

**S T U D E N T A D V I S I N G
H A N D B O O K**

DEPARTMENT OF COUNSELING

COLLEGE OF HEALTH AND HUMAN SERVICES

**ACADEMIC YEAR
2009-2010**

**SAN FRANCISCO STATE UNIVERSITY
1600 HOLLOWAY AVENUE, BH 524
SAN FRANCISCO, CALIFORNIA 94132
Office: 415-338-2005
Fax: 415-338-0594
Web address: www.counseling.sfsu.edu
Email: counsel@sfsu.edu**

TABLE OF CONTENTS

Welcome	1
Department of Counseling Mission	2
Programs of Study	3
General Objectives & Competencies.....	5
Sequence of Courses.....	5
Recommended Curricular Sequence.....	6
I. Master’s of Science in Counseling.....	7-20
A-B. Specialization/Emphasis - Career.....	7
C-D. Specialization/Emphasis - College Student Personnel Services.....	10
E-F. Specialization/Emphasis – Gerontology.....	13
G-H. Specialization/Emphasis – School.....	16
PPS Only Program.....	19
Credential Requirements.....	20
II. Master’s of Science in Counseling: Concentration MFCC.....	21
Board of Behavioral Sciences Information.....	23
Obtaining an Intern Registration Number.....	24
III. Master’s of Science in Rehabilitation Counseling.....	28
Deaf, Deafened & Hard of Hearing Rehabilitation Counseling.....	31
Advising Information	32
Advising and Registration.....	32
Seating Priority in Counseling Courses.....	33
Prerequisite Requirements.....	33
Class Syllabi.....	33
Students Status/Program Policies	35
Full-Time/Part-Time.....	35
24-Unit Fieldwork Policy.....	35
Transfer of Credits.....	35
Unit Load Policy.....	35
Credit/No-Credit Course Policy.....	36
Additional Fees.....	36
Independent Study.....	36
Class Attendance.....	36
Incompletes and Withdrawals.....	37
Leaves of Absence.....	37
Grading Policy Statement.....	38
Grade Appeals.....	38
Accommodating Students with Disabilities.....	38
Changing Specializations/Emphases.....	38
Changing Degree Objectives.....	39
Practicum & Fieldwork	41
Field Placements: Traineeships.....	41
Field Placements for Emphases.....	42
Practicum Sequence.....	42

Fieldwork Liaison.....	43
Evaluations.....	43
Liability for Professional Practice.....	43
Program Requirements.....	45
Writing Proficiency.....	45
TOEFL.....	45
Graduate Approved Program: GAP.....	45
Application for Graduation.....	46
Evaluation and Deselection Procedures.....	47
Grade Point Requirements.....	48
Failure to Achieve Professional Standards.....	49
Plagiarism and Cheating.....	49
Professional Standards.....	49
Practice Without a License.....	49
Probation.....	50
General Information.....	51
Communication.....	51
Department Announcements.....	51
E-mail.....	51
Listserve.....	51
Emergencies.....	51
Fax.....	51
Forms.....	51
Contact Information: Students and Faculty.....	52
Students: Address/Phone, Name Change.....	52
Faculty: Office Hours, Voice/E-mail.....	52
Mailboxes.....	52
Counseling Clinic.....	52
Disability Programs and Resource Center (DPRC).....	52
Job Opportunities/Placement.....	53
Awards/Scholarships.....	53
Chi Sigma Iota National Honor Society.....	55
Counseling Student Association.....	55
Rehabilitation Counseling Student Association.....	55
Endorsement of Specialization and Emphasis.....	55
Professional Organizations.....	55
How Things Work Around Here.....	57
Cast of Characters.....	58
Faculty and Staff List.....	58
Frequently Asked Questions.....	61
Course Descriptions.....	63
Appendices/List of Forms.....	69

WELCOME

The Department of Counseling at San Francisco State University welcomes you to the challenges of service to our society and to the personal and professional growth that will be part of this challenge. Meeting the needs of our society will require understanding, patience, and risk taking. It is our hope that as you develop your skills in the helping relationship you will develop empathy for the human condition and will also grow in your own self-esteem and worth.

We have attempted to make the program an integrated and relevant experience for our students. This is an ongoing process subject to experiment and modification. We welcome your input as you experience the program, and will look forward to any and all suggestions for change. Through your contacts with us in classes, department, and committee meetings and informal encounters with faculty and students, we hope you will feel free to be both expressive and creative. It is our desire that our program and curriculum are models for the kinds of human interactions that facilitate optimal growth in all of us.

This handbook is prepared so that you will have the policies and regulations pertaining to our programs of study. There are many deadlines, procedures, sequences of courses, and academic requirements that you will need to know about if you are to proceed smoothly.* Rehabilitation Counseling students must also consult the Rehabilitation Counseling Training Program (RCTP) student handbook and internship manual.

Please read this manual carefully. While the general curricular requirements may not change during the time you are here, there are often procedural changes and there will be calendar deadlines of significance. These will be posted on bulletin boards in the vicinity of the department office and on the student listserve. You should check them regularly. Further, you must regularly consult the university class schedule for changes to the program (go to www.sfsu.edu, click on Academics, and then click on “class schedule,” or go directly to www.sfsu.edu/online/clssch.htm). You should also purchase the *San Francisco State University Bulletin*. Your adviser or instructor will assist you throughout the program, **but you are responsible for accessing and knowing the information contained in these publications and for keeping apprised of deadlines and ongoing requirements.**

At this writing, we have one full-time and one half-time office staff to assist faculty, the chair, 500-600 applicants, and approximately 300 graduate students. Staff are also responsible for all curricular and administrative functions and deadlines as well as the day-to-day operations of the department. For that reason, it is essential that you consult the publications and websites noted here before calling the office for clarification. We employ a few student assistants each semester, but remember that these assistants change on a regular basis, and it simply is not possible for them to be thoroughly acquainted with our complicated department, college, and university procedures/requirements. You can contact your adviser or other faculty members by calling their office phone numbers during their office hours (see the contact information list enclosed in your acceptance packet or consult the department bulletin board outside BH 524 for office hours, e-mail addresses, phone numbers, and locations).

*This handbook is designed to inform Department of Counseling students to department policies, procedures, and curricula. For California State University and California Education Code policies, procedures, and laws, see the university *Bulletin*.

We welcome you to the program. We believe that our students represent high standards of dedication and professional commitment, and we invite you to join with us in a mutually stimulating and positive learning experience.

DEPARTMENT OF COUNSELING - MISSION

Culturally competent, psychologically-minded, and emotionally grounded Licensed Psychotherapists (Marriage & Family Therapists), Credentialed School Counselors, Certified Rehabilitation Counselors, Career Counselors, College Counselors, and Gerontological Counselors are needed in the field of human services. The department's six graduate programs, its undergraduate minor in counseling, and our partnerships with community agencies collaboratively prepare students who are well-grounded to help meet the growing demands in the field. Our department's faculty and the curriculum we have designed aspire to achieve excellence in three core areas: Multicultural Competence, Community Partnerships, and Action Research.

Our faculty are locally, nationally, and internationally recognized in their scholarly contributions to multicultural competence in counseling, social justice, and health equity. Our faculty work to provide a solid learning environment for students with disabilities, students from diverse ethnic and sexual orientations, as well as students from a range of socioeconomic groups.

By the end of graduate studies, our more than 275 students should embody multicultural competence, have grown deep connections to the local community, and embrace best practices in counseling. Combined, our students provide thousands of hours per year of counseling services to San Francisco Bay Area communities. They are in schools, community mental health and rehabilitation agencies, colleges and universities, careers centers, nonprofits, and hospitals, to name a few. Our students reflect the diversity of California and especially the San Francisco bay area.

Graduates of our department will have the necessary preparation to be eligible to sit for the National Board of Certified Counselors examination, known as the National Counselor Examination®.

We prepare MFT, School, and Rehabilitation counseling students for three credentials respectively: MFT license eligibility (Marriage & Family Therapy Program), PPS Credentialing (School Counseling Program), and CRC Credentialing (Rehabilitation Program). All six counseling specializations are accredited by national accrediting bodies including the Council on Accreditation in Counseling and Related Educational Programs (CACREP), the Council on Rehabilitation Education (CORE), and the National Council for Accreditation of Teacher Evaluation (NCATE). The Career Counseling specialization is one of only eight in the country to receive this accreditation.

Finally, the Department of Counseling is committed to excellence and professionalism, and the faculty strive to guide and to prepare students towards that end.

PROGRAMS OF STUDY

The Department of Counseling offers three degrees objectives. These include: (1) Master of Science in Counseling with specializations in career, college, gerontology, and school counseling; (2) Master of Science in Counseling with a concentration in Marriage, Family, and Child Counseling (MFCC); and (3) Master of Science in Rehabilitation Counseling. Department advisers will help students clarify these degree options. A more detailed description follows.

1. Master of Science in Counseling.

The Master of Science in Counseling degree specializations in the following:

A. Specialization - Career Counseling

Students who choose the Career Counseling specialization will focus on counseling persons of all ages in career and work related issues (see page 7).

B. Specialization – College Student Personnel Counseling

Students who choose the College Counseling and Student Personnel Work specialization will focus on counseling in community and four-year colleges and universities (see page 10).

C. Specialization - Gerontological Counseling

Students who choose the Gerontological Counseling specialization will focus on working with transitional issues of older adults and their families (see page 13).

D. Specialization - School Counseling

Students who choose the School Counseling specialization will focus on counseling children and their families in PK-12 public and private schools. These students are eligible, upon passing the CBEST, to receive a California Pupil Personnel Services Credential in School Counseling (see page 16).

2. Master of Science in Counseling: Concentration in Marriage, Family, and Child Counseling

The Master of Science degree in Counseling with a Concentration in Marriage, Family, and Child Counseling offers a 60-unit program leading to eligibility to sit for the Marriage, Family and Child Counseling license for the State of California. Students completing this degree will have covered the academic content areas required by the California State Board of Behavioral Science (BBS) (see page 21).

3. Master of Science in Rehabilitation Counseling

The Master of Science in Rehabilitation Counseling offers a 60-unit program leading to eligibility to sit for the national certification exam, Certified Rehabilitation Counselor (CRC). Students choosing this degree option work in many different settings with people with a range of disabilities, including physical, emotional, developmental, and substance abuse issues (see page 28).

4. Optional Emphases recognized by the Department of Counseling

In addition to specializations, the department offers the opportunity for students to gain additional expertise in other areas of counseling by adding emphases to their course of study. An emphasis is recognition by the Department of Counseling that students have taken additional coursework, and has completed an appropriate field placement in an area other than that of their specialization. An emphasis should not be confused with a specialization, which is a program of study accredited by CACREP (Marriage and Family Therapy, Career, College, School and Gerontological Counseling) or CORE

(Rehabilitation Counseling). The emphasis is designed to allow students specializing in one field to gain additional expertise in another field, but it is not equivalent to a specialization. Students specializing in Marriage and Family Therapy who graduate with a Concentration in Marriage, Family and Child Counseling may decide to add an emphasis, for example, in School Counseling. While the student would not have a specialization in school counseling, he/she would have an emphasis recognized by the Department of Counseling, and would be eligible for the Pupil Personnel Services Credential if all of the requirements of the emphasis in School Counseling are completed.

A. Emphasis – Career Counseling

Students who choose an emphasis in Career Counseling are required to take an additional three courses (COUN 720/721/727), and must have one year of field placement (COUN 850) in a setting where career counseling is the focus.

B. Emphasis – College Student Personnel Counseling

Students who choose an emphasis in College Counseling are required to take an additional three courses (COUN 720/792/793), and must have one year of field placement (COUN 850) in a college setting where substantive individual college counseling sessions take place.

C. Emphasis – Gerontological Counseling

Students who choose an emphasis in Gerontological Counseling are required to take an additional four courses (COUN 820 as well as GERON 705 and GERON 710) and must have at least one year of field placement (COUN 850) in a setting where gerontological counseling is the focus.

D. Emphasis – School Counseling

Students who choose an emphasis in School Counseling are required to take an additional three courses (COUN 716/717/718) and must have 600 hours of field placement (COUN 850) in appropriate school counseling field sites under the supervision of a PPS credentialed supervisor. This experience must be in two of three school settings (elementary, middle, and/or high school).

Students who wish to sit for the examination for certification of Rehabilitation Counselors must graduate with a specialization in Rehabilitation Counseling, satisfying all requirements of the accrediting agency, the Council on Rehabilitation Education (CORE).

Students who wish to be eligible for the licensing examination for Marriage Family Therapy must graduate with a specialization in Marriage Family Therapy, satisfying all accrediting agency requirements, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for this specialization.

Adding emphases to a program of study might require completion of more than two years in field placement sites; for example, a combination of a specialization in School Counseling and an emphasis in College Counseling will mean that students need to have field placements in two of three school settings (elementary, middle and high school), and one year in a college placement. This cannot be accomplished in two years. A combination of a specialization in Marriage Family Child Counseling and an emphasis in School Counseling will mean that students will need to satisfy the field requirements for the MFT specialization and for the emphasis in School Counseling. It is important to consider the requirements of each of the areas of specialization and the requirements of each emphasis when adding programs of study.

General Objectives and Competencies. The program is composed of general skill areas and/or competencies considered necessary for the preparation of all counselors.

1. Human Development. To understand concepts of normal development including physical, sexual, emotional, social, cultural, personality, cognitive, and career development; and to understand concepts of abnormal development, including behavior disorders and substance abuse.
2. Theoretical Framework. To understand theories of counseling.
3. Generic Counseling. To provide knowledge and training in individual and group counseling methods; consultation and basic interviewing and helping skills.
4. Socio-Cultural Factors. To understand the characteristics and trends related to various cultural, economic, and ethnic groups, including such factors as disability, gender, and life style.
5. Career Development. To provide knowledge of career information, job satisfaction, job-seeking skills, and instruments used to assist career choice.
6. Assessment, Evaluation, and Research. To provide a working knowledge of assessment tools and research findings useful to the practitioner.
7. Professional Development. To provide knowledge about the professional, legal, and ethical foundations of counseling, and to be aware of the community resources and cultures of the various agencies serving the public.
8. Personal Growth Factors. To learn the appropriate use of insight into self and others in the development of empathic, helping relationships. While we do not consider this a mandatory requirement, we strongly suggest that you consider some kind of counseling that will enable you to focus upon yourself in a meaningful way while you are undergoing the training program. Many students decide to enter individual or group psychotherapy as a part of facilitating their learning process.

Sequence of Courses. The Department of Counseling program is carefully structured to follow specific curricular, pedagogical logic. If you take a class out of the recommended sequence (see opposite page), you may lose your position in another class since seating is allocated to graduating students on a first-priority basis.

The following curricular outline for each specialization is your recommended sequence of classes. Some courses are offered only once each year (fall or spring), and many courses have prerequisites (see course descriptions on page 63); therefore, carefully plan your program. Discuss your intended program with your adviser. Students who enroll in more than 16 units must submit a Request to Exceed Regular Academic Units form (see appendices). In some cases, the summer semester minimizes the necessity of heavy schedules or overloads, but not all courses in the curriculum will be offered, so careful consultation with advisers is necessary.

RECOMMENDED CURRICULAR SEQUENCE*

Pre-requisite: COUN 690 (3 units--except Rehab Counseling ONLY majors)

<u>SEMESTER</u> (Unit/Crs.)	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>REHAB</u>
FALL	(3) 702	(3) 702	(3) 702	(3) 702	(3) 702	(3) 702
	(3) 703	(3) 703	(3) 703	(3) 703	(3) 703	(3) 703
	(2) 705	(2) 705	(2) 705	(2) 705	(2) 705	(3) 705
	(3) 706	(3) 706	(3) GERON 705	(3) 706	(3) 706	(3) 706**
	(3) 720	(3) 792	(3) 706	(3) 716	(3) 833	(3) 762
	(3) 721		(3) 833			
Total Units	17	14	17	14	14	15
<u>SEMESTER</u> (Unit/Crs.)	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>REHAB</u>
SPRING	(3) 700	(3) 700	(3) 700	(3) 700	(3) 700	(3) 700
	(3) 715	(3) 715	(3) 715	(3) 717	(3) 715	(3) 715
	(2) 735	(2) 735	(2) 735	(2) 735	(2) 735	(2) 735
	(3) 736	(3) 736	(3) 736	(3) 736	(3) 736	(3) 736**
	(3) 811	(3) 793	(3) 811	(2) 738	(3) 857	(3) 766
			(3) 820	(3) 811	(1) Elective	(1) Elective
Total Units	14	14	17	16	15	15

<u>SEMESTER</u> (Unit/Crs.)	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>REHAB</u>
FALL	(2) 738	(3) 720	(3) GERON 710	(3) 715	(2) 738	(3) 704
	(3) 833	(2) 738	(3) 858	(3) 833	(3) 811	(2) 738
	(3) 858	(3) 811	(2) 859	(3) 858	(1) 827	(3) 811
	(2) 859	(3) 833	(3) 890	(2) 859	(3) 858	(3) 833
	(3) 890	(3) 890	(2) 892	(3) 890	(2) 859	(3) 890**
	(2) 892	(2) 892		(2) 892	(3) 890	(2) 892
					(2) 892	
Total Units	15	16	13	16	16	16
<u>SEMESTER</u> (Unit/Crs.)	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>REHAB</u>
SPRING	(3) 727	(3) 794	(2) 738	(3) 718	(1) 720	(3) 748
	(3) 794	(3) 857	(3) 794	(3) 794	(3) 794	(3) 778
	(3) 857	(3) 858	(3) 857	(3) 857	(3) 860	(3) 794
	(3) 891	(2) 859	(3) 891	(3) 891	(3) 861	(3) 891**
	(2) 892	(3) 891	(2) 892	(2) 892	(3) 891	(2) 892
		(2) 892			(2) 892	
Total Units	14	16	13	14	15	14

* This schedule of course offerings is subject to change without prior notice. Consult your adviser to determine if any changes have been made.

**Rehabilitation Counseling students must enroll in a rehabilitation counseling section

I. MASTER OF SCIENCE IN COUNSELING

A. Specialization: Career Counseling

Prerequisite to Program: COUN 690 Field of Counseling

Program		Units
COUN 700	Theories of Counseling.....	3
COUN 702	Developmental Foundations for Counselors.....	3
COUN 703	Psychological Foundations for Counselors.....	3
COUN 705	Practicum and Internship.....	2
COUN 706	Counseling Process.....	3
COUN 715	Assessment in Counseling.....	3
COUN 720	Career Counseling.....	3
COUN 721	Computer Applications in Counseling.....	3
COUN 727	Advanced Career Counseling.....	3
COUN 735	Counseling Practicum and Fieldwork.....	2
COUN 736	Advanced Counseling Process.....	3
COUN 738	Alcohol and Substance Abuse.....	2
COUN 794	Seminar in Research.....	3
COUN 811	Group Counseling Process.....	3
COUN 833	Social and Cultural Foundations in Counseling.....	3
COUN 857	Law and Ethics in Counseling.....	3
COUN 858	Couples and Family Counseling.....	3
COUN 859	Counseling Aspects of Sexuality.....	2
COUN 890	Integrative Counseling.....	3
COUN 891	Case Studies and Internship.....	3
COUN 892	Internship.....	4
Minimum Total	60

B. Area of Professional Emphasis

Career Counseling

COUN 720	Career Counseling.....	3
COUN 721	Computer Applications in Counseling.....	3
COUN 727	Advanced Career Counseling.....	3
COUN 850	Second Spec/Fieldwork or equivalent (upon advisement).....	up to 6 units

FACULTY

Dr. Rebecca Toporek (Program Coordinator)
 Dr. Robert Choje

The Career Program. The Career Counseling specialization and/or emphasis prepares graduates to work in high school, college, and university career centers and advising offices. Some graduates use this training to establish private career counseling and consultation practices while others enter career development centers in private industry and public agencies. This specialization/emphasis interfaces career counseling with interpersonal development and family dynamics. Issues such as worker dysfunction, workplace violence, sexual harassment, and the emotional aspects of career change are covered in the curriculum.

Skills and Competencies.

1. Life-Career Planning Counseling and Coaching. The ability to help clients of all ages clarify and identify life-career planning needs and priorities; explore and identify assets and liabilities in relation to job goals; evaluate values, interests and abilities; distinguish between vocational and avocational goals, and make and implement decisions.
2. Client Evaluation. The ability to analyze and integrate client data from a variety of sources and techniques, including work and educational histories, standardized tests, work samples and evaluations; interviews; ability to help clients interpret and use data in decision making.
3. Program Development and Consultation. The ability to assess client and agency needs and develop appropriate and relevant career guidance, consultation and life-career planning programs such as writing proposals, seeking funding, and obtaining support for new programs and projects.
4. Group Counseling. The ability to plan and implement structured and unstructured group experiences oriented toward life tasks such as career exploration, life planning, job-seeking skills, time management, and career changes.
5. Acquisition and Use of Educational and Occupational Information. The ability to obtain, develop and use relevant and appropriate educational and occupational information; to teach clients the skills necessary to obtain the educational and occupational information they need; knowledge of labor legislation relevant to client needs; knowledge of labor union and apprenticeship regulations; ability to analyze jobs by specifying tasks performed by the worker and work requirements; the ability to use labor market research studies.
6. Interdisciplinary Theories on Work and Life-Career Planning. Knowledge of the major theories about work and people in psychology, sociology, economics, and anthropology; the ability to develop and investigate one's own attitudes, values, and theories of work and people.
7. Job Development and Job Placement Skills. The ability to identify and develop employment opportunities; help clients develop job search skills; provide intermediary services to employers and prospective employees.

Curriculum Sequence. The recommended sequence of classes for the specialization in Career Counseling is:

Prerequisite to the program: COUN 690 Field of Counseling

Fall – 17 units			Spring – 14 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/Counselors	Coun 700	3	Theories/Counseling
Coun 703	3	Psych. Fnds./Counselors	Coun 715	3	Assessment in Counseling
Coun 705	2	Practicum/Internship	Coun 735	2	Practicum/Fieldwork
Coun 706	3	Interviewing Process	Coun 736	3	Advanced Counseling Process
Coun 720	3	Career Counseling	Coun 811	3	Group Counseling Process
Coun 721	3	Computer Applications in Counseling			

Fall - 15 units			Spring - 14 units		
Course	Units	Title	Course	Units	Title
Coun 738	2	Alcohol/Substance Abuse	Coun 727	3	Advanced Career Counseling
Coun 833	3	Social/Cultural Foundations	Coun 794	3	Seminar in Research
Coun 858	3	Couples/Family Counseling	Coun 857	3	Law/Ethics in Counseling
Coun 859	2	Counseling Aspects/Sex.	Coun 891	3	Case Studies/Internship
Coun 890	3	Integrative Counseling	Coun 892	2	Internship
Coun 892	2	Internship			

I. MASTER OF SCIENCE IN COUNSELING

C. Specialization: College Student Personnel Counseling

Prerequisite to Program: COUN 690 Field of Counseling

Program	Units
COUN 700 Theories of Counseling.....	3
COUN 702 Developmental Foundations for Counselors	3
COUN 703 Psychological Foundations for Counselors	3
COUN 705 Practicum and Internship.....	2
COUN 706 Counseling Process.....	3
COUN 715 Assessment in Counseling.....	3
COUN 720 Career Counseling.....	3
COUN 735 Counseling Practicum and Fieldwork.....	2
COUN 736 Advanced Counseling Process	3
COUN 738 Alcohol and Substance Abuse.....	2
COUN 792 Seminar for Counselors in Student Personnel Services.....	3
COUN 793 Organization/Administration of Student Services.....	3
COUN 794 Seminar in Research.....	3
COUN 811 Group Counseling Process.....	3
COUN 833 Social and Cultural Foundations in Counseling.....	3
COUN 857 Law and Ethics in Counseling.....	3
COUN 858 Couples and Family Counseling.....	3
COUN 859 Counseling Aspects of Sexuality.....	2
COUN 890 Integrative Counseling.....	3
COUN 891 Case Studies and Internship.....	3
COUN 892 Internship.....	4
Minimum Total	60

D. Area of Professional Emphasis

College Counseling

COUN 720 Career Counseling.....	3
COUN 792 Seminar for Counselors in Student Personnel Services.....	3
COUN 793 Organization/Administration of Student Services.....	3
COUN 850 Second Spec/Fieldwork or equivalent (upon advisement).....	up to 6 units

FACULTY

Dr. Alvin Alvarez (Program Coordinator)

Dr. Hsin-Ya Liao

The College Program. The mission of the specialization/emphasis in College Counseling is to prepare master's level professionals to work in both counseling and student services roles at the community college and four-year college levels.

Specifically, the program is designed to develop the ability to facilitate the development of college students in both cognitive and personal areas. Its focus is on prevention, remediation, and developmental counseling skills. In addition to the core competencies of the master's program, this specialization and emphasis develop knowledge and skills in the areas of group counseling, educational counseling, problem solving and decision making, assessment,

evaluation and research, teaching, consulting and management, supervision, and organizational development.

Students with a specialization in College Counseling must document 600 hours of field placement supervised experience (CACREP program certification requirement) in a college setting.

Fieldwork in College Counseling

Students may combine the College specialization with other emphases in the department; however, regardless of the combinations, all students with a College specialization or emphasis must complete a minimum one-year traineeship at a college or university. As a result, students need to recognize that certain combinations of specialization or emphasis will result in additional time and field placement work through the Department of Counseling. As an example, the combination of College and School Counseling requires students to complete three years of traineeships: one (1) year at a college or university; and two (2) years at an elementary, middle and/or high school.

Skills and Competencies.

1. Specialized Counseling. The ability to facilitate the development of college students, including skill development and remediation. The main types of skills essential for competency in this area are:
 - a. Prevention: intervention designed to prevent potential deficits from deteriorating.
 - b. Remediation: intervention designed to ameliorate skill deficits (academic, personal, social, etc.).
 - c. Development: intervention designed to intentionally enhance or enrich persons and/or their environment.
2. Group Processes. The ability to assess the dynamics of group processes and to facilitate growth and development through group interaction with specific reference to adult concerns.
3. Educational Counseling. The ability to facilitate students in formulating and clarifying educational values and goals.
4. Problem-Solving and Decision-Making Skills. The ability to help students learn systematic problem-solving and decision-making strategies, including the ability to clarify values, formulate goals and objectives, design and implement programs of action, and evaluate their effectiveness. Two areas in which these skills are typically applied are (a) educational planning and (b) career and life planning. Focus in these areas is on developmental tasks of adults of all ages.
5. Specialized Assessment, Evaluation, and Research Techniques. The ability to assess college students' needs in such areas as learning skills, interests, personal development, etc., and the ability to communicate findings and results to other members of the college community.
6. Consulting. The ability to provide relevant and effective consultation to students, teachers, peers, administrators, and community members.

Curriculum Sequence. The recommended sequence of classes for specialization in College Counseling is:

Prerequisite to Program: COUN 690 Field of Counseling

Fall – 14 units			Spring – 14 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/ Counselors	Coun 700	3	Theories/Counseling
Coun 703	3	Psych. Fnds./Counselors	Coun 715	3	Assessment in Counseling
Coun 705	2	Practicum/Internship	Coun 735	2	Practicum/Fieldwork
Coun 706	3	Interviewing Process	Coun 736	3	Advanced Counseling Process
Coun 792	3	Seminar for Counselors in Student Personnel Svcs.	Coun 793	3	Organization/Adminis. Of Student Services

Fall – 16 units			Spring – 16 units		
Course	Units	Title	Course	Units	Title
Coun 720	3	Career Counseling	Coun 794	3	Seminar in Research
Coun 738	2	Alcohol/Substance Abuse	Coun 857	3	Law/Ethics in Counseling
Coun 811	3	Group Counseling	Coun 858	3	Couple/Family Coun. I
Coun 833	3	Social/Cultural Foundations in Counseling	Coun 859	2	Counseling Aspects of Sexuality
Coun 890	3	Integrative Counseling	Coun 891	3	Case Studies/Internship
Coun 892	2	Internship	Coun 892	2	Internship

I. MASTER OF SCIENCE IN COUNSELING

E. Specialization: Gerontological Counseling

Prerequisite to Program: COUN 690 Field of Counseling

Program	Units
COUN 700 Theories of Counseling.....	3
COUN 702 Developmental Foundations for Counselors.....	3
COUN 703 Psychological Foundations for Counselors.....	3
COUN 705 Practicum and Internship.....	2
COUN 706 Counseling Process.....	3
COUN 715 Assessment in Counseling.....	3
COUN 735 Counseling Practicum and Fieldwork.....	2
COUN 736 Advanced Counseling Process.....	3
COUN 738 Alcohol and Substance Abuse.....	2
COUN 794 Seminar in Research.....	3
COUN 811 Group Counseling Process.....	3
COUN 820 Counseling the Older Adult.....	3
COUN 833 Social and Cultural Foundations in Counseling.....	3
COUN 857 Law and Ethics in Counseling.....	3
COUN 858 Couples and Family Counseling.....	3
COUN 859 Counseling Aspects of Sexuality.....	2
COUN 890 Integrative Counseling.....	3
COUN 891 Case Studies and Internship.....	3
COUN 892 Internship.....	4
GRN <i>Gerontology course chosen in conjunction with advisor</i>	3
GRN <i>Gerontology course chosen in conjunction with advisor</i>	3
Minimum Total	60

F. Area of Professional Emphasis

Gerontological Counseling

COUN 820 Counseling the Older Adult.....	3
GRN <i>Gerontology course chosen in conjunction with advisor</i>	3
GRN <i>Gerontology course chosen in conjunction with advisor</i>	3
COUN 850 Second Spec/Fieldwork or equivalent (upon advisement).....	up to 6 units

FACULTY GERONTOLOGICAL SPECIALIZATION

Dr. John Blando (Program Coordinator)

The Gerontology Program. The major objective of this specialization/emphasis is to provide training for students who want to counsel elder persons consistent with the requirements for accreditation by CACREP and the National Board of Certified Counselors. It is the intent of this specialization/emphasis to focus on generic and specific efforts toward professional development, which include basic communication skills, theoretical and developmental foundations, mental health assessment, and the aging process. Consistent with the general mission of the Department of Counseling, the Gerontology specialization/emphasis recognizes the need for close coordination with the field.

Skills and Competencies.

1. Demonstrates and actively advocates for positive, respectful, wellness-enhancing attitudes toward older persons and a concern for empowerment of persons throughout the life span.
2. Demonstrates skill in applying extensive knowledge of human development for older persons, including major theories of aging, the relationship between physical and mental health and aging, the difference between normal and pathological aging processes, gender-related developmental differences, and coping skills for life transitions and loss.
3. Demonstrates skill in applying extensive knowledge of social and cultural foundations for older persons, including characteristics and needs of older minority subgroups, factors affecting substance and medication abuse, recognition and treatment of elder abuse, and knowledge of social service programs.
4. Demonstrates the ability to function in the multiple roles required to facilitate helping relationships with older persons (e.g., advocate, family consultant) and to mobilize available resources for functioning effectively in each role.
5. Demonstrates skill in recruiting, selecting, planning, and implementing groups with older persons.
6. Demonstrates skill in applying extensive knowledge of career and lifestyle options for older persons, age-related assets, barriers to effective choices, and resources for maximizing exploration of career and lifestyle options.
7. Demonstrates skill in appraisal of older persons, including identifying characteristics of suitable appraisal instruments and techniques and in using assessment results in developing treatment plans.
8. Demonstrates skill in applying extensive knowledge of current research related to older persons and the implications of research findings for helping relationships.
9. Demonstrates skill in applying extensive knowledge of the intellectual, physical, social, emotional, vocational, and spiritual needs of older persons and strategies for helping to meet those needs.
10. Demonstrates skill in applying appropriate intervention techniques in collaboration with medical and other care providers, for physical and mental impairments common to older persons, such as acute, chronic, and terminal illness, depression, suicide, and organic brain syndromes.
11. Demonstrates extensive knowledge of public policy and legislation affecting older persons and knowledge of a continuum of care that will allow older persons to maintain their highest level of independence.
12. Demonstrates skill in applying appropriate intervention techniques for situational and developmental crises commonly experienced by older persons, such as bereavement, isolation, divorce, relocation, sexual concerns, illness, transportation, crime, abuse, and relationships with adult children and caregivers.

13. Demonstrates skill in the use of a wide variety of specialized therapies to assist older persons in coping with both developmental and non-normative issues such as creative arts therapies, pet therapy, peer counseling, and family counseling.
14. Demonstrates skill in applying extensive knowledge of ethical issues in counseling older persons, their families, and care providers.
15. Demonstrates the ability to act as a consultant to individuals and organizations on issues related to older persons and their families.
16. Demonstrates skill in program development for the older population, including needs assessment, program planning, implementation, and evaluation.

Curriculum Sequence. The recommended sequence of classes for the specialization in Gerontological Counseling is:

Prerequisite to Program: COUN 690 Field of Counseling

Fall - 17 units			Spring - 17 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/Counselors	Coun 700	3	Theories/Counseling
Coun 703	3	Psych. Fnds./Counselors	Coun 715	3	Assessment in Counseling
Coun 705	2	Practicum/Internship	Coun 735	2	Practicum/Fieldwork
Geron 705	3	Aging in a Multidimensional Context	Coun 736	3	Advanced Counseling Process
Coun 706	3	Interviewing Process	Coun 820	3	Counseling the Older Adult
Coun 833	3	Social/Cultural Foundations In Counseling	Coun 811	3	Group Counseling Process

Fall - 13 units			Spring - 13 units		
Course	Units	Title	Course	Units	Title
Geron 710	3	Aging Process	Coun 738	2	Alcohol/Substance Abuse
Coun 859	2	Counseling Aspects of Sexuality	Coun 794	3	Seminar in Research
Coun 858	3	Couples/Family Counseling	Coun 857	3	Law/Ethics in Counseling
Coun 890	3	Integrative Counseling	Coun 891	3	Case Studies/Internship
Coun 892	2	Internship	Coun 892	2	Internship

I. MASTER OF SCIENCE IN COUNSELING

G. Specialization: School, PPS Credential

Prerequisite to Program: COUN 690 Field of Counseling

Program	Units
COUN 700 Theories of Counseling.....	3
COUN 702 Developmental Foundations for Counselors.....	3
COUN 703 Psychological Foundations for Counselors.....	3
COUN 705 Practicum and Internship.....	3
COUN 706 Counseling Process.....	3
COUN 715 Assessment in Counseling.....	3
COUN 716 Professional Seminar I - Structural Elements.....	3
COUN 717 Professional Seminar II - Functional Elements.....	3
COUN 718 Professional Seminar III - Professional Issues.....	3
COUN 735 Counseling Practicum and Fieldwork.....	2
COUN 736 Advanced Counseling Process.....	3
COUN 738 Alcohol and Substance Abuse.....	2
COUN 794 Seminar in Research.....	3
COUN 811 Group Counseling Process.....	3
COUN 833 Social and Cultural Foundations in Counseling.....	3
COUN 857 Law and Ethics in Counseling.....	3
COUN 858 Couples and Family Counseling.....	3
COUN 859 Counseling Aspects of Sexuality.....	2
COUN 890 Integrative Counseling.....	3
COUN 891 Case Studies and Internship.....	3
COUN 892 Internship.....	4
Minimum Total.....	60

H. Area of Professional Emphasis

School Counseling

COUN 716 Professional Seminar I - Structural Elements.....	3
COUN 717 Professional Seminar II - Functional Elements.....	3
COUN 718 Professional Seminar III - Professional Issues.....	3
COUN 850 Second Spec/Fieldwork or equivalent (upon advisement).....	up to 6 units

FACULTY

Dr. Graciela Orozco (Program Coordinator)
 Dr. Terry Gutkin
 Dr. Patricia Van Velsor

The School Program. School Counseling is a program of professional specialization or emphasis concerned with assisting students in public and private schools (grades PK-12) with effective counseling and guidance programs and services that are designated to meet students' personal, social, and career needs. The program is designed to expose students to both didactic and experiential learning. The program focus is on children and adolescent performance in a learning environment utilizing both preventative and intervention strategies.

The program may be completed in two years on a full-time basis, or may be taken on a part-time basis. The program consists of 60 units. While much of the course work is generic in nature and is common to all counseling majors, some generic courses have specific sections reserved for School Counseling majors, and some courses are unique to the School Counseling

program. The School Counseling curriculum is a component within the Department of Counseling with all of the required course work offered through this department. Graduates will be recommended for a PPS credential in school counseling to the California Commission on Teacher Credentialing upon completion of all credentialing requirements.

Students may combine the School specialization with another emphasis in the program. As a result, students need to recognize that certain programs will result in additional time and field placement work in the program. For example, the combination of College and School Counseling will require students to complete three years of traineeships: (1) two years at two of the following three settings: elementary, middle, and/or high school; and (2) one year in a college/university setting.

Field Practice. Practical experience in the field of School Counseling is integrated with academic study throughout the program. During the first year, each student spends 12 hours per week in supervised practice in a school setting. In the second year, each student spends 16 hour per week in supervised fieldwork in a different school setting. The state-mandated requirements are as follows:

Each candidate in field practice must demonstrate knowledge and skill in the areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal issues, and professional ethics.

1. A minimum of six hundred (600) clock hours of field practice are required in a PK-12 school setting in direct contact with pupils:
 - a. Fieldwork shall be provided in at least two of three settings (elementary, middle and/or high school) with a minimum of two hundred (200) hours at each setting;
 - b. At least one hundred fifty (150) clock hours shall be devoted to issues of diversity, focusing on developing and implementing a program that addresses diversity issues; and/or working with at least ten (10) pupils of a racial/ethnic background different from that of the candidate;
 - c. A minimum of twenty-five (25) clock hours will involve group counseling and guidance activities in a school setting.
2. Up to two hundred (200) of six hundred (600) clock hours may be in a setting other than the public schools provided that the candidate is supervised by an experienced practitioner who holds the Pupil Personnel Services credential.

Credential Requirements. The following state-mandated requirements for anyone applying for a credential in a California public school must be completed in a timely fashion. There will be no reminder given by the department, and it is the student's responsibility to address these requirements in a timely manner:

1. Fingerprinting (application for Character and Identification Clearance). This must be completed **before** starting to work in any California public school. The forms are available in the Credentialing Office in the College of Education.
2. Evidence that the student had a current TB test with negative results.
3. Successful completion of the CBEST **before** your credential is approved. We strongly recommend that you take this test either before or soon after starting our program.

4. Payment of a credential processing fee to the Credential Office.
5. Submission of a CAP (Credential Approved Program) accompanied by one (1) official transcript to the Counseling Department.
6. Submission to the Credential Office of one (1) unofficial transcript the semester before your final semester at SFSU.
7. Completion of your official credential application with accompanying fee to be sent to the Commission on Teacher Credentialing. The final document will not be issued to you by the Credential Office until all of the above items have been completed (items 1-6).

Upon completion of this course of study, students will be recommended by the Department of Counseling at San Francisco State University for the California State Pupil Personnel Services Credential in School Counseling. Any questions regarding your credential after you leave the university should be directed to:

State of California - Commission of Teacher Credentialing
P.O. Box 944270 (1812 9th Street)
Sacramento, California 94244-2700

Curriculum Sequence. The recommended sequence of classes for the specialization in School Counseling is:

Prerequisite to Program: COUN 690 Field of Counseling

Fall – 14 units			Spring – 16 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/Counselors	Coun 700	3	Theories/Counseling
Coun 703	3	Psych. Fnds./Counselors	Coun 717	3	Professional Seminar II-Functional Elements
Coun 705	2	Practicum/Internship	Coun 735	2	Practicum/Fieldwork
Coun 706	3	Interviewing Process	Coun 736	3	Advanced Counseling Process
Coun 716	3	Professional Seminar I-Structural Elements	Coun 738	2	Alcohol/Substance Abuse
			Coun 811	3	Group Counseling Process

Fall – 16 units			Spring – 14 units		
Course	Units	Title	Course	Units	Title
Coun 715	3	Assessment in Counseling	Coun 718	3	Professional Seminar III Prof. Issues
Coun 833	3	Social/Cultural Foundations In Counseling	Coun 794	3	Seminar in Research
Coun 858	3	Couples/Family Counseling	Coun 857	3	Law/Ethics in Counseling
Coun 859	2	Counseling Aspects of Sexuality	Coun 891	3	Case Studies/Internship
Coun 890	3	Integrative Counseling	Coun 892	2	Internship
Coun 892	2	Internship			

Pupil Personnel Services Credential-Only Program

This program is designed for individuals who currently hold a master’s degree in Counseling or a closely related field, such as social work and psychology, and who wish to obtain a credential enabling them to work as a school counselor in a P-12 school setting.

Students completing this program will meet the standards of quality and effectiveness as recommended by the California Commission on Teacher Credential (CTC). This program does not fall under the auspices of CACREP.

The Program: designed to supplement an already completed master’s degree in Counseling. It comprises a minimum of 15 semester units:

COUN 716	Structural Elements for School Counseling.....	3 units
COUN 717	Functional Elements for School Counseling.....	3 units
COUN 718	Professional Issues for School Counseling.....	3 units
COUN 850	Post-Masters Internship.....	6 units

Additional courses by advisement: In order to meet the national American Counseling Association, Council for Accreditation of Counseling Related Education Programs (CACREP), and Commission on Teacher Credentialing (CTC) standard, students may be required to take additional coursework to meet program and credential requirements.

The total number of semester credit hours must be a minimum of 48 semester units, which may include units from the candidate’s master’s degree program.

Field Practice: The parameters of field practice are those that are described in the degree program above.

Credential Application: Consult with your program adviser for the current procedural requirements at the time of your application. Further questions about this program should be directed to the Commission on Teacher Credentialing (see address above).

Additional Courses:

COUN 715	Assessment in Counseling.....	3 units
COUN 738	Substance Abuse.....	3 units
COUN 811	Group Counseling Process.....	3 units
COUN 833	Social and Cultural Foundations in Counseling.....	3 units
COUN 857	Law and Ethics for Counselors.....	3 units
COUN 858	Couples and Family Counseling I.....	3 units
COUN 859	Counseling Aspects of Sexuality.....	2 units

These units will be determined by advisement. The total number of semester credit hours, as specified by the CTC, must be a minimum of 48 semester units, which may include units from the candidate’s Master’s Degree program.

Field Practice: The state-mandated requirements are as follows:

Each candidate in field practice must demonstrate knowledge and skill in the areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal issues, and professional ethics.

1. A minimum of six hundred (600) clock hours of field practice are required in a P-12 school setting in direct contact with pupils:
 - a. Fieldwork shall be provided in at least two of three settings (elementary, middle and/or high school) with a minimum of one hundred hours at each setting;
 - b. At least one hundred (100) clock hours shall be with at least ten (10) pupils (individually and/or in a group) of a racial/ethnic background different from that of the candidate; and
 - c. A minimum of twenty-five (25) clock hours will involve group counseling and guidance activities in a school setting.
2. Up to one hundred and fifty (150) clock hours may be in a setting other than schools counseling school age (P-12) youth provided that the candidate is supervised by an experienced practitioner who holds the Pupil Personnel Services credential.

Credential Requirements:

The following state-mandated requirements for anyone applying for a credential in a California public school must be completed in a timely fashion. There will be no reminder given by the department, and it is the student's responsibility to address these requirements in a timely manner:

1. Fingerprinting (application for Character and Identification Clearance). This must be completed ***before*** starting to work in any California public school. The forms are available in the Credentialing Office in the College of Education.
2. Evidence that the student had a current TB test with negative results.
3. Successful completion of the CBEST ***before*** your credential is approved. We strongly recommend that you take this test either before or soon after starting our program.
4. Payment of a credential processing fee to the Credential Office.
5. Submission of a CAP (Credential Approved Program) accompanied by one (1) official transcript to the Counseling Department.
6. Submission to the Credential Office of one (1) unofficial transcript the semester before your final semester at SFSU.
7. Completion of your official credential application with accompanying fee to be sent to the Commission on Teacher Credentialing. The final document will not be issued to you by the Credential Office until all of the above items have been completed (items 1-6).

Upon completion of this course of study, students will be recommended by the Department of Counseling at San Francisco State University for the California State Pupil Personnel Services Credential in School Counseling. Any questions regarding your credential after you leave the university should be directed to:

State of California - Commission of Teacher Credentialing
P.O. Box 944270 (1812 9th Street)
Sacramento, California 94244-2700

II. MASTER OF SCIENCE IN COUNSELING

Concentration in Marriage, Family and Child Counseling

Prerequisite to Program: COUN 690 Field of Counseling

Program	Units
COUN 700 Theories of Counseling.....	3
COUN 702 Developmental Foundations for Counselors.....	3
COUN 703 Psychological Foundations for Counselors.....	3
COUN 705 Practicum and Internship.....	2
COUN 706 Counseling Process.....	3
COUN 715 Assessment in Counseling.....	3
COUN 720 Career Counseling.....	1
COUN 735 Counseling Practicum and Fieldwork.....	2
COUN 736 Advanced Counseling Process.....	3
COUN 738 Alcohol and Substance Abuse.....	2
COUN 794 Seminar in Research.....	3
COUN 811 Group Counseling Process.....	3
COUN 827 The Consultation Process.....	1
COUN 833 Social and Cultural Foundations in Counseling.....	3
COUN 857 Law and Ethics in Counseling.....	3
COUN 858 Couples and Family Counseling I.....	3
COUN 859 Counseling Aspects of Sexuality.....	2
COUN 860 Couples and Family Counseling II.....	3
COUN 861 Seminar on Child Treatment.....	3
COUN 890 Integrative Counseling.....	3
COUN 891 Case Studies and Internship.....	3
COUN 892 Internship.....	4
COUN 899 or Elective.....	1
Minimum Total.....	60

FACULTY - MFCC CONCENTRATION

Dr. Robert A. Williams
 Dr. John Blando
 Mary Cavagnaro, Counseling Clinic Director
 Dr. Andrés Consoli
 Dr. Gloria Gregg (Adjunct)
 Dr. Karl Kwan
 Dr. Lesley Zwillinger, Fieldwork Coordinator

The MFT Program. The major objective of this specialization is to provide training for students in the specialization of marriage family therapy consistent with State of California requirements for licensing and with CACREP requirements for certification. We are guided by these requirements and by the emergence of mental health counseling as one of the major service providers for the community. As such, it is our responsibility to focus our generic and specific efforts toward professional development, which includes theoretical and developmental foundations, psychodiagnostic skills, and a broad range of counseling and therapeutic abilities with a culturally diverse population. Consistent with the general mission of the Department of Counseling, the MFT specialization recognizes the need for close coordination with the field and the development of a responsive curriculum.

Legal Notification: The Master of Science in Marriage and Family Therapy meets the requirements of Sections 4980.37, 4980.40, and subdivisions (a) and (d) of Section 4980.41 of the Business and Professions Code of the State of California for the Marriage and Family Therapist license.

Skills and Competencies.

1. Relationship Counseling. Comprehension of approaches, dynamics, and techniques appropriate to assisting individuals with intimate couple relationships, including marital and nonmarital arrangements.
2. Family Dynamics and Therapy. Knowledge and understanding of family dynamics, communication patterns, role systems, and implications for family therapy; knowledge and understanding of techniques that are of major import in the field and their crosscultural interpretations.
3. Child Counseling. Knowledge and understanding of major approaches for working with children in therapeutic counseling.
4. Separation, Divorce, and Relation Dissolution Counseling. Knowledge and understanding of major dynamics and techniques relating to individuals experiencing relationship loss.
5. Assessment. Exposure to and familiarity with basic instruments and procedures relative to assessing the behavioral dynamics, personality adjustment, and general status of individuals in careers and family groups in the practice of marriage family therapy; should include ability to administer, score, and interpret selected instruments and procedures.
6. Sexuality Counseling. Knowledge and understanding of basic dynamics, techniques, and approaches to working with individuals experiencing functional or nonfunctional difficulty with sexuality.
7. Family Law. Knowledge and understanding of basic laws and legal issues relating to working with individuals and families in institutional and private practice.
8. Consultation. The ability to provide relevant consultation with peers, clients, other helping professionals and agencies; ability to perform independent consultant tasks.

Information Relating to Obtaining the Marriage/Family Therapy License. All students who elect to complete the M.S. in Counseling: Marriage, Family, and Child Counseling concentration will be eligible to apply for the MFT license through the California State Board of Behavioral Sciences (BBS). The graduate degree is one part of the overall process. It is important to note that the license is granted only after the applicant has completed the following requirements:

1. A master's degree in Counseling: Concentration in Marriage, Family, and Child Counseling. All students must have graduate standing; i.e., must have earned an undergraduate degree, and must enroll and complete all program requirements.
2. Three thousand (3,000) hours of supervised clinical experience (students must complete 12 units of graduate study before counting hours) under the direct supervision of a licensed MFT, psychologist, clinical social worker, or board certified psychiatrist with at

least 1,700 hours to be obtained on a post-master's basis. Please refer to the *Practicum and Trainee Handbook* for details.

3. Successful completion of a standard written examination administered by the Board of Behavioral Sciences.
4. Completion of a 2 semester unit Psychopharmacology course. Our department does not presently offer this course.

There are numerous regulations and criteria that relate to these requirements, and the Board of Behavioral Sciences frequently changes them. The department makes every attempt to keep current with changes and communicate such changes to students. Because of this fact, however, it is recommended that you be alert to departmental communications and attend any informational meetings that are announced. In addition, it is also suggested that you write to the Board of Behavioral Sciences and request an application packet. It will contain current laws and regulations, forms for you to verify clinical experience, and other relevant information. The address is:

Board of Behavioral Sciences
1625 North Market Boulevard, Suite S-200
Sacramento, California 95834
Phone (916) 574-7830 or TTD (916) 322-1700

We strongly encourage you to access the Board of Behavioral Sciences web site (www.bbs.ca.gov), which contains up-to-date information concerning the range of licensing requirements as well as a plethora of extremely relevant material, including but not limited to the most up-to-date version of all the BBS forms you will need. Furthermore, you may contact the Board with your questions via email at (BBSWebMaster@bbs.ca.gov).

Clinical Practice Hours

COUN 706, COUN 736, COUN 890 or COUN 891, instructors' supervision, do not meet BBS supervision requirements. All students must be concurrently placed at a clinical training site and be enrolled in a practicum course (COUN 736, 890, 891). Field supervisors (staff at the clinical training site) must indicate whether (a) the student's clinical hours qualify under BBS regulations; and (b) the supervision hours qualify under BBS regulations. The Department of Counseling must approve and monitor all clinical training sites, and also monitors hours accumulated for BBS purposes. Hours will be counted only after a student has completed 12 units, not including COUN 690.

A placement in the field, particularly for the first level practica (705-706 and 735-736) is not made by the department based upon any assumption of meeting BBS requirements for the accumulation of supervised clinical hours necessary for licensing. The department makes every effort to assure that second-level practicum placements (890-892 and 891-892) meet the requirement criteria. This is often not possible in the first year of the program, and students should not reject a possible placement solely on the grounds that the hours cannot be counted toward licensing.

Students who elect to meet the professional specialization requirements in Marriage Family Therapy must document 840 hours of supervised fieldwork in this specialization (this is a departmental accreditation [CACREP] requirement, not a BBS requirement). These hours are not equivalent to hours that count toward licensure. Only some of these 840 hours will be applied to licensure.

After Graduating: Obtaining an Intern Registration Number.

Upon graduation, you will have to wait until your degree officially appears on your transcript. This usually occurs in July after graduation in May. This transcript can be obtained from the Registrar and may take up to six weeks after completing all requirements.

We specifically ask that you do not telephone the department concerning the status of your degree since the conferring of this document is performed in the Registrar's office in conjunction with documentation of your coursework verified by the Graduate Division. This process is not controlled nor can the department influence the timeframe within which the university awards your degree. Once you have applied for graduation, the degree process is completely out of our hands. The Graduate Division is aware of the 90-day requirement to apply to the BBS for a change from student to intern status, and has agreed to process all applications for MFCC degrees before they process any others. If you have any questions about this, please telephone the Registrar or Graduate Division. When applying to be an MFT intern, the applicant must complete the upper portion of the program certification. Graduates from our program should circle M.S., fill in the semester and year you entered the program, and complete the degree title. The yes/no statements are to be left blank. Mail the program certification form along with an **official** (sealed) **transcript** to:

Chair, Department of Counseling, BH 524
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

The signed program certification form will be returned to you in a sealed envelope via the U.S. mail. **Please follow this process to ensure timely processing and service.**

We have prepared a logical sequence of courses and we expect you to follow it accordingly. The two-year plan is detailed in this section. Beyond that, we expect you to complete the foundational courses (690, 700, 702, 703, 715, 833, 857) and the first year practicum sequence (705/706 & 735/736) before attempting advance courses such as 738, 859). Consultation with your advisor on these matters should help you organize your course of study. If further consultation is desired, please confer with the MFT coordinator.

Note: As you consider becoming a psychotherapist, you should be aware that a personal background containing certain types of serious (criminal) offenses will prevent you from becoming license eligible, while other offenses may make it quite difficult. We suggest that you consult with the Board of Behavioral Sciences about any questions you might have regarding any legal issues in your background with which you are concerned. You should also be aware that while the department and university do not require fingerprinting or any other type of verification of criminal records, some field placements do so on a regular basis, particularly those where you work with children. Furthermore, some field placements require your consent to urine analysis to ascertain your drug-free status.

Curriculum Sequence. The recommended sequence of classes for the Master of Counseling – Concentration in Marriage, Family and Child Counseling is:

Prerequisite to Program: COUN 690 Field of Counseling

Fall 2008 (15 units)

Course Title	Course Number	Units	Comments
Traineeship (Field Experience)	COUN 705	3	Must take with COUN 706
Interviewing Process (didactic)	COUN 706	3	Must take with COUN 705
Developmental Foundations	COUN 702	3	Must complete undergrad Human Dev. prereq.
Psychological Foundations	COUN 703	3	Must complete undergrad Abnormal Psych prereq.
Social/Cultural Foundations in Counseling	COUN 833	3	

Spring 2009 (14 units)

Course Title	Course Number	Units	Comments
Traineeship (Field Experience)	COUN 735	2	Must take with COUN 736
Interviewing Process	COUN 736	3	Must take with COUN 735
Theories of Counseling	COUN 700	3	Must complete undergrad Theories of Personality prereq.
Assessment in Counseling	COUN 715	3	
Law and Ethics in Counseling	COUN 857	3	

Fall 2009 (16 units)

Course Title	Course Number	Units	Comments
Traineeship (Field Experience)	COUN 892	2	Must take with COUN 890
Integrative Counseling	COUN 890	3	Must take with COUN 892
Alcohol & Substance Abuse	COUN 738	2	
Group Counseling	COUN 811	3	
The Consultation Process	COUN 827	1	
Couples & Family I	COUN 858	3	
Counseling Aspects of Sexuality	COUN 859	2	

Spring 2010 (15 units)

Course Title	Course Number	Units	Comments
Traineeship (Field Experience)	COUN 892	2	Must take with COUN 891
Case Studies	COUN 891	3	Must take with COUN 892
Career Counseling	COUN 720	1	
Seminar in Research	COUN 794	3	
Couples & Family II	COUN 860	3	Spring Only in Spring 2009
Seminar on Child Treatment	COUN 861	3	Spring Only in Spring 2009

Some of our MFCC graduate students complete the program in two years while others do it in three years. If you wish to complete the program in three years, please find below a suggested class sequence. If you are considering a “three-year plan,” we strongly recommend that you seek some type of volunteer or paid counseling-related field experience (e.g., crisis hotline, women’s shelter, family service agency, etc.). Many of our three-year students tell us that they did not profit as much from their academic classes in the first year because they were not seeing clients. Work in the field will permit you to apply the knowledge and principles learned in class to your fieldwork.

Fall 2008 (9 units)

Course Title	Course Number	Units	Comments
Field of Counseling	COUN 690	3	
Developmental Foundations	COUN 702	3	Must complete undergrad Human Dev. before taking 702.
Psychological Foundations	COUN 703	3	Must complete undergrad Abnormal Psych. before taking 703

Spring 2009 (9 units)

Course Title	Course Number	Units	Comments
Theories of Counseling	COUN 700	3	Must complete undergrad Theories of Personality before taking 700
Law & Ethics	COUN 857	3	
Assessment in Counseling	COUN 715	3	

Fall 2009 (9 units)

Course Title	Course Number	Units	Comments
Traineeship (Field Experience)	COUN 705	3	Must take with COUN 706
Interviewing Process (didactic)	COUN 706	3	Must take with COUN 705
Social/Cultural Foundations in Counseling	COUN 833	3	

Spring 2010 (9 units)

Course Title	Course Number	Units	Comments
Traineeship (Field Experience)	COUN 735	2	Must take with COUN 736
Interviewing Process	COUN 736	3	Must take with COUN 735
Career Counseling	COUN 720	1	
Seminar in Research	COUN 794	3	

Fall 2010 (15 units)

Course Title	Course Number	Units	Comments
Traineeship (Field Experience)	COUN 892	2	Must be taken with COUN 890
Integrative Counseling	COUN 890	3	Must be taken with COUN 892
Substance Abuse	COUN 738	2	
Groups	COUN 811	3	
Consultation Process	COUN 827	1	
Couples & Family I	COUN 858	3	
Counseling Aspects of Sexuality	COUN 859	2	

Spring 2011 (11 units)

Course Title	Course Number	Units	Comments
Traineeship (Field Experience)	COUN 892	2	Must be taken with COUN 891
Case Studies	COUN 891	3	Must be taken with COUN 892
Couples & Family II	COUN 860	3	
Seminar on Child Txt	COUN 861	3	

Note: If you are placed in a setting during your first practicum where you work exclusively with children and adolescents, discuss with your adviser the possibility of taking 861 in the spring semester while in first-year practicum.

Please also note: The one-unit elective is satisfied by taking 3 units of COUN 705 or 3 units of 735.

III. MASTER OF SCIENCE IN REHABILITATION COUNSELING

Program	Units
COUN 700 Theories of Counseling.....	3
COUN 702 Developmental Foundations for Counselors.....	3
COUN 703 Psychological Foundations for Counselors.....	3
COUN 704 Psychosocial Aspects of Disability.....	3
COUN 705 Practicum and Internship.....	3
COUN 706* Counseling Process.....	3
COUN 715 Assessment in Counseling.....	3
COUN 735 Counseling Practicum and Fieldwork.....	2
COUN 736* Advanced Counseling Process.....	3
COUN 738 Alcohol and Substance Abuse.....	2
COUN 748 Rehabilitation Assistive Technology.....	3
COUN 762 Seminar on Field of Rehabilitation Counseling.....	3
COUN 766 Medical-Social Aspects of Rehabilitation Counseling.....	3
COUN 778** Occupational Information, Dynamics and Placement in Rehabilitation Counseling.....	3
COUN 794 Seminar in Research.....	3
COUN 811 Group Counseling Process.....	3
COUN 833 Social and Cultural Foundations in Counseling.....	3
COUN 890* Integrative Counseling.....	3
COUN 891*** Case Studies and Internship.....	3
COUN 892*** Internship.....	4
Elective on advisement.....	1

* These sections must be taught by a certified Rehabilitation Counselor.

** For students with other emphases, COUN 778 can be substituted for COUN 720.

*** For those with both a specialization and an emphasis, the second year of clinical sequence, i.e., 890, 891, should be taken in your specialization. For example, if you are MFT/Rehab, you will take a class taught by MFT faculty and the liaison assigned to you will be a CRC Instructor who will provide the required CRC supervision. Refer to section below titled “Practicum and Internship”.

Minimum Total..... **60**

FACULTY - REHABILITATION COUNSELING

Dr. Lesley Zwillinger, CRC (Program Coordinator)

Dr. Julie Chronister

Dr. Mya Vaughn

The Rehabilitation Counseling Training Program (RCTP). *The Department of Counseling Student Advising Handbook* is your primary guide to Department requirements. Additionally, comprehensive and detailed information concerning specific Rehabilitation Counseling training program requirements appear in the *Rehabilitation Counseling Training Program Student Handbook and Internship Manual*, a supplement to this handbook. The Coordinator of the RCTP will provide all students with a copy of that manual on an annual basis making it available online. Both the *Department of Counseling Student Handbook* and the RCTP Manual are revised on an annual basis to integrate ongoing university and department policy changes.

Rehabilitation counselors stand apart from other helping professionals because of their combined focused expertise in the areas of vocational counseling and their medical knowledge of disabilities. Rehabilitation counseling professionals are skilled both in counseling and case management. Rehabilitation counseling focuses on assisting people with disabilities in

attaining their maximum potential in life. The disabilities involved span a broad spectrum of medical conditions including physical, sensory, developmental, cognitive, and emotional disabilities.

Trained rehabilitation counselors remain in demand in both the public and private sectors. Places of employment include state rehabilitation agencies, private non-profit agencies, colleges and universities, schools, drug and alcohol treatment centers, rehabilitation facilities, and mental health agencies. In the private sector, there are opportunities in the area of disability management.

Skills and Competencies

According to S.E. Rubin and R.T. Roessler in their seminal text, *“Foundations of the Vocational Rehabilitation Process,”* to fulfill the responsibilities of their job role, rehabilitation counselors must carry out case finding, intake, diagnosis, eligibility determination, plan development and completion, service provision, placement and follow-up, and post-employment services” (p. 215). Rehabilitation counselors have a diverse job role and they need many skills if they are to assist people with disabilities to improve the quality of their lives. The following are the four job-skill areas necessary for rehabilitation counselors to master:

1. Affective Counseling

Affective counseling skills assist people with disabilities to deal with their feelings regarding their disabilities, as well as their concerns about participating in a rehabilitation program. Rehabilitation counselors help individuals with disabilities explore, understand, and handle the limiting aspects of their disabilities and their environment.

2. Vocational Counseling

Vocational counseling skills include facilitating the individual’s vocational choice. During vocational counseling, occupational information and client assessment results are frequently utilized. Also, the rehabilitation plan is developed in consultation with the client.

3. Job Placement Counseling

Placement counseling functions occur during the job search and the adjustment to new employment. Placement counseling skills include knowing how to conduct job seeking skills training, supportive counseling for job seeking, providing information on available job openings, orienting clients to employment agencies in the community, and post-employment counseling skills to help the client handle job adjustment problems that occur post employment.

4. Case Management

Three areas of case management tasks introduce the necessary skills and include: intake interviewing, service coordination, and case recording and reporting.

National Certification: CRC

Students specializing in rehabilitation counseling are eligible to sit for the national examination for certification by the Commission on Rehabilitation Counselor Certification (CRCC). For additional information regarding certification, consult with the Coordinator and/or contact the following:

Commission on Rehabilitation Counselor Certification
The Board for Rehabilitation Certification
1699 E. Woodfield Road, Suite 300, Schaumburg, Illinois 60173
Ph. (847) 944-1325, Fax (847) 944-1325, info@crccertification.com, www.crccertification.com,

Degree Objective

The MS in Rehabilitation Counseling is the appropriate degree objective for students whose sole specialization is Rehabilitation Counseling. Students with an emphasis in Rehabilitation Counseling or any of the emphases falling under the M.S. Counseling degree may choose to receive either an M.S. in Rehabilitation Counseling or an M.S. Counseling degree. Students who are specializing in both Rehabilitation Counseling and MFT will receive an M.S. in Counseling with a Concentration in Marriage, Family and Child Counseling degree and a Certificate in Rehabilitation Counseling. In any event, students are encouraged to seek advising from coordinators of each specialization on a routine basis.

Curriculum Sequence: The recommended sequence of classes for the Master of Science in Rehabilitation Counseling is:

YEAR ONE**Fall – 15 units****Spring – 15 units**

Course	Units	Title	Course	Units	Title
Coun 702	3	Develp. Foun.	Coun 700	3	Psych Founds.
Coun 703	3	Theories	Coun 735	2	Internship
Coun 705	3	Internship	Coun 736*	3	Practicum
Coun 706*	3	Practicum	Coun 766	3	Medical Aspects
Coun 762	3	Seminar –Field of Rehabilitation Counseling	Coun 715	3	Assessment in Counseling
			Elective	1	Consult with Adviser

YEAR TWO**Fall – 16 units****Spring – 14 units**

Course	Units	Title	Course	Units	Title
Coun 704	3	Psych Aspects of Disability	Coun 748	3	Rehab Engineering/Assistive Technology
Coun 833	3	Social/Cultural Foundations in Counseling	Coun 778	3	Occupational Information/Job Placement
Coun 738	2	Alcohol/Substance Abuse	Coun 794	3	Seminar in Research
Coun 811	3	Group Counseling			
Coun 890**	3	Integrative Counseling Practicum	Coun 891**	3	Case Studies Practicum
Coun 892	2	Internship	Coun 892	2	Internship

*** Students with a specialization or emphasis in rehabilitation counseling must take a section taught by a CRC faculty in order to qualify for the CRC.**

**** If you have an emphasis, you may take a section in your area of emphasis and receive additional CRC supervision from a CRC liaison.**

Practicum and Internship (Fieldwork). In addition to this handbook, the *RCTP Student Handbook and Internship Manual* will be provided to you by the Coordinator and must be consulted for appropriate fieldwork/internship requirements for Rehabilitation Counseling students.

There are at least two ways in which you can obtain internship placements: Locate one on your own in consultation with the Coordinator and/or have the Coordinator provides leads.

Moreover, the internship site should provide you with direct contact with people with disabilities in a counseling/group relationship where you use counseling and case management skills. The onsite supervisor must hold a master's degree or higher in the field of rehabilitation counseling or a closely related field and be willing to provide supervision according to Department of Counseling requirements. Moreover, approval by the Coordinator is required.

For Rehabilitation Counseling students only, it is possible, with prior approval, to do your internship at your job if you are employed full time. Your job must fit the description of a rehabilitation counselor, and must be approved by the Coordinator.

Deaf, Deafened and Hard of Hearing Rehabilitation Counseling Training

The Department of Counseling at San Francisco State University offers a Master's level, 68-unit training program to prepare rehabilitation counselors to work with a broad range of persons with hearing issues. This includes deaf, deafened, and hard-of-hearing persons. Training focuses on the whole person and includes: psycho-social issues, deaf culture and multiculturalism, substance abuse, assistive listening devices, mental health, vocational preparation, educational issues, independent living skills, social skills development, and testing instruments used in assessment of deaf, deafened and hard of hearing consumers. SFSU provides a Graduate Certificate attesting to the completion of this program. Coursework taken in this program can also be counted toward Marriage & Family Therapy (MFT), College Student Service, Gerontology, School & Career Counseling specializations. Additional work is required for these specializations. For additional information on this program, consult the San Francisco State University Bulletin or contact the Coordinator of the Master's program in Rehabilitation Counseling, Dr. Lesley Zwillinger.

ADVISING INFORMATION

Admission into program is contingent upon the successful completion of a bachelor's degree, department acceptance, and final acceptance by the university.

Advising and Registration

Advising. Each student must meet with his/her adviser a minimum of once each semester while in the program. Advising is mandatory. Advising holds will be placed on each student's class registration. These holds will be removed according to our *Seating Priority* policy and after the student has met with their assigned advisor during Advising Week. Dates for Advising Week are determined at the beginning of the each semester.

Every student intending to take classes the following semester must make an appointment to meet with his/her adviser before or during Advising Week. The student will bring to this meeting:

- (1) an Advising Form,
- (2) a Consent of Adviser Forms [COAF, two per page (see appendices)], and
- (3) a recent unofficial transcript

The Advising form and COAF can be obtained in the department office or downloaded from our website at www.counseling.sfsu.edu.

At this meeting, the adviser and student plan together the student's sequence of classes, and discuss other issues pertinent to the student's progress in the program. The student and adviser also fill out the COAF noting the classes that the adviser and student have agreed are appropriate for the student to take during the next academic term. The student keeps one copy of the form for guidance in registering for classes through *Gator Reg* (go to *MySFSU* website at www.sfsu.edu/student). Students must make additional copies for submission to the instructor of each class in which he/she is registered. Only those classes listed on this form may be enrolled in, and only the student's adviser may sign his or her advisee COAFs. All requests for exceptions to this policy must be discussed and approved by the department chair.

For information on the academic calendar, associated deadlines, holidays, add and drop deadlines, go to www.sfsu.edu/~admisrec/reg/regsched.html).

Registration. A signed COAF does not guarantee enrollment in a course. Newly admitted students who have attended the May New Student Orientation will receive a registration time slot from the university some time before registration begins and after you have paid your fees. Your time slot (priority position) is based upon the total number of units completed. To realize your priority status, you must access *Gator Reg* (or call 415-338-7000 to telephone register) during your assigned time--do not miss this opportunity. If you fail to register during your assigned time, you will not have priority class registration. *It is strictly the student's responsibility to register for the courses they have been advised into.*

Please do NOT call the department to request schedule numbers or room numbers. We simply do not have enough staff to accommodate these requests, and you will be referred to the printed class schedule and/or web. Please monitor the web on an ongoing basis to determine if any changes have been made. The schedule posted on the department bulletin board is the most up to date and complete source of information.

First Day of Class. Students must come to the first class meeting. Bring your signed COAF to the first day of class. If you have lost or misplaced your COAF, you will be given a one-week grace period so that you may contact your adviser and obtain a duplicate.

Students that do not attend the first day of class will be considered a “No Show”. Students with this status must drop themselves from the course through *Gator Reg*.

Students that are trying to add a course that they were not initially advised during Advising Week into must first meet with their advisor to obtain an updated COAF

Students are responsible for managing their own enrollment and must adhere to the add and drop dates specified in the university registration calendar or their status and GPA could be adversely affected, as will their progress in the program. For the Registrar’s Office *Important Dates and Deadlines* website, go to www.sfsu.edu/~admisrec/reg/regsched.html.

Seating Priority in Counseling Courses. Enrollment in a course does not ensure a seat in class. Students in the Department of Counseling who come to the first class meeting are given priority seating based upon COAF tiers. Tier 1 consists of students who meet with their adviser during the designated Advising Week and have obtained his/her adviser’s signature on the COAF. Tier 2 consists of students who meet with their adviser after Advising Week but before Late Advising Day (always held the day before classes start in the fall and spring semesters) and have obtained the appropriate adviser’s signature on the COAF. Tier 3 consists of students who meet with their adviser on Late Advising Day and have obtained the appropriate adviser’s signature.

Class Syllabi. The department strongly recommends that you retain copies of all your class syllabi. Many students decide to pursue doctoral studies and will have to submit these documents at some time during the application process. In addition, many agencies require copies of syllabi to determine whether or not graduates meet certain criteria and have been trained in certain areas (e.g., substance abuse). It is not possible for the department to provide these after you graduate because content may change and instructors often do change. If you have experienced some sort of calamity and make a request for this information, please be prepared to reimburse the department for this research, which often will require an extensive amount of time and could be as high as \$50-\$100.

Counseling Practicum Class Registration. Students select a practicum section (COUN 706, COUN 736, COUN 850, COUN 890, COUN 891) that reflects their specialization. Rehabilitation counseling students must register in a COUN 706 and COUN 736 section taught by a Certified Rehabilitation Counselor instructor. The RCTP faculty are CRCs. Rehabilitation Counseling students with an emphasis in another area are to register in COUN 890 and COUN 891 sections of their emphasis. Finally, all students taking COUN 706, COUN 736, COUN 890 or COUN 891 MUST be concurrently registered in COUN 705, COUN 735 or COUN 892, as appropriate. Be sure to consult with your adviser or Coordinator(s) if you have any questions.

Prerequisite Requirements. Before students can take COUN 700, 702, and 703, appropriate undergraduate prerequisite classes must have been completed either as part of one’s undergraduate degree work or later at any accredited college of university. Specifically, prior to enrolling in (a) COUN 700, students must have completed a theories of personality class (at SFSU PSY 451), (b) COUN 702, students must have completed a lifespan developmental psychology class (at SFSU PSY 431), and (c) COUN 703, students must have completed a psychopathology class (at SFSU PSY 452). All of these undergraduate prerequisite requirements must have been completed within ten years prior to the date of enrollment or by the end of the first fall semester in which students enroll in the program. In addition, classes taken for credit will not be accepted. Students must receive a grade of C or better in each of

these prerequisite classes. A grade of C- or lower will not be accepted. **Please follow the department instructions for submitting verification of completion of these undergraduate psychology prerequisites. Emailed transcripts will not be accepted under any circumstances.**

In addition, students entering the program need to successfully complete COUN 690 (exception: students with a degree objective of M.S. Rehabilitation Counseling ONLY--without any other emphasis) with a grade of "B" or better either before entering the program or during their first semester of enrollment. If COUN 690 is taken prior to acceptance into the program, it must have been completed no longer than five years prior to enrollment in the program. Failure to complete this prerequisite within the five years prior to or during the first semester in the program means that the student will be placed on probation and given until the end of the fall semester of the following academic year to complete COUN 690 with a grade of "B" or better. Failure to do fulfill this requirement will result in removal from the program. While on probation as a result of failing to complete COUN 690 successfully, students will not be permitted to enroll in COUN 890, 891, or 892.

STUDENT STATUS/PROGRAM POLICIES

Full Time/Part Time. Full-time students usually carry 12-17 units per semester. To complete the program within two years, not counting summer school or outside work, a 15-unit load will be necessary. The ability to take regularly scheduled classes in the summer semester will make both the academic load per semester and the total amount of the time in the program easier to plan and handle.

Part-time students usually carry 3-9 units per semester, depending upon outside commitments. *(Please note: the university considers anyone taking 7 units or more full-time).*

Students must complete most of their first-year course work before registering for COUN 892, which is the second-year internship.

The department makes every effort to accommodate part-time students by offering some classes at afternoon and evening times; however, it is not possible to plan a semester schedule without scheduling classes throughout the day as well as evening. Students must expect that their schedules will need to be sufficiently flexible to accommodate fieldwork requirements and department class schedules.

24-Unit Fieldwork Policy. It is advisable for students to start fieldwork as early as possible, and students will not be permitted to enroll in more than 24 units before beginning fieldwork. Appeals to this policy can be directed to the chair in writing, but be aware that we rarely if ever deviate from this policy.

Transfer Credits. Once admitted into the program, students may petition to transfer up to 12 units from another post-baccalaureate program taken prior to admission providing those units were not used as part of another degree. Fill out the "Request for Graduate Program Transfer Unit Evaluation" form and submit it to your adviser. Your coursework will be evaluated by appropriate department faculty.

Students may receive credit for the following SFSU classes taken before acceptance into the Department of Counseling: COUN 700, 702, and 703. If any of these courses were taken while still an undergraduate at SFSU, they must have been taken in the last semester prior to graduation AND cannot have been used to earn your SFSU undergraduate degree. You may petition your adviser to substitute these courses if they were taken less than seven years ago. Consult the university *Bulletin* for the correct procedure, fill out the "Request for Graduate Program Transfer Unit Evaluation, and submit the request (including appropriate official transcripts) along with your GAP in your penultimate semester.

Unit Load Policy. The typical full-time load for post-baccalaureate students is 12-15 units per semester. A student may take up to 16 units with permission of the designated faculty adviser. Units taken via audit status, credit by examination, extension, and at other institutions all count as part of the unit load.

Students who to take more than 16 units must submit a Request to Exceed Regular Academic Units form along with a copy of your unofficial transcript(s) to the major adviser and the Department Chair for approval. After appropriate signatures have been obtained, the form is to be forwarded to the Graduate Division. If an overload is granted, it will be for one semester only.

Under no circumstances is any post-baccalaureate level student given permission to exceed or given credit for more than 18 units in any semester. Students enrolling for more than the approved number of units will be administratively disenrolled from their excess units.

Credit/No Credit Course Policy. University policy permits graduate students to earn 9 units of credit/no credit grades for every 30 graduate units. The courses approved for credit/no credit are: COUN 705 Practicum and Fieldwork; COUN 735 Advanced Practicum and Fieldwork; and, COUN 892 Trainee Placement.

Additional Fees. A number of classes may require students to pay an additional fee to defer the costs of test materials, scoring tests, assembling test packets, copying course materials, mailing, and other direct expenses. You should expect fees to be assessed in some classes.

Independent Study. From time to time, students may wish to initiate a special study or some kind of independent activity that can be integrated into their graduate program and for which credit is granted.

In all cases, planning for special studies must be discussed with the adviser to ascertain the way they will fit into the student's overall graduate program.

The following option is available:

COUN 899: Independent Study. Students can earn a maximum of 6 units in COUN 899. University and department policy limits subject matter for special study to areas that are not covered by courses in an existing curriculum. This means that independent study will not be approved as a substitute for an existing course except under very special circumstances and subject to approval by the department chair and the dean of the Graduate Division.

Procedure for Initiating an 899 Enrollment

1. Discuss with graduate adviser the relevance of the proposed special study to the student's graduate program;
2. Obtain a Petition for Course by Individual Study from the department;
3. Identify and meet with a member of the faculty who is willing to supervise the special study. Criteria include the faculty member's willingness to work with the student, special interest and/or expertise in the topic or activity being proposed, and chair approval.
4. Complete the petition specifying the title, activity, plan for evaluation, etc., prior to formal registration for credit;
5. The faculty member will contact the department office manager, who opens the course and obtains permit numbers for adding the course. The student monitors this process, checks with the office, and obtains the permit number to add the course via touchtone; and
6. **The Petition for Course by Individual Study form needs to be filed in the department office no later than the end of the second week of the semester.**

Class Attendance. Students are expected to attend classes regularly because classroom work is one of the necessary and important means of learning and of attaining the educational objectives of the institution.

Students should not miss classes except for valid reasons such as illness, accidents, or participation in officially approved university activities. When absent from classes, it is the

student's responsibility to inform his/her instructor(s) of the reason for the absence and to arrange to make up missed assignments and class work insofar as this is possible.

Special Note: Students may not miss more than two practicum classes (COUN 706, 736, 890, and 891) or you will be dropped by the instructor and will need to retake the class(es) at a later time.

The instructor may consider class participation when assigning grades. In that case, the requirement for regular participation must be stated in writing as part of the course requirements, including specific effects on grade, and must be distributed to students at the beginning of the semester.

Incompletes and Withdrawals. When a student is unable to complete a course, there are several options. In all cases, consideration of options begins with consultation with the instructor of the course. Upon consultation, the following choices can be made:

Incomplete. This is appropriate when a substantial portion of the course work has been completed (75%), and the student and instructor agree that the grade will be deferred until all work is complete. It is the instructor's option to view the student's progress in the course as appropriate before granting a grade of incomplete. The chair of the department must approve all requests for incomplete grades. Students have one calendar year to complete requirements or the grade for that class will turn into a "F." In all cases, incomplete grades are granted only for serious and compelling reasons, and the department grants this grade only in rare instances.

Withdrawal. The department strictly abides by the College of Health and Human Services (CHHS) Policy on Withdrawals. As designated by CHHS, the withdrawal policy is:

“Withdrawal from a class after the specified drop deadline will be considered for serious and compelling reasons only, and must have accompanying documentation. The following reasons are not considered serious and compelling: Changing your major, poor performance, class not required for graduation/major, or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. If you are requesting a withdrawal, bring your petition and appropriate documentation to the instructor. Past the Course Withdrawal deadline, you may not withdraw from a class or the University, except in the case of a serious, documented illness or verified accident.”

The college strictly enforces these rules and no exceptions are ever made.

In situations where an incomplete or withdrawal is agreed upon, it is the student's responsibility to obtain the appropriate forms online (go to SFSU Student Forms located here: www.sfsu.edu/~admisrec/forms/formstoc.htm), complete the student's portion, and give it to the instructor. All petitions for incomplete and withdrawal are reviewed and if approved by the department chair, are then forwarded to the appropriate university offices. Again, we cannot overstate the importance of following the university timelines.

Leaves of Absence. Students enrolled in the counseling graduate program may initiate a leave of absence by writing to the chair of the Department of Counseling requesting a leave of absence for one semester only and by stating the reason why. The department chair will reply in writing. No leaves of absence will be granted until the student has completed at least one semester. *The Department Chair will consider exceptions to this policy if and only if the student has a documented emergency that prevents the student from enrolling* (e.g., personal injury or

disaster). If a student needs a second consecutive semester leave of absence, he/she will again need to request permission in writing to take a leave in order to remain in good standing. **No more than two consecutive semester leaves of absence will be granted.** Students who do not enroll in classes and do not request a leave of absence are considered to be absent without leave.

Students planning to re-enter the Counseling Department after an approved leave of absence of two consecutive semesters must reapply to the university for admission. The Graduate Division also requires that you obtain a memorandum from the department approving your reapplication, so be sure to telephone the department no later than June 1st (for fall registration) and November 1st (for spring registration).

Those students who have not requested two consecutive semester leaves of absence and are not in attendance for two consecutive semesters will be removed from the list of active graduate students and must reapply to the Department of Counseling.

It is important for the student to know that curricular changes may occur that could affect your progress in the program; therefore, before returning, students in good standing **MUST** consult an adviser during the advising week in the semester prior to the planned return. Advising for the fall semester always occurs in the first or second week in May, while advising for the spring semester occurs in the first week of December. **Failure to participate in the advising process will also severely limit the student's opportunities for enrollment.**

Grading Policy Statement. It is important that students are fully aware that our programs are demanding and must meet the high standards not only of our faculty, San Francisco State University, and the CSU system, but also of our accrediting and licensing agencies. It is unwise, therefore, for entering students to have the expectation, regardless of their undergraduate GPA, that they will get "A"s if they do the minimum of work required in each class. In many cases, "C"s reflect that the work was done, and "B"s indicate that students have exceeded the minimum of work in quality and/or quantity. "A"s may be given only to those students who have performed exceptional work. A grade of "C" is considered passing, as long as the overall graduate GPA remains 3.0 (see GAP section, p. 43) unless the grade is in a practicum class.

Grade Appeals. If a student believes that he or she received an incorrect grade, you must first discuss this issue with the appropriate course instructor. If agreement cannot be reached, please visit the office. Staff will provide you with a copy of the College of Health and Human Services forms and procedures that all programs in our college must use and follow.

Accommodating Students with Disabilities in Classes. The Department and the University are committed to providing reasonable academic accommodations to students with disabilities. Any student wishing accommodation for a verified disability should let their instructor(s) know in writing--with documentation from the Disability Programs and Resource Center (DPRC)--by the second class meeting of a semester. If a disability arises during the course of the semester, students should notify their instructor(s) within two weeks and provide appropriate documentation from the DPRC. The DPRC is located in the Student Services Building, Room 110, and may be reached at (415) 338-2472 (Voice/TTY).

Changing Specializations. Some students' long-range objectives are best served by changing specializations. Students who wish to add or drop a specialization need to obtain an "Application Specialization Change" form from the Department of Counseling. Students may drop a specialization at any time; however, students may add a specialization or emphasis only once per year, **and must have their requests on file in the Counseling Department Office SIGNED BY YOUR ADVISER by February 1st.** Any request to change your specialization and

or emphasis does not guarantee that change. Students will be notified by the end of April. Students are encouraged to consider these choices seriously. Changing specializations does not necessarily lead to increased career opportunities. Specializations, to a large extent, reflect one's professional identity. Where it makes sense to pursue a specialization and an emphasis, consult your adviser. Please note that adding an area of emphasis may extend the length of your program by one or more semesters.

To change a specialization¹, please complete the following steps:

- Copy the Application for Specialization Change form in the back of this book, or take a copy from the appropriate bin in the department office.
- Attach a current, unofficial transcript and a one-page rationale for changing your degree objective and/or specialization. **If you are changing your degree objective, YOU MUST** obtain a “Request for Change of Graduate Program” (see Graduate Forms on the Graduate Studies website at (www.sfsu.edu/~gradstdy/current-form.htm)). Fill out and attach this form to the documents noted herein.
- Obtain your adviser's signature;
- Submit your Application for Specialization Change form to the department office **NO LATER THAN February 1st**. If February 1st falls on a weekend, this form is due in the department the preceding Friday. Requests received after this date will be returned to the student.

To change an emphasis, please complete the following steps:

- Copy the Application for Addition or Deletion of Emphasis form in the back of this book, or take a copy from the appropriate bin in the department office.
- Attach a current, unofficial transcript and a one-page rationale for adding an emphasis, fill out, and attach this information to the Application for Change, Addition or Deletion of Emphasis.
- Discuss your application with your adviser and obtain his/her signature on the Application.
- Submit your Application to the department office **NO LATER THAN February 1st**. If February 1st falls on a weekend, this form is due in the department the preceding Friday. Requests received after this date will be returned to the student.

Note: Deletion of an emphasis does not require any approvals. Simply fill out the Application for Addition or Deletion of Emphasis, and submit this form to the department office. Please visit our website for examples of correctly completed specialization and emphasis change applications.

ALL DOCUMENTS NOTED ABOVE MUST BE ATTACHED TO YOUR REQUEST OR YOUR REQUEST CANNOT BE PROCESSED.

¹ Please note: only students that have completed one semester of practicum can submit an application to change their specialization to MFT. Further, these students must complete the full year of their current practicum upon acceptance to the MFT program.

Changing Degree Objectives. Changing specializations within the department's program may require the student to change his/her degree objective with the university; for example, if a student whose specialization is School Counseling and he/she wishes to change to MFCC, this student will need to change his/her degree objective from "M.S. in Counseling" to a "M.S. in Counseling, Concentration in MFCC." This is achieved by filling out the university's "Request for Change of Graduate Program" (from the web at www.sfsu.edu/~gradstdy/current-form.htm). Fill in the student portion, note your current GPA, see your adviser and obtain his/her signature on your Application for Specialization Change, and then turn in **all appropriate paperwork** to the department for processing. Keep in mind the fact that your status as a conditionally classified graduate student does not change simply because you change your degree objective. Changing a degree objective will also mean that the student will need to file a NEW GAP.

Changing specializations and/or degree objectives also has implications for accumulating the necessary traineeship hours. The department maintains a record of all student hours. Student traineeship hours are *NOT* recorded unless degree objective, specialization, and emphasis are correct. If students turn in logs of traineeship hours completed for a given specialization or emphasis that department records do not reflect, students will be notified in writing to correct the error with the department. **STUDENTS ARE REQUIRED TO MAINTAIN COPIES OF EACH SEMESTER'S TRINEESHIP HOUR LOGS FOR THEIR OWN RECORDS.**

In conjunction with approval from their adviser, it is the student's responsibility to ensure accurate degree objective, specialization and emphasis records in the department and the university. Failure to ensure accurate specialization records with the department may mean that the student's hours will not be recorded. Failure to record the proper degree objective with the university and the department may mean that the student could graduate from the university with the incorrect degree.

Students who combine the "M.S. in Counseling, Concentration in MFCC" with Rehabilitation Counseling must have the MFCC degree objective, but are eligible to receive a Rehabilitation Certificate at the conclusion of their course of study. Likewise, students combining the master's in MFCC and School Counseling are eligible to receive the Pupil Personal Services Credential in Counseling at the conclusion of their studies. See "Frequently Asked Questions" on page 64.

PRACTICUM and FIELDWORK

Field Placements: Traineeships. Trainee placements are an integral part of the graduate program--the student's opportunity to gain direct experience with clients and to develop skills. The department has prepared a separate handbook detailing all policies, procedures, and expectations relating to trainees. Students purchase a copy of the handbook at the time they enter the program, and are responsible for knowing its contents. A copy of the handbook will be given to the trainee field supervisor, and includes copies of all forms required to be completed during the two years of field placement (extra copies may be downloaded from <http://userwww.sfsu.edu/~counfld>). Forms to be completed for the Board of behavioral Sciences (BBS) for MFT license eligibility are also included. These BBS forms are the responsibility of each student and must not be turned into the Department of Counseling. Please be aware that the Department of Counseling and the BBS may request to see the forms at any time. **We strongly suggest that students keep a personal file with copies of all forms for the BBS.**

Rehabilitation Counseling students should also refer to the *Rehabilitation Counseling Training Program Student Handbook and Traineeship Manual* that will be provided to you by the Coordinator. Rehabilitation Counseling students must take their first year of practicum (i.e., COUN 706 and COUN 736) with an instructor who is also a Certified Rehabilitation Counselor. For students with an additional emphasis, the second year of practicum (i.e., COUN 890 and COUN 891) should be taken in their area of emphasis.

The following are some of the general policies regarding trainee placements about which students should be aware: (The *Practicum and Trainee Handbook* should be consulted for a full description of all policies and practices.)

1. Placements are for the full academic year (two semesters);
2. Students should expect to have two different one-year placements during their graduate program.
3. Students using their place of employment as a traineeship setting cannot expect to fulfill all four semesters in the setting--at least two semesters must be in a placement other than the one in which they are employed. This setting must conform to Department of Counseling requirements and must be approved by the Field Placement Coordinator.
4. Students must complete 840 hours of field placement for each specialization, including at least 280 hours of direct client contact (40 hours in practicum and 240 hours in one's traineeship). These hours are generally accumulated over a period of four semesters.
5. Students are required to lead or co-lead a group during the course of their work in field placements. This may be done any time during the field placements (first or second year), and must be supervised by agency supervisors. A verification form must be completed and turned in to the Field Placement Coordinator. Students will not be able to graduate if this requirement is not fulfilled.
6. Students will not be allowed, without the consent of the chair, to take more than 24 units before beginning fieldwork.
7. Students may not miss more than two in-class sessions in COUN 706, 736, 890 and 891.

8. Students completing a school counseling credential must divide their trainee placements between both elementary and secondary school levels. The ratio of this division will be determined by the student's adviser and Department Coordinator of School Counseling, conforming to credential program standards.
9. A traineeship setting is considered appropriate if it meets a variety of criteria:
 - a. An identified supervisor with a Master's Degree in Counseling or its equivalent and two years of experience in the field.
 - b. Availability of regular (at least 1 hour per week) supervision. (For each 12 hours of trainee placement, students must receive 1 hour of individual supervision per week spread out over the entire semester);
 - c. Availability of a client caseload appropriate for the student;
 - d. Location within a 30-mile radius of the campus of San Francisco State University; and
 - e. Approval by field placement coordinator and liaison faculty.
10. Trainee placements are developed by the Field Placement Coordinator in concert with practicum and trainee instructors. Students will be asked to specify preferred geographical locations and areas of specialization. Students need to check with the coordinator of field placements for each specialization to obtain approval of any particular setting for a specialization. The final selection of a placement is a matter of negotiation between the student and the Field Placement Coordinator.

Field Placements for Emphases. Students who have completed four semesters of practicum and need to continue to accrue hours in the field to satisfy the requirements of an additional emphasis must enroll in COUN 850.

Practicum Sequence. For more detailed information, please see the *Practicum and Trainee Handbook*. The practicum sequence consists of specific classes linked concurrently with fieldwork. Students who take either a practicum class (COUN 706, COUN 736, COUN 890, COUN 891) or fieldwork (COUN 705, COUN 735, COUN 892, COUN 892) must take them concurrently and sequentially; for example:

	First Year First Semester	First Year Second Semester	Second year First Semester	Second Year Second Semester
	Fall	Spring	Fall	Spring
Fieldwork	705	735	892	892
Practicum Class	706	736	890	891

The minimum requirements for the practicum classes are as follows:

- COUN 706:**
- 1) Five audio tapes and process notes
 - 2) Five supervisory meetings

- COUN 736:** 1) Five audio tapes and process notes
2) Five supervisory meetings

- COUN 890:** 1) Two audio tapes and papers (5 over two semesters-890/891)
2) Five supervisory meetings over two semesters

Rehabilitation Counseling students should refer to the *Rehabilitation Counseling Training program Student Handbook and Internship Manual*.

- COUN 891:** 1) Two or three tapes and papers (5 over two semesters-890/891)
2) One oral case presentation
3) Culminating Experience Paper

Confidentiality is a critical element in the student's relationship with his/her clients. In practicum supervision, the confidentiality of the client's relationship with the student is part of their professional relationship. The practicum instructor is privy to the client-student interactions. The practicum instructor and student instruction are, however, not confidential. Students are being instructed and evaluated at the same time.

The minimum number of clients seen at the fieldwork placement site per week is as follows:

Number of Ongoing Individual Client Interviews Per Week				
	Coun 705*	Coun 735*	Coun 892**	Coun 892**
	Fall	Spring	Fall	Spring
Minimum	2	2	5	5
Maximum	8	8	12	12

* Based upon 12 hours per week in the field

** Based upon 16 hours per week in the field

Fieldwork Liaison. Each student is assigned a faculty member who acts as the liaison contact between the fieldwork site and the university. The faculty person acts on behalf of the student to ensure an optimal learning situation. If problems arise, the student should contact his/her liaison supervisor. Students are encouraged to contact their liaison as soon as a problem begins to develop. Problems caught early stand a better chance of being successfully resolved. Students must complete and turn in to their liaison a field progress report each semester. Rehabilitation counseling liaison faculty who are certified rehabilitation counselors will provide additional required CRC supervision for rehabilitation students as needed.

Evaluations. At the end of each semester, the student gives the fieldwork supervisor's evaluation and the completed log of hours to their practicum instructor. Any problems will be noted and followed up by the liaison. The evaluation is then given to the Field Placement Coordinator for processing. The evaluation and the log must be submitted on or before the last day of instruction of the semester.

STUDENTS ARE REQUIRED TO KEEP COPIES OF ALL LOGS SUBMITTED TO THE DEPARTMENT. THE DEPARTMENT CANNOT AND WILL NOT COPY THESE LOGS FOR YOU. IN A DOCUMENTED EMERGENCY, A CHARGE OF \$10 PER SIDE PER PAGE WILL BE ASSESSED FOR PROVIDING THIS INFORMATION TO YOU.

Liability for Professional Practice. The CSU system has purchased liability insurance for all students working in field placements. If students wish to purchase additional liability insurance there are several professional associations in the area of guidance and counseling

that offer inexpensive professional practice insurance coverage either as a part of general membership or through additional coverage that can be purchased (see below). As specific rates and options vary from time to time, we recommend that you consider requesting information from one of the following organizations prior to looking for a field placement.

American Counseling Association
5999 Stevenson Avenue
Alexandria, Virginia 22304-3303
Phone: 703-823-6862 or 1-800-347-6647

Ca. Association of Marriage and Family
Therapists
7901 Raytheon Road
San Diego, California 92111-1606
Phone: 858-292-2638

American Rehabilitation Counseling Association (ARCA)
5999 Stevenson Avenue
Alexandria, VA 22304-3303
Phone: 703-823-9800

PROGRAM REQUIREMENTS

Graduate Level Writing Proficiency.

1. The first level graduate literacy requirement is:
 - a. A score 4.0 or higher on the Analytical Writing Test of the Graduate Record Examinations (GRE).
 - b. Those who do not meet a score of 4.0 or higher on the GRE must pass COUN 714, Writing for Counselors, a graduate level writing course approved by the department.
 - c. Except under extraordinary circumstances, students who have not met this criterion will not be permitted to take counseling classes. No student will be permitted, under any circumstances, to take Counseling 890 until he/she has passed the appropriate writing class or received a score of 4.0 or higher on the Analytical Writing Test of the GRE.
2. A second level of writing proficiency will be demonstrated through the culminating experience paper. The writing assignments for this course involve writing in professional contexts.

TOEFL Test

All international students whose undergraduate education was principally in a language other than English are required to take the English Language Proficiency Test (TOEFL). A minimum score of 570 is required for those students who elect to take the pencil-and-paper test, and a score of 230 is required for those who elected to take the computer-based test.

Graduate Approved Program (GAP).

A GAP is the university's way of verifying that a student has completed all of the requirements for the degree that they have chosen; therefore, if you have changed your degree objective (e.g., from M.S. in Counseling to M.S. in Rehabilitation Counseling), you will also need to CHANGE YOUR GAP.

Each student must file a GAP the semester before they graduate (please do not file it earlier). Look for specific due dates on the university website (www.sfsu.edu/deptpage/acal4.htm) for the filing deadline, which is different from the department deadline. The department deadline will be posted on the department listserve and will be announced in class. No student can enter the final trainee semester without an approved GAP on file. Students may follow the format as outlined in the appendices for his/her particular degree. You must **MEET** with your adviser, and obtain his/her signature. **You must also attach a copy of your unofficial transcript.** The GAP is then submitted to the department chair for signature. Once the GAP is approved and on file, your status changes to classified graduate student.

Substitutions in your program (e.g., courses to be considered for transfer credit, course substitutions, etc.) need to be documented. If you wish to have the university consider courses that you took from another university, you must follow the university procedure outlined in the SFSU *Bulletin* (see "Transfer Credits from Other Institutions (Graduate").) To substitute other courses, you must fill out and submit to your adviser for signature a GAP substitution form. The form is then sent to the chair for signing and processing.

A 3.0 GPA (B) is required for course work listed on the GAP and must be maintained in all post-baccalaureate work taken at San Francisco State University. The GAP must include only courses with grades of C or better (grades of C- and lower may not be included on the GAP).

GAP forms and GAP Substitution Forms are available in the Graduate Office in ADM 254 and can be downloaded from the College of Health and Human Services website at <http://www.sfsu.edu/%7Esrcenter/graduateadvising/gapforms.htm> or the Graduate Division website <http://www.sfsu.edu/~gradstudy/current-form.htm>. It is the student's responsibility to submit the GAP form, signed by your adviser, along with a copy of an unofficial transcript on or before the posted deadline. Completed forms require the Department Chair's signature. The office will process these forms once completed.

For students seeking the School Counseling Credential, a Credential Approved Program (CAP) must also be filed, and the statement "Pupil Personnel Services: Counseling, (Option)" must be included in the appropriate section on credential objectives at the top of the form.

Requirements that apply to courses listed on Graduate Approved Programs are set forth in the current university *Bulletin*. You may copy the examples of the GAPs in the Appendices section of this handbook.

Application for Graduation.

Candidates for degrees must file an application for graduation in accordance with the university calendar. The Application for Graduation, which is available at the Graduate Studies' web site at <http://www.sfsu.edu/~gradstudy/current-form.htm>, requires master's candidates to pay the graduation fee in the Bursar's Office and then file the form in the Division of Graduate Studies.

Submit the Application for Graduation to the department chair for approval. You must include a copy of your unofficial transcript, a current course schedule, and a copy of your GAP. Applications will not be approved for a specified term unless all requirements have been met as of the deadline date for filing. If a candidate does not complete the requirements as planned in a particular semester, he/she must re-file the application for graduation to be considered in a subsequent semester.

Once you obtain the department chair's signature, retain a copy of the application for your records and submit the original with your application fee* to:

GradStop-ADM 250
Division of Graduate Studies
1600 Holloway Avenue
San Francisco, CA 94132

**Refer to Graduate Studies for the current fee.*

EVALUATION AND DESELECTION PROCEDURES

Evaluation of the performance of students is an integral part of the department's program. Learning the profession of counseling is an ongoing process that challenges students to examine his/her own strengths and weaknesses. Feedback from academic and clinically focused classes along with supervision from the field and practica provide a student with ample opportunity to examine his/her cognitive and emotional responses to learning the craft. The degree to which students adjust and accommodate their professional behavior to this network of feedback is critical for students' successful professional development.

A student may be deselected (dropped) from the Department of Counseling for a range of reasons including, but not restricted to, unprofessional conduct in class or field work; professional judgment of the department faculty that a student is incapable of completing degree requirements; and failure to meet grade requirements to maintain good standing in the department and/or university.

Students in good standing are required to maintain the following standards:

1. A grade point average (GPA) of 3.0 or better throughout his/her residency. Failure to maintain the required GPA will automatically place the student in a probationary status. It is, therefore, incumbent upon the student to take a proactive stance and contact his/her adviser when this requirement is not met. Faculty will review and monitor the student's progress throughout the course of the program. Continued probationary status will require special faculty review and could lead to deselection from the program.
2. Grades of "B" or better in each of the clinical seminars: COUN 706, COUN 736, COUN 890 and COUN 891.
3. A "CR" grade in his/her fieldwork; COUN 705, COUN 735 and COUN 892.

The faculty owe the student open and direct feedback on his/her progress. The faculty have a responsibility to the current and future consumers of counseling. In addition, the department has a long-range responsibility to the field of counseling to provide competent, well-trained practitioners to meet the needs of the field. Toward this end, the faculty have a responsibility to adequately train entry-level counselors and to deselect those students whose performance does not meet the department's standards.

The faculty regularly review the progress of the students. There are three designated faculty meetings per semester that focus on student evaluations. Students' performance during their first field placement and in the accompanying COUN 706 and COUN 736 seminars is especially important. If instructors in any class, including the liaison, have concerns about a student's progress, that student's work may be discussed and evaluated at one of these meetings. If in the judgment of the faculty as a whole a student is not progressing satisfactorily, one of the following courses of action may be taken:

1. A student may receive in writing the faculty's concerns about his/her performance;
2. A student may be required to repeat COUN 706, 736, 890 or 891 if his/her grade in any of these courses is lower than B or if more than two absences have been incurred. Students may only repeat COUN 705-706, 735-736, 891-892, and 890-892 one time. Failure to obtain a grade of B or better on the second attempt will result in declassification. For the purposes of this policy, incompletes and withdrawals will be considered to be grades below a B.

3. Another consequence of a B- grade or lower in COUN 706 or 736, at the discretion of the faculty, may be the recommendation that a student be deselected from the program.
4. If a student receives a B- or lower in one of the practicum classes (COUN 706, 736, 890 or 891), he/she will receive an incomplete grade for fieldwork (COUN 705, 735 and 892) from the liaison faculty who is responsible for the student's grade. **No student may receive a passing grade for fieldwork until they receive a passing grade in the practicum class.**
5. A student may be suspended from taking further classes in the program until specific conditions are met.
6. A student may be deselected from the program. Once deselected, a student must reapply to the program and be accepted in order to resume classes.

If, as a consequence of departmental action, a student feels his/her rights have been violated or is in disagreement with a decision, an appeal in writing can be made to the department chair. Students may review their files with their adviser.

Grade Point Requirements. Students are required to maintain an average grade of B (3.0 GPA) in order to maintain good standing in the program. Students who do not meet the grade requirements are subject to review by the faculty and dismissal from the program.

FAILURE TO ACHIEVE PROFESSIONAL STANDARDS

Plagiarism and Cheating. The faculty are unanimous in their feelings that plagiarism and cheating are unacceptable practices in graduate school. Plagiarism is deemed to mean: "To steal or purloin and pass off as one's own the ideas, words, writings, etc., of another." See also the San Francisco State University's *Bulletin* and web site on this topic (<http://www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg339>, scroll to *Standards for Student Conduct*). Cheating is deemed to mean: "To deceive by trickery; to mislead; the fraudulent acquisition of another's property" (*The American Heritage Dictionary*.) In compliance with Title V of the California Administrative Code (Section 41301), the Department of Counseling has the following policies with regard to plagiarism and cheating:

Department actions resulting from plagiarism and/or cheating.

1. The instructor may give the student an automatic F for the course.
2. The instructor is also required to refer the student to a special faculty committee for further action. This committee is authorized to impose additional penalties. This may include a one semester or one year's suspension or an outright dismissal from the program.
3. The student will have the opportunity to have a fair hearing and present any pertinent evidence to the committee.

Professional Standards. All students in the program are expected to maintain satisfactory ethical standards (as presented in the ethical standards of the American Psychological Association and the American Counseling Association) as well as to demonstrate adequate self-understanding. These standards, which include advertisement, provision of services, client responsibility, confidentiality, respect for diversity and the values of others, and the ethics of the profession, are covered in COUN 690 and COUN 857 (in Rehabilitation Counseling--COUN 762).

Students are also expected to comply with the standards of conduct for students as outlined in the *University Bulletin*. The faculty of the Department of Counseling program endeavor to establish and maintain a community of mutual trust among students. The faculty expect students to respect and contribute to this community by maintaining their honesty and integrity in all academic and professional matters. The faculty want all members of the academic community – faculty, students, staff, and clients – to feel safe and respected so that individuals may learn from one another. Students are expected to do their part in all classes, including academic and professional work, by keeping an open mind, communicating clearly, and maintaining an attitude of tolerance.

Student performance is monitored by means of semester grades and behavioral evidence of appropriate adjustment and professional conduct. Unprofessional behavior includes but is not limited to missing class, coming late to class, leaving class early, disrespectful interactions with students and faculty, dishonesty, etc.

Violation of professional ethics may result in litigation, suspension, or deselection from the Department of Counseling.

Practice Without a License. No student may advertise, perform, or appear to be engaged in marriage, family, child counseling or psychological counseling in a private practice without the proper state license. Students may, however, be gainfully employed by a government agency, school, or non-profit charitable organization and provide counseling under the supervision of a

licensee of the organization (not SFSU). Any students found in violation of this law (Section 17800.2 Business and Profession Code) will be dropped from the Counseling Department, and their names forwarded to the appropriate state licensing agency for prosecution.

Probation. Failure to meet or exceed the academic and professional standards described in this Handbook and the SFSU *Bulletin* can result in a student being deselected from our department or being placed on probation. In those instances when students are placed on probation, they must take the following steps.

1. Meet with their adviser within a month of being notified that they are on probation.
2. Develop a written probation plan with their adviser that details how the student will earn his/her way off probation. This plan should include an explicit time line for each step to be accomplished, and a statement that failure to fulfill the contract will result in being deselected from the department.
3. The probation plan should be signed by the student and his/her adviser and then submitted to the Department Chair for review. If approved, the probation plan will be signed by the Chair and placed in the student's file. If not approved, it will be returned to the adviser for revision and resubmission to the Chair.

Failure to fulfill the probation policy requirements described above will result in being deselected from the Department of Counseling.

GENERAL INFORMATION

Communication. The Department of Counseling makes every attempt to keep students fully informed through announcements in class, through voicemail, email, and listserve messages, and by posting notices on the bulletin boards outside the department office (BH 524). On the other hand, **it is the student's responsibility to inform the department of any relevant changes in his/her status**, e.g., change of address or telephone number, leaves, prolonged absences, name change, and fieldwork changes.

Department Announcements. The Department of Counseling has a general information bulletin board (outside BH 524, the department office). Please check these areas regularly for information of relevance to you. You can expect to find information such as department and university deadlines, job information, conferences (national, state and local), and CSA (Counseling Student's Association) announcements. With approximately 300 students in the graduate program, the department assumes that you will be responsible for keeping yourself informed. Check the "Student Pickup" area in BH 524 for your personal documents/papers from faculty or the office.

E-mail. Commercial and free internet service providers are often not recognized by the university server so for this reason, we require all students to open a (free) university account. You may initiate your SFSU email account online at www.sfsu.edu/~doit/account.htm, or go to ADM 110 to set up your account.

Listserve. The Department of Counseling requires that you subscribe to the department listserve (coun-l), which was established so that we can readily communicate with you about myriad subjects, such as schedule changes, advising information, student activities, etc. The department will automatically subscribe you to the listserve sometime in August, after we can verify that you have a valid SFSU email account on record. To sign up for an SFSU email account, please see "Email".

You will miss critical announcements if you do not check the listserve announcements using your SFSU email account frequently. In addition, forwarding your SFSU email to an outside email address may result in your not receiving the listserve messages. So, use the SFSU email's forwarding service at your own risk.

If you change your SFSU email account name for any reason, use the "Change of Contact Information" form to update your SFSU email with the department so that we may resubscribe you to the listserve.

Emergencies. In the event of an emergency, faculty and students can sometimes be reached by calling the department office at 415-338-2005. Reaching students can be difficult, but an effort will be made in an emergency. When you have an emergency at the university, call 415-338-2222.

Fax. If students choose to fax materials to the department, a cover sheet indicating the recipient's name and number of transmitted pages must be included. Materials addressed to multiple department members must be faxed separately with an appropriate cover sheet and number of transmitted pages included.

Forms. Throughout your course of study, many procedural forms and processes are required in order to satisfy university and department documentation requirements. We strongly suggest that each student retain copies of all documents submitted to the department or to the university. Unfortunately, due to budget constraints, the Department of Counseling is unable to provide copies for you. Department forms can be found at the brochures stand just outside

the department office or to the right as you enter the department office in BH 524. Depending on the type of form, you can download university's form either at the Graduate Studies or at the Office of the Registrar's website.

Contact Information: Students

1. **Current Address and Phone Number.** Your phone number and address must be kept current with the department office. This is essential for students in the program as well as graduates so that you will receive department communications. Neither your phone number nor address will be released to anyone other than faculty without your permission. Change of Contact Information forms are always available and can be found in the brochures stand just outside the department office. Fill out a form and turn it into the office. You must also change your information with the university as well. Go to MySFSU to update your information with the university.
2. **Name Change.** If you have a name change after you have been accepted by the department and the university, for example through marriage or divorce or in some other legal respect, it is vital that you inform the department and the university.
 - a. For the department, use the Change of Contact Information. You can download this form from our website or obtain one from the brochures stand just outside the department office.
 - b. For the university, download and complete a Name Change form found at the Office of the Registrar's website at <http://www.sfsu.edu/~admisrec/reg/formstoc.html>. Submit this form at the One Stop kiosk area in the Student Service Building. You will need to provide the appropriate documentation when submitting this form.

Contact Information: Faculty

1. **Office Hours.** Full-time faculty members set aside four hours each week for office hours. Faculty will not know their office hours until the second week of the semester when they set their supervision hours. The specific schedule of each faculty member's office hours will be posted near his/her office. A complete listing will be posted on the bulletin board outside the department office and on our website, under "Faculty", by the second week of the semester.
2. **Voice and E-mail.** You may also leave voicemail and e-mail messages for faculty at their phone numbers and e-mail addresses. A complete listing will be posted on the bulletin board outside the department office and on our website, under "Faculty", by the second week of the semester. Please keep a record of faculty contact information.

Mailboxes. An **inbox** is located as you walk into the main department office. This box can be used to leave messages, assignments, etc., when a faculty member cannot be reached. There is a bin to the right of the inbox that contains envelopes for student use. Please address the materials you wish to leave for a particular faculty accordingly. You will not be given access to faculty mailboxes, so please do not ask for them.

Counseling Clinic. Counseling and Psychological Services and the Department of Counseling jointly sponsor and operate the Peggy H. Smith Counseling Clinic in Burk Hall. The Clinic serves as a training site for a limited number of second year graduate counseling students who are closely supervised by Counseling and Psychological Services Staff. The Clinic trainees provide free counseling services to students in the SFSU community during the Fall and Spring semesters. Further, the clinic faculty is utilized as a teaching/demonstration/practice site by a large number of our students in their practicum classes.

Disability Programs and Resource Center (DPRC). Students with a broad range of disabling conditions may find the resources at Disability programs and Resource Center. Services are provided to students with both temporary and permanent disabilities. Resources include: readers, interpreters, equipment loan, on-campus transportation, and priority registration. For

more information students should contact Disability programs and Resource Center at (415) 338-2472.

Job Opportunities and Placement. The Department of Counseling posts whatever notices it receives outside the department office. The university also has a career center with listings for job announcements in counseling and human services. In addition, the center offers workshops in job searching, resume writing, and other job seeking skills.

Awards. The Department of Counseling sponsors three department awards and scholarships, which are awarded in the spring semester. Eligibility for these scholarships varies, as outlined below:

1. Distinguished Student Award. This award is based on a record of distinguished scholarship and outstanding service to the community as determined by faculty feedback, the students' transcripts, and essays written by the nominees.

Members of the faculty of the Department of Counseling nominate graduating students whom they feel have an outstanding record of achievement in their work with us. This pool of nominees is then discussed and, by consensus, the faculty determines who will make up the final pool of nominees to represent our finest students. From this finalist pool, four winners are selected by the department Honors Committee.

One of these winner's names is forwarded to the College of Health and Human Services as our nominee for college Hood recipient. The hood recipient is then selected by the college from among a number of department nominees.

\$1500 per year to be divided (up to three students).

Faculty coordinator: Dr. Graciela Orozco, orozco@sfsu.edu.

2. Virginia Lee Block Scholarship. Block was a founding member of the Department of Counseling at San Francisco State University and for many years was the chair of the department. After her death, her family made a donation to scholarships for general counseling students in the department.

The Department Virginia Block Scholarship Committee selects no more than four individuals in the specializations of Rehabilitation Counseling, Career Counseling, College Counseling, Gerontological Counseling, Marriage Family Therapy, or School Counseling for this scholarship. The scholarship winners are selected from a pool of students nominated and discussed by the faculty of the Department of Counseling.

Students nominated by the faculty for this award must be in their first year of practicum classes, and must have shown distinction in the development of their clinical skills, as well as showing outstanding promise for their future professional development based upon evaluations by the faculty, the students' transcripts, and an essay written by each nominee.

Award winners are given a check from the office of Financial Aid in the fall semester following the receipt of the award. Students must be registered for at least nine units in this fall semester.

\$100 each (variable number of scholarships given each year).

Faculty coordinator: Dr. Patricia Van Velsor, pvanvels@sfsu.edu.

3. Ida Sweeney LeBlanc Scholarship. This scholarship shall be awarded to Department of Counseling students who have a demonstrated track record of service to African Americans. Each scholarship shall be for a period of one year, and any additional scholarship to a student shall be granted only upon a reapplication by the student.

Eligible students will have enrolled for a minimum of 7 units in the semester when being considered for the award. Further, the student must have completed a minimum of one semester in the program with a grade point average of no less than 3.0. Demonstration of track record of service to African Americans by:

- a. Verified counseling, counseling-related, human service, employment, or participation in civic organizations that specifically promote the well-being of African Americans. Verification may be in the form of two letters of recommendation from individuals in responsible professional positions (i.e., community leaders, employers, supervisors, teachers outside of the department). And,
- b. A personal statement describing a commitment and service to African Americans, as well as why the student should be awarded the scholarship.

\$1000 each (three per year).

Faculty coordinator: Dr. Robert Williams, rwill@sfsu.edu.

4. 12th Step Scholarship. Each year, one monetary award may be given to a student who has had personal experience with or is working in the area of familial abuse, addiction, or dysfunction. The eligibility requirements are:
 - a. Classified or conditionally classified master's candidate in Counseling, Psychology, or Social Work (first priority is given to Counseling Department students; open to all specializations),
 - b. Intention to enroll at least half time for the upcoming academic year,
 - c. A GPA of 3.0 as a continuing student. Entering students must provide evidence of prior academic success.

\$1000 each (three per year).

Faculty coordinator: Dr. John Blando, jblando@sfsu.edu.

5. Deaf, Deafened, and Hard of Hearing Program Scholarship. Payback clause: must work for the Department of Rehabilitation of Department of Rehabilitation related agencies.

\$7,500 per year.

Faculty coordinator: Dr. Lesley Zwillinger, lzwill@sfsu.edu.

6. School Counseling Fisher Scholarship. Annual stipend for second-year graduate interns earning the required masters and credential necessary to be California School Counselors and placed in the San Francisco Unified School District of the San Jose Unified School District.

\$3000 per year.

Faculty coordinator: Dr. Graciela Orozco, orozco@sfsu.edu.

7. MFT/Mental Health Services Act Scholarship. Competitive stipend for second-year MFT graduate students who are serving psychiatric populations with co-occurring disorders (Serious Mental Illness & Substance Use Disorder). Students must payback this stipend by working with this population for one year upon graduation. Bilingual/bicultural applicants preferred.

\$18,000 per year to be divided (by the number of awardees).

Faculty coordinator: Dr. Lesley Zwillinger, lzwill@sfsu.edu.

8. Limited Research Assistantships available to work with various faculty members' grants. Announcements are made throughout the year.

Chi Sigma Iota National Honor Society. The Department of Counseling has organized its own chapter, Theta Chi, as a branch of Chi Sigma Iota, the National Honor Society for counselors and counselor educators. To be eligible, students must have completed at least 15 semester graduate hours in counseling with an overall scholastic average of 3.5 or better while enrolled in the program. Beginning in Spring 2009, students will be selected by GPA as described above and by faculty endorsement.

Counseling Students Association (CSA). CSA, a student led group, is organized by and for the students enrolled in the Department of Counseling program. It is an organization of students who are involved in their own education, and who work with the faculty to enhance the program and their training experiences. CSA is invited to send representatives to department faculty and committee meetings, conduct workshops and professional convocations, and organize social activities for the students. CSA also coordinates the Department of Counseling graduation ceremony.

Dates, times, and locations of meetings and events will be posted on the CSA information bulletin board (outside BH 524) or on their website www.csasf.com.

You are encouraged to be active in CSA, and use the programs and structure of CSA to facilitate your learning and experience in the program. The department has an additional student association related to particular aspects or interests represented in the department:

Rehabilitation Counseling Student Association (RCSA). Interested students should check the department bulletin boards or consult with the program coordinators to obtain further information about these organizations.

Endorsement of Specializations and Emphases. Every student graduating from the program will receive an endorsement of the specialization and/or emphasis that he/she has successfully completed. The endorsements will be distributed once the department has certified that the students have fulfilled all program requirements. We strongly suggest that you keep copies in several locations. Replacement endorsements require considerable research and department resources; therefore, replacements will be provided at a cost of \$25.00 each.

Professional Organizations. All students are strongly encouraged to join appropriate professional organizations. Doing so will significantly enhance the quality of your professional life, both while you are a student and subsequent to graduation. The list below is only a partial representation of professional organizations the student may wish to contact. Flyers are available from some of the organizations listed in the department office.

American Counseling Assn. (ACA)
5999 Stevenson Avenue
Alexandria, VA 22304-3303
Phone: 1-800-347-6647
TDD: 703-370-1943

American Rehabilitation Counseling Assn.
5999 Stevenson Avenue
Alexandria, VA 22304-3303
Phone: 703-823-9800

California Assn. for Counseling &
Development
2555 E. Chapman Avenue, Suite 201
Fullerton, CA 92631
Phone: 714-871-6460
Fax: 714-871-5132

California Assn. of Marriage & Family
Therapists (CAMFT)
7901 Raytheon Road
San Diego, CA 92111-1606
Phone: 858-29-CAMFT
TDD: 858-292-2650

National Board of Certified Counselors
3 Terrace Way, Suite D
Greensboro, NC 27403
Phone: 336-547-0607

National Rehabilitation Counseling
Association (NRCA)
633 South Washington Street
Alexandria, VA 22314
Phone: 703-836-0850

How Things Work Around Here

This section is devoted to those students who want to know why they can't get a certain class, or have that class at a convenient time, or have a certain professor teach it, or have a class be smaller than it is, or whatever else seems to be fairly reasonable.

There is a short answer and a long answer, both of which will follow. The short answer can be summarized in one word: *money*. The long answer is complex and requires us to go beyond SFSU to establish the context in which we exist. California's economy benefited immensely from its three-tiered system of higher education. Its investment in what used to be virtually free public education has made California a rather prosperous state. As the social-political climate changed and since education has had to compete with the penal system for a larger share of the tax dollar, education has experienced serious cutbacks and a topping off of funds allocated to public schools in the state.

SFSU receives a fixed amount of dollars from the California State University system via the state legislature, and we have sustained serious cuts in recent years with the possibility of more cuts yet to come. With this strict limit on the amount of dollars that SFSU receives, the administration doles out money for all sorts of things, such as teachers, clerical assistance, administrators, janitors, light bulbs, police, water, electricity, etc., etc., etc. Every year departments make requests for what they need. As you can imagine, there is fierce competition for funds.

Teaching/instruction is the main activity of a university. Each department defines its mission or purpose differently. We in Counseling have external professional accrediting organizations as well as licensing and certification requirements that influence the subject matter we offer. The accrediting bodies (and we are completely accredited) also make recommendations as to what the student/faculty ratio (SFR) should be for our program in general and for our clinical classes in particular. The university's Academic Resources Office takes these and other factors into consideration and then makes a recommendation as to how much money is available to hire teachers based on a "reasonable" SFR (student/faculty/ratio). We have one of the lowest SFRs in the university or, to put it another way, one of the most expensive programs. The money to hire faculty to teach comes through two channels--permanent and temporary or tenure-track and lecturer dollars. This is our predetermined budget, and enrollment definitely affects how much money we receive. The faculty dollars will, however, pay for a given number of classes. The department decides which courses to offer based on their understanding of what constitutes a sound, well-grounded graduate program. We might add here, however, that we have never had enough money to realize the ideal program that we would like to be able to offer.

Once we know how many classes we can offer, a schedule is developed by the chair in collaboration with the faculty and input from the Counseling Students Association. Scheduling decisions are based on a number of factors: courses students need to progress through the program; the amount of money available; faculty availability; faculty teaching interests and strengths; room availability (a formidable obstacle); class size; scheduling faculty so they do not have to teach more than one class a day, if they wish; scheduling the sections of a class with multiple sections on different days and hours; student demand for a class; and being sensitive to competing needs of students for late and early classes.

A certain portion of teaching money (lecturer dollars) is dedicated to part-time faculty. We try to hire instructors with specific expertise to fill certain curricular needs. Some work out perfectly, others with some opportunity to teach and to develop their style work out fine, while others may not be suited to teaching.

All teachers (tenure-track and lecturers) are evaluated by their peers and by student evaluations. These evaluations guide the department and are not in and of themselves final. Some teachers, based on feedback, can and do make adjustments in their approach to teaching. Some need time, while others may have an expertise that has not been conveyed best through teaching.

The system has certain set boundaries and at the same time has a certain built-in fluidity. There are balancing and competing forces that vie for resources, time slots, sections, etc. Additionally, there is the human factor to contend with that has manifest and latent, as well as rational and irrational levels. In spite of limits from many directions, we are able to mount an excellent, nationally recognized program in counseling. We are proud of what we have and are continuing to do.

CAST OF CHARACTERS

Roles, functions, and titles in the department can sometimes be confusing. This explanation will, hopefully, clarify these for you.

The Department of Counseling is one of nine departments in the College of Health and Human Services. The College of Health and Human Services is one of nine colleges at San Francisco State University. SFSU is one of 24 campuses of the California State University System. CSU is one of three systems of publicly assisted higher education in California (the other two are the University of California and the Community College system).

First-year student: This term is used to identify students up until and through completion of their first year of practicum classes (705-706 and 735-736).

Second-year student: This term is used to identify all students who have completed the first year of practicum and applies until the student has actually graduated from the program.

Professor: Some of the faculty are hired as full-time, tenure-track professors. *These faculty members must have a doctorate in counseling, psychology, social work, or a related area.* Most of these faculty have a clinical license and/or an appropriate professional credential. There are three levels of professors: assistant, associate, and full. By the seventh year of their employment here, all full-time tenure-track professors must either earn tenure or be given a terminal year of employment. Tenure can be granted to assistant professors and to associate professors. In order to become a full professor, you must already have tenure. Being granted tenure means that they have job security unless there are layoffs or they are terminated for seriously violating university or contract policies. As professors go through personnel actions, whether “coming up for tenure” or requesting to be promoted in rank (from assistant to associate, or from associate to full professor rank), the Retention, Tenure and Promotion Committee (RTP) may ask students for feedback on the professors’ performance. Sometimes professors may ask for a “reduction in their time base” so that they are not actually working at SFSU full time. Professors also may take a sabbatical leave for a semester or an academic year. Some professors may be involved in an early retirement program teaching on a half-time basis.

Lecturers: Some of the faculty are hired on a semester-by-semester basis and others are hired depending upon the collective bargaining agreement in force at the time. Some of these faculty members have a doctorate; some have master’s degrees. They may also have a clinical license and/or an appropriate professional credential. These people are usually hired because of specific expertise that they can bring to the department.

CFA and CSEA: The faculty are represented by a union, the California Faculty Association. Our contract also contains policies and procedures that faculty and administration must follow. Department staff are represented by California State University Employees Union (CSUEU).

Practicum Instructor: Each practicum class (706, 736, 890, 891) is taught by a faculty member. This may be a full-time, tenure track professor or a part-time instructor. Most of the practicum classes are identified with a specific specialization.

Liaison: The liaison may also be a professor or an instructor. This person is responsible for the fieldwork component of the practicum (705, 735, 892). The functions of the liaison, briefly, are to act as a conduit for information between the department and the fieldwork placement, and to be a troubleshooter if any problems arise in a placement. These functions are explained quite thoroughly in the *Practicum and Trainee Handbook*, which you must buy when you begin your first practicum class (706).

Fieldwork/Internship Coordinator: Dr. Lesley Zwillinger oversees the fieldwork placements for all students. Dr. Zwillinger sees that paperwork is completed, liaisons are assigned, and ensures that every student in a practicum class has a fieldwork placement and is enrolled in 705, 735, or 892. She also handles the actual placement of students for the Marriage/Family Therapy, rehabilitation counseling, and the gerontology specializations.

Specialization Coordinators: Each specialization (MFT, School, Rehabilitation, Gerontology, College Student Personnel, and Career) has a Coordinator. The Coordinators are professors in the department who may also be instructors of your classes, your adviser, and/or your liaison. These coordinators are responsible for curricular development in their specializations. They also may act as fieldwork coordinators (as in the case of school, rehabilitation, student personnel, and career counseling). It is essential that you get to know the Coordinator of your specialization(s). Their names are also posted outside the department office, and are included in your orientation packet.

Adviser: Each student in the program has an assigned adviser. This person may also be, at some time, your practicum instructor and/or your liaison. Your adviser is assigned to you prior to the fall semester. This adviser remains the same throughout your matriculation in our program, unless you request a change (use the Change of Adviser Form in the department office to do this). The role of the adviser is to oversee your progress through the program, to meet with you at least once a semester in order to do this, to sign your “Consent of Adviser Form” each semester, to sign your GAP and any other official documents (such as a request for a change of specialization), and to meet with you at other times as needed. Your adviser should be able to give you information and advice about your work with us, assist you through the red tape, and to explain department and university policies and procedures. This latter function can be particularly important since the department must follow rules and regulations from the California State University System, SFSU, the College of Health and Human Services, our accrediting agencies, the Council for Accreditation of Counseling and Related Educational Programs and the Council on Rehabilitation Counseling, several licensing and credentialing bodies (such as the BBSE, the state of California for the PPS Credential, etc.)—so sometimes policies and procedures become very complex!

Office Hours: Each faculty member has regular weekly office hours when they are available for phone calls and visits. The specific times of these hours may change every semester, but these times are posted both by the faculty member’s door, outside the department office, and under the faculty link on our website at www.counseling.sfsu.edu (once they are made available). These hours are handled differently by different faculty members (some ask you to sign up for an appointment, others have a “first come, first-served policy) but, in general, these are good

times to meet with your adviser and with faculty who are your instructors in classes. Each faculty member is also here at other times, but it is best to email or call them directly to make an appointment* or come in during their posted office hours to see a faculty member at another time if their office hours conflict with your schedule.

**Contact the faculty member if you require an appointment as they schedule their own appointments.*

Department Office Hours: the main office in BH 524 has the following hours of operation: Monday through Friday, 10-12 p.m. and 1-4:30 p.m.

Office Support: At the beginning of this manual, we noted the low staffing levels in this department and at the university in general. Because of this, the department is severely constrained in the kinds and amounts of support that we are able to give faculty and students. We ask that you recognize our limitations and know that we have provided as many avenues as possible to supply the information students need to complete their studies. In this regard, we are unable to provide office supplies, telephones, computers, photocopies, and date-stamping services.

THE DEPARTMENT OF COUNSELING **FACULTY AND STAFF**

Tenured and/or Tenure-Track Faculty

Alvin Alvarez, Ph.D., Associate Professor
John Blando, Ph.D., Associate Professor
Robert C. Chope, Ph.D., Professor and Chair
Julie Chronister, Ph.D., Assistant Professor
Andrés Consoli, Ph.D., Professor
Terry Gutkin, Ph.D., Professor
Karl Kwan, Ph.D., Assistant Professor
Hsin-Ya Liao, Ph.D., Assistant Professor
Graciela Orozco, Ed.D., Assistant Professor
Rebecca Toporek, Ph.D., Assistant Professor
Patricia Van Velsor, Ph.D., Assistant Professor
Mya Vaughn, Ph.D., Assistant Professor
Robert Williams, Ph.D., Associate Professor

Partial List of Part-Time Faculty

Nancy Bavis, Lecturer
Mary Cavagnaro, M.S., Lecturer/Counseling Clinic Coordinator
Gloria Gregg, Ph.D., Lecturer
Lesley Zwillinger, Ph.D., CRC, Lecturer/Fieldwork Coordinator

Caryll Pineda, Office Manager
Prescilla Ng, Support Coordinator

FREQUENTLY ASKED QUESTIONS

1. What is the difference between an MFT and an MFCC?

The accepted terminology in the field of marriage, family, and child counseling is MFT. Most professionals now refer to this field of counseling as marriage/family therapy (MFT). At San Francisco State University the official name of the degree is M.S. Counseling; Concentration in Marriage, Family, and Child Counseling; therefore, when we are referring to the specific degree we will use the term MFCC, while we will use the term MFT for discussion purposes only.

2. What is a CRC?

CRC is the acronym for Certified Rehabilitation Counselor. Rehabilitation counseling students are eligible to sit for the CRC national examination during their last semester, and upon completion of 600 hours of CRC-certified supervision provided by your on-site internship supervisor, your practicum instructor, your adviser, and/or your liaison.

3. What is a degree objective?

The Department of Counseling offers three master's degrees:

a. Master of Science in Counseling. Specializations:

- Career
- College Student Personnel
- Gerontology
- School

b. Master of Science in Rehabilitation Counseling

- Deafness Emphasis

c. Master of Science in Counseling, Concentration in Marriage, Family & Counseling

Your choice of one of the three degrees constitutes your degree objective.

4. What is the difference between a degree objective and an emphasis or specialization?

A degree objective is the formal name of the degree that you must select from the three Master of Science degrees that are offered in the Department. An emphasis area reflects a group of classes with an area of clinical and theoretical focus such as career, college student personnel, gerontology, school, and rehabilitation counseling.

5. Can I study more than one content area; e.g., career, college student personnel, gerontology, school, or rehabilitation counseling? If so, what do I do?

Yes, you can. You still have to choose **one degree objective** at the time of your application; however, you may also indicate an additional content area (emphasis) in addition to your degree objective. You must declare this second content area in the space provided on the first page of the department application.

If you choose a second area, you will be expected to elaborate on your decision to choose this second area when you write your personal statement. Your application will then be evaluated with regard to both of the areas to which you are applying. Although you may be accepted into both areas you have chosen, please note that it is also possible for you to only be accepted into one of the areas you have selected. If accepted into the department, your acceptance letter will indicate the area(s) to which you have been admitted.

Keep in mind, however, that an additional emphasis may involve additional time in the program to complete all the requirements.

6. Can I add another content area (emphasis) after I am admitted to the program?

Yes, you can. The request to add an emphasis after you have been admitted to the department must be made by February 1st of the following year. Your first step is to discuss this issue with your adviser, obtain the Application For Specialization Change **OR** Application for Change or Deletion of Emphasis from the appropriate bin in the department office, and obtain your adviser's signature. Submit this form to office staff. You will be evaluated like any other prospective applicant for that second area.

7. Must I select a second content area for admission into the program?

No, you don't have to select a second area. Moreover, please be aware that selection of a second content area will not necessarily improve your chances for admission into the program and will also require additional time in the program. Once you enter the department and become more familiar with the different content areas, you should consult with your adviser about this issue.

8. If I choose an M.S. in Rehabilitation Counseling as my degree objective and take all of the MFCC coursework, can I sit for MFCC licensure?

No, you can't because the Board of Behavioral Sciences requires that your degree objective must be an M.S. in Counseling with a Concentration in Marriage Family Therapy; however, you can study MFT and Rehabilitation Counseling at the same time. If you choose to study both, please be aware that you will receive a university-approved certificate for your completion of the rehabilitation counseling coursework and you will be eligible to sit for the national Certified Rehabilitation Counselor test; however, you will not receive an M.S. in Rehabilitation Counseling.

9. Can I obtain a Pupil Personnel Services Credential (PPSC) in school counseling if my degree objective is MFCC?

Yes, you can. If you choose to take both School Counseling and the MFT, your degree objective must be an M.S. in Counseling with a Concentration in Marriage Family Therapy. See FAQ #8. Once you complete all the requirements for both the school counseling and the MFT programs, you will be eligible for the PPSC; however, you will not earn a second degree.

10. Can I defer my enrollment if I am recommended for admission to the Counseling program in the fall?

Since we have no spring cohort and since we must plan resource allotment as efficiently as possible, we are unable to grant enrollment deferrals under any circumstances.

11. I misplaced/lost/threw away my class syllabi, hours logs, practicum handbook, etc. How can I obtain copies of the materials needed after I have graduated?

The department strongly recommends that you retain copies of all your class syllabi, logs, bulletins, and handbooks. Many students decide to pursue doctoral studies and will have to submit these documents at some time during the application process. In addition, many agencies (eg., BBS) require copies of syllabi to determine whether or not graduates meet certain criteria and have been trained in certain areas (e.g., substance abuse). It is not possible for the department to provide these after you graduate because content may change and instructors often do change. If you have experienced some sort of calamity and make a request for this information, please be prepared to reimburse the department for this research, which often will require an extensive amount of time and could be as high as \$50-\$100.

12. How do I join the Counseling Alumni listserve upon graduation from the program?

The counalum listserve has been used for posting job notices, keeping in contact with the department and other alums. To join, pick a non-SFSU email account. From that account, send an email to majordomo@sfsu.edu. In the body of the email, type: "subscribe counalum. Send the email. That's it! You will get a welcome message once your subscription is approved.

COURSE DESCRIPTIONS

The following is the list of those courses regularly offered by the Department of Counseling. A full and official listing of department courses is found in the University Bulletin. Discrepancies between the information here and the University Bulletin reflect changes that the Department of Counseling is currently finalizing. Students are advised to use the information provided here.

Consent of Instructor is Required for All Department of Counseling Courses

COUN 690 Field of Counseling I (3)

Prerequisite: PSY 200 or graduate standing. Professional identity for career, college, marriage and family, rehabilitation, school, gerontological counseling. Career decision making, mid life, career change, pre-retirement guidance, and mental illness. Computer technology and counseling; history, ethics and self-awareness. [Note: Not required for Rehabilitation Counseling students without a second specialization.]

COUN 691 Multicultural Human Relations (3)

Prerequisite: SW 410 or PSY 431, COUN 690 or graduate standing. Basic counseling methods for different career stages, students, persons with disabilities and mental illness; gay, lesbian, bisexual, transgendered, and ethnic groups. Computers integrated with counseling method.

COUN 700 Theories of Counseling (3)

Prerequisite: Consent of instructor; undergraduate course in personality theories; proof of compliance. Selected theories of counseling and personality. Overview of counseling process and practice relating to major approaches. Introduction to therapeutic practices with illustration of relevant techniques and cases.

COUN 702 Developmental Foundations for Counselors (3)

Prerequisite: Consent of instructor; undergraduate course in lifespan human development; proof of compliance. Theories of human development and learning, adaptive behavior to normal development and congenital and traumatic disability, dynamics of family, home and societal influences, and their implications for counseling.

COUN 703 Psychological Foundations for Counselors (3)

Prerequisite: Consent of instructor; undergraduate course in psychopathology or abnormal psychology; proof of compliance. Theories of mental health and mental illness, classification of behavior disorders, diagnosis and prognosis, psychological impairment, psychological issues related to physical disability, and implications for counseling and therapeutic interventions.

COUN 704 Psychosocial Aspects of Disability (3)

Prerequisites: COUN 703, 762, and 766. Attitudes toward disability. Concepts of loss, grieving, attribution theory, stress, coping, self-concept, self-esteem, family, and sexual issues are included.

COUN 705 Practicum and Internship (2-3)

Prerequisites: Must be taken concurrently with COUN 706. Initial practicum and trainee experience for counseling students; minimum of 12 hours per week at fieldwork site. Placement lasts for academic year. Consent of Field Placement Coordinator is required. Contact with a liaison supervisor is required.

COUN 706 Counseling Process (3)

Must take concurrently with COUN 705 and with or after COUN 702 and 703. Must meet prerequisites, concurrent enrollment requirement, have instructor consent, and attain B or better. Clinical interviewing skills; individual growth in clinical process. [Note: Rehabilitation Counseling Students must take this section with a CRC Instructor.]

COUN 714 Writing for Counselors (3)

Prerequisite: Graduate standing in counseling or consent or instructor. Designed to develop graduate writing skills for counseling students, strengthen writing organization and report writing, learn to integrate bibliographic sources and use APA style. May not be used to meet GAP requirement. CR/NC only.

COUN 715 Assessment in Counseling (3)

Instruction and practice in the clinical process of testing. Focus on individual counselor's ability to clinically analyze and interpret assessment instruments, including diagnostic tests for various counseling specializations. When appropriate rehabilitation evaluation will be included.

COUN 716 Professional Seminar I - Structural Elements for School Counseling (2-4)

Must take with or after COUN 706. Familiarize students with the institutional structure and culture of schools, relevant laws and ethics, trends in guidance and counseling, and ability to design a comprehensive counseling program.

COUN 717 Professional Seminar II - Functional Elements for School Counseling (2-4)

Prerequisite: COUN 716. This class will familiarize students with normative roles of school counselors in a changing world; provide skills necessary to deal with these issues and develop a philosophy of school counseling.

COUN 718 Professional Seminar III - Professional Issues for School Counseling (2-4)

Prerequisite: COUN 716 and COUN 717. The purpose of this class is to explore professional issues, aspects of professional identity, and to develop an understanding of a systems' theoretical approach to working in schools.

COUN 719 Behavior Management (3)

Behavioral, cognitive-behavioral, and ecobehavioral theory and intervention applied to human behavior change. Primary focus on classroom behavior management.

COUN 720 Career Counseling (1 or 3)

Dynamics of vocational choice and occupational adjustments; social learning and developmental tasks, educational and vocational information; counseling process in occupational planning. [Note: Rehabilitation students with a dual specialization in MFT, College or Career may substitute COUN 778 for this course.]

COUN 721 Computer Applications in Counseling (3)

The use of computers in counseling and guidance for such functions as advising, course registration/reservation, articulation between high schools and colleges and between community colleges and four-year colleges, test scoring and interpretation, career guidance, and computer assisted instruction.

COUN 727 Advanced Career Counseling (3)

Prerequisites: COUN 720 or COUN 778. Seminar for career counseling specialists that emphasizes techniques in conducting personal career research and informational interviews, and skills and knowledge necessary to establish a viable career placement center.

COUN 735 Advanced Practicum and Internship (2-4)

Prerequisites: COUN 705/706. Must take concurrently with COUN 736. Second semester of field placement. Minimum of 12 hours per week at a fieldwork site. Contact with a liaison supervisor is required.

COUN 736 Advanced Counseling Process (3)

Prerequisites: COUN 705/706. Instructor consent. Must take concurrently with COUN 735; must take with or after COUN 700. Clinical counseling case analysis; individual counselor growth assessment, management and disposition of clients. Must be repeated for maximum of 6 units for Rehabilitation Counseling majors only. [Note: Rehabilitation Counseling Students must take this section with a CRC Instructor.]

COUN 738 Alcohol and Substance Abuse (2)

Review of dynamics, behaviors, and treatment interventions related to alcohol and substance abuse. Focus on legal and clinical aspects.

COUN 748 Rehabilitation Assistive Technology (3)

Prerequisite: COUN 762. Utilization and application of existing technologies to solving client rehabilitation problems in the areas of communication, mobility, daily living and work. A case studies approach will be taken.

COUN 750 Planning for Deaf and Hard of Hearing Persons from Culturally Diverse and Underserved Groups (2)

Prerequisites: COUN 751, COUN 752, and consent of instructor. Resources and rehabilitation processes specific to deaf and hard of hearing adolescents and working age adults. Understanding culturally diverse and underserved population issues. Identifying impact of students' own cultural experiences and identity.

COUN 751 Psycho-social Implications of Deafness and Hearing Loss After the Acquisition of Language (1)

Communication and psycho-social differences among people with early and late onset deafness. Mental health implications, rehabilitation and social support options, vocational functioning and rehabilitation needs of person deafened. May be repeated for a total of 2 units.

COUN 752 Psycho-social Aspects of Deafness and Hearing Loss After the Acquisition of Language (1)

Seminar on psychosocial issues in deafness. Issues could include: age of conditions, developmental disabilities, hard of hearing and deafened persons, refugees and immigrants and use of interpreters.

COUN 753 Mental Health Assessment of Deaf, Deafened, and Hard of Hearing Persons (1)

Prerequisites: COUN 703. Mental health assessment applied to deaf, deafened, and hard of hearing individuals; implication of culture, mental status examination, family, educational, psychosocial history, and DSMIV diagnostic criteria for vocational planning. May be repeated for maximum of 2 units.

COUN 755 Hearing Loss for Rehabilitation Counselors (1)

Prerequisite: graduate status or consent of instructor. Audiological services for deaf, hard of hearing, and deafened adults. Components of communication and sound; hearing mechanisms; types, degrees, and configurations of hearing loss; medical implications and rehabilitation services. May be repeated for a total of 2 units.

COUN 757, Psychological Testing of Deaf, Deafened, and Hard of Hearing Persons (1)

Prerequisite: COUN 715. Testing for deaf, deafened, and hard of hearing persons; categories of testing, appropriate referral questions, differences in testing approaches, norm grouping issues, diagnoses. May be repeated for a total of 2 units.

COUN 759 Substance Abuse Issues when Working with Deaf, Deafened, and Hard of Hearing Persons (1)

Chemical dependency assessment with deaf and hard of hearing individuals, treatment and intervention strategies; continuum of care, drug/alcohol and HIV/AIDS education and prevention, relapse prevention, self-help groups, ethical considerations. May be repeated for a total of 2 units.

COUN 760 Deaf Culture and Mental Health (1)

Highlights how deaf culture may affect delivery of mental health and counseling services. Participants learn to identify potential cultural influences on effective counseling process.

COUN 762 Seminar on Field of Rehabilitation Counseling (3)

Rehabilitation as a field of professional service; its place in the social structure; growth and interrelationship of public and private rehabilitation agencies; legislative process as it translates identified community needs into new or expanded services.

COUN 766 Medical/Social Aspects of Disability (3)

Prerequisite: COUN 762. The purpose of this course is to provide students with an introduction to medical conditions that they will deal with as rehabilitation professionals. Medical aspects of each condition will be reviewed to acquaint students with the disease process. Functional, vocational, and psychological aspects of each disability will be examined.

COUN 778 Occupational Information, Dynamics and Placement in Rehabilitation Counseling (3). *Prerequisite:* COUN 766. Use of occupational information in the vocational development and adjustment process; problems and procedures in job placement of disabled persons.

COUN 792 Seminar for Counselors in Student Personnel Services (3)

Theory and practice of college student personnel services; program management, planning implementation, evaluation, and the various roles of a counselor in college settings.

COUN 793 Organization and Administration of Student Services in Higher Education (3)

Prerequisite: COUN 792. Seminar in organization and management of college student services, organizational theory, development, structures; management strategies and styles, decision making, management by objectives, administrative models; staff development; evaluation; accountability; budget planning, management; program development, evaluation; legal issues.

COUN 794 Seminar in Research (3)

Identification and analysis of research problems related to health and human services. Research methodology, techniques and designs appropriate to health and human services research problems including the critique and interpretation of research reports; application of health and human services research to a variety of settings.

COUN 811 Group Counseling Process (3)

Prerequisite: COUN 706. Instruction in group counseling dynamics: clinical analysis of group counseling sessions conducted by students. Focus on personal attitudes, values, and professional development.

COUN 820 Counseling the Older Adult (3)

Individual and group counseling; couples and family counseling with the older adult. Sexuality, lifestyle, and economics of older age are included as they impact upon the counseling process.

COUN 827 The Consultation Process (1 or 3)

Prerequisites: COUN 706,736. Seminar exploring dynamics of the consultation process; implications for various specialists in developing effective working relationships with other professionals and family members.

COUN 833 Social and Cultural Foundations in Counseling (3)

Development of awareness and sensitivity to the needs and feelings of individuals of different sex, race, culture, life styles and physical abilities; study of the nature of prejudice; study of minority life styles and cultures; implications for counselors.

COUN 850 Second Specialization and Post-Master's Internship (2-3 per semester)

Prerequisite: (Field Placement Coordinator). Internship for individuals who are not in a practicum seminar and need university monitoring to accrue fieldwork hours. CR/NCR grading only.

COUN 857 Law and Ethics for Counselors (3)

Seminar covering legal and ethical responsibilities of counselors, including confidentiality, privilege, reporting; legal obligations regarding professional practice and liability; professional codes of ethics; laws relating to minors, marriage and the family; legal procedures of separation, divorce, and mediation.

COUN 858 Couple and Family Counseling I (3)

Prerequisites: COUN 706; must take with or after COUN 700. Overview of major theoretical approaches: analytic, behavioral, systems, intergenerational and existential. Focus on theories and concepts. Reading, demonstrations, activities will emphasize working with couples.

COUN 859 Counseling Aspects of Sexuality (2)

The major sexual problems encountered in counseling; causes; counseling approaches; techniques and treatments; traditional clinical implications including feminine orientations; satisfies MFCC requirements for child sexual abuse and human sexuality (7 hours of child abuse assessment and reporting plus 10 hours on human sexuality).

COUN 860 Couple and Family Counseling II (3)

Prerequisite: COUN 858. Applied psychotherapeutic techniques in working with families and relationships. Specialization on direct experience working with families through simulations, demonstrations, and case material. Students will concentrate on learning one or two approaches in-depth.

COUN 861 Seminar on Child Treatment (3)

Prerequisites: Must take with or after COUN 736. Seminar exploring concepts, processes, techniques of child and adolescent treatment. Specialization on techniques of crises intervention, supportive counseling and psychotherapeutic treatment.

COUN 866 Introduction to Independent Living Services (3)

For course description, see COUN 366. Paired with COUN 366. Students who have completed COUN 866 may not take COUN 366 for credit.

COUN 890 Integrative Counseling (3)

Prerequisites: COUN 735 and COUN 736. Must take concurrently with COUN 892. Integrate and apply counseling constructs: assessment, diagnosis, treatment, planning, clinical interventions, law and ethics, and therapeutic relationships with grade of B or better. [Note: Rehabilitation Counseling students must be supervised by a CRC via the course instructor or liaison. Consult with RCTP Coordinator.]

COUN 891 Case Studies and Internship Seminar (3)

Prerequisites: COUN 890/(fall) COUN 892. Must take concurrently with COUN 892. Analysis of problems in assessment, management, and disposition. Application of methods and procedures to counseling specializations. [Note: Rehabilitation Counseling students must be supervised by a CRC via the course instructor or liaison. Consult with RCTP Coordinator.]

COUN 892 Internship (2-4)

Prerequisites: Must have completed 24 units including COUN 736; must take concurrently with COUN 890 and COUN 891, consent of Field Placement Coordinator. Supervised counseling experience in agencies or schools. Evaluation of counselor effectiveness; analysis of professional problems. Minimum of 16 hours per week at fieldwork site. Placement lasts for the academic year. Contact with a liaison supervisor is required. May be repeated for a total of 8 units.

COUN 899 Special Study (1-3)

Prerequisite: Consent of graduate adviser and supervising faculty member. Special study under the direction of a member of the department. Open only to graduate students of demonstrated ability to do independent work. Enrollment by petition. May be repeated two times for a total of 6 units.

APPENDICES

The following page contains, in addition to other information, a list of forms that may be needed during a course of study with the department of counseling. The Department Office maintains a supply of these forms for student use at the department office and in the brochures stand just outside the front office door. These forms are also available for download from our website at counseling.sfsu.edu.

To obtain a university form, download it from the corresponding department. The originating department is noted after each form name.

Department of Counseling Forms

1. Advising Form
2. Change of Adviser Form
3. Change of Contact Info (Department form. Used for address/name change)
4. COAF (Consent of Adviser Form)
5. Application for Specialization Change
6. Application for Change, Addition, or Deletion of Emphasis
7. Student Evaluation of Instructors (Evaluation of Teaching Effectiveness)

University Forms

1. Request for Graduate Program Transfer Unit Evaluation (Graduate Division)
2. Graduate Approved Program (Graduate Division).
Samples include:
 - M.S. Counseling - Career
 - M.S. Counseling - College
 - M.S. Counseling - Gerontological
 - M.S. Counseling - School
 - M.S. Counseling - Concentration MFCC
 - M.S. Rehabilitation Counseling
3. Petition for GAP Substitution or Committee Revision (Graduate Division)
4. Petition for Course by Individual Study (699 or 899) (Admissions & Records)
5. Petition for Incomplete
6. Petition for Withdrawal from Course(s) or University (Admissions & Records)
7. Petition for Retroactive Withdrawal (Admissions & Records)
8. Petition for Waiver of College Regulations (Admissions & Records)
9. Petition for Grade Change-Report of Make Up of Incomplete (Adms & Records)
10. Petition to Exceed Maximum Units