab participation (generally taken in the second and third academic years) are required. Dissertation units are typically completed during the fourth academic year. The graduate courses required in this area are:

Courses & Units
- MTHD808 Research Methods and Statistics I 4
- STAT809 Research Methods and Statistics II 4
- STAT810 Research Methods and Statistics III 4
- RSGP8xx Research Lab 6
- DISS800 Dissertation 30

    Total 48

Psychological Evaluation

The curriculum in psychological evaluation and assessment includes basic concepts in psychopathology and clinical diagnosis, theoretical bases of testing and test construction, and practical training and experience in the administration, scoring and interpretation of tests. Psychopathology course work is usually completed in the first year, while psychological assessment courses are required in the second year. After successfully completing all psychological assessment courses (ASMT809 Intellectual Assessment, ASMT825 Assessment of Personality & Psychopathology, and ASMT807 Integrated Test Batteries), students are required to pass the Assessment Competency Examination. The graduate courses required in this area are:

Courses & Units
- ASMT800 Psychopathology and Psychodiagnostics I *3
- ASMT801 Psychopathology and Psychodiagnostics I* 3
- ASMT810 Psychometric Theory 4
- ASMT809 Intellectual Assessment 4
- ASMT825 Assessment of Personality & Psychopathology 3
- ASMT807 Integrated Test Batteries 3

  Total 20

Psychotherapy Theory And Process

The curriculum in psychotherapy theory and process requires the completion of five courses that survey a variety of theoretical perspectives, clinical orientations, and treatment modalities. These courses are generally completed during the first and second academic years. Students who successfully complete courses in the Psychological Evaluation (indicated by *) and Psychotherapy Theory and Practice areas are required to pass the Clinical Competency Examination at the end of the first academic year and prior to starting Practicum 2 at the Gronowski Center. The graduate courses required in this area are:

Course & Units
- CLIN802 Introduction to Psychotherapy: Evidence Based Approaches 3
- CLIN803 Psychodynamic Psychotherapy I 3
- CLIN806 Cognitive-Behavioral Psychotherapy I 3
- CLIN809 Introduction to Child, Adolescent, and Family Psychotherapy 3
- CLIN896 Supervision, Consultation, and Program Evaluation 3

  Total 15

CLINICAL PRACTICA

After passing the Clinical Competency Examination, students begin practicum. These practica provide diverse training opportunities integrating academic skills with experiential learning and prepare students for a full clinical internship in year five. The initial clinical practicum experience takes place in the Gronowski Center, PAU's outpatient community clinic, under the direct supervision of clinical faculty and supervisors. Every student is required to complete 24 practicum units before advancement to candidacy, accumulating nine units in Practicum 2A, 2B, and 2C and fifteen units in the third year in Practicum 3A, 3B, and 3C. The graduate courses required in this are:

Courses & Units

- CLIN800 Ethics in Clinical Psychology 3
- CLIN801 Clinical Interviewing 3
- PRAC800 Practicum 2 A 3
- PRAC801 Practicum 2B 3
- PRAC802 Practicum 2C 3
- PRAC804 Practicum 3A 5
- PRAC805 Practicum 3B 5
- PRAC806 Practicum 3C 5
- PRAC830 Practicum Forum 0
- INTR800 OR INTR801 Internship 12

Total 42

Elective Courses

In addition to the required course work detailed above, Ph.D. students must complete a minimum number of 18 units of electives, but may choose to take more. These elective units may be focused in a particular area of emphasis (depth of training) or may be used to gain additional training in a variety of areas (breadth of training). Electives are drawn from the five areas described above and in several course sequences and areas of emphasis, as well as individual courses.

Areas of Emphasis

Areas of Emphasis are offered at PAU as supplemental training opportunities to our generalist Ph.D. program in clinical psychology. These Areas of Emphasis, listed below, include 1) a structured sequence of 3 courses or more, 2) more than 1 faculty member involved, 3) some development of practicum sites, 4) possibility of a research lab and dissertation, and 5) approval by the Curriculum Committee and Leadership Council. For additional information about each area's requirements, visit the Area of Emphasis section of the PAU website.

The Child and Family Area of Emphasis

Provides the opportunity for select students to develop specialized knowledge and skills in the understanding and treatment of children, adolescents, and families within a psychological and developmental framework. Students acquire knowledge and experience through additional coursework, clinical practicum placements, and research. Students can also participate in regularly scheduled Child and Family meetings and discussion groups. Students who participate in the Child and Family emphasis complete the core courses required of all clinical students. In addition, they complete a series of five advanced courses that focus on child, adolescent, and family psychology.

The Diversity and Community Mental Health (DCMH) Area of Emphasis

Provides students the opportunity to develop competency in the provision of psychological services within the public mental health sector through a combination of coursework, research, and clinical training. CMH services are often atypical of traditional clinical psychology training; community mental health care involves the consumer and family

members, and is integrated with the community in collaborative interdisciplinary teams. Not only is CMH work embedded within unique approaches to care, but it is devoted to the service of clients dealing with a unique combination of mental health problems (e.g., co-occurring disorders, chronic and serious mental illness) from diverse underserved and unserved communities (e.g., homeless, disability, LGBT, racial and linguistic ethnic minorities, indigent, elderly, rural). The DCMH track provides students with the specialized skills and knowledge to assume a variety of roles – not only as CMH clinicians, but also consultants, researchers, policy advocates, community organizers, and administrators.

The Forensic Psychology Area of Emphasis
Is a sequence of elective courses offered in PAU's greater Clinical Ph.D. Program. As such, the focus of our training program is Clinical-Forensic in nature. At PAU, students receive training in the broader practitioner-scientist Ph.D. program while learning to apply their clinical and research skills to forensic issues. The forensic program emphasizes didactic learning as well as research and clinical experience.

The LGBTQ Psychology Area of Emphasis
Provides select students with advanced knowledge and skills to meet the highest standards in the field of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Clinical Psychology. The program includes three areas of intensive training: classroom instruction, clinical practice, and research. Clinical practicum placements throughout the Bay Area that focus on LGBTQ mental health are available.

The Meditation and Psychology Area of Emphasis
Involves clinical and research training concerning the interplay of mind-body factors in health and well-being. Students and faculty conduct psychoeducational programs, clinical interventions, professional training, and research concerning the applications of mind-body therapies, especially meditation, for mental, emotional, physical, and spiritual well-being. Students gain training and experience in psychoeducational and skills-based interventions, based on mind-body and cognitive-behavioral principles, for the enhancement of positive coping and the prevention and alleviation of stress symptoms and stress-related disorders. Clinical training is focused on interventions that have empirical support. In addition, students are encouraged to use mindfulness and meditation for their own self-care and to enhance their ability to be mindful therapists.

The Neuropsychology Area of Emphasis
Designed for those students in the Ph.D. program who wish to develop a proficiency in neuropsychological assessment. This specialization includes successful completion of a sequence of required courses on clinical neuropsychology and neuropsychological assessment in conjunction with clinical practica training experience in neuropsychological assessment, as well as successful defense of a dissertation with some component in neuropsychology. If a student fulfills the requirements of this area of emphasis, they obtain a certificate of completion, signifying that they fulfilled the educational requirements portion of clinical neuropsychological assessment training in a Ph.D.

Clinical Psychology program based on APA Division 40 specifications. However, successful completion of this area of emphasis in Neuropsychology at PAU is only one component in the education and supervised clinical training necessary to become a clinical neuropsychologist.

The Trauma Area of Emphasis

The Trauma Area of Emphasis is aligned with the American Psychological Association's Core Competencies for Trauma. Specialization in the Trauma Area of Emphasis provides students with specialized education and training in evidence-based assessment and treatment modalities used in trauma psychology. Although the courses offered in the Trauma Area of Emphasis fulfill the didactic education criteria, successful completion of the Trauma Area of Emphasis is only one component in obtaining the education and clinical training necessary to become a competent clinician. Further specialty preparation is expected at the pre-doctoral and postdoctoral level. Completion of the trauma specialization requires completing a sequence of five courses that are focused on adult populations or children, adolescents, and families, a clinical practica that provides experience in working with traumatized people as well as completion of a dissertation with a trauma focus. The Trauma Area of Emphasis uses a series of benchmarks to identify and assess successful attainment of trauma competencies.

Discontinued Areas of Emphasis

The following areas of emphasis are no longer accepting new student enrollment.

The Clinical Neuroscience In Women's Health Area of Emphasis: Discontinued

This area of emphasis is no longer accepting student enrollment as of 2014-2015. For the students remaining enrolled, this Area of Emphasis was collaboration between PAU and Stanford University's School of Medicine Department of Psychiatry. This innovative program provides a unique training experience in the psychology and neuroscience of women's health. Students learn about the multiple and complex biological systems which can create, exacerbate or mediate mental illness. In particular, students learn about the impact of women's hormonal, and reproductive health on the mental health of women. In addition to this foundation in the neurosciences, students learn about the sociological and contextual factors affecting women and their health in addition to clinical training. The mission of the CNWH Program at PAU is to assure that participating students 1) maintain better than minimum performance in broad and general clinical courses and practical experience, and 2) maintain good performance throughout a sequence of specialized courses on neuroscience and women's health.

Joint J.D./Ph.D. Program In Psychology And Law: Discontinued

This program is no longer accepting enrollment. The program is collaboration between Pacific Graduate School of Psychology, Palo Alto University (PAU) and Golden Gate University School of Law (GGU) leading to a Ph.D. degree in Clinical Psychology and a J.D. degree. Students complete requirements for both degrees and are eligible for licensure as a clinical psychologist, subject to the post-doctoral statutory requirements in each jurisdiction, and for admission to the bar.

Elective Courses

- ASMT830 Forensic Assessment 3
- ASMT841 Child Assessment 3
- ASMT853 Assessment of Trauma in Adults 3
- ASMT852 Assessment of Trauma in Children and Adolescents 3
- ASMT860 Neuropsychological Assessment I 3
- ASMT861 Neuropsychological Assessment II 3
- ASMT862 Clinical Neuropsychology I 3
- ASMT863 Clinical Neuropsychology II 3
- ASMT864 Neuroanatomy & Neuroimaging 3
- ASMT865 Cognitive Rehabilitation 2
- CLIN807 Cognitive Behavioral Psychotherapy II 3
- CLIN810 Transdiagnostic Approach to Child and Family Psychotherapy 3
- CLIN823 Evidence-Based Internet Intervention 3
- CLIN830 Advanced Ethical and Professional Issues in Forensic Psychology 3
- CLIN831 Forensic Psychology I 3
- CLIN832 Forensic Psychology II 3
- CLIN833 Advanced Forensic Seminar 3
- CLIN835 Supervision, Administration, and Management in Behavioral Health
- CLIN838 LGBTQ 3
- CLIN839 Substance Abuse 3
- CLIN845 Family Therapy I: Family Systems Therapy 3
- CLIN848 Developmental Psychopathology I: Conception to Pubescence 3
- CLIN849 Developmental Psychopathology II: Adolescent through Emerg. Adulthood 3
- CLIN851 Health Psychology I 3
- CLIN852 Health Psychology II 3
- CLIN855 Pediatric Mental Health: Chronic Illness 3
- CLIN859 Clinical Emergencies: Suicidal Patient 3
- CLIN864 Foundations of Clinical Trauma Psychology 3
- CLIN865 Treatment of Trauma in Adults 3
- CLIN866 Treatment of Trauma in Children and Adolescents 3
- CLIN867 Substance Use Disorder and Treatment in Adolescents 3
- CLIN868 Professional Issues in Clinical Child Psychology 3
- CLIN880 Community Mental Health I 3
- CLIN881 Community Mental Health II 3
- CLIN882 Serious Mental Health Illness and Risk Management 3
- CLIN883 Mental Health Disparities 3
- CLIN884 Introduction to Global Mental Health 3
- PSYS820 Cognitive and Affective Neuroscience Seminar 3
- PSYS835 Psychology of Mindfulness and Meditation 3
- XXX Grand Rounds Speaker: Neuropsychology 0
- PRAC803 Clinic Practicum 2D 0
- PRAC807 Practicum 3D 0
- PRAC809 Practicum 4A 0

- PRAC811 Practicum 4B 0 P
- RAC814 Practicum 4C 0
- PRAC808 Practicum 4D 0
- PRAC815 Supplemental Practicum Training 0
- PRAC819 Practicum Electives 0
- Independent Study Variable 1-6
- Special Topics in Psychology Seminar 3
- DISS805 Dissertation Prep 0

Required Course Unit Summary Units
Psychological Science Foundation (Theory): 25
Research: 48
Psychological Evaluation: 20
Psychotherapy Theory and Process: 15
Clinical Practice: 42
Electives: 18

<div align="center">

Total 168

</div>

Admissions Requirements
Complete graduate admissions information can be found at the following link:
http://www.paloaltou.edu/admissions/graduate-admissions

PAU's APA-accredited Ph.D. Program aims to attract and educate students who are distinguished by their academic achievement, capacity for critical thinking, interpersonal skills, motivation to become exceptional clinicians, and commitment to service.

Each application is given a comprehensive review by the admissions committee. All aspects of the application, including undergraduate academic record (and graduate record, if applicable), general GRE scores, professional and/or research experience, and strong recommendations are qualities carefully considered. In addition, PAU also assumes that recruitment of a student body that is both highly qualified and diverse is very important to the assessment process. Thus, factors such as the quality of early educational environment, socioeconomic status, culture, race, ethnicity, and life or work experiences are also considered.

PAU accepts students into the Ph.D. Program for the fall quarter. The application for admission is due January 2nd for those who want to be considered for a PAU fellowship; however, applications received after that date are still accepted and reviewed on a space-available basis. Applicants are invited to make an appointment with a representative from the admissions office for an informational interview and tour. Arrangements can be made to accommodate students who wish to visit classes while they are in the application process. Open House events are held several times a year, and are often helpful in acquainting applicants with the program, faculty and students.

Interview

Each successful applicant is reviewed and interviewed independently by a minimum of two faculty members during the Ph.D. program interview weekends. The goal of the Ph.D. program interview weekend is to ensure a good fit between the applicant and the program.

Grade Point Average
The Admissions Committee has established grade point average (GPA) guidelines for applicants. For undergraduate study, the cumulative GPA should be at least 3.0 on a 4.0 scale; for graduate study, at least 3.3 on a 4.0 scale.

Course Prerequisites
For applicants with a Bachelor's degree in a field other than psychology, completion of four undergraduate courses are required for admission to the Ph.D. program: Introduction to Statistics, Developmental Psychology, Abnormal Psychology, and Biopsychology (e.g., Biological Psychology, Sensation and Perception, Brain and Behavior). These prerequisites are required to be completed before entry into the Ph.D. program.

Ph.D. Program: Entry Level Types
The curriculum is designed to accommodate entry from a range of educational levels. The levels are characterized as follows:

> **Bachelor's Level Entry**
> The applicant has a Bachelor's degree in psychology or another field from a regionally accredited school or university. For applicants with a Bachelor's degree in a field other than psychology, completion of four undergraduate courses is required for admission to the Ph.D. program: Introduction to Statistics, Developmental Psychology, Abnormal Psychology and Biopsychology (e.g., Biological Psychology, Sensation and Perception, Brain and Behavior). These prerequisites are required to be completed before entry into the Ph.D. program.

> **Advanced Standing Entry**
> This applicant typically has a minimum of a Master's degree in psychology or a closely related field and may be able to transfer up to 30 quarter units into the Pacific Graduate School of Psychology Ph.D. Program at Palo Alto University. Transfer units are evaluated on a course by course basis. Additional courses may be challenged by examination, and waived if appropriate.

> Admission to the PhD program cannot be confirmed and the student may not matriculate at PAU until the prerequisite courses have been completed. PAU M.S. Psychology exception for transfer units into the PhD Program: Applicants who successfully completed the Palo Alto University Masters Psychology Program and were offered admission to the PAU PhD Clinical Psychology Program will automatically have their PAU MS course units transferred to the PAU PhD program.

> **"Crossovers" From Other Fields**
> The PAU student body includes a number of students who have come to psychology from

other disciplines such as computer science, anthropology, and law. The written statements of applicants applying from other fields of study should reflect a reasonable process of movement from that discipline to an interest in being a psychologist. Psychology course prerequisites as described above will still apply for admissions in this category.

Respecialization Entry

This applicant has a doctoral degree in psychology and wishes to receive additional training in clinical psychology, but not earn another degree. An individual curriculum is designed in consultation with the Director of Clinical Training. The program of study will ensure that, in conjunction with the student's prior training, the student will complete a training program in clinical psychology that is equivalent to that required of PAU graduate students. A respecialization certificate is awarded upon completion of the program. Please contact the Office of Admissions at PAU for further information.

Non-Matriculating Students

Non-matriculated students (students not in a degree program) may take most courses offered in the Ph.D. curriculum for credit or audit providing they have met the prerequisites at the appropriate academic level (auditors may be waived from the prerequisites with the instructor's permission). Registration materials and an application for non-matriculated students may be obtained in the Admissions Office.

Non-matriculated students may register for up to three quarters of coursework; extensions beyond three quarters may be granted in some instances by the Admissions Office. For example, if a person has a Ph.D. in psychology and wishes to take additional clinical courses or wishes to take courses for the clinical board, then the three quarter limit normally would be lifted since this person has no intention of matriculating. Up to three consecutive quarters of academic work, which have been taken for credit at PAU, may be transferred into PAU upon formal admittance/matriculation.

The cost for non-matriculated students is as follows: Full fee if registration is "for credit;" half fee if registration is "for audit;", whether the course is taken "for credit" or "for audit."

Registration to audit a course automatically makes the course non transferable upon matriculation. Non-matriculated students taking courses for credit will have a transcript on file in the Registrar's Office. Matriculated students have registration priority Registration over the registration of non-matriculated students. For courses listed in the PAU required curriculum, faculty may restrict some or all non-matriculated students from entry.

Policies and Criteria for Transfer of Credit

Admitted students may request transfer credit for eligible graduate courses (see below) by contacting the admissions office. The following criteria apply:
- Graduate Level Courses: Only graduate level courses are acceptable for transfer credit. A graduate level course is any course for which a student received graduate credit at their previous institution(s). This may include graduate level courses the student took as an undergraduate.

- Acceptable Grades: A grade of "B" or better is required in a graduate level course to be acceptable for transfer credit.
- Accreditation: Previous graduate work must have been completed at a regionally accredited institution unless otherwise approved by the Curriculum Committee.
- Time Limit for Requesting Transfer Credit: Requests for transfer of units must be completed and filed with the Admissions Office by the last day of the add/drop period of the Fall quarter of their first year.
- Maximum Units Transferable: A maximum of 30 units may be transferred into the Ph.D. program. If a student receives a waiver of courses beyond the transferable units, he/she must take elective units to meet the total unit requirement for graduation. No Elective credits are transferable.
- Units Awarded: A student receives the number of transfer units equal to the course at PAU, despite the number of units received at their previous institution. The number of units of a course the student wishes to transfer must be equal to or greater than the units of the corresponding PAU course.
- Time Limit for Transfer Courses: There is a five-year time limit for all courses from the time the courses were taken at the previous institution to the time of matriculation at PAU.
- Waiver of Courses: A waiver of a course exempts a student from the requirement to take that course, but without the award of credit for the course. Beyond the transferable units, a student may request a waiver of required courses by either submitting materials (i.e., transcripts, syllabi) of completed equivalent and approved graduate coursework, or by passing challenge exams. If a course is waived, the student must take an equivalent number of units in advanced electives to meet the program's unit requirement. Courses that are not transferable (see below) are also not waivable.
- Courses Not Transferable: Courses that are not transferable or waivable and therefore must be completed at PAU include: Research Methods and Statistics I, Ethics in Clinical Psychology, Integrated Test Batteries, Cultural Differences, Professional Issues (I & II), Second and Third Year Practica, Dissertation, and Internship.
- Ph.D. Program Transfer Credit After Students are Enrolled: If a student enrolled in the Ph.D. program at PAU wishes to take a course at another graduate school, for transfer back to PAU, the student needs to secure, in advance, the approval of the VP of Academic Affairs and the Director of Clinical Training in order to take such a course, which is only possible for electives.
- Appeals and Exceptions: A student may appeal transfer credit decisions, in writing, to the Curriculum Committee.

PAU M.S. Psychology exception for transfer units into the PhD Program: Applicants who successfully completed the Palo Alto University Masters in Psychology Program and were offered admission to the PAU Ph.D. Clinical Psychology Program will automatically have their PAU M.S. course units transferred to the PAU Ph.D. program.

Psy.D. Program in Clinical Psychology

The PGSP-Stanford Psy.D. Consortium training program is a full-time, five-year training program: three years of academic coursework, one year for the clinical dissertation project, and one year for a full-time doctoral internship. The nine-month academic year runs on a quarter system. Prior to their external fifth-year internship, students gain clinical experience through a three-year practicum program coordinated by the Consortium. Upon completion of all Consortium program requirements, students will be awarded their degree through the Pacific Graduate School of Psychology at Palo Alto University, and the degree will indicate that the student has completed all requirements of the PGSP-Stanford Psy.D. Consortium.

The PGSP-Stanford Psy.D. Consortium program requires a minimum of four full years in residence plus a program-approved external, doctoral internship in clinical psychology. The program integrates academic coursework, supervised clinical training, and research experience at every stage of the student's progress toward the ultimate goal of a doctorate degree. All students develop a thorough understanding of the broad body of knowledge that comprises scientific psychology. They also acquire and must demonstrate skills that can be applied to a variety of clinical problems through a graded curriculum, clinical practica and other clinical, research and professional experiences in each year of study. Students must complete 2,000 hours of doctoral clinical training and a dissertation project prior to graduating.

Each cohort of Consortium students enroll together in the same prescribed program of didactic coursework over most of the first three years of the program. In the third and fourth year, a limited number of elective seminar options are available. The fourth year is comprised of clinical practicum training, the internship application process, and the undertaking and completion of a Psy.D. dissertation project. Upon advancement to candidacy, students are required to enroll in a total of thirty units of dissertation credit in the fourth year, and continue to register for three units of dissertation credit hours every quarter until the dissertation is completed. (Additional fees required, reference the dissertation handbook.) During the fifth year of the Consortium program students participate in an external, program-approved doctoral clinical internship.

Program Competencies of the Psy.D. Clinical Psychology Program
Effectiveness in training students on the nine Health Service Psychology Profession-wide Competencies outlined in the Standards of Accreditation for Health Service psychology approved by the American Psychological Association in 2015. These areas include:
- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

Requirements

Students are expected to achieve a grade of B- (B-minus) or higher in didactic coursework. Any student who receives two or more grades of B- in a given quarter is expected to meet with his or her advisor to discuss and attempt to resolve any academic difficulties. Additionally, a compulsory review by the Consortium SEC is required in this situation.

Students must resolve all incomplete grades and pass all required comprehensive examinations prior to advancing to candidacy and earning their M.S. degree in clinical psychology.

The Consortium training program provides students with increasing amounts of time spent in clinical work experiences during each year of graduate training, with a minimum of 1,500 to 2,000 clinical hours obtained prior to internship. Students are evaluated on a quarterly basis by their practicum supervisors and must maintain satisfactory practicum ratings to maintain good academic standing. Requirements for receiving a Pass grade in Clinical Practicum are detailed in the Practicum Handbook.

Good Academic Standing
Good academic standing is specific to the year of matriculation. All students must pass all required courses, receive no more than two grades of B- in any quarter, present satisfactory practicum evaluations, pass all comprehensive examinations and make satisfactory progress on the dissertation. Students are independently responsible to monitor their incomplete grades and to satisfy course requirements prior to the close of the subsequent quarter. Two grades of B- or below in any quarter mandates a meeting with the student's academic advisor and a compulsory review by the Consortium SEC. Unsatisfactory practicum evaluations necessitate a meeting with the Consortium Practicum Coordinator and due process or other actions may be required by the practicum site and the Consortium Student Evaluation Committee. Failure to pass comprehensive examinations or make satisfactory progress on the dissertation is subject to review by the Consortium Student Evaluation Committee.

Competency Evaluations
In addition to other outcome evaluation methods administered throughout the program such as course grades and practicum evaluations, a comprehensive examination will be administered during the first, second and third year of the program. The purpose of these examinations is to assess each student's:
1. Knowledge of specific areas of clinical psychology
2. Ability to integrate course content regarding research, theory, and application
3. Ability to conceptualize, integrate and present clinical casework

The primary goal of the comprehensive exam sequence is to verify students' integration of academic and applied instruction, and to judge their qualifications for internship application.

Each exam is administered up to three times. For those not passing on the first attempt, the exam will be offered again. No more than three failures will be permitted. Failure on the third re-examination will result in a compulsory review of the Consortium SEC, possible dismissal from the program, and/or ineligibility for internship application, if applicable.

Curriculum
YEAR 1
- CLIN700 Learning Psychotherapy: An Integrated Approach I
- CLIN702 Learning Psychotherapy: An Integrated Approach III
- CLIN707 Cognitive Behavioral Therapy for Mood Disorders
- CLIN 756 Professional Development Seminar I
- CLIN 757 Professional Development Seminar II
- ETHC700 Foundations of Ethics & Professional Psychological Practice
- ETHC702 Critical Issues in Clinical Psychology
- PATH700 Psychopathology across the Life Span: Child & Adolescent
- PATH701 Psychopathology across the Life Span: Middle Years & Older Adults
- PSYS700 Foundations of Psychological Science I: Social Aspects of Behavior
- PSYS706 Lifespan Development
- PSYS710 Biological Bases of Behavior
- PSYS720 Foundations of Psychological Science II: Cognitive Bases of Behavior
- PSYS722 Foundations of Psychological Science II: Affective Bases of Behavior
- STAT700 Psychometrics
- STAT704 Statistics & Research Methods I
- STAT706 Statistics & Research Methods II

YEAR 2
- ASMT700 Psychological Assessment I: Intellectual Assessment
- ASMT701 Psychological Assessment II: Personality & Psychopathology
- CLDV700 Culturally Competent Counseling
- CLIN710 Nature & Treatment of Anxiety Disorders
- CLIN711 Psychological Treatment for Substance Use Disorders
- CLIN713 Child/Adolescent I: Developmental Psychopathology
- CLIN715 Brief Psychodynamic Psychotherapy
- ETHC703 Advanced Professional Issues: Clinical Emergencies & Crises
- PSYS707 History & Systems
- Students must complete one:
  - o ASMT702 Psychological Assessment III: Integrated Test Batteries Adult, or
  - o CLIN723 Psychological Assessment III: Integrated Test Batteries Child & Adolescent

YEAR 3
- CLIN727 Medical Illness & Psychological Symptoms
- CLIN736 Supervision & Consultation
- DISS701 Dissertation Preparation I
- DISS702 Dissertation Preparation II
- INTR700 Introduction to Internship Preparation (highly encouraged, but not required)
  PSYS719 Psychopharmacology for the Psychologist
- Elective Options: three are required
  - o CLIN 717 Introduction to Rorschach

- o CLIN718 Behavioral Medicine
- o CLIN722 DBT for the Borderline Patient: A Clinical Overview
- o CLIN726 Couples & Family Therapy
- o CLIN728 Child/Adolescent II: Child Psychotherapy
- o CLIN 730 Women's Health Psychology
- o CLIN 745 Clinical Perspectives on Trauma Psychology
- o CLIN 750 Acceptance and Commitment Therapy

YEAR 4
Beginning in the fourth year of the program, students' schedules may vary based on dissertation status, preparedness for internship application, etc. The courses listed below are those anticipated for a student in good standing and on track to complete all program requirements within the five-year timeline.
- DISS 710 Dissertation Units
- DISS 710 Dissertation Units
- DISS 710 Dissertation Units
- INTR 701 Internship Prep I (highly encouraged, but not required; taken during the year student applies to internship)
- INTR 702 Internship Prep II (highly encouraged, but not required; taken during the year student applies to internship

YEAR 5
- INTR 703 Internship Units
- INTR 703 Internship Units
- INTR 703 Internship Units
- INTR 703 Internship Units
- Note: Internship enrollment may start in the summer quarter prior to the fifth year, depending on the internship start date. All students must complete a total of 12 Internship Units.

Admissions
The PGSP-Stanford PsyD Consortium accepts students to the program for a fall quarter start only. The preferred application deadline is December 1; however, applications received until January 2 will be reviewed if there is space available in the incoming class. Finalists will be extended invitations to interview from January 15 to March 15. All applicants are notified about their admission status by April 1.

Coursework: In order to ensure a smooth transition into graduate study, 18 semester hours (27 quarter hours) of psychology coursework including courses in: general psychology, abnormal psychology, statistics, biopsychology, and developmental psychology are highly recommended.

Clinical Experience: Although not required, strong preference is given to applicants with clinical experience. Admissions information can be found at http://www.paloaltou.edu/admissions

For application details and to apply, please follow the link http://www.paloaltou.edu/apply

Interviews

Finalists will be extended invitations to interview at both the PAU and Stanford University campuses as applications are reviewed from December through March. In-person interviews are strongly encouraged so that prospective students have the opportunity to visit the campuses and meet with faculty and students.

Candidate Selection

The Consortium aims to attract and educate students who are distinguished by their academic achievement, capacity for critical thinking, interpersonal skills, motivation to become exceptional clinicians, leadership potential, and commitment to service.

Preference is given to applicants who have demonstrated an interest in the field of psychology through relevant coursework and/or professional experiences, an overall undergraduate grade-point average of at least a 3.3, a graduate grade-point average of at least 3.5 (if applicable), an overall GRE score greater than 307, and strong interpersonal skills as demonstrated in the admissions interview. Average scores for recent incoming students are 3.67 GPA and 315.4 GRE.

Although the program uses these criteria to inform the student selection process, it also assumes that recruitment of a student body that is both highly qualified and diverse are both very important to the educational process. Thus, factors such as the quality of early educational environment, socioeconomic status, culture, race, ethnicity, and life or work experiences are also considered.

Admission Policy

If you are offered admission, the Consortium reserves the right to withdraw that offer of admission if:
1. You have misrepresented yourself in the application process.
2. We learn that you have engaged in behavior prior to matriculation that indicates a serious lack of judgment or integrity.
3. You show a significant drop in academic performance or fail to graduate.

Policies and Criteria for Transfer of Credit

Admitted students may request transfer credit for eligible first and second year courses (see below). Applications will be sent by the program to admitted students in the summer before matriculation. The following criteria apply:
- Graduate Level: Only graduate level courses are acceptable for transfer credit. A graduate level course is any course for which a student received graduate credit at their previous institution(s). This may include graduate level courses the student took as an undergraduate.
- Acceptable Grades: A grade of "B" or better is required in the graduate level course to be eligible for transfer credit.
- Accreditation: Previous graduate work must have been completed at a regionally accredited institution.
- Deadline for Requesting Transfer Credit: Requests for review of transfer credit must be submitted by July 10 of the year the student plans to enroll in the Consortium

- Maximum Credit Awarded: Transfer credit will be awarded only for courses offered as part of the foundational Psy.D. curriculum. A maximum of eight (8) units per quarter may be transferred, for a maximum of 24 units transferred into the Psy.D. program.
- Transfer Unit Equivalencies: A student will be awarded the number of units the transferred course is equal to at Palo Alto University, which uses a quarter system. A transferred course must be equal to or greater than the number of units of the corresponding Psy.D. course. Multiple courses and their syllabi may be combined to meet eligibility for a Consortium course, if the total units earned and content covered are determined equivalent.
- Time Limit for Transfer Credit: In order to be eligible for transfer credit, the course must have been completed within five years of the student's matriculation at Palo Alto University.
- Transferable Courses: The foundational courses listed below are eligible to be met by approved transfer credit. Students applying for review of transfer coursework should indicate which course(s) they are applying to waive.
- Appeals and Exceptions: A student may appeal transfer credit decisions in writing to the Curriculum Committee. Appeals must be submitted within one week after the incoming student is notified of the outcome of their transfer credit application.

Section IV: Course Descriptions

1. Undergraduate Course Description
2. Graduate Course Description

1. Undergraduate Courses

ANTH350 - CULTURAL ANTHROPOLOGY (4 UNITS)
This course provides an introduction to the concepts in the anthropological study of human behavior. It explores the ways of life of people in different societies and outlines various strategies anthropologists have used to study and understand them. Cultural anthropologists use the concept of culture to account for the tremendous variety of practices and beliefs that appear throughout the world. The capacity to create and sustain cultural understandings is unique to humans--culture is central to the human adaptation to physical, social and psychological environments. Topics to be covered will include the concept of culture, language, kinship and social organization, economics, socialization, psychology, politics, religion, and global issues.

ANTH351 - MULTICULTURAL STUDIES (4 UNITS)
This course explores the social construction of race, ethnicity, and gender through international and historical perspective. Each of these three kinds of hierarchical differences joins a set of ideas about natural and cultural essences that serve to define and justify social boundaries. This course will survey the evolving theories of race, ethnicity, and gender among anthropologists, historians, and other scholars over the past three decades. It will also examine the role that these social constructs play in society and the workplace.

ANTH370 - ETHNIC IDENTITY AND SOCIAL STRATIFICATION (4 UNITS)
This course is an introductory study of ethnic and racial identities–their meanings and functions—as they relate to the culturally diverse and socially stratified U.S. society. Students will explore the relationship between ethnic and racial identities and social stratification from different theoretical and personal perspectives. The course will assist students in developing their own perspective on several matters of social policy and debate, such as racial profiling, affirmative action, immigration, diversity- training programs, and reparations.

BIOL350 - BIOLOGICAL PSYCHOLOGY (4 UNITS)
This course is a basic study of the structure and functioning of the human nervous system. Emphasis will be placed on the interrelationships among different biological systems and upon developing a general understanding of the nervous system and the brain. Students will investigate major biological principles; understand how cells function; examine the major physiological and anatomical characteristics of the human brain; study how body organ systems function as a unit; and develop an appreciation for the interconnectedness of the nervous system.

BUSI302 - BUSINESS WRITING FUNDAMENTALS (4 UNITS)

This course will develop writing, reading and critical thinking skills. Students will learn fundamental writing skills aimed at targeting the reader, organizing information and getting important points across. Students will learn to set the proper tone in their writing, fix common grammatical errors and recognize the necessary difference in style when writing a memo, email, professional letter, or formal report.

BUSI303 - BUSINESS COMMUNICATION (4 UNITS)

This course will cover the theory and practice of effective communication in a business environment. Students will practice what they learn with oral presentations and written assignments that model real-life business situations. Students will explore the use of language and conversation in business settings and their role in coordinating actions, resolving conflicts, negotiations and providing customer satisfaction.

BUSI309 - ORGANIZATIONAL BEHAVIOR (4 UNITS)

This course explores the current theories and research about individual and small group behavior in organizations. This course explores the issues facing organizations in today's world. Emphasis is placed on the study of organizational behavior and factors critical to achieving improved individual job performance and organizational commitment as well as overall organizational effectiveness.

BUSI310 - EMPLOYEE MOTIVATION AND SATISFACTION (4 UNITS)

This course explores what motivates people in their work and place of employment. Students will be given an overview of the evolution of various psychological and business theoretical models. Students will learn ways to apply the theoretical models and to develop a business management model using various forms of motivational techniques to optimize employee performance and assess employee satisfaction. They will learn and practice communication skills and conflict management skills. Students will explore ways to maintain and foster constructive relationships at work and in social situations.

BUSI320 - FUNDAMENTALS OF MANAGEMENT (4 UNITS)

Students will be introduced to the history of management and explore the theories of management and leadership. This course will also explore effective management characteristics and practices in successful organizations. Students will study cases about companies and best management practices. Students will also learn about the issues, challenges and requirements faced by business leaders of today and in the future.

BUSI340 - HUMAN RESOURCES MANAGEMENT (4 UNITS)

This course will facilitate an understanding of strategies to improve individual and organizational performance utilizing a strategic human resource management perspective. It links such concepts as compensation, performance management, law, conflict management, communication, diversity, ethics, and managerial skills. Problems of motivation, leadership, moral, social structure, groups, communications, hierarchy, and control in complex organizations are addressed.

BUSI381 - CAREER PLANNING AND DEVELOPMENT (4 UNITS)

This course will cover the process of analyzing and creating a career path, as well as facets of Career Counseling for those who wish to pursue this area as a career. Students will learn how to recognize the various stages of career development and better understand how to manage and advise employees at different points in their career. This course will also cover the process of preparing oneself for the job search: identifying one's skills and qualifications. Furthermore, it will help students prepare a 'career story,' research the job market, work with professional associations, develop and expand one's network, learn effective interviewing techniques, and learn how to handle the "highs" and "lows" that come with the job search process. Students will learn to examine their career choices. The course will provide techniques for long-term career management and development. Students will learn to make intelligent and well-informed decisions in choosing a career path and how to prepare for a career that fits with their goals, interests, and values.

BUSI383 - INTRODUCTION TO MARKETING (4 UNITS)

The course will explore the evolution of markets and marketing, market research, market structure, marketing cost and efficiency, public and private regulation, and the development of marketing programs, including decisions involving products, price, and promotional distribution. This course will also cover the social, legal and ethical responsibilities of marketing.

BUSI395 - FUNDAMENTAL OF ACCOUNTING AND FINANCE (4 UNITS)

This course will provide students with an introduction to basic accounting practices and Excel. Students will also be given an overview of personal financial planning, budgeting, savings and investments, tax planning and income smoothing. They will review foundational principles of accounting and finance in an applied context.

BUSI405 - INFORMATION TECHNOLOGY MANAGEMENT (4 UNITS)

This course will cover effective and efficient uses of technology and computers in business as problem-solving tools. Topics include computer systems components, systems analysis, database management systems, telecommunications, productivity tools, and mini-projects related to computer-based solutions to business problems.

BUSI406 - SENIOR SEMINAR (4 UNITS)

The senior capstone course is a topical course taught by a leading industry expert. The course objective is to integrate what students have learned over the course of the Business Psychology program and apply that knowledge to understand and solve real world business problems and to demonstrate a mastery of the learning outcomes of the Business Psychology program. The senior seminar topic will change each year and will be chosen by the faculty.

BUSI410 - CONSUMER BEHAVIOR ANALYSIS (4 UNITS)

This course will provide an understanding of consumer behavior and the foundation of behavioral economics. Students will learn to identify systematic anomalies in decision-making. Students will compare rational choice theory with behavior. Students will review common anomalies such as "the winner's curse," the status quo bias and hyperbolic discounting.

BUSI412 - CORPORATE ACCOUNTING AND FINANCE (4 UNITS)

This course will cover the identification, measurement, and reporting of financial effects on enterprises, with a particular emphasis on business organizations. Students will study the principles of finance and their application to typical business financial problems. A special emphasis will be placed on financial analysis, management of working capital, the cost of capital, capital budgeting, long-term financing, dividend policy, and internal financing.

BUSI430 - BUSINESS ETHICS (4 UNITS)

This course will cover the study and analysis of ethics in business. Students will study the Interaction between business and other institutions. They will review the role of business in the development of social values, goals, and national priorities. The course will explore the expanding role of the corporation in dealing with social problems and issues. Students will discuss the relationship between business managers and the social, economic, and political environment within which they operate; business ethics, antitrust policy, social responsibility, and consumer protection.

BUSI 490 – SENIOR INTERNSHIP (4 UNITS)

The senior internship is a professional learning experience that students may opt to do in the place of two classes in the last two quarters of the Business Psychology program. Students are required to find an internship in a local business or organization. Such internships are usually competitive, and students must apply, interview, and secure an internship prior to registering. The internship requires a minimum of 8 hours per week of work during two academic quarters. Students will need to receive satisfactory evaluations from their internship site supervisor, and they must complete several academic assignments to receive credit and a grade for the senior internship.

ECON400 - GLOBAL ECONOMICS (4 UNITS)

Analysis of the microeconomics and macroeconomics of global trade, growth, development, investment, foreign exchange markets, international capital movements, global competitiveness, international treaties, and laws. Countries and economies are increasingly becoming more interconnected by the flow of information, trade, money, immigrants, technology, and culture. Students will learn what globalization is and how it affects economic and social development.

MATH320 - STATISTICAL METHODS FOR THE SOCIAL SCIENCES (4 UNITS)

This course is an introduction to the statistical methods used in psychological research and will include topics such as techniques for organizing data, computing and interpreting measures of central tendency, variability, and association, estimating confidence intervals, tests of hypotheses, t-tests, correlation, and regression, analysis of variance and chi-square tests, and the use of computer statistical packages.

MATH325 - RESEARCH METHODS AND DATA ANALYSIS (4 UNITS)

This course provides an overview of investigative designs and methods used in research and data analysis. Students learn to critically evaluate research design and analysis. Introduces students to data cleaning, analysis, and visualization. Students will learn how to look at raw data and extract meaningful information using statistical tools. The course will focus on data analysis used to gain useful insights and make decisions based on such analysis.

MGMT400 - STRATEGIC MANAGEMENT & NEGOTIATIONS (4 UNITS)
This course covers the process of strategic decision-making and organizational change. Students will be given an introduction to the principles, practices, and processes of negotiations as a management skill with bosses, subordinates, peers, clients, and customers. Discussion of the preparation and planning for negotiation, the strategy, and tactics of negotiation, issues regarding both distributive and integrative bargaining, and ethics in negotiation.

PHIL300 - PHILOSOPHY OF SCIENCE (4 UNITS)
This course explores what science is, what it does, and how it works. Students will examine the features of the scientific method, which distinguish science from pseudo-science; how theoretical considerations and experiments interact to shape the scientific picture of the world; how scientific theories evolve and how theories from different scientific disciplines are related; and whether science does or should purport to provide a literally true picture of the world. The course will consider not only what is peculiar to the culture of science, but also how this scientific culture fits into the culture of the larger society.

PHIL310 - PHILOSOPHY OF ETHICS (4 UNITS)
This course provides an introduction to moral philosophy and ethics. Students will examine problems that arise when individuals and organizations make moral decisions. Students will also consider several historically important and still prominent theoretical approaches to ethics that attempt to provide systematic procedures for answering questions about right and wrong. Students will examine a variety of important moral issues, such as famine relief, euthanasia, abortion, and genetic engineering in order to develop methods of thinking about the reasons for and against moral judgments.

POLI310 - INTERNATIONAL POLITICAL ECONOMY (4 UNITS)
Students will explore political and economic issues facing today's dynamic global environment. Globalization refers to a variety of political, economic, cultural, and social changes that are currently transforming the world. Countries and economies are increasingly becoming more interconnected by the flow of information, trade, money, immigrants, technology, and culture. Students will learn what globalization is and how it is affecting economic and social development.

PSYC300 - PSYCHOLOGICAL WRITING (4 UNITS)
This course enables students to develop their writing, reading, critical thinking, and literature search skills within traditional formats for communicating scholarship in psychology. The course will cover the use of APA style for experimental reports and literature reviews. Assignments will emphasize how to interpret experimental findings and evaluate support for hypotheses. Other assignments will require students to synthesize findings from several published studies and draw conclusions about a body of research.

PSYC310 - PSYCHOLOGY OF LEARNING AND MEMORY (4 UNITS)
This course provides students with an understanding of the scientific investigation of learning and memory. Both experimental and related theoretical developments are considered, as well as the

application of the basic principles of learning and memory. Topics include classical and operant conditioning, stimulus control, schedules of reinforcement, choice and punishment. Current theories about memory, including cognitive and neural organization of memory, mechanisms of remembering and forgetting, and why people sometimes falsely remember events that never happened will be explored.

PSYC320 - SOCIAL PSYCHOLOGY (4 UNITS)

Students will learn about the scientific investigation of social behavior. Studies include the theory and empirical research in social psychology: conformity, obedience, helping, aggression; attitudes, persuasion, identity and roles; person perception, attribution, social judgment; interpersonal and intergroup relationships, social conflict, prejudice, stereotyping. Students will explore the implications of these concepts for explaining current social phenomenon.

PSYC325 - PSYCHOLOGY OF LEADERSHIP AND TEAM DEVELOPMENT (4 UNITS)

This course explores how human beings relate to one another. It provides students with the skills that are needed to promote healthy and constructive relationships in the workplace. Students will learn and practice communication skills, including listening skills, effective skills in relating to others and conflict management assessment tools. They will explore ways to maintain and foster constructive relationships in work and social situations. This course introduces students to the four stages of team development and the elements of effective teamwork.

PSYC330 - THEORIES OF PERSONALITY (4 UNITS)

The purpose of this course is to introduce students to the major theoretical perspectives and fundamental principles of personality. Students will be exposed to a variety of competing paradigms on personality, e.g., trait theories, psychoanalytic theories, humanistic and cultural theories, learning and cognitive theories. Students will develop an understanding of the relationship between these perspectives and how they apply to individuals in contemporary society.

PSYC331 - THEORIES OF PERSONALITY AND ASSESSMENT (4 UNITS)

This course will introduce students to the major theoretical perspectives for understanding personality. They will be exposed to a variety of competing paradigms on personality, e.g., trait theories, psychoanalytic theories, humanistic and cultural theories, learning theories, and cognitive theories and shown how to use these theories to understand human behavior in their personal and professional lives. Students will also be introduced to the methods of personality assessment, particularly those used to assist individuals in making career decisions and those used in employee selection.

PSYC340 - RESEARCH DESIGN AND METHODS (4 UNITS)

This course teaches students the investigative designs and methods used in psychological research. Issues involved in the design of non-experimental and experimental methods of research, collection, analysis and interpretation of data and writing reports will be covered. Students will conduct a research project and produce a professional report.

PSYC360 - PSYCHOLOGY OF GENDER (4 UNITS)

This course surveys the major issues concerning gender and the science of psychology in an attempt to answer the question: why is there a gender gap when women and men share more psychological similarities than differences? Topics include: developmental processes and gender; biology and gender; cross-cultural perspectives of gender; gender and power; language and gender.

PSYC365 - HISTORY OF PSYCHOLOGY (4 UNITS)
This course explores the history of psychology and key areas of conflict/development in research in social, clinical and developmental psychology. The course will cover how psychology as a field has evolved in terms of its goals, methods, beliefs and applications to modern life.

PSYC375 - CROSS-CULTURAL PSYCHOLOGY (4 UNITS)
This course studies psychology from various cultural perspectives with a view to identifying patterns of behavior that are universal and those that are culturally specific. The course looks at the extent to which American research findings apply to other societies and where such research fails to explain the behavior of other cultures. Also examined will be issues that arise in cross-cultural encounters and the methods students can develop to facilitate cross-cultural communication and constructive engagement with individuals from different cultures.

PSYC380 - PSYCHOLOGY OF LIFE-SPAN DEVELOPMENT (4 UNITS)
This course explores psychological development from birth to adulthood. Infancy and the early and middle childhood years will be explored, followed by examining adolescence, early, middle and late adulthood. Topics will include: the principles and theories of development; perceptual, cognitive, social, and personality development; family, school, and other societal influences on development; physical, intellectual, and social development; identity; sexuality; changing social contexts; and life transitions.

PSYC381 - DEVELOPMENTAL PSYCHOLOGY (4 UNITS)
This course explores psychological development from adolescence, early, middle and late adulthood. Topics include the principles and theories of development; physical, intellectual, and social development; identity; sexuality; changing in working and social contexts and life transitions. Theories of career and professional development will be explored in relation to development across the adult life span.

PSYC385 - THEORIES OF COUNSELING AND PSYCHOTHERAPY (4 UNITS)
This course introduces students to the theories behind the major models of psychotherapy practiced today, including psychodynamic, humanistic, behavioral, gestalt, cognitive and cognitive behavioral, feminist and family systems. Students will learn the methods employed by these therapeutic approaches and will review the ethical guidelines that inform psychotherapists' work.

PSYC390 - ABNORMAL AND CLINICAL PSYCHOLOGY (4 UNITS)
This course examines the classification systems for abnormal behavior and uses the DSM-5 diagnostic system as the basis for studying currently recognized major diagnostic categories. The major theories about the development of psychological disorders will be explored: analytic

theories, behavioral, cognitive, humanistic, and biological. The course will review the various psychological and biological treatments currently used to assist clients with these disorders.

PSYC395 - SENIOR INTERNSHIP (4 UNITS)
The Senior Internship is 9 months long and provides practical work experience at a human services organization, a nonprofit organization, a public agency or some other organizations involved with social action or social issues. The internship may also be related to research in psychology or social issues. The Senior Internship consists of approximately 280 hours of work experience spread over three-quarters of the student's senior year. It is designed to provide the student with hands-on experience working with some of the social or psychological issues and the applications of psychology that have been discussed in classes.

PSYC400 - SENIOR CAPSTONE (4 UNITS)
This is a topics course taught by an expert in the field of psychology and/or social action. The topics will be broad, requiring students to bring together the theories, practices, concepts and ideas that have been explored in earlier coursework and the experiences they have gained in their internships and practical experiences. The Senior Capstone course provides students with an opportunity to demonstrate their knowledge and mastery of the learning outcomes of the program. The topic will be chosen by the faculty in the program each year.

PSYC440 - HUMAN BEHAVIOR/INTERPERSONAL EFFECTIVENESS (4 UNITS)
This course will explore human behavior on a continuum with a focus on factors that facilitate resilience. Overview of the classification system for abnormal behavior will be explored using the DSM 5 diagnostic system. The major theories about the development of psychological disorders will be explored: analytic theories, behavioral, cognitive, humanistic, and biological. Attention will be given to the types of psychological and personality disorders commonly encountered in organizations.

SOCI300 - SOCIAL PROBLEMS (4 UNITS)
This course exposes students to the method of analyses used in sociology. It uses these tools to examine and understand a variety of contemporary issues that are relevant to the program theme of social action. Social problems are examined from the perspective of the societies they emerge in and the forms of human social interaction which promote and foster them.

SOCI320 - SOCIOLOGY: GLOBALIZATION (4 UNITS)
Globalization refers to a variety of political, economic, cultural, and social changes that are currently transforming our world. Countries are increasingly interconnected by flows of information, trade, money, immigrants, technology, and culture.
Transnational corporations and political organizations (e.g., the UN) have grown in size and influence, as have the organized social movements that lobby or oppose them. The goal of the course is to clarify what globalization is and how it is affecting societies around the world. This course provides an overview of globalization and its consequences, drawing on new theoretical ideas from sociology and related fields.

SOCI340 - FUNDAMENTALS OF SOCIAL ACTION (4 UNITS)

This course teaches students the basics of non-profit work: organization, leadership, communication, institutional research, budget management, volunteer workers, turning ideas and political beliefs into actions, etc. The course will be taught by an instructor and by guest lecturers who represent various aspects of the nonprofit world. The course is designed to help students clarify their interests and identify potential organizations at which to do their senior internship.

2. Graduate Courses

ASMT500 - PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS I (3 UNITS)
This course introduces students to the diagnostic system of the DSM V. The emphasis is on understanding, identifying, and accurately diagnosing adult clinical disorders. Descriptive psychopathology is complemented by readings on current research, theory, and treatment.

ASMT501 - PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS II (3 UNITS)
This course, a continuation of ASMT500, focuses on infancy, childhood, and adolescence, as well as personality disorders. Integration of the DSM V dimensional diagnostic system with developmental and lifespan considerations as well as social, genetic, biological, and cultural factors is examined.

ASMT600 - DIAGNOSIS AND TREATMENT PLANNING I (3 UNITS)
This is the first of a two-course sequence that introduces students to the multiaxial diagnostic system of the DSM-IV. The emphasis is on understanding, identifying, and accurately diagnosing adult Axis I disorders (Adult Clinical Disorders) with social, genetic, biological, and cultural factors examined. Descriptive psychopathology is complemented by readings on current research, theory, and evidence based best practices and treatment.

ASMT601 - DIAGNOSIS AND TREATMENT PLANNING II (3 UNITS)
This course is the second of a two-course sequence that continues to develop a student's ability to use the multiaxial diagnostic system of the DSM-IV. The emphasis is on understanding, identifying, and accurately diagnosing disorders of infancy, childhood, and adolescence, as well as Axis II disorders (Adult Personality Disorders). Social, genetic, biological, and cultural factors are examined. Descriptive psychopathology is complemented by readings on current research, theory, and evidence based best practices and treatment.

ASMT603 - APPRAISAL AND ASSESSMENT IN COUNSELING (4.5 UNITS)
This course purposes to give an overview of the use of appraisal and assessment within the clinical practice of counseling individuals, families and children. Screening, assessment, and measurement skills are developed and psychometric theory is emphasized. Students are introduced to appropriate testing instruments and trained in the administration, scoring, interpretation, and application of the resulting data. Report writing skills are developed and culturally appropriate use of assessment tools is examined.

ASMT700 - PSYCHOLOGICAL ASSESSMENT I: INTELLECTUAL ASSESSMENT (REQUIRED, 5 UNITS)

This five-unit course provides an introduction to assessment of adult intellectual and cognitive functioning in a dual lecture and laboratory format. The course emphasizes the Wechsler Adult Intelligence Scale-IV with administration, scoring, and interpretation covered in lecture and implemented in the laboratory.

ASMT701 - PSYCHOLOGICAL ASSESSMENT II: PERSONALITY & PSYCHOPATHOLOGY (REQUIRED, 4 UNITS)
This four-unit course provides an overview of personality and personality assessment in a dual lecture and laboratory format. The course emphasizes objective, self-report measures and provides in-depth coverage of the MMPI-2 in the assessment of emotional functioning and psychopathology.
Prerequisite: ASMT 700

ASMT702 - PSYCHOLOGICAL ASSESSMENT III: INTEGRATED TEST BATTERIES ADULT (REQUIRED, 4 UNITS)
This four-unit course integrates intellectual functioning, cognitive, personality and psychopathology measures into a coherent description of the client in a dual lecture and laboratory format. The primary focus in this course is on interpretation of psychological test batteries and report writing.
Prerequisite: ASMT 701

ASMT717 - INTRODUCTION TO THE RORSCHACH: RPAS (ELECTIVE, 3 UNITS)
Introduces the use of performance-based measures to assess adult psychopathology. The primary focus of the course will be the Rorschach Performance Assessment System (R-PAS). The course will cover standardized administration, coding, and interpretation using the R-PAS.

ASMT800 - PSYCHOPATHOLOGY & PSYCHODIAGNOSIS I (REQUIRED, 3 UNITS)
This course introduces students to the diagnostic system of the DSM-V. The emphasis is on understanding, identifying, and accurately diagnosing adult psychopathology (excluding childhood and personality disorders which are covered in ASMT801: Psychopathology & Psychodiagnosis II).

ASMT801 - PSYCHOPATHOLOGY & PSYCHODIAGNOSIS II (REQUIRED, 3 UNITS)
This course covers diagnostic criteria for child & adolescent psychopathology, and personality disorders as detailed in the DSM-V. Case material is integrated to demonstrate how children and clients with Axis II diagnoses might present in the clinical setting.

ASMT807 - INTEGRATED TEST BATTERIES (REQUIRED, 3 UNITS)
The primary focus in this course is on the interpretation of batteries of psychological tests, particularly as they impact treatment interventions and outcomes. The course encompasses the use of standardized tests to assess adult intellectual, emotional and cognitive functioning and integration of multiple sources of information into a coherent description of the client.

ASMT809 - INTELLECTUAL ASSESSMENT (REQUIRED, 4 UNITS)

This course is focused on the use of standardized tests to assess intellectual and cognitive functioning, including an understanding of theories and issues relevant to intelligence testing. The course has two components: a didactic component involving lectures, presentations, demonstrations and discussion; and a laboratory-based component focused on administration, scoring, and interpretation of the various tests.

ASMT810 - PSYCHOMETRIC THEORY (REQUIRED, 4 UNITS)
This course is based in classical and modern psychometric theory and applied practices. Topics include: historical developments, reliability, validity, test bias, latent variables, scale development, Item Response Theory, Generalizability theory, Bayesian theory, and applicability of these concepts to both the health and social sciences. The course includes didactic and lab components resulting in an integrated understanding of basic measurement practices related to both research and the clinical practice of psychology.

ASMT825 - ASSESSMENT OF PERSONALITY AND PSYCHOPATHOLOGY (REQUIRED, 3 UNITS)
This course is in the use of standardized tests to assess adult personality and psychopathology, including an understanding of theories and current issues related to personality assessment. The course has two components: a didactic component involving lectures, presentations, demonstrations and discussion; and a laboratory-based component focused on administration, scoring, and interpretation of the various tests.

ASMT830 - FORENSIC ASSESSMENT (ELECTIVE, 3 UNITS)
This course serves to provide more in-depth knowledge regarding the science and practice of forensic assessment, building upon the material learned in Forensic I and II. This includes the legal contours of various evaluations, research regarding the relevant psychological constructs and assessment measures, and best practices in the field. The course focuses primarily on assessment in criminal rather than civil contexts. This is a discussion-based and interactive class that assumes a certain amount of background knowledge in the field.
Prerequisites: Successful completion of the Assessment Competency Exam; ASMT807, ASMT825, CLIN831; Completion of either CLIN832 or CLIN830; good standing in the Forensic Psychology Area of Emphasis (or instructor permission).

ASMT841 - CHILD ASSESSMENT (ELECTIVE, 3 UNITS)
The major purpose of this course is to provide students with background and practical experience in diagnostic testing of children. This includes readings, observations, and discussion of diagnostic testing of selected subjects as well as practical testing experience. Human diversity issues in the assessment of children (language differences, ethnicity, SES) are addressed, as are areas of cognitive testing, visual/motor, and assessment of personality and emotional development.

ASMT850 - ASSESSMENT OF TRAUMA IN ADULTS (ELECTIVE, 3 UNITS)
This course provides a comprehensive introduction to assessment of trauma in adults and covers a spectrum of traumatic events that range from single car accidents to disasters. The readings, discussions, multimedia presentations, and assignments will acquaint students with ethical issues

and cultural considerations that guide selection and administration of select screening tools and assessment measures. Students will discuss issues pertaining to evaluating and measuring both positive and negative psychological consequences of traumatic stress and current controversies in the field of trauma.
Prerequisite: CLIN 864

ASMT851 - ASSESSMENT OF TRAUMA IN CHILDREN AND ADOLESCENTS (ELECTIVE, 3 UNITS)

This course provides a comprehensive introduction to assessment of trauma in children and adolescents and covers a spectrum of traumatic events including medical trauma, disasters, neglect and physical abuse, school and community violence, and refugee and war zone trauma. The readings, discussions, multimedia presentations, and assignments will inform students of ethical issues and cultural considerations that guide selection and administration of screening tools and assessment measures. Students will become familiar with assessments that can be used with children, youth, and families and the consequences of undetected trauma.
Prerequisites: CLIN 864

ASMT860 - NEUROPSYCHOLOGICAL ASSESSMENT I (ELECTIVE, 3 UNITS)

This is the first course in a two-part course that serves as a hands-on introduction to the psychometric properties of neuropsychological test administration. Students will become familiar with commonly-used neuropsychological tests and learn to administer and score these tests following standardized procedures. They will be knowledgeable about the various cognitive domains assessed during a comprehensive neuropsychological evaluation and be able to select appropriate tests to address a referral question. Students will learn to identify test patterns (e.g., recall versus recognition) both within and across cognitive domains. An introduction to neuropsychological report writing will also be provided. This course is intended to provide students with the practical background needed to begin the supervised practice of neuropsychological assessment.
Prerequisites: ASMT800, ASMT801, ASMT804, ASMT807, ASMT810, ASMT825, PSYS805 148 149

ASMT861 - NEUROPSYCHOLOGICAL ASSESSMENT II (ELECTIVE, 3 UNITS)

This is the second course in a two-part course that serves as a hands-on introduction to the psychometric properties of neuropsychological test administration. Students will become familiar with commonly-used neuropsychological tests and learn to administer and score these tests following standardized procedures. They will be knowledgeable about the various cognitive domains assessed during a comprehensive neuropsychological evaluation and be able to select appropriate tests to address a referral question. Students will learn to identify test patterns (e.g., recall versus recognition) both within and across cognitive domains. An introduction to neuropsychological report writing will also be provided. This course is intended to provide students with the practical background needed to begin the supervised practice of neuropsychological assessment.
Prerequisite: ASMT860

ASMT862 - CLINICAL NEUROPSYCHOLOGY I (ELECTIVE, 3 UNITS)

This is the first course in a two-part course that will cover the relationships between brain functioning and cognitive, affective, and behavioral functioning. The course will provide an understanding of how various medical and psychiatric disorders (e.g., dementia, ADHD, depression) can affect functioning across cognitive domains across the lifespan. Students will learn to interpret patterns of neuropsychological functioning to aid in differential diagnosis. This course will build neuropsychological report writing skills and teach students to incorporate background information, behavioral observations, and interpretation of test results into differential diagnosis and treatment recommendations. Students will become familiar with case presentation and fact-finding formats.
Prerequisite: ASMT860, ASMT861

ASMT863 - CLINICAL NEUROPSYCHOLOGY II (ELECTIVE, 3 UNITS)
This is the second course in a two-part course that will cover the relationships between brain functioning and cognitive, affective, and behavioral functioning. The course will provide an understanding of how various medical and psychiatric disorders (e.g., dementia, ADHD, depression) can affect functioning across cognitive domains across the lifespan. Students will learn to interpret patterns of neuropsychological functioning to aid in differential diagnosis. This course will build neuropsychological report writing skills and teach students to incorporate background information, behavioral observations, and interpretation of test results into differential diagnosis and treatment recommendations. Students will become familiar with case presentation and fact-finding formats.
Prerequisite: ASMT860, ASMT861, ASMT862

ASMT864 - NEUROANATOMY & NEUROIMAGING (ELECTIVE, 3 UNITS)
This course will provide students with an understanding of the structure and function of the central nervous system. Students will also learn about current structural and functional neuroimaging methodologies used to investigate the integrity of the central nervous system. Applications of neuroimaging findings to medical and psychiatric disorders in the context of both clinical and research settings will be explored. Students will also learn how clinical neuroimaging findings can be integrated into neuropsychological case conceptualization. The course will also include reviews of exemplary and flawed papers, and a discussion of the merits and limitations of neuroimaging as a tool for clinical psychology. The weekly course meetings will combine seminar discussion and lectures.
Prerequisite: ASMT860, ASMT861, ASMT862, ASMT863

ASMT865 - COGNITIVE REHABILITATION (ELECTIVE, 3 UNITS)
This course will provide advanced neuropsychology students with an overview of current theories, research, and practical applications in cognitive rehabilitation. This course will address how cognitive rehabilitation can be applied to a wide range of disorders including TBI, polytrauma, ADHD, serious mental illness, dementia, and age-related cognitive impairment. Students will learn how information gained from neuropsychological assessment can be used to guide rehabilitation recommendations that are tailored to each individual. The role of interventions (cognitive and otherwise) in preventing cognitive decline will also be discussed.
Prerequisite: ASMT860, ASMT861, ASMT862, ASMT863, ASMT864

CLDV601 - MULTICULTURAL COUNSELING THEORIES AND TECHNIQUES (4.5 UNITS)

The course will cover competencies in counseling and therapy related to the knowledge, skills, and attitudes of diversity and cultural competence. The goal of this course is to introduce cultural differences and issues pertaining to conducting research, assessment, diagnosis, and treatment with multicultural populations. We will cover theory, research, assessment, and interventions as they apply to race, ethnicity, social class, gender, sexual orientation, and variability related to differential abilities. The course will also address ethics, acculturation, ethnic identity, the impact of racism and discrimination, community interventions, policy, and the education and training of counselors and therapists.

CLDV700 - CULTURALLY COMPETENT COUNSELING (REQUIRED, 3 UNITS)

Overview of issues related to multicultural counseling and psychology. The focus is on the interface of divergent identities and cultural experiences and the development of cross-cultural competency for clinicians.

CLIN500 - ETHICS IN CLINICAL PSYCHOLOGY (3 UNITS)

This course is an introduction to ethical, professional and legal standards of practice and research. This course examines a number of basic ethical and professional issues faced by the practicing clinical psychologist. The course has a number of objectives: 1)To provide the beginning student with an understanding of recent developments and changes in psychology as a profession, as well as an understanding of contemporary trends and changes in ethics, professional practice, liability, risk management, malpractice exposure, and ethical guidelines. 2) To develop an appreciation of the complexities of the basic ethical and legal issues that are a routine component of the general practice of clinical psychology (e.g., the actual clinical and legal issues that may be involved in cases of duty to warn, duty to protect, reporting obligations, exceptions to confidentiality, competence, etc.) Human diversity issues - ethnicity, gender, age difference, language differences - are highlighted in the areas of psychotherapy and assessment. The APA ethical standards concerning human diversity are addressed as well as the Guidelines for Providers of Psychological Services to Diverse Populations. (Must be taken at PAU.)

CLIN501 - PROFESSIONAL STANDARDS I: IDENTITY, DISCIPLINE, CULTURE (1 UNIT)

This course prepares students to navigate their way through graduate programs in clinical psychology. Classes will present materials relevant to what is expected of students in each year of the program, including research, clinical and professional competencies, licensing, and post-graduate issues. This course must be successfully completed to begin the first phase of supervised clinical training for students who transition into the Ph.D. program.\

CLIN515 - CLINICAL INTERVIEWING (3 UNITS)

This course is an introduction to the theoretical and applied components of conducting clinical interviews. Observations and applied exercises may include role-plays, videotaped interviews in the clinic, etc..

CLIN604 - SUBSTANCE ABUSE (4.5 UNITS)

This course will cover addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources. This will also provide an opportunity for students to meet with various individuals and family members involved in substance abuse treatment and recovery.

CLIN610 - LEGAL AND ETHICAL FOUNDATIONS (4.5 UNITS)
This course will expose students to many of the ethical, legal, and professional issues involved in the counseling profession and give them a basis for making informed professional decisions. It will help each student develop a philosophical basis for making ethical decisions in the professional situations they encounter. During the course each student will have an opportunity to discuss many of the ethical, legal, and professional issues involved with counseling. They will then be presented with a number of situations and questions that contain ethical and professional issues they may face as counselors in their professional positions. They will analyze those situations and questions in terms of the ethical and legal codes of the organizations under which all human service personnel work. Finally, they will understand the differences in legal and ethical standards for the different types of settings in which they may work. This course includes a California-required workshop on child abuse and reporting (Course Number LCNS602).

CLIN612 - CLINICAL ADVANCEMENT PROJECT (3 UNITS)
Students demonstrate their ability to enter their practicum experience by conducting an intensive case study of a fictitious client case. With the guidance of program faculty, they complete this formal written document and submit it for review and evaluation.

CLIN615 - CLINICAL INTERVIEWING (3 UNITS)
This course prepares students to enter their practicum and engage in clinical work. The course will provide theoretical material and an opportunity to observe demonstrations of clinical applications, to practice basic listening and inquiry skills, substance abuse and risk assessment, treatment planning, and to discuss the impact of culture and personal attitudes on clinical interviewing. Students' participation will include discussion, clinical role-playing, and creating audiotape and videotape demonstrations of role-played interviews.

CLIN618 - FAMILY SYSTEMS THEORY (3 UNITS)
This course is an introduction to family therapy and general systems theory and will offer a broad perspective of systems theory with a historical overview of the development of therapeutic models, practice in conceptualizing case material from a family systems perspective, and an understanding of current integrative models for family therapy.

CLIN619 - COUPLES COUNSELING (3 UNITS)
This course focuses exclusively on the applications of the systemic approach to couples counseling. This course will provide an overview of theories, assessment methods, and treatment interventions used in couples therapy. Students will gain knowledge in the area of couples counseling through lectures, research-based readings, in-class discussions, in-class experiential exercises, and videotaped counseling role-plays. This includes a weekend workshop in domestic

violence (Course Number LCNS601) covering assessment, detection, intervention strategies, and same-gender abuse dynamics.

CLIN621 - GROUP COUNSELING (4.5 UNITS)
This course includes principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

CLIN622 - ADVANCED FAMILY COUNSELING (3 UNITS)
This course focuses exclusively on working with whole families emphasizing intervention and change. Students are provided with the opportunity to learn and apply various family therapy approaches and interventions through experiential in-class exercises, in-class discussions, and research-based readings.

CLIN634 - HUMAN SEXUALITY (3 UNITS)
This course includes the study of the physiological, psychological, and social-cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction. It also provides treatment implications for working with couples in counseling.

CLIN650 - COMMUNITY MENTAL HEALTH WITH COGNITIVE BEHAVIORAL AND BRIEF THERAPY (3 UNITS)
This course focuses on including the application of advanced counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics. A special emphasis is placed on Cognitive Behavioral Therapy and other evidenced-based practices in the context of community mental health.

CLIN655 - SPECIAL ISSUES IN COUNSELING (3 UNITS)This seminar focuses on
advanced topics in counseling. Students will gain advanced knowledge on special topics in the field as well as advanced practice through lectures, research-based readings, in-class discussions, in-class experiential exercises, and videotaped counseling role-plays.

CLIN680 - PSYCHOPHARMACOLOGY (4.5 UNITS)
This course includes the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified.

CLIN800 - ETHICS IN CLINICAL PSYCHOLOGY (REQUIRED, 3 UNITS
This course examines professional, ethical, and legal standards related to the practice of psychology. The course covers competence, boundaries, informed consent, limits of confidentiality, and respect for persons. There is an emphasis on informed consent as a foundation for a proactive approach to risk management, as well as an emphasis on ethical decision-making.

CLIN700 - LEARNING PSYCHOTHERAPY: AN INTEGRATED APPROACH I (REQUIRED, 3 UNITS)

Provides a foundation for training beginning psychotherapists in the crucial elements of psychotherapy. The first module focuses on an introduction to pan-theoretical elements, concepts of listening skills, the therapeutic alliance, verbal response modes and therapist intentions, and cultural and ethical issues affecting psychotherapy.

CLIN702 - LEARNING PSYCHOTHERAPY: AN INTEGRATED APPROACH III (REQUIRED, 3 UNITS)

The pan-theoretical elements identified by the APA Division 29 task force are studied in greater depth. Key issues include establishing therapeutic alliance (task/goal/bond), recognizing and repairing ruptures in the therapeutic alliance, transference and countertransference, and effective termination.

CLIN707 - COGNITIVE BEHAVIORAL THERAPY FOR MOOD DISORDERS (REQUIRED, 3 UNITS)

Focuses on the treatment of mood disorders, including comorbid Axis I and Axis II disorders, with cognitive behavior therapy. It emphasizes the integration of five crucial ingredients of therapeutic success: Assessment, Technique, Emotion, Alliance, and Motivation.

CLIN710 - NATURE & TREATMENT OF ANXIETY DISORDERS (REQUIRED, 3 UNITS)

Overview of current data regarding prevalence, clinical features, comorbidities, and treatment outcome of anxiety disorders in adults. Etiology and the development and maintenance of anxiety disorders from a biopsychosocial perspective is presented and specific treatment procedures are reviewed for empirically supported treatments for Generalized Anxiety Disorder, Panic Disorder, Social and Specific Phobias, Post-Traumatic Stress Disorder, and Obsessive-Compulsive Disorder.

CLIN711 - PSYCHOLOGICAL TREATMENT FOR SUBSTANCE USE DISORDERS (REQUIRED, 3 UNITS)

Introduction to the theories of substance misuse and the principles and methods of prevention, screening, assessment, and treatment of substance use disorders. The course is structured to meet California licensure requirements for training in alcoholism/chemical dependency detection and treatment.

CLIN713 - CHILD/ADOLESCENT I: DEVELOPMENTAL PSYCHOPATHOLOGY (REQUIRED, 3 UNITS)

This course explores the new field of developmental psychopathology. The theoretical underpinnings of developmental psychopathology will be examined. The contribution of developmental psychopathology to understanding etiology, assessment, and treatment will be reviewed in detail. Patient interviews will be conducted to demonstrate principles of developmental psychopathology as applied to currently hospitalized psychiatric patients.

CLIN715 - BRIEF PSYCHODYNAMIC PSYCHOTHERAPY (REQUIRED, 3 UNITS)

Introduction to brief and long-term psychodynamic psychotherapy, with an emphasis on the potential contribution of empirical research to theory validation and to the identification of efficacious treatment elements. Topics covered include: psychodynamic assumptions about the mechanisms of change in treatment, with a focus on the roles of insight and enactments; definitions of transference and countertransference as affected by the shift in focus from a one-person to two- person psychology; the role of the unconscious and mechanisms of defense; the technical distinction between expressive and supportive techniques and their relations to the mechanisms of change.

CLIN718 – BEHAVIORAL MEDICINE (ELECTIVE, 3 UNITS)
Overview of various clinical health psychology techniques for working with patients with a variety of behavioral medicine needs. Presenting issues include psychological factors associated with a diagnosis of cancer, diabetes or HIV/AIDS, smoking cessation, weight management or exercise, psychosomatic illness, pain management, women's reproductive health issues and genetic testing.

CLIN722 - DBT FOR THE BORDERLINE PATIENT: A CLINICAL OVERVIEW (ELECTIVE, 3 UNITS)
A comprehensive overview of DBT, supporting empirical evidence, and applicability to Borderline Personality Disorder in adult and adolescent populations. Applicability to eating disordered and alcoholic populations will also be reviewed. The core theoretical principles are summarized, and treatment targets and strategies are discussed with an emphasis given to the features that differentiate DBT from other cognitive or behavioral treatments.

CLIN723 – PSYCHOLOGICAL ASSESSMENT III: INTEGRATED TEST BATTERIES CHILD & ADOLESCENT (REQUIRED, 4 UNITS)
Provides students with background and practical experience in diagnostic testing of children. This will include readings, observations, and discussion of diagnostic testing of selected subjects as well as practical testing experience. Human diversity issues in the assessment of children (language differences, ethnicity, SES) are addressed throughout the course.
Prerequisite: ASMT701

CLIN726 - COUPLES & FAMILY THERAPY (ELECTIVE, 3 UNITS)
Provides students with the basic concepts of systems theory. Initially the major theoretical premises of the family-systems approach to the assessment and treatment of couples and families are reviewed, then the focus shifts to acquiring the tools required for family systems interviewing, assessment, and treatment planning.

CLIN727 - MEDICAL ILLNESS & PSYCHOLOGICAL SYMPTOMS (REQUIRED, 3 UNITS)
The purpose of this course is to investigate the appearance of psychiatric illness in medical conditions. Central Nervous System diseases, HIV-related psychiatric disorders, and disorders related to hormone dysregulation are reviewed. Neuropsychological testing is covered with an emphasis on the diagnosis of psychiatric conditions in neurological disorders. Students also

receive an in depth review of somatoform disorders, with particular focus on non-epileptic seizures.

CLIN728 - CHILD/ADOLESCENT III: CHILD PSYCHOTHERAPY (ELECTIVE, 3 UNITS)

This course introduces empirically-supported treatments for child and adolescent mental health disorders. Child and adolescent development is covered as a broad-based guiding principle for implementation of skills and strategies; however, the course focuses on building skills (e.g., CBT with anxiety) and their application to specific disorders.

CLIN730 – Women's Mental Health (ELECTIVE, 3 UNITS)

This course will familiarize students with issues that contribute to women's mental health conditions, prevalence, treatment and research. Social, neurobiological, cultural, developmental, reproductive, behavioral, cognitive, and emotional factors will be discussed.

CLIN735 - GROUP PSYCHOTHERAPY (REQUIRED, 3 UNITS)

Introduction to the theory and practice of group psychotherapy and includes a historical overview of the development of group psychotherapy, particularly as it pertains to the emergence of the various approaches to group psychotherapy. Basic issues and treatment strategies in conducting group psychotherapy are highlighted. Introduction to basic group dynamics, principles of effective task groups, and the theory and practice of group psychotherapy with an emphasis on interactional group therapy.

CLIN736 - SUPERVISION & CONSULTATION (REQUIRED, 3 UNITS)

Weekly seminar that introduces students to the theory and methods of consultation psychology in child and adult settings. In addition, the course provides an introduction to the models, methods, and competencies of providing clinical supervision.

CLIN745 - CLINICAL PERSPECTIVES ON TRAUMA PSYCHOLOGY (ELECTIVE, 3 UNITS)

This course introduces theoretical and applied issues related to trauma. Special topics including therapeutic and self-care issues for practitioners; and the needs of special populations (e.g., childhood sexual abuse survivors, combat veterans, torture survivors). Risk and protective factors are considered within a biopsychosocial framework.

CLIN750 - ACCEPTANCE AND COMMITMENT THERAPY (ELECTIVE, 3 UNITS)

The purpose of this course is to familiarize students with the major theories that underlie ACT, and the practical delivery of ACT in clinical practice. Conceptualizing patients using an ACT framework, the evidence base for ACT, and using ACT in specific populations will be explored. A second purpose of this course is to help students apply knowledge of ACT techniques through the use of self-exploration and exercises.

CLIN755 – PROFESSIONAL DEVELOPMENT SEMINAR I (REQUIRED, 3 UNITS)

This is a seminar designed to promote critical thinking and discussion about developing an identity as a clinical psychologist, the process and content of professionalization, personal and professional identities, and professional expectations.

CLIN756 – PROFESSIONAL DEVELOPMENT SEMINAR II (REQUIRED, 3 UNITS)
Continuation of CLIN 755. This is a seminar designed to promote critical thinking and discussion about developing an identity as a clinical psychologist, the process and content of professionalization, personal and professional identities, and professional expectations.

CLIN801 - CLINICAL INTERVIEWING (REQUIRED, 3 UNITS)
This course is an introduction to the theoretical and applied components of conducting clinical interviews and therapy sessions. Observations and applied exercises include role-plays and videotaped interviews.

CLIN802 - INTRODUCTION TO PSYCHOTHERAPY: EVIDENCE BASED APPROACHES (REQUIRED, 3 UNITS)
This course integrates an overview of the scientific methodology used to evaluate treatment effectiveness, research on relationship and technical factors, manual-based approaches, and case formulation. Accordingly, the course is consistent with the parameters defining practitioner-scientist training, APA guidelines, and current standards of clinical practice. Students gain a rudimentary sense of how to implement treatment with a range of psychopathology.

CLIN803 - PSYCHODYNAMIC PSYCHOTHERAPY I (REQUIRED, 3 UNITS)
This course provides an introduction to basic theoretical and clinical concepts used in the practice of psychodynamic psychotherapy, including transference, countertransference, resistance, defenses, neutrality, empathy, and the unconscious. Long-and short-term therapies are discussed. Contemporary psychodynamic approaches to psychotherapy are emphasized.

CLIN806 - COGNITIVE BEHAVIORAL PSYCHOTHERAPY I (REQUIRED 3 UNITS)
This course will present the foundations for understanding and utilizing cognitive behavioral psychotherapeutic techniques.

CLIN807 - COGNITIVE BEHAVIORAL PSYCHOTHERAPY II (ELECTIVE, 3 UNITS)
This course will focus on cognitive behavioral approaches to the prevention and treatment of depression. Lectures consist of four segments: Theory, Research, Practice, and Action. The goals of the course are for students to learn the main elements of cognitive-behavioral approaches to psychopathology from each of these perspectives.

CLIN809 - INTRODUCTION TO CHILD, ADOLESCENT, AND FAMILY PSYCHOTHERAPY I (REQUIRED, 3 UNITS)
In this course, students are exposed to evidence-based treatments for children and adolescents. Emphasis will be placed on treatments designed to be effective with the most commonly occurring disorders. The focus will be placed on the new modular approach to psychotherapy which leads to a unified, transdiagnostic approach to emotional regulation. Additionally,

emphasis will be placed on increasing familiarity the research supporting the effectiveness\efficacy of the treatments.

CLIN810 - TRANSDIAGNOSTIC APPROACH TO CHILD AND FAMILY PSYCHOTHERAPY (ELECTIVE, 3 UNITS)

This advanced level course equips students with skills, attitudes and knowledge to apply a transdiagnostic approach to child psychotherapy. The course content focuses on clinical models that consider new paradigms and delivery systems. Innovative prototypes are essential since tired ideas and worn-out templates will not suffice in advancing the profession. Transdiagnostic models transcend multiple iterations of diagnostic systems, solve the "many manuals" dilemma, propel more effective patient care, foster dissemination, and align with funding priorities.

CLIN823 - EVIDENCE-BASED INTERNET INTERVENTION (ELECTIVE, 3 UNITS)

This course will focus on how to blend psychology and technology to help the greatest number of people possible. The use of digital tools to enhance the efficacy and effectiveness of interventions and to expand their reach to serve those currently underserved, will be examined. Emphasis will be on the growing number of psychological interventions for health using the Internet (websites, mobile applications, and other digital tools) that have been shown to be effective in for-mal outcome studies.

CLIN825 - PROFESSIONAL STANDARDS I: IDENTITY, DISCIPLINE, AND CULTURE (REQUIRED, 1 UNIT)

This course is designed to promote critical thinking and critical discussion about ethics and suffering, the process and content of professionalization, personal and professional identities, and the positive and negative aspects of the "psychology" industry.

CLIN826 - PROFESSIONAL STANDARDS II: PRACTICUM PREP AND ADVISING (REQUIRED, 1 UNIT)

This course is the first of a two-course series taught by the Office of Professional Advising and Development (OPAD) to prepare students for external clinical training. The focus is on Practicum training and coincides with the time most students are beginning their first clinical training at the Gronowski Center. Competencies expected for practicum level of clinical training will be emphasized.

CLIN827 - PROFESSIONAL STANDARDS III: INTERNSHIP PREP AND ADVISING (REQUIRED, 1 UNIT)

This course is the second of a two-course series taught by the Office of Professional Advising and Development (OPAD) to prepare students for external clinical training. To better prepare students for internship, this required course provides a comprehensive approach to the internship application process. Course content includes understanding how and when to apply, identifying site "fit" and developing a realistic site list, writing internship cover letters, CVs, essays, and preparing for internship interviews.

CLIN830 - ADVANCED ETHICAL AND PROFESSIONAL ISSUES IN FORENSIC PSYCHOLOGY (ELECTIVE, 3 UNITS)

This course is a survey of advanced legal and ethical issues in various fields within psychology and law. It is designed to be the "capstone" course in the PAU forensic sequence. The topics and procedures are created to finalize your presentation and thinking skills in the Forensic Program competency areas.
Prerequisite: CLIN831, good standing in the Forensic Psychology Area of Emphasis (or instructor permission).

CLIN831 - FORENSIC PSYCHOLOGY I (ELECTIVE, 3 UNITS)
In this course students will learn about the variety of ways in which psychologists may be involved in the legal system, definitions of forensic psychology, ethical considerations specific to the field of forensic psychology, and the nature of and regulations regarding expert witness testimony. Students will be exposed to several sub-disciplines within psychology and the law, including criminal and civil contexts.

CLIN832 - FORENSIC PSYCHOLOGY II (ELECTIVE, 3 UNITS)
This course is an advanced academic and practical course in clinical forensic psychology. Students will learn to integrate legal and scientific research and knowledge into evidence-based and legally-grounded practice.
Prerequisite: CLIN831, good standing in the Forensic Psychology Area of Emphasis (or instructor permission.

CLIN833 - ADVANCED FORENSIC SEMINAR (ELECTIVE, 3 UNITS)
An elective course in forensic psychology. Topics rotate, and have recently included: child custody, juvenile forensic, psychopathy, police psychology, etc.
Prerequisite: CLIN831, good standing in the Forensic Psychology Program (or instructor permission).

CLIN835 - SUPERVISION, ADMINISTRATION, AND MANAGEMENT IN BEHAVIORAL HEALTH (ELECTIVE, 3 UNITS)
This course enables students to make the transition from clinical practitioners to mental healthcare administrators. The course heavily emphasizes practice based learning models (PBL) that integrate economics and management concepts with behavioral health care objectives. The economic principles of supply, demand, and pricing structure will be applied to clinic management including service delivery and staffing management. Students will learn how to incorporate geographic marketplace factors with service delivery offerings, how to recognize and flexibly respond to uncertain mental health care environments, and learn to measure outcomes, with quality indicators metrics.

CLIN838 - LGBTQ (ELECTIVE, 3 UNITS)
This course provides background material related to the latest thinking and research about sexual identity development, distinctions within the spectrum of sexual identities, determinants of sexual orientation, historical and cross cultural presentations, and the relationship between sexual minority status and mental health problems. Didactic material will be woven into small group discussion of practical approaches to assist individuals move from sexual confusion and conflict to sexual identity resolution, being mindful of diversity within the LGBTQ population.

CLIN839 - SUBSTANCE ABUSE (ELECTIVE, 3 UNITS)

This is an advanced course in the study of substance use and misuse. The course adopts a biopsychosocial model and provides a comprehensive study of substance abuse issues, including the behavioral pharmacology of drugs of abuse, theoretical perspectives on substance use and abuse, assessment, treatment, and applications with special populations. Additional foci of the class are to gain a better understanding of the socio-political issues surrounding substance use and critically review the literature on substance abuse-related research.

CLIN845 - FAMILY THERAPY I: FAMILY SYSTEMS THERAPY (ELECTIVE, 3 UNITS)

This course is an introduction to family therapy and general systems theory. This course is devoted primarily to the assessment and treatment of couples and families. The course offers a broad perspective of systems theory by providing a historical overview of the development of differing therapeutic models, and how diverse families are served.

CLIN848 - DEVELOPMENTAL PSYCHOPATHOLOGY I: CONCEPTION TO PUBESCENCE (ELECTIVE, 3 UNITS)

This is an advanced course in Developmental Psychopathology and transcends the basic material presented in Psychopathology-II. This course adopts a developmental approach to child psychopathology. Developmental context, risk factors, and cultural vicissitudes are mindfully considered in this course. Emphasis is placed on adopting a practitioner scholar perspective to academic and clinical work.

CLIN849 - DEVELOPMENTAL PSYCHOPATHOLOGY II: ADOLESCENT THROUGH EMERGING ADULTHOOD (ELECTIVE, 3 UNITS)

This is an advanced course in Developmental Psychopathology that covers pre-puberty through emerging adulthood (ages 10-25) and transcends the basic material presented in Psychopathology-II. This course adopts a developmental approach to psychopathology and clinical issues that arise during these developmental periods as well as emerging social issues with a clinical focus. Developmental context, risk factors, and cultural vicissitudes are mindfully considered in this course and an emphasis is placed on adopting a practitioner scholar perspective to academic and clinical work.

CLIN851 - HEALTH PSYCHOLOGY I (ELECTIVE, 3 UNITS)

This course is part one of a two-part health psychology course. Disease states discussed differ between the two sections. It introduces general principles and content areas that serve as a foundation for the practicing clinical health psychologist, including roles/work settings, theoretical perspectives relevant to physical health and health behavior, basics of various disease states, the influence of behavior on disease onset and progression, and a range of clinical intervention techniques. The course aims to enhance students' abilities to read, understand, and critique research literature and to facilitate students' understanding of ethical and diversity issues related to health and behavior.

CLIN852 - HEALTH PSYCHOLOGY II (ELECTIVE, 3 UNITS)

This course is part two of a two-part health psychology course. Disease states discussed differ between the two sections. This course introduces general principles and content areas that serve as a foundation for the practicing clinical health psychologist, including roles/work settings, theoretical perspectives relevant to physical health and health behavior, basics of various disease states, the influence of behavior on disease onset and progression, and a range of clinical intervention techniques. The course aims to enhance students' abilities to read, understand, and critique research literature and to facilitate students' understanding of ethical and diversity issues related to health and behavior.

CLIN859 - CLINICAL EMERGENCIES AND CRISES: THE SUICIDAL PATIENT (ELECTIVE, 3 UNITS)

This course will provide students with specialized knowledge and skills in suicide risk management. It will cover legal aspects of suicide risk assessment, clinical strategies and guidelines for assessing risk, and pitfalls to avoid when working with patients at imminent risk. Further, ways to improve cultural competence within suicide risk assessment practices will be explored. This topic will include discussion of the cultural model of suicide. Students will increase their skills and competence in working with suicidal patients.

CLIN862 - ADVANCED SURVEY COURSE ON TRAUMA (ELECTIVE, 3 UNITS)

This course is offered every other year. The focus of the survey course will vary, but will explore current national and global issues pertaining to trauma and resilience.

CLIN864 - FOUNDATIONS OF CLINICAL TRAUMA PSYCHOLOGY (ELECTIVE, 3 UNITS)

This course is an introduction to the assessment and treatment of civilian and military-related trauma in adults. Students gain competency in the following areas: knowledge of the diagnostic criteria for PTSD; familiarity with the epidemiology of PTSD, including issues of comorbidity; theories of stress, coping, trauma and resilience, familiarity with the typical course of PTSD; familiarity with stages of PTSD treatment, and with evidence-based therapies for trauma. Lectures will reference relevant research in the field; however, students will be asked to consider these findings in the context of practical application.

CLIN 865 - TREATMENT OF TRAUMA IN ADULTS (ELECTIVE, 3 UNITS)

This course provides a comprehensive introduction to the treatment of trauma in adults. The readings, discussions, multimedia presentations, and assignments will acquaint students with ethical issues and cultural considerations that inform differential diagnoses, shape treatment planning, and guide implementation of evidence-based therapies. Students will explore cultural factors that affect research and conceptualizations of disorders and treatments. How research and practice in trauma psychology contributes to the development, administration, and evaluation of programs and policies to promote and sustain mental health will be discussed.
Prerequisites: CLIN 864, CLIN 806, ASMT 850

CLIN 866 - TREATMENT OF TRAUMA IN CHILDREN AND ADOLESCENTS (ELECTIVE, 3 UNITS)

This course provides a comprehensive introduction to the treatment of trauma in children and adolescents. The readings, discussions, multimedia presentations, and assignments will inform students of ethical issues and cultural considerations that inform differential diagnoses, shape treatment planning, and guide implementation of evidence-based therapies. Students will explore cultural factors that affect research and conceptualizations of disorders and treatments. Government and non-profit agencies, clearinghouses, and programs that are developing, evaluating, and offering trauma treatment will be highlighted and discussed.
Prerequisites: CLIN 864, CLIN 806, ASMT 851

CLIN867 – SUBSTANCE USE DISORDER AND TREATMENT IN ADOLESCENTS (ELECTIVE, 3 UNITS)
This course has been developed in compliance with the California Business and Professions Code (Section 2914 (e)) and the California Code of Regulations Relating to the Practice of Psychology (Section 1382.4), which require that psychologists must complete a course on substance use disorder detection and treatment of no less than a quarter term in length. This course is designed to inform students about substance use disorders in definition and etiology. While the majority of the course will cover clinical assessment and treatment of substance use disorder as it relates to an adolescent or transitional age youth population, it will also cover the major topics related to the field of substance use treatment and provide some exposure and practice of clinical skills related to treatment. An overview of the models, theories, processes, strategies and issues related to substance use disorders and their treatment will be presented. Specifically, this course will a) review definition and diagnostic criteria of substance use disorder in an adolescent/transitional age youth population, b) examine the current state of SUD treatment along with evidence based treatment and current SUD treatment literature, c) present ethical and legal considerations in the diagnosis and treatment of substance use disorder, and d) provide an introduction to motivational interviewing clinical skills and brief interventions.

CLIN868 – PROFESSIONAL ISSUES IN CLINICAL CHILD PSYCHOLOGY (ELECTIVE, 3 UNITS)
This is an entry level doctoral course for students interested in clinical child psychology. The class is firmly embedded within the practitioner-scientist model of training. The course addresses contemporary developments, provocative professional issues, and emerging imperatives. Through reading, discussion, presentations and lectures, students will become familiar with the opportunities and challenges facing contemporary clinical child psychologists. More specifically, these topics include developmental theories, ethics, ethnocultural issues, diagnoses, evidence-based treatments, supervision and training, workforce issues, administration/management, and the "business" of the profession.

CLIN880 - COMMUNITY MENTAL HEALTH I (ELECTIVE, 3 UNITS)
Students learn about the historical emergence and future directions of community mental health in the field. Theoretical, research, and clinical foundations central to working in community mental health are covered, including systems and ecological models, empowerment, wellness and recovery approaches, community organizations, the wraparound process, strength-based work, social justice, policy, and psychoeducation. Enrollment priority is given to DCMH students.

CLIN881 - COMMUNITY MENTAL HEALTH II (ELECTIVE, 3 UNITS)
Students learn about the new roles and skills psychologists are expected and required to have to operate in the 21st Century community mental health setting. Psychologists are often viewed as change agents in the community necessitating a diversity of skills to be effective in their roles. These skills include but are not limited to administrative, fiscal and procurement, policy development, advocacy, consultation and supervision, research, organizational analysis and strategic thinking. Conceptual and applied multileveled administrative, organizational, leadership and quick multidisciplinary primary care setting consultation skills will be explored and practiced. Enrollment priority is given to DCMH students.
Prerequisite: CLIN880

CLIN882 - SERIOUS MENTAL HEALTH ILLNESS AND RISK MANAGEMENT (ELECTIVE, 3 UNITS)
This course provides a broad survey of evidence based treatment for serious mental illness focusing on the dissemination and transportation of evidence based treatment programs in real world community settings. The course will cover the unique role of psychologists in community mental health, addressing research and organization-based knowledge needed in such roles as consultant, administrator, researcher, director, or supervisor. Enrollment priority is given to DCMH students.
Prerequisites: ASMT800, ASMT801

CLIN883 - MENTAL HEALTH DISPARITIES (ELECTIVE, 3 UNITS)
This course will engage students with the literature of mental health and mental health care disparities in underserved and unserved communities, including individuals from multiple disadvantaged backgrounds. The course covers best practices, theoretical models, and advocacy and policy issues involved in working with and engaging underserved communities. Students learn knowledge, skills, and attitudes needed to both decrease mental health and mental health care disparities and effectively serve the needs of underserved individuals, often within the context of community mental health. Enrollment priority is given to DCMH students.

CLIN884 - INTRODUCTION TO GLOBAL MENTAL HEALTH (ELECTIVE, 3 UNITS)
The course will explore the socio-cultural and political forces that shape the assessment, manifestation, and treatment of mental illnesses globally. Students will take a critical view of diagnostic systems and examine the scientific research suggesting culturally specific, systematic differences in presentation of mental illnesses worldwide. We will review clinical and treatment practices when working with individuals with mental illnesses from low resource settings within low and middle income countries worldwide. Specifically, students will explore topics around task sharing, culturally-specific communication styles, idioms of social relatedness, emotional expression, familial structure, stigma, and power dynamics.

CLIN896 – SUPERVISION, CONSULTATION, AND PROGRAM EVALUATION (REQUIRED, 3 UNITS)
This course introduces the roles and responsibilities of clinical supervisors, consultants and program evaluators. While the majority of the course will cover clinical supervision, it will also cover the major topics related to consultation and program evaluation. An overview of the

models, theories, processes, strategies and issues related to supervision, consultation and program evaluation will be presented. Specifically this course will a) review contemporary supervision, consultation, and program evaluation literature, b) examine diversity issues pertaining to supervision, program evaluation and consultation, c) present ethical and legal considerations in supervision, consultation and program evaluation, and d) describe how to deal with difficult issues that may emerge during supervision, consultation, and program evaluation.

CLVD800 - CULTURAL DIFFERENCES: CROSS-CULTURAL ISSUES IN PSYCHOLOGY (REQUIRED, 3 UNITS)

This course will dynamically review, discuss, and explore fundamental issues concerning cultural competence and the provision of psychological services for people from different cultural, ethnic, and national backgrounds, and, to some extent, other people who have been "marginalized" in some way. Emphasis is placed on understanding cultural similarities and differences, approaches and techniques useful in diagnoses, research, assessment, and treatment of culturally different clients. Students participate in active discussions about current and historical cultural events where exploration of factors that differentiate one group from another are analyzed, identified and defined as culturally relevant issues.

COUN600 - COUNSELING THEORY (3 UNITS)

This graduate level course provides an introduction to major theoretical orientations for the practice of mental health counseling. It is designed to encourage students to go beyond reading in the abstract about counseling theories and techniques to think concretely about applying them in actual clients' lives. It provides students with an opportunity to view videotaped demonstrations of an expert counselor working with a specific case, with the goal of helping students lay the foundation for their own personal approach to counseling. This course has been designed to meet the standards of best practice guidelines for marital and family therapists and counselors.

COUN601 - PROFESSIONAL IDENTITY (3 UNITS)

This course is designed to help initiate the student into the field of Mental Health Counseling and Marriage, Family and Child Counseling. By the end of the course students will have a basic understanding of the history and development of the professions, responsibilities of professional counselors, credentialing and licensure requirements and their roles as future LPCCs and MFTs. It also explores the relationship to other professionals, including, LCSWs, Psychologists, and Psychiatrists. Students will also learn to involve themselves in collaborative treatment approaches utilizing community resources, recovery oriented practice settings, public and private services and other systems of care.

COUN607 - CAPSTONE PROJECT IN COUNSELING (3 UNITS)

Students demonstrate their end-of-program competency by conducting an intensive case study of a practicum client of their choosing. With the guidance of program faculty they complete this formal written document and submit it for review and evaluation.

COUN630 - CRISIS AND TRAUMA COUNSELING (4.5 UNITS)

This course provides a theoretical base for crisis assessment, the assessment of trauma, and associated treatments. Students will learn about models that clarify the process of assessing and

assisting people in crisis and those who have experienced trauma. Targeted strategies for effectively addressing a variety of situations are introduced and specific skills and treatment interventions will be practiced. A special focus of this course is an understanding of personal resilience to include the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses.

COUN661 - CAREER DEVELOPMENT THEORIES AND TECHNIQUES (4.5 UNITS)
This course provides an overview of the theories and techniques for helping individuals on the journey of exploration in finding and developing careers that are congruent with their personality, interests, abilities and skills. It explores models of career exploration, decision making, mentorship and coaching. The course further looks at work roles and their relationship to family, gender, multicultural and other life issues.

DISS701 - DISSERTATION PREPARATION I (REQUIRED, 1 UNIT)
Weekly seminar focused on the development and facilitation of the dissertation process. Faculty provide individual assistance and discussion, including literature review, hypotheses development, finding a dissertation chair and other committee members, the Institutional Review Board process, proposal preparation, and the proposal defense.

DISS702 - DISSERTATION PREPARATION II (REQUIRED, 1 UNIT)
Continuation of DISS 701. Weekly seminar focused on the development and facilitation of the dissertation process. Faculty provide individual assistance and discussion, including literature review, hypotheses development, finding a dissertation chair and other committee members, the Institutional Review Board process, proposal preparation, and the proposal defense.

DISS703 - DISSERTATION UNITS (REQUIRED, 1 UNIT)
This three-unit dissertation course is taken by students who have not yet completed their dissertation project, beginning in the fall quarter of the fifth year. The student must continue to enroll in DISS703 until the final defense is completed, including the quarter in which the student conducts the final defense. Enrollment in DISS703 during the summer quarter is not necessary, unless the student has scheduled a proposal or defense during that quarter, with committee permission.

DISS710 - DISSERTATION UNITS (REQUIRED, 10 UNITS)
This required 10-unit dissertation course is taken by fourth year students during the first three quarters of the fourth year. All students must complete a minimum of 30 dissertation units, even if they complete the proposal defense prior to the fourth year in the program.

DISS800 - DISSERTATION UNITS (REQUIRED, 10 UNITS)
All students in the Ph.D. Program are required to engage in dissertation research activities during their fourth year in the program. In order for students to obtain a grade in Dissertation Units, and in accordance with APA requirements, students are required to complete the Dissertation Progress Form to track their individual dissertation progress and to systematically work toward the completion of the dissertation in a timely fashion. This form must be completed quarterly and is available through DocuSign.

DISS805 – DISSERTATION PREP (ELECTIVE, 0 UNITS)
This course is an elective for students in the PhD program. The development of a dissertation topic and a timeline for completion of a thesis can be challenging. This course is intended to provide scaffolding for the development of early dissertation work in a supportive environment for students in their third and above.

ETHC700 - FOUNDATIONS OF ETHICS & PROFESSIONAL PSYCHOLOGICAL PRACTICE (REQUIRED, 3 UNITS)
Introduction to the ethical and professional guidelines, laws, principles, and practices that shape professional psychology in the 21st century.

ETHC702 - CRITICAL ISSUES IN CLINICAL PSYCHOLOGY (REQUIRED, 3 UNITS)
Focuses on practical issues that will face clinical psychologists in the 21st century including controversies over empirically supported therapies, practice guidelines, randomized clinical trials, self-evaluation of practices and prescription privileges for clinical psychologists.

ETHC703 - ADVANCED PROFESSIONAL ISSUES: CLINICAL EMERGENCIES & CRISES (REQUIRED, 3 UNITS)
Follows the section of clinical emergencies and crises (Section VII) of the APA Division of Clinical Psychology's training guidelines for didactic and clinical training in this essential professional endeavor.

INTR700 - INTRODUCTION TO INTERNSHIP PREPARATION (ELECTIVE, 1 UNIT) (HIGHLY ENCOURAGED BUT NOT REQUIRED)
 Weekly seminar focused on the internship application, interview, and matching process as well as professional development issues.

INTR701 - INTERNSHIP PREP I (ELECTIVE, 2 UNITS) (HIGHLY ENCOURAGED BUT NOT REQUIRED)
This seminar provides information and guidance about the internship application process covering topics such as site selection, CVs, essays, cover letters, and APPI completion. Students are also assigned an individual Internship Advisor to provide tailored guidance and support.

INTR702 - INTERNSHIP PREP II (ELECTIVE, 1 UNIT) (HIGHLY ENCOURAGED BUT NOT REQUIRED)
This seminar is a continuation of earlier internship preparation seminars and focuses on interviewing and ranking information and guidance.

INTR703 - INTERNSHIP UNITS (REQUIRED, 3 UNITS)
Students completing a one year, full time internship will enroll in four consecutive quarters of INTR703, for a total of 12 units. If the internship start date occurs during July, the first quarter of enrollment will be the summer prior to the fifth year. If the start date occurs during August or September, the first quarter of enrollment will be the fall of the fifth year.

INTR704 - INTERNSHIP UNITS (REQUIRED, 1.5 UNITS)

Students completing a two year, part time internship will enroll in eight consecutive quarters of INTR704, for a total of 12 units. If the internship start date occurs during July, the first quarter of enrollment will be the summer prior to the fifth year. If the start date occurs during August or September, the first quarter of enrollment will be the fall of the fifth year.

INTR800 OR INTR801 - INTERNSHIP UNITS (X2) (REQUIRED, 0 UNITS)
Successful progress and completion of predoctoral internship training. Grade awarded at the completion of all quarters. Full- time internship is equivalent to 3 units per quarter for 4 quarters; Part-time internship is 1.5 units per quarter for 8 quarters.

MTHD509 - RESEARCH METHODS AND STATISTICS I (4 UNITS)
This course provides an overview of psychological research. Topics covered include research ethics, measurement issues, reliability, validity, experimental and quasi-experimental designs, single-case designs, specification of constructs, and sociocultural issues in research. Students learn to write APA style, produce posters for presenting at professional conferences, conduct literature reviews using electronic databases, evaluate current psychological research studies, and write a research proposal based on their research interests. Students also learn the basics of SPSS, as well as how to critique research articles, and complete lab assignment on particular lecture content (e.g. research ethics, internal validity, reliability).

MTHD600 - RESEARCH AND PROGRAM EVALUATION (4.5 UNITS)
Knowledge of research methodology, statistical concepts, and program evaluation is imperative for professionals within the counseling field. This course is designed to introduce students to the theory and evaluation of statistical concepts and research methodology in order to become a competent practitioner-scientist. During the course, students will gain a basic understanding of research concepts and will learn how to use them in applied clinical settings. Statistical methods used in conducting research, needs assessment, and program evaluation is reviewed.

MTHD808 - RESEARCH METHODS AND STATISTICS I (REQUIRED, 4 UNITS)
This course provides an overview of psychological research. Topics covered include research ethics, measurement issues, reliability, validity, experimental and quasi-experimental designs, single-case designs, specification of constructs, and sociocultural issues in research. In the lecture for this course, combined with the accompanying laboratory section, students learn to evaluate current psychological research studies, conduct literature reviews using electronic databases, produce posters for presenting at professional conferences, and write a research proposal that applies knowledge and skills developed during this course.

PATH700 - PSYCHOPATHOLOGY ACROSS THE LIFESPAN: CHILD & ADOLESCENT (REQUIRED, 3 UNITS)
Overview of common child and adolescent psychological disorders and developmental psychopathology addressing issues such as ethnicity, SES and gender differences throughout. The course focuses on DSM-IV-TR classifications, adaptive and maladaptive behaviors, risk and protective factors within the child, family and environment and developmental models.

PATH701 - PSYCHOPATHOLOGY ACROSS THE LIFESPAN: MIDDLE YEARS & OLDER ADULTS (REQUIRED, 3 UNITS)
Overview of theory, etiology, base rates and comorbidities of psychopathologies included in DSM-IV-TR. Students learn to use the DSM-IV-TR criteria and multiaxial system to make differential diagnosis and apply diagnostic skills through clinical interviews and diagnostic reports. The benefits and limitations of diagnosis are discussed.

PRAC603 - PRACTICUM (3 UNITS)
This is a minimum three-quarter 9-unit sequence of supervised field study experience in a clinical setting. Each student's practicum is tailored to their area of emphasis, Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis. Students will gain a range of counseling experience (a minimum of 280 hours of face-to-face supervised clinical experience) counseling individuals, families, or groups. This includes experience in applied therapeutic techniques; assessment; diagnosis; prognosis; treatment; issues of development, adjustment, and maladjustment; health and wellness promotion; professional writing, including documentation of services, treatment plans, and progress notes; how to find and use resources; and other recognized counseling interventions. Student is responsible for gaining 700 clinical hours of which 280 should be client hours. The Practicum and Internship Manual contains the official policies and procedures regulating the clinical experience.

PRAC606 - CONTINUING PRACTICUM (0 UNITS)
This optional practicum section is reserved for students who have met all clinical training requirements for graduation. See PRAC603 requirements above.

PRAC701 - CLINICAL PRACTICUM (REQUIRED, 3 UNITS)
Depending on the year in the program, students complete a 16-24 hour weekly clinical practicum wherein they attain the core clinical competencies determined by the Consortium. Students are required to register for Clinical Practicum units in every quarter in which they participate in a formal practicum. Registration in PRAC 701 also includes participation in Practicum Forum, which provides a forum for discussion and integration of practicum experiences with content in other elements of the program. Practicum and Practicum Forum requirements vary based on student status (beginning, intermediate or advanced); see the Practicum Handbook for details.

PRAC800 - CLINICAL PRACTICUM (REQUIRED, 3 UNITS)
PRAC801 - CLINICAL PRACTICUM (REQUIRED, 3 UNITS)
PRAC802 - CLINICAL PRACTICUM (REQUIRED, 3 UNITS)
Successful progress and completion of clinical practicum placement at The Gronowski Center.

PRAC804 - CLINICAL PRACTICUM (REQUIRED, 5 UNITS)
PRAC805 - CLINICAL PRACTICUM (REQUIRED, 5 UNITS)
PRAC806 - CLINICAL PRACTICUM (REQUIRED, 5 UNITS)
Successful progress and completion of clinical practicum at an external placement.

PRAC830 - PRACTICUM FORUM (REQUIRED, 0 UNITS)

This course is designed as a seminar with the primary goal to integrate academic coursework with applied clinical experience. It also provides an opportunity for mentorship from and discussion with core program faculty. Students enroll in the course during each quarter of their third and fourth year.

PSYS500 – PSYCHOLOGICAL SCIENCE I: HISTORY AND SYSTEMS (3 UNITS)
This course studies historical developments in the scientific study of human and animal behavior. The history of particular subject areas, such as biological, developmental, and social psychology, as well as general system movements in psychology in the 19th and 20th centuries are reviewed.

PSYS501 - PSYCHOLOGICAL SCIENCE I: CHILD AND ADOLESCENT DEVELOPMENT (1.5 UNITS)
This course is an advanced study of psychological development from birth through adolescence. Psychodynamic, social learning, dialectic, and cognitive developmental theories provide the framework for examining cognitive, physical, emotional, and social development. Social and cultural influences that impact upon development are also addressed.

PSYS502 - PSYCHOLOGICAL SCIENCE I: COGNITIVE BASES OF BEHAVIOR (2.5 UNITS)
This course examines cognitive-affective dynamics and the interdependent relations between thinking and feeling. In particular, this course considers how affective states influence a variety of cognitive processes, including attention, perceptual organization, memory (encoding, storage, and retrieval), and cognitive biases and heuristics that guide judgment, inference, decision making, and problem solving. Current theory and research are emphasized.

PSYS504 - PSYCHOLOGICAL SCIENCE II: AFFECTIVE BASES OF BEHAVIOR (2.5 UNITS)
This course directly extends PSYS502 and considers the cognitive antecedents and underpinnings of affective states and experience. More specifically, the course examines how cognitive processes may contribute to the onset, maintenance, exacerbation, and regulation of affect. Current theory and research receive equal emphasis.

PSYS505 – PSYCHOLOGICAL SCIENCE II: BIOLOGICAL BASES OF BEHAVIOR (2.5 UNITS)
This course is an advanced study of the neurobiological bases of human behavior. Topics studied include: neuroanatomical structures and functions; neuronal bases of perception, motor function, language, memory, and emotion; hemispheric specialization. Biological correlates of psychiatric and neurological disorders are reviewed.

PSYS507 – PSYCHOLOGICAL SCIENCE III: ADULT AGING AND DEVELOPMENT (1.5 UNITS)
This course is designed to provide a general knowledge base of the maturation of human beings, with the understanding, however, that aging varies tremendously among persons. The second half of human development that includes early adulthood, middle age, and old age is the focus of this class. Students learn about the biological, cognitive, psychological, and social changes that occur

as people age. Diversity issues of ethnic/ and or cultural, gender, and sexual orientation will also be introduced. This course includes a review of ethical practices and issues related to aging.

PSYS511 – PSYCHOLOGICAL SCIENCE III: SOCIAL AND PERSONALITY PSYCHOLOGY (3 UNITS)

Topics examined in this course include application of theory and research from social and personality psychology toward the better understanding of the alleviation of psychological problems and distress, the enhancement of psychological well-being among the psychologically healthy, and the interpersonal process of psychotherapy.

PSYS605 - CHILD AND ADOLESCENT COUNSELING (3 UNITS)

This course will provide an in-depth understanding and applied knowledge of empirically-supported treatment approaches, case conceptualization, assessment, and treatment planning used in child and adolescent counseling. The focus is on the application of child and adolescent treatment modalities in clinical practice and their integration into the practice of marital and family therapy.

PSYS610 - LIFESPAN DEVELOPMENT (4.5 UNITS)

Lifespan developmental psychology provides the conceptual framework for examining development from birth through adulthood. Major theoretical approaches and current research are reviewed. Psychodynamic, social learning, systems, dialectic, and cognitive developmental theories provide the framework for examining cognitive, physical, emotional, and social development. Topics covered include the developmental tasks of adulthood, middle age, and old age; cognitive development and intellectual performance; personality consistency and change; social roles; and sociocultural influences on development and the family life cycle. This course includes a weekend or online seminar on aging and long term care (Course Number LCNS600) covering biological, social, cognitive, and psychological aspects of aging, instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.

PSYS700 - FOUNDATIONS OF PSYCHOLOGICAL SCIENCE I: SOCIAL ASPECTS OF BEHAVIOR (REQUIRED, 3 UNITS)

This course provides an overview of critical aspects of social psychology and the influence of social processes and context on human behavior.

PSYS706 - LIFESPAN DEVELOPMENT (REQUIRED, 3 UNITS)

This course will review the fundamentals of developmental psychology, which is a field of study devoted to understanding both the continuity and change that makes up normal human development throughout the lifespan, from birth to old age.

PSYS707 - HISTORY & SYSTEMS (REQUIRED, 3 UNITS)

Introduction to the historical contexts, social influences, and individuals important to the development of movements within psychology with an emphasis placed on the development of

psychology as an empirical science. Recognition of the role of women and people of color in the history of psychology are emphasized.

PSYS710 - BIOLOGICAL BASES OF BEHAVIOR (REQUIRED, 3 UNITS)
Reviews the fundamentals of neuroscience involved in understanding what is currently known about the neurobiological bases for psychiatric disorders. It includes a review of neurotransmitters, second messenger systems, neurotrophic factors and the effect of pharmacologic agents on these different levels of input to the neuron. Connected networks thought to underlie mood and anxiety disorders, data suggesting structural changes in mood disorders and functional abnormalities in a variety of psychiatric illnesses are considered.

PSYS719 - PSYCHOPHARMACOLOGY FOR THE PSYCHOLOGIST (REQUIRED, 3 UNITS)
Overview of psychopharmacology in the treatment of psychopathology, including discussion of various models of disorders and the impact of drug development research.

PSYS720 - FOUNDATIONS OF PSYCHOLOGICAL SCIENCE II: COGNITIVE BASES OF BEHAVIOR (REQUIRED, 2.5 UNITS)
Focus on the basic sciences of human cognition, and how this domain of human functioning can be harnessed to inform us about psychopathology. Course will focus on selected key topics within the areas of attention, memory, decision-making, social cognition, and language. The goal of this course is to expose students to both the classic and recent empirical research in different areas of cognition, and to discuss various theories proposed to account for these findings.

PSYS722 - FOUNDATIONS OF PSYCHOLOGICAL SCIENCE II: AFFECTIVE BASES OF BEHAVIOR (REQUIRED, 2.5 UNITS)
This course provides an overview of affective science. It includes a review of key topics, including: defining and measuring emotion, intrapersonal and interpersonal functions of emotion, gender and cultural differences in emotion, emotion across the lifespan, emotion regulation, and emotion and well-being. This course also considers the application of affective science concepts and research findings to clinical psychology theory and practice.

PSYS800 - PSYCHOLOGICAL SCIENCE I: HISTORY & SYSTEMS (REQUIRED, 3 UNITS)
This course presents the foundations for understanding the history and systems of psychological science and its critical importance as a basis for high quality professional practice. This is a two-quarter sequence with the Fall Quarter focusing on the vital historical elements in the history and systems of psychology from antiquity to the end of World War II, and the Spring Quarter examining the development of the profession of modern clinical psychology during the 1940's to its current state of practice in the 21st Century.

PSYS801 - PSYCHOLOGICAL SCIENCE I: CHILD & ADOLESCENT DEVELOPMENT (REQUIRED, 1.5 UNITS)
This course provides an overview of major theories of human development. The five-week section on child and adolescent development covers basic scientific knowledge and theory (e.g.,

psychological stages, brain development, attachment, social context, emotion and cognition) as well as applying these topics to applied material (e.g., case vignettes and clinical examples). While the course is intended as a basic psychological science class, special attention will be paid to how theory and empirical knowledge is applied to practice, as well as the importance of developmental knowledge while working with clients across the lifespan.

PSYS802 - PSYCHOLOGICAL SCIENCE I: COGNITIVE BASES OF BEHAVIOR (REQUIRED, 2.5 UNITS)

This course is an introduction to study cognitive processes of mental representation and transformations. Areas of emphasis include perception and encoding, selective attention and orienting, learning and memory, language, executive functions and emotion, and how the brain enables cognition and behaviors. Students learn about the role of automatic and controlled processes in cognitive tasks, and to think critically about current literature in the field of cognitive psychology.

PSYS804 - PSYCHOLOGICAL SCIENCE II: AFFECTIVE BASES OF BEHAVIOR (REQUIRED, 2.5 UNITS)

This course discusses the relevance of human emotions and examines empirical research on affective processes underlying behavior. The socio-affective bases of behavior addressed in the course include approaches to understand basic emotions, structure and function of emotion, self-conscious emotions, regulation of emotions, emotion in social cognition, emotion and group processes, gender differences in emotion processes, emotion and culture, and emotion and health. Students are required to think critically about current literature in the field of emotions.

PSYS805 - PSYCHOLOGICAL SCIENCE II: BIO-BASES I: BIOLOGICAL PSYCHOLOGY (REQUIRED, 2.5 UNITS)

This course is in the physiological and biological underpinnings of human behavior, including an understanding of theories and current issues in biological psychology. The course content includes neuroanatomical structures and functions; neuronal bases of perception, motor function, language, memory, and emotion; hemispheric specialization. Biological correlates of psychiatric and neurological disorders are reviewed.

PSYS807 - PSYCHOLOGICAL SCIENCE III: ADULT DEVELOPMENT & AGING (REQUIRED, 1.5 UNITS)

This course is designed to provide a general knowledge base of the maturation of human beings, with the understanding, however, that aging varies tremendously among persons. The second half of human development that includes early adulthood, middle age, and old age is the focus of this class. Students learn about the biological, cognitive, psychological, and social changes that occur as people age. Diversity issues of ethnic/ and or cultural, gender, and sexual orientation will also be introduced. This course includes a review of ethical practices and issues related to aging.

PSYS809 - PSYCHOLOGICAL SCIENCE III: BIO BASES OF BEHAVIOR II: PSYCHOPHARMACOLOGY (2.5 UNITS)

This course is an examination of the basic aspects of psychopharmacology, including neurotransmitters and drug interactions. Areas explored include physiological and behavioral

aspects of frequently prescribed psychotropics such as antidepressant, antianxiety, and antipsychotic medications. Emphasis on recognizing conditions under which clients should be referred to a physician for a medication evaluation, understanding the experience and side-effect (e.g., cognitive) problems clients have with their medications, helping clients with drug compliance, educating clients about interactions of their psychiatric medications with alcohol or illicit drugs, and understanding issues of dual diagnosis.

PSYS811 - PSYCHOLOGICAL SCIENCE III: SOCIAL & PERSONALITY PSYCHOLOGY (REQUIRED, 3 UNITS)

Topics examined in this course include application of theory and research from social and personality psychology toward the better understanding of the alleviation of psychological problems and distress, the enhancement of psychological well-being among the psychologically healthy, and the interpersonal process of psychotherapy.

PSYS820 - COGNITIVE AND AFFECTIVE NEUROSCIENCE SEMINAR (ELECTIVE, 3 UNITS)

The goal of this course is to introduce basic neuroscience phenomena that are potentially useful in understanding clinical psychology. Discussed in this course are key concepts in the cognitive and emotion literature, as well as current topics on emotion-cognition interactions, with a focus on their associated neural correlates. Examples of how clinical neuroscience is (mis)construed in the popular press will be discussed.

PSYS835 - PSYCHOLOGY OF MINDFULNESS AND MEDITATION (ELECTIVE, 3 UNITS)

This course examines theory, research, techniques, and clinical applications of meditation and mindfulness (MM). Students critically examine questions about these emerging practices, including scientific and cultural definitions of MM, purported treatment mechanisms, empirical support, and applications of these powerful techniques in clinical practice. Ethical and cultural considerations in mindfulness-informed practice (MIP) are considered.

RSGP8XX - RESEARCH LAB (REQUIRED, 1 UNIT)

All students in the Ph.D. Program are required to participate in faculty-led research labs during their second and third years in the program. Lab-related accomplishments are documented as part of the APA required Annual Student Evaluation. Contact instructors for specific details of each faculty-led research lab.

STAT510 – RESEARCH METHODS AND STATISTICS II (4 UNITS)

This course applies inferential concepts to more complex data analysis designs: n-way between subjects ANOVA, repeated measures and mixed designs, unequal n's. Advanced multiple regression and analysis of covariance as well as moderators, mediators, and suppressors are also covered. Students are taught to use computer software to assist data analysis. They also conduct critical reviews of research articles.

STAT511 - RESEARCH METHODS AND STATISTICS III (4 UNITS)

This course mathematically applies inferential concepts to more complex designs: one-way between subjects ANOVA, repeated measures, and mixed designs. Advanced multiple regression and analysis of covariance are also covered. Students are taught to use computer software to assist with data analysis covered. They also conduct critical reviews of research articles.

STAT700 - PSYCHOMETRICS (REQUIRED, 3 UNITS)
This course provides an overview of the scientific study of mental measurement, psychological testing and assessment. The course covers several measurement instruments associated with aptitude, interests, personality, and abilities that are used in a variety of settings. Discussion of statistical underpinnings of instruments, the administration of tests, their "meaningful" (i.e., clinical) utility, and ethical issues surrounding their applications are discussed. Students are required to review and critique several commonly used instruments during this course, including evaluating computerized- and clinician-generated interpretations of tests.

STAT704 - STATISTICS & RESEARCH METHODS I (REQUIRED, 4.5 UNITS)
This course covers basic research methodology and statistics in psychology. Students will be able to describe the characteristics of research studies, explain different research methods, and articulate strengths and limitations of various research designs. The statistical concepts taught include the ability to identify which data analysis procedures to use, compute simple statistical work problems by hand, correctly perform data entry, data management, and statistical analyses covered in lectures using a statistical program.

STAT706 - STATISTICS & RESEARCH METHODS II (REQUIRED, 4.5 UNITS)
This course builds upon the research methods and statistical approaches taught in STAT 706. More advanced research methodology is covered in addition to learning how to critically evaluate an article published in the research literature. Students will be able to distinguish the nature of designs that permit causal inferences from those that do not, evaluate the appropriateness of conclusions derived from psychological research as well as articulate strengths and limitations of various research designs. The lectures will cover analysis of variance/ covariance, regression, and multiple regression. Students will learn to execute the models within a statistical program as well as the interpretation and explanation of results in APA format.
Prerequisite: STAT 704

STAT710 - ADVANCED STATISTICAL & WRITING CONSULTATION (ELECTIVE, 2 UNITS)
This course provides students individualized statistical and writing consultation for research projects. The consultant augments rather than replaces guidance provided by the student's dissertation chair.

STAT809 - RESEARCH METHODS AND STATISTICS II (REQUIRED, 4 UNITS)
This course covers the mathematical concepts applied to tests and estimates of means and variances in one- and two-sample problems. One-way ANOVA, correlation/regression, nonparametric tests, and goodness-of-fit tests are also covered. Students conduct data analyses using SPSS, practice how to do data analyses by hand, and conduct critical reviews of research articles.

Prerequisite: MTHD808

STAT810 - RESEARCH METHODS AND STATISTICS III (REQUIRED, 4 UNITS)
This course mathematically applies inferential concepts to more complex designs: n-way between subjects ANOVA, repeated measures, and mixed designs. Advanced multiple regression and analysis of covariance are also covered. Students are taught to use computer software to assist with data analysis covered. They also conduct critical reviews of research articles.
Prerequisite: MTHD808, STAT809

XXX GRAND ROUNDS SPEAKER: NEUROPSYCHOLOGY (ELECTIVE, 0 UNITS)
The Neuropsychology Area of Emphasis sponsors monthly Neuropsychology grand rounds with a variety of professionals in the field, and is intended to serve as a supplement to the Neuropsychology courses. These are open to all interested students, though those in the Neuropsychology area of emphasis may be given preference when attendance maximum is reached. Topics include traumatic brain injury (TBI), stroke, multicultural assessment, forensic neuropsychology, pediatric neuropsychology, ABPP-CN board certification, and others.

Section V: Institutional Policies

1. Academic, Ethical and Professional Standards Policy
1-1. Ethical and Professional Standards at Palo Alto University

Palo Alto University is an academic community that endeavors to maintain the highest ethical and professional standards in all that we do, as well as to comply with the Higher Education Act and all relevant regulations.

PAU has a responsibility to help its students to understand, to be measured by, and to uphold the

ethical and professional standards of our PAU community and the academic and professional fields that our programs represent. The PAU Faculty is specifically charged with providing students with clear information regarding PAU's academic and professional integrity standards, providing guidance and feedback that enhances students' engagement with these standards, and measuring students' work according to these standards.

Students have a responsibility to learn our community's ethical and professional standards and to maintain those standards in all of their work and professional relationships while at PAU. This includes their work and professional relationships as students, as researchers, as clinicians and counselors in training, and as professional and academic colleagues.

Just as students progress through stages of acquiring and practicing academic and clinical knowledge and skills, they also progress through stages of learning and being measured by ethical and professional standards. Because of this, the Faculty endeavors to take into consideration context, intent, level of progress through a program, and other factors when measuring whether a student has succeeded or failed in adhering to our ethical and professional standards.

PAU is primarily an academic community. Thus, one of our most important ethical and professional standards is known as academic and professional integrity.

1-2. Academic and Professional Integrity
Integrity is a foundational value for all communities, and for academic communities it is a foundation on which many ethical standards are built, in particular the standard known as academic and professional integrity.

Academic and professional integrity entails honesty in giving credit to others for their ideas, expressions, inventions, and collaborative contributions, in reporting research results, in representing the degree to which a student completed work or received academic credit without collaboration, assistance, or access to unauthorized resources, and in representing acts as one's own acts.
Academic and professional integrity also entails acting ethically and responsibility in interactions with others, and involves respecting the rights and dignity of others including colleagues, clients, students, dissertation research participants, and professors.

Acting with regard for academic and professional integrity ensures the integrity of the scientific process, the integrity of the educational process in fairly and accurately awarding grades and other academic credit, and the integrity of PAU as a degree- granting institution and a center of excellence in research, clinical practice, and service to the community.

Acting with disregard for academic and professional integrity constitutes academic and professional misconduct is a foundation on which many ethical standards are built, in particular the standard known as academic and professional integrity.

Academic and professional integrity entails honesty in giving credit to others for their ideas,

expressions, inventions, and collaborative contributions, in reporting research results, in representing the degree to which a student completed work or received academic credit without collaboration, assistance, or access to unauthorized resources, and in representing acts as one's own acts.

Academic and professional integrity also entails acting ethically and responsibility in interactions with others, and involves respecting the rights and dignity of others including colleagues, clients, students, dissertation research participants, and professors.

Acting with regard for academic and professional integrity ensures the integrity of the scientific process, the integrity of the educational process in fairly and accurately awarding grades and other academic credit, and the integrity of PAU as a degree-granting institution and a center of excellence in research, clinical practice, and service to the community.

Acting with disregard for academic and professional integrity constitutes academic and professional misconduct.

1-3. Academic and Professional Misconduct

Any student who commits, aids, or attempts to commit academic and professional misconduct shall be subject to remediation or disciplinary action. Academic and professional misconduct may lead to loss of credit, grade reduction, probation, suspension, or dismissal from the university, or even the revocation of a degree. In general, acting with disregard for academic and professional integrity constitutes academic and professional misconduct. Academic and professional misconduct includes, but is not limited to:

- **Plagiarism:** Plagiarism is the inclusion, in any paper, draft, assignment, presentation, or other work, of someone else's product, words, ideas, or data and representing it as one's own work. Examples of plagiarism include, but are not limited to, the taking of any portion of a document, article, or book and representing it as one's own work, the lifting of a well-phrased sentence and including such sentence without crediting the author, or including another person's ideas as an example of one's own thought or work. Plagiarism includes using unpublished work as well as published sources, using another's term paper, or handing in a product that includes substantial work by another individual or agency, including internet services.
- **Self-Plagiarism:** Using one's own work from a previous assignment without the permission of the current instructor and/or without properly citing this information.
  - **A note on verifying plagiarism:** PAU subscribes to Turnitin.com, an online service that checks for originality in scholarly papers. Any paper submitted by a student in any program at PAU may be checked for originality to confirm that the student has not plagiarized. Faculty have the right to require that student papers (including dissertations) be submitted in both written and computer-readable format and to submit any paper to a check such as that performed by Turnitin.com. Copies of student papers checked by this process are retained by Turnitin.com. Turnitin produces complex reports that should be interpreted using an instructor's professional judgement as part of any final determination of whether plagiarism has occurred.

- **Cheating:** Cheating includes, but is not limited to, using unauthorized materials in an examination; looking at another student's test paper to copy answers; using or supplying questions or answers from an examination to be given or in progress that have not been authorized for distribution; having a person other than the one registered and taking the course stand in at an examination or at any other graded activity; collaborating with others on projects where such collaboration is expressly forbidden; using resources, including electronic resources, forbidden by a faculty member. Cheating also includes facilitating any of these actions.
- **Fabrication:** Fabrication includes, but is not limited to, submitting a paper, a lab report, computer data, or other academic exercises with falsified, invented, or fictitious information.
- **Academic sabotage or obstruction:** Academic sabotage is intentional interference with the work or progress of other students or researchers, and may include, but is not limited to, intentionally destroying or interfering with the work of others, stealing or defacing library materials or materials owned by others, and altering or copying computer files or documents owned by others without authorization.
- **Misusing computer software:** PAU is the licensee of many computer software packages that are protected by copyright laws. Students must not copy any computer software program or data protected by copyright or by special license. Students must not damage, alter, or remove without permission any software package in the custody of the School or any PAU community member, including student, faculty, or staff. Students must not access another person's data or text files without proper permission.
- **Unauthorized use or misuse of materials:** Unauthorized use or misuse of materials include, but are not limited to, reading, duplicating, copying, removing, or any other unauthorized use or misuse of a document, record, book, ledger, file, printout, tape, cartridge, disc, key, or any property maintained by any individual(s) or department(s) of PAU.
- **Forgery:** Forgery is the unauthorized creation of an imitation of, forging or any other unauthorized alteration of a document, electronic file, form, record, identification, or any property maintained by any individual(s) or department(s) of PAU.
- **Grade tampering, exam fraud, or other acts of dishonesty:** Academic and professional misconduct includes other acts of dishonesty or impropriety occurring in the course of academic activities, such as grade tampering, or obtaining or distributing any part of any exam materials or any information about an exam, or knowingly providing false information.
- **Violation of Research or Professional Ethics:** Violations of research or professional ethics in the context of earning academic credit include, but are not limited to, violation of the ethical code or professional code of the profession that a student is preparing to enter (for example the APA Ethical Principles of Psychologists and Code of Conduct and the ACA Code of Ethics), using unethical research practices, and violation of professional ethics when acting as a Teaching Assistant or Student Assistant.

1-4. Seriousness of Violations and Sanctions for Acts of Academic and Professional Misconduct

Acts of academic and professional misconduct are violations of this policy on academic and

professional integrity and are subject to sanctions, remediation actions, disciplinary actions, or penalties that may be applied by individual PAU faculty members or by adjudication bodies of the PAU Faculty. Appeal processes are also available.

Violations of this policy may be less serious violations or more serious violations, as outlined below:

1-4.1. Less serious violations
Less serious violations of this academic and professional integrity policy often occur because of carelessness or inattention, or because the student has not yet learned the proper method for achieving an academic end such as proper citation, for example. They generally involve little planning, are clearly accidental, and are accomplished without an intention to deceive or harm another. They are limited, occurring without repetition or pattern in limited contexts, and the violation occurs in a small amount in a single assignment or context. They are also committed by undergraduates, or possibly graduate students in the first year. As a student progresses in their studies, violations due to inadequate understanding of academic norms and processes should not occur, and if they do, they should be classified as more serious violations. A second violation of this policy should always be treated as a more serious violation. Less serious violations of this academic and professional integrity policy include, but are not limited to: accidental plagiarism, that is, plagiarism that was clearly not intentional, constituting a small amount of text or a single missed citation, or clearly due to lack of understanding of the norms of citation; collaboration or use of resources that are not authorized and in which the collaboration occurs in the context of a smaller or less important assignment; any violation that causes little actual harm.

In general, the emphasis should be on education, awareness, and remediation for violations committed by students in the first year of a program or in undergraduate versus graduate contexts. As students progress, the assumption should be that they are aware of the principles and particulars of academic and professional integrity, and remediation should give way to more severe sanctions. At the masters and doctoral levels, the gradation to more severe sanctions should be steeper.
Intent, extent, and context are always factors that should be considered.

In the case of the less serious violations, an instructor may apply a sanction themselves by reducing a grade or requiring that an assignment be redone or substituted, but in all cases proper documentation of the violation, the method of determining that a violation exists, and the sanctions applied by the instructor should be forwarded to the adjudication body of the instructor's program and the student should be informed of the violation and the sanctions applied. The student must also be given an opportunity to respond to the allegations in a meeting with the instructor before sanctions are applied.

One important reason that documentation should always be submitted to the adjudication body is that repeated violations can be detected across courses.

Sanctions for less serious violations may include:
- Grade reduction for the assignment or the course. Note that grade reduction may result in

a failing grade for the course in some cases (e.g., if the course grade before the sanction for the less serious violation was already low).

- A failing grade on an assignment
- Disciplinary warning
- Substitution of a different assignment
- Requiring a re-do of the assignment
- Participation in an academic and professional integrity remediation course or training session

1-4.2. More serious violations

More serious violations of this academic and professional integrity policy are characterized by greater intent, greater extent, or more consequential context.

More planning or greater effort applied by a student or student in committing a violation are signs of a more serious violation, for example, as are a greater amount of material involved, or more individual acts of violation, or a greater number of students involved in a collaborative violation.

More serious violations may involve greater harm or consequence than less serious violations, malicious intent, or obvious dishonesty.

Examples of more serious violations of this academic and professional integrity policy include, but are not limited to: a second less serious violation, a great amount of plagiarism in a single assignment, the submission of another student's work as one's own, exam fraud, research fraud, sabotage, intentional or extensive violation of research or clinical ethics, fabrication, intentional and extensive cheating or cheating on a major assignment, grade tampering, professional ethics violations when acting as a Teaching Assistant or Student Assistant, use or misuse of unauthorized materials or resources on a major assignment, using or serving as a stand-in for an exam, fabrication of evaluations from external training sites, any activity which constitutes a criminal offense, and any violation committed in the context of work on a dissertation, a publication, or research or clinical work involving human participants or clients.
More serious violations must always be referred to the adjudication body of the program in which the accused student is enrolled.

Sanctions for more serious violations include, but are not limited to: academic probation, dismissal or suspension from a program or position, withdrawal of fellowships, scholarships, or other awards, expulsion from the university, and referral to police or other authorities.

Note the following regarding course grade assignment in cases of more serious violations:
1. Consistent with the AAUP principles of academic freedom and tenure, the faculty instructor is responsible for determining the course grade.
2. The faculty instructor can consult with the program director or adjudication body for guidance about determining course-specific sanctions but the ultimate responsibility for assigning the course grade is the instructor's.
3. The adjudication body may still review the incident to determine whether additional sanctions beyond the scope of the course, are warranted. Course grade changes by

anyone besides the course faculty instructor may only be made according to the policies and procedures outlined in the program and institution's grade appeal processes.

1-4.3. Guidelines for individual faculty members and adjudication bodies

1-4.3.1. The examples, guidelines, and sanctions offered in the previous sections and in this section are meant to serve as guides for faculty as they encounter possible violations of this academic and professional integrity policy and should not be taken as absolute rules.

1-4.3.2. Application of sanctions should always occur with great regard to context and should include considerations of the experience level of the student, the degree and extent of premeditation and intent that occurred in the violation, and the program in which the student is enrolled.

1-4.3.3. Individual faculty members working with doctoral students are urged to treat any violation alleged to have been committed by a doctoral student (except perhaps by a first-year doctoral student) more seriously than they would treat a violation alleged to have been committed by an undergraduate student or a student in a masters program.

1-4.3.4. Adjudication bodies in each program are able and entitled to develop further and more detailed guidelines for faculty members serving on those adjudication bodies to use in adjudicating violations of this academic and professional integrity policy. Examples of further and more detailed guidelines might be: matching specific violations to specific sanctions, providing more specific examples or definitions of plagiarism tied to the particular program's plagiarism tutorials and student population, and providing more specific examples of more complex cases and how they should be approached in adjudication.

1-4.4. Evidentiary standard

In considering and adjudicating violations of this academic and professional integrity policy, individual faculty members, adjudication bodies, and individuals participating in appeals processes should use an evidentiary standard of "clear and convincing" evidence. This standard means that those adjudicating a case or hearing an appeal must have a firm belief and conviction that the evidence demonstrates that there is a high probability that the violation was actually committed.

1-5. Adjudication Procedures

1-5.1. Less serious violations

As soon as a faculty member learns of a possible violation of this policy, they should follow this procedure:

1. Determine the nature of the possible violation and decide whether to refer it to the adjudication body of the program in which the student is enrolled. In most cases, it is recommended that the instructor communicate with the student about the possible violation to ensure that the circumstances are clearly understood by the instructor.

2. Document the violation using the Academic and Professional Integrity Violation Initial Report form and send the form to the chair of the adjudication body for the program in which the student is enrolled within 10 days of learning of the possible violation. Note that even in cases where the faculty member wishes to handle the incident with

course-level sanctions, the incident should be documented with the Academic and Professional Integrity Violation Initial Report form.

3. On the form, an indication will be made as to whether the faculty member will adjudicate the violation themselves or refer it to the adjudication body.

4. Notify the student or students accused within 24 hours of sending the form to the adjudication body. In notifying the student(s), the faculty member should ask the student to schedule a meeting or communicate via phone, email, or online conferencing to discuss the accusation within 5 weekdays of the notification being sent unless the faculty member referred the matter to the adjudication body, in which case they will notify the student that the matter will be handled by the adjudication body. The student has the right to request a meeting (to take place by video/phone/in person depending on availability of both parties) within 5 business days of initial communication about the issue.

5. If contact cannot be made with the student or a discussion cannot be scheduled within 5 days of contacting the student, the faculty member should refer the matter to the adjudication body.

6. In the discussions with the student, present the accusation and the evidence for the accusation, as well as the range of sanctions that may be imposed, and allow the student to respond. If the student does not choose to respond at this meeting, the faculty member may allow more time for the student to respond and schedule another meeting for further response and discussion, or they may inform the student that they will refer the matter to the adjudication body and then make the referral.

7. If the student does not offer sufficient mitigating explanation or evidence, the faculty member may apply a sanction within 5 days of initial communication about the issue, or immediately following a meeting if a meeting has occurred.

8. Apply the sanction and document the sanction by sending an Academic and professional integrity Violation Final Report form to the adjudicating body and to the student via email.

9. If at any time the reported matter is referred to the appropriate adjudication body (rather than the faculty member adjudicating the matter themselves via course-level sanctions), then the adjudication body will follow the procedures listed in the next section of this policy pertaining to more serious violations.

10. If at any time the faculty member determines that no violation occurred, they will immediately send an Academic and professional integrity Violation Final Report form to the appropriate adjudication body.

11. A student may not drop a course once they have been notified of an accusation of violation until notified that the matter is closed.

1-5.2. More serious violations

All violations of a more serious nature must be referred to the adjudication body of the program in which the student is enrolled.

As soon as a faculty member learns of a possible more serious violation of this policy, they should follow this procedure:

1. Determine the nature of the possible violation. In most cases, it is recommended

that the instructor talk with the student about the possible violation to ensure that the circumstances are clearly understood by the instructor.
2. Document the violation using the Academic and professional integrity Violation Initial Report form and send the form to the chair of the adjudication body for the program in which the student is enrolled within 10 days of learning of the possible violation.
3. On the form, an indication will be made that the violation is being referred to the adjudication body.
4. Notify the student or students accused within 24 hours of sending the form to the adjudication body. The faculty will also notify the student that the matter will be handled by the adjudication body.

Upon receiving a referral of a violation from a faculty member, the adjudication body shall:
1. Follow the procedures established for that adjudication body.
2. If an Academic and professional integrity Violation Report is received from a faculty member and it is determined that the violation is a possible second offense (of any kind - less serious or more serious), then the adjudication body must immediately inform the faculty member who filed the report that they must relinquish adjudication to the adjudication body.

1-6. Appeals Process
Appeals concerning adjudications related to this policy follow the appeals processes of the program in which the student is enrolled, followed by the appeals processes of the institution beyond that of the program (i.e. via the institutional appeals committee).

1-7. Amendments to this Policy
This policy is promulgated by the Palo Alto University Faculty Senate and may be amended or changed only by the Palo Alto University Faculty Senate or its successor body.

1-8. Acknowledgments
This policy was written after consulting many policies of other universities, in particular the academic and professional integrity policy of Rutgers University. The PAU faculty extends its gratitude and professional acknowledgement to the Faculty of Rutgers University for its creating an exemplary policy that served as a model in many respects in the construction of this policy.

2. Other Policy Violations
Students may also be disciplined for reasons including, but not limited to, the following:

1. **Disruption**
   Disruption of the educational or administrative process of PAU
2. **Vandalism**
   Physical abuse or destruction of PAU property
3. **Harassment**
   Harassment of other PAU students, employees or their families
4. **Theft**

Theft of PAU or community members' property

5. **Illegal Substances**

       Sale or knowing possession of illegal drugs or narcotics

6. **Weapons**

       Possession or use of explosives or deadly weapons, including but not limited to guns, knives, etc.

7. **Lewd Behavior**

       Lewd, indecent, or obscene behavior on PAU property

8. **Solicitation**

       Soliciting or assisting another to an act which would subject a student to a serious sanction

Any action which would grossly violate the purpose of PAU or the rights of those who comprise it or reasonably suggest that the student is unfit to pursue or practice the profession. Students also may be subject to probation, suspension or dismissal for violations of PAU's Sexual Misconduct Policy; however, all matters involving Sexual Misconduct shall be adjudicated under the University's Sexual Misconduct Policy under Section VI below.

3. ADA (Americans with Disabilities Act); Section 504; Grievance Procedure for Students

Disability Accommodations

Palo Alto University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accordingly, no otherwise qualified disabled student shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid or other postsecondary education program or activity which PAU provides for all students. PAU's disabled students meet the requirements and levels of competency, required of all students in the program. In order to assist students with qualified learning physical and other disabilities, which request reasonable disability accommodations, a student must provide current documentation of any disability and other relevant information to the Office of Accessible Education.

Details of the accommodation request will be discussed interactively with the student and determined according to individual student needs. All applicants with disabilities are advised of this policy at the time of their application to the school. For purposes of reasonable accommodation, a disabled student or applicant is a person who:

       (a) has a physical or mental impairment which limits one or more major life activities (such as walking, seeing, speaking, learning, or working);
       (b) has a record with the School of such impairment; or
       (c) is regarded by the School as having such an impairment, or who is otherwise defined by law as a qualified disabled student or applicant.

The individual must meet the qualifications and requirements expected generally of PAU students, and must be able to perform the essential requirements of the curriculum, either with or without reasonable accommodation. PAU's Palo Alto campus has wheelchair access to all areas. Restrooms are wheelchair accessible. Every attempt is made to work with the disabled student to

meet his/her special needs.

In order to request disability accommodations, students must fill out the request for accommodations forms, available from the Office of Accessible Education no later than seven days after the start of the academic quarter. When this form is on record with the Office of Accessible Education and the request has been approved, the Office of Accessible Education will notify appropriate faculty that the student is eligible for accommodations. Faculty will also be informed as to the nature of the accommodations that have been approved. If a student's request for accommodation is refused by the Office of Accessible Education, he or she may appeal the decision to the Institutional Grievance and Appeals Committee.

4. Attendance Policy
Students must attend at least 75% of the class meetings to receive a passing grade. (Instructors may increase the attendance requirement.) Students are responsible for anything that is scheduled in class.

5. Campus Safety & Criminal Statistics
PAU complies with the Safe and Drug-Free Schools and Communities Act. PAU also annually reports crime and arrest statistics, as required by the Crime Awareness and Campus Security Act of 1990. The results of this report are distributed annually. A copy of this report is available on the PAU website.

6. Classroom & Online Etiquette
Students are expected to conduct themselves with professionalism at all times. Appropriate professional etiquette is expected in all communications with other classmates, instructors, external professionals, and personnel who have a professional relationship with PAU.

Professionalism and classroom etiquette requires student attentiveness and engagement. It is unprofessional to utilize computers, tablets, and/or smartphones in class for purposes that are not directly related to the current class topic and presentation. Residential course instructors have the option to make their classrooms "computer, tablet, and smartphone free" and are authorized to take away participation and professionalism points for unauthorized technology use during class. That violation can result in the loss of half a grade for the class (e.g., an A will be reduced to an A-). When residential students ask to take notes in class with their computer, tablet, and/or smartphone, the faculty may request for the student to verify that notes were taken and the technology was used as agreed. For online classes, students should abide by the same principles as they self-regulate their own professional conduct during Zoom meeting course discussions.

Behavior and written or verbal exchanges that are disrespectful, harassing, or otherwise professionally inappropriate are not acceptable. Students engaging in these behaviors will be counseled immediately. Students need to treat classroom engagements in a similar manner as they would engage with colleagues in a professional environment. Incidents of unprofessional conduct will be referred to the program advisor and noted on the student's advising record. Repeated offenses will result in referral to the Student Evaluation Committee to determine the appropriateness of the student's continuation in the program.

Students engaged in coursework via video teleconference should seek to have the most professional setting and background as possible with minimal visual and noise distraction. It is expected that while in class and on microphone/camera that professional behavior is maintained at all times.

7. Computer & Network Usage Policy

Use of Palo Alto University's network and computer resources should support the basic missions of the University in teaching, learning and research. Users of Palo Alto University's network and computer resources ("users") are responsible to properly use and protect information resources and to respect the rights of others. This policy provides guidelines for the appropriate use of information resources.

A. Definitions

As used in this policy:

I. "Information resources" are all computer and communication devices and other technologies, which access, store or transmit University or student information.

II. "Information" includes both University and student information.

III. "Personally owned resources" is information resources that are under the control of University employees or agents and are not wholly owned by the University.

B. Policies

I. General Policy

Users of information resources must protect (i) their online identity from use by another individual, (ii) the integrity of information resources, and (iii) the privacy of electronic information. In addition, users must refrain from seeking to gain unauthorized access, honor all copyrights and licenses, and respect the rights of other users of information resources.

II. Access

Users must refrain from seeking to gain unauthorized access to information resources or enabling unauthorized access. Attempts to gain unauthorized access to a system or to another person's information are a violation of University policy and may also violate applicable law, potentially subjecting the user to both civil and criminal liability. However, authorized system administrators may access information resources, but only for a legitimate operational purpose and only the minimum access required to accomplish this legitimate operational purpose.

1. Prohibition against Sharing Identities--Sharing an online identity (user ID and password or other authenticator such as a token or certificate) violates University policy.

2. Information Belonging to Others--Users must not intentionally seek or provide information on, obtain copies of, or modify data files, programs, passwords or other digital materials belonging to other users, without the specific permission of those other users.

3. Abuse of Computing Privileges--Users of information resources must not access computers, computer software, computer data or information, or

networks without proper authorization, or intentionally enable others to do so, regardless of whether the computer, software, data, information, or network in question is owned by the University. For example, abuse of the networks to which the University belongs or the computers at other sites connected to those networks will be treated as an abuse of University computing privileges.

C. Usage

Use of the University's information resources must comply with University policies and legal obligations (including licenses and contracts), and all federal and state laws.

I.   Prohibited Use--Users must not send, view or download fraudulent, harassing, obscene (i.e., pornographic), threatening, or other messages or material that are a violation of applicable law or University policy. In particular, contributing to the creation of a hostile academic or work environment is prohibited.

II.   Copyrights and Licenses--Users must not violate copyright law and must respect licenses to copyrighted materials. For the avoidance of doubt, unlawful file sharing using the University's information resources is a violation of this policy.

III.   Social Media--Users must respect the purpose of and abide by the terms of use of online media forums, including social networking websites, mailing lists, chat rooms and blogs.

IV.   Political Use--University information resources must not be used for partisan political activities where prohibited by federal, state or other applicable laws, and may be used for other political activities only when in compliance with federal, state and other laws and in compliance with applicable University policies.

V.   Personal Use--University information resources should not be used for activities unrelated to appropriate University functions, except in a purely incidental manner.

VI.   Commercial Use--University information resources should not be used for commercial purposes, including advertisements, solicitations, promotions or other commercial messages, except as permitted under University policy. Any such permitted commercial use should be properly related to University activities, take into account proper cost allocations for government and other overhead determinations, and provide for appropriate reimbursement to the University for taxes and other costs the University may incur by reason of the commercial use. The University's Chief Financial Officer and Vice President for Business Affairs will determine permitted commercial uses.

D. Personally Owned Resources

Palo Alto University does not require personnel to use their personally owned resources to conduct University business. Individual units within the University may permit such use, and users may choose to use their own resources accordingly. Any personally owned resources used for University business are subject to this policy and must comply with all Palo Alto University requirements pertaining to that type of resource and the type of data involved. The resources must also comply with any additional requirements (including security controls for encryption, patching, and backup) specific to the particular University functions for which they are used.

E. Integrity of Information Resources
Users must respect the integrity of information and information resources.

I. Modification or Removal of Information or Information Resources--Unless they have proper authorization, users must not attempt to modify or remove information or information resources that are owned or used by others.

II. Other Prohibited Activities--Users must not encroach, disrupt or otherwise interfere with access or use of the University's information or information resources. For the avoidance of doubt, without express permission, users must not give away University information or send bulk unsolicited email. In addition, users must not engage in other activities that damage, vandalize or otherwise compromise the integrity of University information or information resources.

III. Academic Pursuits--The University recognizes the value of legitimate research projects undertaken by faculty and students under faculty supervision. The University may restrict such activities in order to protect University and individual information and information resources, but in doing so will take into account legitimate academic pursuits.

F. Locally Defined and External Conditions of Use
Individual units within the University may define "conditions of use" for information resources under their control. These statements must be consistent with this overall policy but may provide additional detail, guidelines restrictions, and/or enforcement mechanisms. Where such conditions of use exist, the individual units are responsible for publicizing and enforcing both the conditions of use and this policy. Where use of external networks is involved, policies governing such use also are applicable and must be followed.

G. Access for Legal and University Processes
Under some circumstances, as a result of investigations, subpoenas or lawsuits, the University may be required by law to provide electronic or other records, or information related to those records or relating to use of information resources, ("information records") to third parties. Additionally, the University may, in its reasonable discretion, review information records, e.g., for the proper functioning of the University, in connection with investigations or audits, or to protect the safety of individuals or the Palo Alto University community. The University may also permit reasonable access to data to third-party service providers in order to provide, maintain or improve services to the University. Accordingly, users of University information resources do not have a reasonable expectation of privacy when using the University's information resources.

H. Oversight of Information Resources
Responsibility for, and management and operation of information resources is delegated to the head of a specific subdivision of the University governance structure ("department"), such as a Dean, Department Chair, Administrative Department head, or Principal Investigator ("lead"). This person will be responsible for compliance with all University policies relating to the use of information resources owned, used or otherwise residing in their department.

The lead may designate another person to manage and operate the system, but responsibility for information resources remains with the lead. This designate is the "system administrator."

The system administrator is responsible for managing and operating information resources under their oversight in compliance with University and department policies, including accessing information resources necessary to maintain operation of the systems under the care of the system administrator.

I. Responsibilities--The system administrator should:
- Take all appropriate actions to protect the security of information and information resources.
- Take precautions against theft of or damage to information resources.
- Faithfully execute all licensing agreements applicable to information resources.
- Communicate this policy, and other applicable information use, security and privacy policies and procedures to their information resource users.

II. Suspension of Privileges--System administrators may temporarily suspend access to information resources if they believe it is necessary or appropriate to maintain the integrity of the information resources under their oversight.

I. Reporting or Investigating Violations or University Concerns

I. Reporting Violations--System users will report violations of this policy along with any defects in system accounting, concerns with system security, or suspected unlawful or improper system activities to the Director of Information Technology.

II. Accessing Information & Systems--Inspecting and monitoring information and information resources may be required for the purposes of enforcing this policy, conducting University investigations or audits, ensuring the safety of an individual or the University community, complying with law or ensuring proper operation of information resources. Only the University's Director of Information Technology (or designate) may authorize this inspection and monitoring.

III. Cooperation Expected--Information resource users are expected to cooperate with any investigation of policy abuse. Failure to cooperate may be grounds for cancellation of access privileges, or other disciplinary actions.

J. Consequences of Misuse of Information Resources

A user found to have violated this policy will be subject to appropriate disciplinary action up to and including discharge, dismissal, expulsion, and/or legal action. The CIO will refer violations to University units, i.e., Student Affairs for students, the supervisor for staff, and the Dean of the relevant School for faculty or other teaching or research personnel, if appropriate. Computer and Network Acceptable Use Policy can be found here: https://www.paloaltou.edu/computer-and-network-acceptable-use-policy

K. Cognizant Office

University's Vice-President for Business Affairs and Chief Financial Officer, shall be the primary contact for the interpretation, monitoring and enforcement of this policy.

8. Continuous Enrollment Policy
To be matriculated as a student of Palo Alto University, a student must be "continuously enrolled" in his/her academic program, with one and only one exception: if the student is in receipt of written approval from the University for a leave of absence for a defined period of time or academic quarter(s).

"Continuously enrolled" means that at all times, the student has paid all tuition and fees in full.

Continuous enrollment is defined based on program requirements. Failure to register and pay tuition and fees for any one of the quarters in which the program is in operation without approval in writing for a leave of absence is a violation of this policy. Note that not all faculty or courses are available to students in all quarters, so students should plan accordingly.

Undergraduate Programs:
- Undergraduate day students: Fall, Winter, and Spring
- Undergraduate hybrid students: Fall, Winter, Spring, and Summer

Masters Programs:
- M.A. students: Fall, Winter, Spring, and Summer
- M.S. Programs: Fall, Winter, Spring, and Summer for 7 consecutive quarters, followed by an extra summer quarter if transitioning into the PhD program

Doctoral Programs:
- Ph.D. students: Fall, Winter, and Spring. Also includes the summer between 1st and 2nd years in the program, any summer when defending Dissertation Proposal or Final Defense and one summer when student is on Internship.
- Psy.D. students: Fall, Winter, Spring, and Summer

The Graduate School considers a full course load for doctoral programs to be no less than 27 units over an academic year (usually 9 units per quarter in Fall, Winter, and Spring), regardless of whether the student enrolls in the summer quarter or not.

Doctoral students on internship or completing their dissertation beyond the 4th year in the program are exempt from the 27-unit requirement, and are considered having a full course load with no less than 3 units per quarter.

9. Credit Hour Policy
At Palo Alto University credit hour assignments for academic coursework must comply with the definition and assignment of credit hours according to federal regulations as specified in the WASC Credit Hour Policy (July 2011):

"Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

(1)   One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time;

or

(2)   At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. "

Palo Alto University program directors and program curriculum committees must regularly review credit hour assignments for each course within their curriculum. The assignment of credit hours at Palo Alto University depends upon the format of the class:

1. For courses that do not include laboratory work, formal discussion groups, practica, or other out-of-classroom supervised training, each credit hour assigned implies one hour of direct, face-to-face faculty instruction and at least two hours of out-of-class student work each week for no less than ten weeks in an academic quarter.
2. For courses that do include laboratory work, formal discussion groups, practica, or other out of classroom supervised training, credit units for direct face-to-face faculty instruction are calculated as in #1. Each additional credit hour assigned for lab or other supervised activity associated with the course is awarded for a combination of one hour of academic activity occurring under the direction of a faculty member, teaching assistant, or clinical supervisor approved by Palo Alto University, plus an additional two hours of out-of-classroom student work, each week for no less than ten weeks in an academic quarter.
3. Credit hour assignment for PAU courses in which face-to-face contact with an instructor represents less than one- third of the total required academic work per week, for example, courses offered in an online or technologically- mediated instructional format, requires special justification and review by the appropriate program director and curriculum committee. Such review must establish that each credit hour assigned is equivalent to three hours of academic work per week per quarter.

10. Date of Degree Completion Policy
Students will be given a degree completion date as of the day when they all complete all degree requirements. If there are other matters to settle with the university (e.g., unpaid bills), there will be a hold placed on the student's accounts until such time as they resolve the outstanding issues.

11. Diversity Statement
PAU is committed to providing an educational environment that respects cultural and individual differences. It seeks both to foster a diverse student body and to support the aspirations of all of its students. It supports the kind of critical debate over important ideas that are central to the academic enterprise. At the same time, it encourages the respect and cooperation that are also central to an academic community. PAU's commitment to diversity requires a commitment on the

part of all members of this academic community to acknowledge the range of human variability and to respect differences. PAU's success in carrying out the above commitment has been recognized for the last two years by Insight Into Diversity's Higher Education Excellence in Diversity Award in recognition of the quality of PAU's higher education diversity programs. For psychologists, an understanding and appreciation for human diversity is especially critical. PAU sponsors student organizations that are committed to cultural awareness and diversity.

12. Grade Appeals

The administration, following legal and academic freedom precedents, may not overrule an academic evaluation by a member of the PAU instructional faculty so long as that evaluation has been given within the scope of the course in good faith and a rational basis. In sum, only grades apparently based upon non-academic criteria or a violation of PAU policy may be overturned by administration.

- **Informal Procedure:** When students at PAU are dissatisfied with a student evaluation received in a course, their first step must be to communicate or meet with the instructor for clarification and review of the grade within five (5) days of receipt of the grade. If no resolution is reached, students may use the formal procedure described below.

- **Formal Procedure:** If a student believes that non-academic criteria have been used in determining his or her grade, or that the instructor has otherwise breached PAU policy in assigning the contested grade, the student may appeal the instructor's evaluation in writing to the Program Director within five (5) working dates of an attempt at an informal resolution of the matter. If the Program Director has previously given input into the student's case at hand, or if there is any other conflict of interest, the Program Director shall recuse themselves and specify an appropriate designee to serve in their place (this designee can include someone outside of the respective program).If the resolution of the Program Director or designee is not satisfactory to the student, the student may appeal the decision of the Program Director to the Curriculum Committee. The student must make the appeal within five (5) working days of notification by the Program Director of their decision. If the resolution of the Curriculum Committee is not satisfactory to the student, then the student may appeal to the Institutional Grievance and Appeals Committee by directing their written appeal in writing to the VP of Academic Affairs.

Only grades apparently based upon non-academic criteria or a violation of PAU policy may be overturned by any of the adjudicating body (Program Director or designee, Curriculum Committee, or Institutional Grievance and Appeals Committee). The written decision of each adjudicating body should be explicit and clear in their outcome regarding overturning or upholding the course grade.

The student, the instructor, and the Registrar will be notified of the decisions at every step of the appeals process (Program Director or designee, Curriculum Committee, or Institutional Grievances and Appeals Committee) in writing, within fifteen (15) days of receipt of the receipt of appeal except where the Program Director or designee, Curriculum Committee, or Institutional Grievances and Appeals Committee requires a longer period of time for good reason.

The student's written appeal at each step of the appeals process must specify the nature of the disagreement and include copies of all documents supporting the grievance. The student bears the burden of showing that non-academic criteria were used or that PAU policy was otherwise breached. The instructor will be consulted by each body of the appeals process (Program Director or designee, Curriculum Committee, or Institutional Grievance and Appeals Committee) for additional information, and will be given an opportunity to respond. All documents will be shared equally with both the student and the instructor. In addition, all materials related to the formal appeals process will be stored in the student's file.

13. The Gronowski Center Policy on Research
Objective
The purpose of this policy is to establish clear written guidelines for conducting research projects at the Gronowski Center (GC). These guidelines will be kept on file with the Palo Alto University Institutional Review Board (IRB) and shared with investigators, faculty, and students.

Mission
- The Gronowski Center supports quality research that advances our understanding of community mental health clients, treatment interventions and assessment, supervision and training strategies, and therapy outcomes.
- We endorse research opportunities for both faculty and students in order to complement and enrich our clinical training model.

Guidelines
1. Studies must conform to established ethical standards for psychological research (APA, 2002, 2010) and be approved by the PAU IRB.
2. Research at the Gronowski Center should fit into existing policies and procedures without disruption to patient care, clinical practice, and student training or additional workload for staff, supervisors, or directors.
3. Research projects should be designed to augment clinical services or enhance the training experience and skills of practicum students.
4. Research study proposals must demonstrate feasibility in the context of an established community mental health training clinic.
5. Projects should be well-planned, scientifically justified, appropriately designed, ethically sound, with results that are properly analyzed and accurately interpreted.
6. The Investigator should determine who needs to provide informed consent/assent (i.e., client, student therapist, supervisor) and the level of informed consent (i.e., exempt, expedited, full board) required for human subject protection, commensurate with PAU IRB policies and procedures, and all legal and ethical requirements.
   a. Studies involving student therapists may require consent from their clinical supervisor.
   b. Studies involving clients may require informed consent from therapists and supervisors
   c. Studies involving clients may require a release of information.
   d. Archival data studies may be covered by the standard GC consent form, which states that routine client data may be used for research purposes.

7. The protection of clients is a fundamental requirement for all GC research projects.
   a. GC clients should not be used as a convenience sample. That is, GC clients should not be used if the data could be obtained from non-clinic community samples (e.g., administering attitudinal surveys; conducting assessment batteries or brain scans that do not offer a clinical service or enhance student training).
   b. Clients should not be subjected to excessive study requirements or burdened with extensive or redundant assessment batteries. A list of measures currently being administered as part of the Intake Assessment and during therapy sessions is listed in Appendix A of the full Gronowski Center Policy on Research .
   c. It is the responsibility of the Investigator to determine whether the client is already enrolled in another research study before obtaining informed consent.
      i. Clients can participate in only one treatment study at a time during the duration of their treatment at GC.
      ii. Clients can participate in one non-treatment study simultaneously with a treatment study during the duration of their treatment at GC.
8. The protection of student therapists is a fundamental requirement for all GC research projects.
   a. Research studies should not evaluate the performance of individual student therapists.
   b. Student therapists should not be burdened with excessive study responsibilities.
   c. Student therapists should not be coerced or pressured into participating in research.
   d. When recruiting students for research, the Investigator should ensure that the student's participation or non-participation in research does not affect their clinical training, the evaluation process, or other requirements (e.g., practicum forum, coursework).
9. Investigators using archival data should work closely with the Research Director to determine how the data will be used and stored with careful attention to security, deidentification, and confidentiality.
10. External Investigators (non-PAU) must request PAU institutional approval (i.e., Dean and/or VP of Academic Affairs) to conduct research at GC or to examine archival data, in additional to PAU IRB approval.
11. Case study reports being considered for publication may require client consent.
12. The Faculty Investigator or Sponsor should provide formal supervision for all research projects. This includes quality control, data management, and record storage.
13. Manuscripts being prepared for publication using any data collected at the GC should be reviewed and approved by the Research Director prior to submission.

Procedures

1. Investigators (faculty or student) who are interested in conducting research at the Gronowski Center should contact the GC Research Director to discuss their ideas.
2. Investigators should complete a Gronowski Center Research Proposal Form and submit to the GC Research Director.
3. The GC Research Director will review the proposal and consult with the GC Clinical Directors to determine whether the study is appropriate and feasible.

4. If accepted, the Investigator will be asked to draft a proposed protocol for the PAU IRB. This protocol must be reviewed by the GC Research Director before it is submitted to the IRB.
5. Any research being conducted at the GC will require a letter of support from the GC Clinical Director.
6. Once approved by the IRB, the Investigator should work closely with the Research Director to implement the study in a timely fashion (i.e., within 6 weeks of approval) in accordance with the GC academic schedule.
7. If the Investigator obtains IRB approval for research at the GC, there is no guarantee that the GC will have the resources required to implement the study. Thus, it is the responsibility of the investigator to obtain administrative approval for the use of space and other University resources.

14. Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act (FERPA) offers students certain rights with respect to their education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.
  - o Students should submit a written request to the Registrar that identifies the record(s) they wish to inspect. The Registrar will notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.
  - o A student may ask PAU to amend a record that they believe is inaccurate or misleading. A written request must be made to the VPAA. The request should include all information which identifies the part of the record the student wants amended and why the student believes the record to be inaccurate or misleading. PAU will notify the student of its decision in writing. Students will be advised of their right to a hearing in the event that PAU decides not to amend the specified record. Additional information regarding the hearing procedures will be provided to the student when notified.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
  - o One exception, which permits disclosure of student records without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if he or she needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person employed by PAU in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom PAU has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- PAU discloses education records without consent, upon request, to officials of another school in which a student seeks or intends to enroll.
- Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by PAU to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

15. Institutional Appeals & Grievance Policies & Procedures

Procedures for Initiating Grievances
Except for specific matters for which a designated procedure for issue resolution is otherwise provided in School policy (e.g., harassment complaint procedures), students may submit a written grievance against action or inaction by the School which the student believes violates School policy. All such grievances must be presented in writing (not by email) and addressed to the office of the PAU VP of Academic Affairs within 30 days of their occurrence.

- **Informal Procedure:**
  The grievant should first discuss the complaint with his or her advisor, or other appropriate campus officer, who will attempt to resolve the complaint informally. If the circumstances of the complaint prevent such informal resolution, or it is not resolved informally, the grievant should file a written complaint to PAU's VP of Academic Affairs. Upon receipt of the complaint, the VP of Academic Affairs will forward a copy of the complaint to the relevant Program Director and to the individual against whom or related to whose action or decision the complaint is made, and will advise the grievant that an investigation and discussion will begin within 14 calendar days of receipt of the complaint, except where additional time is required for good reason.

- **Formal Procedure:**
  All grievances will be heard by the Institutional Appeals Committee, which is composed of faculty and staff members selected by the President, with consultation and recommendations of the faculty and staff members. The Institutional Appeals Committee shall hear the complaint and receive testimony and information from such witnesses as it deems appropriate in order to evaluate the complaint. After the hearing is complete, the Committee will forward its findings and recommendations to the President and to the parties. The Committee will attempt to do this within 14 days of the Committee's conclusion of hearings. Either party may forward to the President his or her comments on the findings and recommendations of the Committee. Such comments must be submitted within seven days following receipt of the panel's recommendations. The President will make a decision within 14 days of receipt of the panel's recommendations and findings.

- **Arbitration:**
  If the student disagrees with the decision of the President and wishes to challenge that

decision, he or she must submit the issue to binding arbitration under the Rules of the American Arbitration Association. The costs of the arbitrator's fees or any administrative fee imposed by the American Arbitration Association shall be split equally by the student and the School. The arbitration process under this Institutional Appeal Procedure is the exclusive method of external review and is final and binding on both PAU and the student and the arbitrator's award shall be final, binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction.

Complaint Process, According to the Federal State Authorization Title 34
In the event a student believes they have been unfairly treated by Palo Alto University they should follow the PAU grievance procedures. In the event a student feels it cannot be resolved by the methods outlined in the University's publications and website– they have the right to contact the accrediting organizations and related governmental agencies.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:
2535 Capitol Oaks Drive, Ste. 400
Sacramento, CA 95833
Phone: 916-431-6924
FAX: 916-263-1897
Website: http://www.bppe.ca.gov

16. Nondiscrimination Policy
PAU is an equal opportunity institution of higher education and employer and is firmly committed to non-discrimination in its delivery of educational services and employment practices. In compliance with all applicable federal and state laws, such decisions will be made irrespective of the individual's race, color, religion, religious creed, ancestry, national origin, age (except for minors), sex, marital status, citizenship status, military service status, sexual orientation, gender identity, medical condition (cancer-related or genetic condition), disability and/or any another status protected by law. When necessary, PAU will reasonably accommodate individuals with disabilities if the individual is otherwise qualified to meet the fundamental requirements and aspects of the program and safely perform all essential functions, without undue hardship to the university and/or without altering fundamental aspects of its educational program.

A qualified disabled student or applicant who requires an accommodation and is otherwise unaware of the appropriate process should contact the PAU Associate Director of Student Affairs at the Office of Student Disability Services and request such accommodation in writing and in a timely fashion, that is, well before the accommodation is needed. PAU will then work with the student or applicant to identify the existing barrier(s), and will also identify the possible accommodation, if any, that would eliminate the barrier(s). If the accommodation is reasonable, effective and will not alter a fundamental aspect of the educational program or otherwise impose an undue hardship, and/or there are not equivalent alternatives, PAU will offer to make an accommodation. Please read further details in this catalog.

Further inquiries regarding the university's equal opportunity policies or the filing of grievances, or requests for copies of the university's grievance procedures covering discrimination complaints may be directed to the Director of Student Affairs, who is the coordinator for matters pertaining to Title IX, Section 504, and Title VI, as follows:

Director of Student Affairs, Palo Alto University
1791 Arastradero Road
Palo Alto, California 94304
(650) 433-3814

17. PAU Email Communication Policy
All communications from Palo Alto University to students will be done through the students' PAU email account. Students are responsible for checking their PAU email regularly and responding promptly to university communications.

18. Preferred Names Policy
The university recognizes that as a community many of its members use names other than their legal names to identify themselves. As long as the use of this different name is not for the purposes of misrepresentation, the university acknowledges that a "preferred name" can and should be used wherever possible in the course of university business and education.

Therefore, it is the policy of the university that any student, active or retired faculty or staff member, or alumni may choose to identify themselves within the university's information systems with a preferred name in addition to the person's legal name. It is further understood that the person's preferred name shall be used in all university communications and reporting except where the use of the legal name is required by university business or legal need.

The individual is free to determine the preferred name he or she wants to be known by in the university's information systems. However, inappropriate use of the preferred name policy (including but not limited to avoiding a legal obligation or misrepresentation) may be cause for denying the request.

19. Recording Class Lectures Policy
Palo Alto University wants to maximize every student's learning experience. Professors vary in terms of their views and policies as to whether to allow recording of classes. Each professor decides this for his or her own class. Unless otherwise expressly allowed by the professor, students may not record a class. Permission to record a class applies exclusively to the student who received permission from the professor. The recording may not be accessed or utilized by any other individual. No replication of the recording may be made without the express permission of the professor. Recordings cannot be posted to any form of digital media. Students who violate this policy are subject to disciplinary action under the Honor Code. A professor may rescind permission to record his or her own classes.

Students who request recording of classes under the Americans with Disabilities Act must contact PAU's Office of Accessible Education. In accordance with the above policy, all students should be aware that any class, and discussions held therein, may be subject to recording.

20. Research Integrity Policy
Please find the full policy on the website at http://www.paloaltou.edu/institutional-policies

21. Service Animal Policy
Service animals assisting individuals with disabilities are permitted on campus. To utilize a service animal for ongoing accommodation, students must follow established procedures and register with the Office of Accessible Education. "Service animal" is defined by the Americans with Disabilities Act (ADA) as any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.

A service animal may be asked to leave PAU facilities or programs if the animal's behavior or presence poses a direct threat to the health or safety of others. For example, a service animal that displays vicious behavior towards people may be excluded. Service animals may also be excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity. Questions related to the use of service animals on campus should be directed to the Director of the Office of Accessible Education at (650) 433-3836.

In addition, animals not covered under the ADA service animal definition can be asked to leave.

The person whom a service animal assists is referred to as a "partner." The service animal's partner is at all times solely responsible for the cost of care, arrangements, and responsibilities for the well-being of the service animal, as well as any property damage.

Service animals on campus must:
- Meet all requirements for the presence of animals in public places (vaccinations, licensure, ID tags, etc.) mandated by state or local ordinance.
- Be healthy: The animal must be in good health.
- Be under control of partner: The person with a disability must be in full control of the animal at all times. Reasonable behavior is required from service animals while on campus.

The partner is required to clean up the waste of their service animal in accordance with local ordinances. Partners who are not physically able to pick up and dispose of waste are responsible for making necessary arrangements for assistance.

Other than approved service animals, no other animals are permitted at any PAU campus or locations. This includes emotional support animals.

22. Sexual Misconduct Policy

Palo Alto University is committed to maintaining its campuses and programs free from all forms of sexual misconduct. All forms of sexual misconduct are prohibited, including sexual and gender-related: violence, assault, harassment, domestic violence, dating violence, and stalking. Palo Alto University's Sexual Misconduct Policy, in its entirety, can be found as an addendum at the end of this catalog.

23. Social Media Policy

Palo Alto University recognizes that the internet provides the community with unique opportunities to participate in interactive discussions and share information on particular topics using a wide array of social media platforms such as Facebook, LinkedIn, Twitter, blogs, and wikis. Students are advised to use appropriate and professional judgment when using social media. PAU encourages open and transparent dialogue consistent with the ethical and professional comportment guidelines set forth by the American Psychological Association.

Content posted online by students in social media may be a factor in determining appropriateness for the profession. Any posting about clients, and any derogatory postings about supervisors, faculty, programs, or sites or any postings which present the student in an inappropriate or unprofessional light may be grounds for discipline or termination from an off-campus placement or from the program.

24. Syllabus Policy

Students are responsible for reading and understanding the syllabus, in its entirety, for each class in which they are enrolled. If something in a syllabus is unclear, please ask questions of the appropriate faculty member. The schedule, topics, policies, and procedures presented within each syllabus will be followed as closely as possible. However, extraneous circumstances sometimes preclude exact adherence to a syllabus. Instructors, therefore, reserve the right to modify the syllabus as needed. Students will be notified of any such changes as soon as possible.

25. Teach-Out Policy

Palo Alto University intends for all university degree programs to remain viable for long periods of time. Should a program fail to meet expectations, however, and the program is deemed not viable through the decision process described in this document, no new students will be admitted to the degree program. Nevertheless, the university will make every reasonable effort to honor the commitment to graduate all students remaining in the program.

Any plan for termination or action to implement the termination of a university degree program must comply fully with the WASC Senior College and University Commission (WSCUC) Teach-Out Policy. The following guidelines govern the termination of University degree programs and teach-out plans:

1. The academic unit in which the program is housed must first conduct a program review that carefully examines potential factors limiting the program's viability, such as, but not limited to, demographic shifts, regional shifts, professional shifts, external agency requirements, enrollment trends, or financial considerations.

2. If it is determined that termination of the degree program, rather than some other action to revise the program, is the best course of action, the academic unit will submit a proposal for termination to the Dean of Academic Operations and Administration. Such a proposal should contain the appropriate evidence and rationale in support of the decision; a timeline and curriculum plan for the full teach-out; and a plan to notify stakeholders, including students, internal constituents, and external regulatory bodies (e.g., U.S. Department of Education, WSCUC). If the program is offered in partnership with another accredited institution, evidence of appropriate communications with the partnering institution, as well as with WSCUC must be included.

3. Upon approval of the proposal, the Dean will forward a recommendation to the VP of Academic Affairs. The final decision to terminate the degree program will be made by the President.

4. Of particular concern is that students be notified in writing, as early as possible, of a date for program closure, the rationale for termination, as well as any additional costs, if any, related to the program closure.

5. Faculty participating in the degree program will be notified in writing, as early as possible, of a date for program closure, as well as the rationale for termination.

6. Students are to be provided a clear listing of course offerings needed for program completion and a timeline in which such courses will be offered. The University will make every reasonable effort to offer the courses needed and to support students through program completion in a timely manner. As individual needs might require, independent study plans may be developed to assure that the students can meet the goals of their degree plans and be able to graduate in as timely a manner as possible.

WASC Senior College and University Commission: Teach-Out Plans and Agreements Policy:
An institution accredited by the Commission must submit to the Commission for its prior approval a teach-out plan or agreement upon the occurrence of any of the following:

1. The Secretary of Education notifies WSCUC that the Secretary has initiated an emergency action against an institution in accordance with section 487(c)(1)(G) of the HEA or an action to limit, suspend, or terminate an institution participating in any Title IV, HEA program, in accordance with section 487(c)(1)(F) HEA, and that a teach-out plan is required.

2. WSCUC acts to withdraw, terminate, or suspend accreditation or candidacy of the institution.

3. The institution notifies WSCUC that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.

4. A state licensing or authorizing agency notifies WSCUC that an institution's license or legal authority to provide an educational program has been or will be revoked.

Teach-Out Plan:
A teach-out plan is a written plan developed by the institution if that institution, or an institutional location that provides one hundred percent of at least one program, ceases to operate before all students have completed their program of study. WSCUC may require an institution to enter into a teach-out agreement as part of its teach-out plan. A teach-out plan:

1. must provide for the equitable treatment of students by ensuring that the institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling, and to meet all obligations to its existing students;
2. must specify additional charges, if any, and provide for notification to the students of any additional charges.

Teach-Out Agreement:
WSCUC may require an institution to enter into a teach-out agreement as part of its teach-out plan. A teach-out agreement is a written agreement between two institutions when the institution or an institutional location that provides one hundred percent of at least one program ceases to operate before all students have completed their program of study and enters into an agreement with another institution to teach out the program(s). When an institution enters into a teach-out agreement with another institution, the initiating institution must submit the agreement to the Commission for approval prior to its implementation. The teach-out agreement may be approved only if the agreement is between institutions that are accredited by a nationally recognized accrediting agency; and

1. must be consistent with applicable standards of accreditation and Commission Policies;
2. must provide for the equitable treatment of students by ensuring that the teach-out institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution that is closing or discontinuing its program(s), to remain stable, carry out its mission, and to meet all obligations to its existing students;
3. must ensure that the teach-out institution can provide students access to the program and services without requiring them to move or travel substantial distances;
4. must provide for notification of another accrediting agency if the teach-out institution holds accreditation from that agency; and
5. must specify additional charges, if any, levied by the teach-out institution and provide for notification to the students of any additional charges.

If an institution the Commission accredits or has granted candidacy to closes without a teach-out plan, the Commission must work with the Department of Education and the appropriate State agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges.

Revised and approved by the Commission 11/8/2013
Previously revised and approved by the Commission 11/06/2009

26. Tobacco-Free Environment Policy

It is the policy of Palo Alto University that the use of tobacco products in the University buildings and facilities and within 20 feet of main PAU entrances, exits, and operable windows is prohibited. "Tobacco products" include, but are not limited to cigarettes, electronic cigarettes, all forms of smokeless tobacco, pipes, and cigars. Except where otherwise posted as a "smoking area," the use of tobacco products is generally prohibited in outdoor areas. Violations of this policy may be subject to appropriate action to correct and prevent future policy violations.

This policy does not supersede more restrictive policies that may be in force to comply with federal, state, or local laws or ordinances.

27. Tuition Refund Policy
Students who drop a course or courses may be entitled to a full or partial refund of tuition charges. In order to be eligible for a refund of tuition, the student must formally drop by completing and submitting a "Drop Form" for their program via the Registrar's Office section of the MyPAU Portal.

The amount of tuition that is refundable depends on the date the student formally drops courses. Students who withdraw from courses after the refund period are fully responsible for payment for the courses.

The tuition refund schedule that indicates official drop/withdrawal dates is published in the Academic Calendar attached as an addendum at the end of this catalog. It can also be found at the following link: http://www.paloaltou.edu/admissions/admissions-resources/academic-calendar

28. University Transfer Credit Policy
The university-wide institutional policy can be found at http://www.paloaltou.edu/institutional-policies. Please see program handbooks for the program-specific transfer credit policies.

29. Video Capture in the Classroom
Video Capture gives the faculty the opportunity to video record their lectures and other course material and activities, including student presentations and guest lecturers. This benefits students in case of missed classes and for future use (e.g., review lecture video for exams). In addition, lecture recordings may be reused for future courses.

Faculty planning to use Video Capture must disclose to students that Video Capture will be used and what will be video-recorded (focus on the presenter and the PowerPoint or other presentation, PowerPoint only, student presentations, guest lecturers, etc.). Ideally this information will be presented in each Palo Alto University course syllabus.

Student questions and concerns about recording of classroom lectures and other activities may be directed to their instructors or to the Director of Student Affairs.

30. Policy for Religious Holidays
Although PAU does not observe religious holidays as official institutional holidays, PAU recognizes that students and faculty may choose to make adjustments in the academic calendar for religious obligations. Schedule changes for this reason are made without penalty, and early planning for them by students and faculty is encouraged. Faculty may choose to dismiss classes that fall on religious holidays. Makeup sessions for canceled classes, while encouraged, are optional. Students may request to be excused from classes that fall on religious holidays.

Rescheduling class time missed, while optional, is encouraged, and should be made by the student in consultation with the instructor.

Section VI: Addenda

1.   Undergraduate Academic Calendar
2.   Graduate Academic Calendar
3.   Bachelor's Degree Student Handbook
4.   Masters Degree Student Handbook
5.   Ph.D. in Clinical Psychology Student Handbook
6.   Psy.D. in Clinical Psychology Student Handbook
7.   Sexual Misconduct Policy

1.   **Graduate Academic Calendar**
      1.1.   The graduate academic calendar can be found here:
              https://www.paloaltou.edu/sites/default/files/2019-20_graduate_calendar.pdf

2.   **Undergraduate Academic Calendar**
      2.1.   The undergraduate academic calendar can be found here:
              https://www.paloaltou.edu/sites/default/files/2019-20_undergraduate_calendar.pdf

3.   **Bachelor's Degree Student Handbook**
      3.1.   https://drive.google.com/file/d/1zmLdE-Ty6Syk1iovLRmdCX4DxJTEEwp_/view?usp=sharing

4.   **Masters Degree Student Handbook**
      4.1.   https://sites.google.com/a/paloaltou.edu/pau-masters-programs/student-handbook-catalog?authuser=0

5.   **Ph.D. in Clinical Psychology Student Handbook**
      5.1.   https://drive.google.com/file/d/1c-ZVg8UgChluIShviOjLYpVaowH3MpkV/view

6.   **6. Psy.D. in Clinical Psychology Student Handbook**
      6.1.   https://drive.google.com/file/d/1O4bOr1cHI9RFl70H7cG0I93o5mFHOwZe/view?usp=sharing

7.   **7. Sexual Misconduct Policy**

Prohibition of Sexual Misconduct:
Palo Alto University is committed to maintaining its campuses and programs free from all forms

of sexual misconduct. All forms of sexual misconduct are prohibited, including sexual and gender-related: violence, assault, harassment, domestic violence, dating violence, and stalking.

To view Palo Alto University's sexual misconduct policy, including how to report alleged violations and how to obtain support, please see the Palo Alto University Sexual Misconduct Policy.

Getting Help:
The University encourages all members of the PAU community who believe they have been subjected to sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention.
- For emergencies call: 911
- City of Palo Alto Police Department: Emergency (650) 321-4433
- Rape Trauma Services 24-Hour Helpline: (650) 692-7273
- National Domestic Violence Hotline: 1-800-799-SAFE (7233)
- For additional resources, please see the Palo Alto University Sexual Misconduct Policy.

The Title IX Coordinator:
The Title IX Coordinator is the person designated by the University to oversee the university's Student Sexual Misconduct Policy and to whom anyone with questions about this policy may be referred.

Palo Alto University has designated Thom Shepard, Dean of Students, as PAU's Title IX Coordinator. He can be reached at (650) 433-3814, or by email at tshepard@paloaltou.edu. Dean Shepard's primary office is located on PAU's Allen Calvin Campus, Building 3, Room 353, 1791 Arastradero Road, Palo Alto, California 94304. While Dean Shepard's primary office is located on the Calvin Campus, he can meet with students at any of PAU's locations and via Zoom. Besides himself as Intake Coordinator, Dean Shepard may, on a case-by-case basis, designate another qualified individual from the university to serve as the Intake Officer for student sexual misconduct allegations.

Campus Reporting Options:
- By submitting a written report using the online reporting form: click here.
Or
- By submitting a written complaint by email to PAU's Title IX Coordinator & Dean of Students, Thom Shepard at tshepard@paloaltou.edu.

For more information, please reference the Palo Alto University Sexual Misconduct Policy.