

Student Handbook 2025-2026

STUDENTS HANDBOOK FOR GRADUATE COUNSELING STUDENTS
DEPARTMENT OF COUNSELING
COLLEGE OF HEALTH AND SOCIAL SCIENCES
ACADEMIC YEAR 2025-2026



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Subject to Modifications as Needed

Welcome to the Department of Counseling at San Francisco State University!

We are thrilled to have you join our community of future counselors. As a newly enrolled student for the 2025-2026 academic year, this handbook is designed to support you through your counselor training journey and serves as a guide to navigating the program. Inside, you'll find important information about academic requirements, our curriculum, , advising, professional expectations, course planning and scheduling, student learning assessment, feedback and complaint processes, department and university policies and resources, and other relevant information related to becoming a professional counselor and navigating SF State and our department. *We ask that you read this Handbook thoroughly and review the [ACA Code of Ethics](#) and the [Multicultural Counseling and Social Justice Competencies \(MCSJC\)](#) outlined in the handbook.*

Students entering the program bring a wealth of experience and expertise—including lived experiences and diverse professional backgrounds and lived experiences. Understanding how these experiences contribute to, and are transformed by, the coursework and internships is a complex, dynamic, and growth-filled process. We all bring with us the lessons taught by our families and communities, our cultural identities and lived experiences, encounters with power, privilege, and oppression, our professional and educational journeys, and our values, passions, and commitments. As counselor educators, we honor these experiences and aim to foster the development of your professional identity as a counselor. This includes understanding the responsibilities of the counseling role and integrating knowledge gained through research, practice, and lived experience. We, too, are continually learning—reflecting on how to evolve our profession and ensure that our work remains relevant to the needs of our changing communities. We are committed to deep reflection and recognize that we are all works in progress. We welcome you to this journey of becoming a culturally responsive, socially just, and multiculturally effective counselor and advocate. Meeting the needs of our communities requires understanding, patience, and courage. As you develop your skills in the helping relationship, we hope you will also deepen your empathy, expand your self-awareness, and strengthen your ability to address the challenges facing our clients and communities. We invite you to join us in a mutually supportive and enriching learning experience. One of the most powerful aspects of your time in the program—and beyond, as alumni—is the opportunity to grow together as a community. Growth is not easy, nor is it ever complete. It is a dynamic, multifaceted, and often challenging process. Our Department of Counseling community includes students, faculty, staff, alumni, training partners, and the broader university and local communities. Building and sustaining this community requires effort from all of us, and we are looking forward to this shared learning experience with you!

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I. MISSION STATEMENT & PROGRAM OBJECTIVES

The mission of the Department of Counseling at San Francisco State University is to train the next generation of counselor leaders who recognize that the liberation of all communities is only possible when an intersectional, participatory, community-driven approach to counseling is practiced. Our training program is grounded in the belief that counseling, as a field of practice, affords professionals the knowledge and skills needed to carry out social justice work via strengths-based healing and wellness, advocacy, critical consciousness development, and action-oriented scholarship and research.

Our Program Objectives include the following:

1. The Department of Counseling (DoC) will recruit and admit culturally and linguistically diverse students to reflect the approximate demographic composition of the Bay Area community.
2. The DoC will enroll and retain culturally and linguistically diverse students using a fair and professionally relevant admissions process that includes attention to cultural diversity.
3. The DoC will work toward graduating 100% of all enrolled students and implement student support interventions when necessary.
4. The DoC will solicit input from students, faculty, alumni, and community members regarding the program's objectives and curriculum.

II. DEGREE REQUIREMENTS

The Department of Counseling offers three Master of Science (MS) degrees and five Specialization practice areas. A "degree" is the formal name of the degree you selected from the three MS degrees offered in the Department. A "specialization" is the counseling practice area of study (i.e., career, college, clinical mental health, marriage, family and child, or school counseling). If your degree objective is *MS in Counseling*, your specialization must be one of the following: Career Counseling, College Counseling, or School Counseling. If your degree objective is *MS in Clinical Mental Health Counseling*, your specialization is Clinical Mental Health Counseling (CMHC). If your degree objective is *MS in Counseling, Concentration in Marriage, Family & Child Counseling*, your specialization is Marriage, Family & Child Counseling (MFCC).

To be awarded an MS degree in the Department of Counseling, SF State requires that all graduate students seeking a Master's degree must a) meet the basic admission requirements for the University and the department or degree program; b) complete two levels of the Written English Proficiency Requirements (Level 1: Admissions Statement; Level 2: Culminating Experience Paper); c) complete the specific course requirements leading to the degree (as defined in the SF State bulletin and this Handbook); and d) maintain a 3.0 GPA as a continuing student.

In our department, all students must complete a minimum of 60-units of Department of Counseling coursework, two academic years of fieldwork (practicum and internship) in a department approved training site and receive "credit" for their Culminating Experience Paper (CEP). Nine units of coursework from an outside institution may be considered for

transfer of credit. Only COUN 700 (Theories of Counseling), COUN 702 (Lifespan Development) and COUN 703 (Psychological Foundations) can be considered for transfer credits. No other courses can be taken outside the department.

All students (irrespective of their degree objective and specialization area) take the following 3-unit core courses:

COUN 700: Theories of Counseling
COUN 702: Developmental Foundations for Counselors
COUN 703: Psychological Foundations for Counselors
COUN 705: Counseling Practicum (Fieldwork-Practicum)
COUN 706: Counseling Skills and Process (Fieldwork-Internship)
COUN 715: Assessment in Counseling
COUN 720: Career Counseling
COUN 736: Advanced Counseling Process (Fieldwork-Internship)
COUN 738: Addictions
COUN 741: Crisis Counseling (MFCC students are not required to take this course)
COUN 794: Seminar in Research
COUN 811: Group Counseling Process
COUN 833: Social and Cultural Foundations
COUN 857: Law & Ethics for Counselors
COUN 890: Integrative Counseling and Internship (Fieldwork-Internship)
COUN 891: Case Studies and Internship Seminar (Fieldwork-Internship)
COUN 892: Culminating Experience for Counselors

In addition to the above courses, each specialization require the following 3-unit specialization-specific courses. **See Appendix A for specialization-specific information.**

Career Counseling Specialization

COUN 721: Applied Career Counseling
COUN 727: Advanced Career Counseling
Choice of: COUN 704, COUN 716, COUN 737, COUN 792, or COUN 858

Clinical Mental Health Counseling Specialization

COUN 704: Biopsychosocial Aspects of Health, Behavioral Health, Disability & Aging
COUN 737: Psychopharmacology
COUN 870: Professional Issues, Clinical Case Management & Systems of Care

College Counseling Specialization

COUN 792: Seminar for Counselors in Student Personnel Services
COUN 793: Organization/Administration of Student Services in Higher Education
Choice of: COUN 704, COUN 716, COUN 721, COUN 737, or COUN 858

Marriage, Family & Child Counseling

COUN 827: Consultation Process (1-unit)
COUN 858: Couples and Family I
COUN 859: Counseling Aspects of Sexuality (2-unit)
COUN 860: Couples and Family II

COUN 861: Child Treatment

School Counseling Specialization

COUN 716: Professional Seminar I – Structural Elements in School Counseling

COUN 717: Professional Seminar II – Functional Elements in School Counseling

COUN 718: Professional Seminar III – Professional Issues in School Counseling

Culminating Experience Paper (CEP)

The CEP is a University Level 2 *Written English Proficiency Requirement* (Senate Policy #S16-014). Please see additional information about University Level 1 and 2 *Written English Proficiency Requirements* at this link: <https://bulletin.sfsu.edu/graduate-education/academic-policies-procedures/> located in SF State's Academic Bulletin in the Graduate Academic Policies and Procedures section. For our department, the Level 2 writing requirement is completion of the CEP which occurs by receiving "Credit" in COUN 892 (Culminating Experience for Counselors). COUN 892 is a "Credit"/"No Credit" course. Students must earn a B- on their CEP in order to receive "Credit" and pass the course. COUN 892 is taken at the same time the student is enrolled in COUN 891 (Case Studies and Internship Seminar). Those who are unable to complete their CEP by the end of the semester but have 75% of the paper successfully completed (as determined by the instructor) will be given a "Report in Progress (RP)" to allow them to complete the CEP. Students with an RP must follow Graduate Studies guidelines for the procedure and requirements for completing the CEP. Students who do not turn in a CEP or do not have 75% successfully completed will receive "No Credit" and will be required to re-take the course. The CEP is also a measure for the following two Knowledge Performance Indicators (KPI; CACREP Standard C.1.) including a) students will critically evaluate the evidence base for counseling theories, interventions, and practices, ensuring that they are supported by sound research and are appropriate for diverse client populations, and b) students will describe different research designs, including qualitative, quantitative, and mixed methods, and understand appropriate methodology for addressing specific counseling-related questions.

Group Counseling Requirement

Students must gain group counseling experience by leading or co-leading a counseling or psychoeducational group as part of their practicum/internship field experience (CACREP Standard 4.e). This may be done at any time during the field placements (first or second year) and must be supervised by their onsite fieldwork supervisors. Students must include group hours on their hours log form signed by their supervisor. Students will not be able to graduate if this requirement is not fulfilled. In addition to this field group facilitation requirement, students gain additional required experience in the Group Counseling class (COUN 811). In this class, students are required to participate in a group process/activity with their peers (and lead a group) for a minimum of 10 clock hours over the course of one academic semester (CACREP Standard F.10).

Practicum & Internship Requirements

Students in the career, college, CMHC and MFCC specializations are required to complete 700 total hours of fieldwork. School Counseling students are required to complete 900 total hours of fieldwork. Students complete these hours over the course of

two academic years at two different training sites. Students are required to complete their practicum and internships at a department approved training site and complete all required forms and documentation. Students are required to attend our Annual Internship Fair (early spring), register for practicum and internship courses (i.e., COUN 705, 706, 736, 890, 891) and earn at least a B to pass these courses. Students who do not earn a B will have to repeat the course and will be unable to continue onto the next fieldwork course. These courses may only be repeated once. *Please see the 2025-2026 Student Practicum and Internship Handbook for detailed information and expectations regarding our Practicum and Internship requirements:* <https://counseling.sfsu.edu/practicum-and-internship>.

III. EXPECTATIONS OF STUDENTS

As a graduate counseling student, you are expected to uphold the highest standards of academic integrity, ethical conduct, and professional behavior. These expectations are aligned with the 2024 CACREP Standards and are designed to support your development as a culturally competent, ethical, and reflective counseling professional.

1. **Student Handbooks** – Students are expected to read and be responsible for all the information in the 2025-2026 *Student Handbook* (this handbook) and the 2025-2026 *Practicum and Internship Handbook* here: <https://counseling.sfsu.edu/practicum-and-internship>
2. **Class Attendance and Participation** – Students must meet the attendance and participation policy as outlined in each course syllabus. Students must also meet the attendance policy for their field site. Students who are unable to meet the attendance policy as outlined in course syllabi or by their field site may receive a lower grade and/or may not pass the course. Planned absences must be communicated to and approved by the instructor in advance. Coursework may be assigned to make up for the excused absence. For any unplanned absences due to emergencies, the student must communicate with the instructor as soon as possible. Excessive absences (planned or unplanned) may result in reduced course grades or not passing a class. Active and respectful participation in discussions, group work, online discussion posts/activities, and experiential activities is expected.
3. **Online Classes** – Students must be in a confidential, quiet space while attending online courses. Students must keep their cameras on at all times (unless disability-related accommodation is made by the instructor) during the class period. Students who need to turn their cameras off for any reason during the class must communicate with their instructor via the Chat function and return promptly. Students may not attend an online class while driving or commuting (in any way).
4. **Adherence to the ACA Code of Ethics** – Students are required to read, understand, and consistently apply the ACA Code of Ethics in all academic and field placement settings. Ethical violations may result in disciplinary action, including dismissal from the program. ACA Code of Ethics Website: <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>.
5. **Professional Disposition** – Students must demonstrate behaviors consistent with the department's Professional Disposition policy (described below) including dispositions related to a) Legal and Ethical Conduct, b) Social & Emotional Maturity, c)

Accountability & Reliability, and d) Cultural & Disability Competency. Dispositions are formally evaluated each semester through the Professional Disposition Assessment (PDA).

6. **Communication** – Student are expected to communicate professionally with faculty, peers, site supervisors, and clients/students/consumers. Timely responses to emails and messages via university platforms (e.g., Outlook, Teams) are required. Students must maintain confidentiality and use appropriate language in all forms of communication.
7. **Submission of Required Forms and Documentation** – Students are responsible for timely and accurate submission of all required forms and documentation related to university, departmental, and fieldwork requirements. This includes (but is not limited to): University forms (e.g., registration, graduation applications, leave of absence requests, waivers of policies); Departmental forms (e.g., Consent of Advising Forms) and Fieldwork documentation (e.g., practicum/internship offer letters, traineeship agreements, supervision logs, hours logs). Students must monitor deadlines and submission requirements communicated via Teams, Outlook, CANVAS, or other departmental announcements avenues. Students must retain copies of all submitted documents for their records. Ensure accuracy and completeness of all forms prior to submission. Communicate proactively with faculty or the Internship coordinator if assistance or clarification is needed. Not submitting required documentation may result in delays in course registration, field placement, graduation, or continuation in the program
8. **Course Registration** – Students must officially register for their courses through SF Gateway/Student Portal. Registration dates are posted on your student portal. Timely registration is important for getting into desired course sections. Students must also add/drop/withdraw for courses during the time period in which this is allowed. Add/drop and withdraw deadlines for each semester are listed in your course syllabi.
9. **Internship Fair** – All students are required to attend the department Internship Fair(s) held in early spring of each year. Information about the Internship Fair is disseminated on Teams. For the 2026-2027 Academic Year, the Internship Fair will be held on Friday February 6th, 2026, from 9-3pm on Zoom.
10. **Fieldwork** – All students are required to communicate with their internship course instructor immediately if they are experiencing any concerns at their field site. Please see section 13 “Problems at Internship Site...” in the Practicum & Internship Handbook for detailed information: <https://counseling.sfsu.edu/practicum-and-internship>
11. **State Licensure Application** – Students are responsible for accurately submitting CA BBS Licensure applications and keeping track of submitted documents. The student is responsible for all BBS licensure processes. Website: <https://www.bbs.ca.gov/>
12. **Pupil Personnel Services (PPS) Credential** – Students seeking their PPS Credential to work in California Public School Districts are responsible for submitting their PPS Credential Application. See information on school counseling website: <https://counseling.sfsu.edu/school-counseling-pupil-personnel-services-credential-0>.
13. **Use of Department Technology** – Students are required to demonstrate competence in using the following platforms: Microsoft Teams, CANVAS and Outlook for official university communication. Students may also be asked to use Zoom, DocuSign and/or

Adobe Sign. Students are responsible for checking these platforms regularly and ensuring they are up to date with all program communications and requirements.

14. **Academic Integrity** – Plagiarism, cheating, or any form of academic dishonesty is strictly prohibited. Students are expected to properly cite sources and complete their own work. Violations will be addressed according to university policy and may result in dismissal.
15. **Personal and Professional Growth** – Students are expected to engage in ongoing self-reflection and personal development. Participation in individual or group counseling may be recommended or required to support professional growth. Students must be open to feedback and willing to address areas of concern identified by faculty.
16. **Commitment to Multicultural and Social Justice Competence** ([Multicultural Counseling and Social Justice Competencies \(MCSJC\)](#)) - Students are expected to integrate the principles of the Multicultural and Social Justice Counseling Competencies (MSJCC) into all aspects of their training, including academic work, field work, and interpersonal interactions. This includes a) developing self-awareness of one's own cultural identities, biases, and worldview; b) gaining knowledge of diverse cultural groups and the systemic barriers they face; c) building skills to provide culturally responsive and socially just counseling services; and d) demonstrating advocacy and leadership in addressing inequities within counseling settings and broader communities. Students must engage in ongoing reflection and dialogue around issues of power, privilege, oppression, and intersectionality, and are expected to uphold inclusive and anti-oppressive practices in all professional contexts.
17. **Professional Involvement** – Students are encouraged to join professional counseling organizations (e.g., ACA, state associations). Participation in conferences, workshops, and advocacy efforts is strongly recommended to enhance professional identity.
18. **Responsible Use of Artificial Intelligence (AI)** - Students are expected to use AI tools (e.g., generative AI, chatbots, writing assistants) ethically, transparently, and in accordance with university and program policies (described below). AI may be used to support learning (e.g., brainstorming, summarizing, or organizing ideas), but must not be used to complete assignments, clinical documentation, or assessments in a way that misrepresents the student's own work. Students must: a) Disclose the use of AI in academic submissions when applicable, b) follow instructor guidelines c) avoid plagiarism or academic dishonesty by ensuring that all AI-assisted content is properly cited and critically reviewed, d) refrain from using AI tools to simulate client responses, generate clinical notes, or replace human interaction in counseling training or practice, and e) respect client confidentiality and data privacy by never inputting sensitive or identifying information into AI platforms. Misuse of AI may result in academic or disciplinary action, including remediation or dismissal from the program.

IV. FACULTY ADVISING

All students have a faculty advisor. Students are assigned a faculty advisor at the start of their program. Faculty advising includes program planning and course selection, fieldwork advising and guidance, support/monitoring academic progress and professional disposition, navigating university/department forms and policies, licensure and career support, and emotional support (as appropriate). Students may reach out to their faculty advisor as needed through the semester via their faculty advisor email or Teams Chat. If

a student is having difficulty reaching their advisor, the student should reach out to the Department Chair (Julie Chronister via Teams Chat or email jchronis@sfsu.edu). Students are required to meet with their faculty advisor during the department's two-week advising period each semester. The advising period and process is announced via Teams in the Advising and Registration Channel in the department's Announcements Hub here: [Advising and Registration | DoC Announcements \(Listserve\) | Microsoft Teams](#) at least one month prior to advising. To prepare for this advising meeting, students should review the department's tentative course schedule (as provided by the department on Teams) and the University Academic Bulletin (link: <https://bulletin.sfsu.edu/>) for the following semester, choose classes/sections that are aligned with their program specialization sequence, and complete a Consent of Advisor Form (COAF) prior to their meeting and submit it through Teams Approval (Approvals – New Approval – Template – Consent of Advising Form). The COAF must be submitted by the student and approved by their advisor in order to register for class through the student portal. Students may develop a Planned Course of Graduate (example form: <https://grad.sfsu.edu/sites/default/files/documents/planned-course-of-graduate-study-checklist.pdf>). Ideally, students remain with the same faculty advisor throughout their program. At times, however, the department may need to change a student's advisor either temporarily or permanently due to faculty leave or workload-related issues. If a student wishes to switch their advisor to another faculty member, the student should a) communicate with their current advisor their desire to switch to another faculty advisor, and b) submit a request in Teams Approvals (Approvals – New Approval – Template – Change of Advisor) for a change of advisor. This form requires your current advisor's approval and your desired advisor's approval. It is possible that the request may not be approved for various reasons (e.g., faculty advisor workload). The student may always contact the Department Chair for support navigating this process and for problem-solving. Annually, students have the opportunity to anonymously evaluate their faculty advising experience via the *Student Experience Survey* distributed in May of each year. In addition, students may provide qualitative comments on this survey about their advising experience.

Planned Absences – If you do not intend to register for classes for the following semester, please discuss this with your faculty advisor and send an email to the Department Chair (Julie Chronister @ jchronis@sfsu.edu) and cc your advisor. If you will be away for more than one semester, there is a formal process you will need to follow when you return to campus.

V. COURSE SCHEDULING, REGISTRATION & CURRICULAR SEQUENCES

The department submits a tentative schedule to all students approximately one month prior to the department's two-week advising period. The course schedule is tentative and subject to change due to course enrollment and university budget constraints. At present, our schedule includes classes scheduled at three different time periods (i.e., 9:30-12:15, 12:30-3:15 and 4:00-6:45). At times, we offer evening classes from 7:00-9:45, but this is not guaranteed. Students are required to take classes during the day, on multiple days, and in-person. Most classes are held in-person. Typically, the department offers summer courses. However, summer courses are not guaranteed and depend on course enrollment

and faculty availability. Please see the [University Bulletin](#) for the official list of courses offered each semester and their time/location.

To register for classes, students must a) register for courses that follow their specialization curricular sequence (see below), b) attend official advising, c) submit an advisor-approved Consent of Advising Form (COAF) to the department and d) officially register for classes via their SF Gate/Student Portal at this link: <https://www.sfsu.edu/login>. *Your COAF must reflect courses that are in your program sequence.* Students are unable to officially register until they have met for advising and submitted an approved COAF. Please be advised that courses included on a student's COAF that fall outside the student's program sequence cannot be honored unless there is space in the class and approval by course instructor and Department Chair. In addition, a student's choice for a course section (i.e., COUN 702.01 or COUN 702.02) that designates the particular day/time for a particular course approved on a student's approved COAF cannot be guaranteed as official registration is done by the student and is typically first-come first-serve. Some students have priority registration for various reasons and continuing students always have priority registration over non-matriculating students or newly enrolled students who have yet to begin their program. If you are unable to register for the course section of your choice (i.e., the course is full), please register for the alternative section. You may register to be on the waitlist of the section of your choice as well. You may also inquire with the course instructor the week prior to the start of class if they are willing to add you to their class.

For some courses, students will need a permit code from the department in order to register. Specifically, for practicum and internship course registration (i.e., COUN 705/706, COUN 736, COUN 890, COUN 891), students will need a permit code from the department that will be provided once the student has submitted their Internship Offer Letter (please see Practicum and Internship Handbook). Students registering for COUN 737 (psychopharmacology) and COUN 741 (Crisis Counseling) will also need a permit code prior to registering.

After registering, make sure to pay your fees by the deadline noted in the university academic calendar and the Bursar's calendar (see <https://bursar.sfsu.edu/>). Information about fees and deadlines can be found on the Bursar's website. If you do not pay the fees by the university deadline, you may be dropped from the class. If you are having an issue with financial aid or a problem with paying fees, contact the financial aid office as soon as possible.

For information on the university's Academic Calendar, deadlines, & holidays, add/drop deadlines see <https://webapps.sfsu.edu/public/webcalendar/acad/cal/today/week/20257>. Please note that you are responsible for managing your own enrollment and you must adhere to the add and drop dates specified in the university. If you need to drop a class, be sure to do it within the add/drop deadline (usually the first 2-3 weeks of the semester, see the Registrar's Deadlines in the link above for specific dates and in your course syllabi). If you need to drop a class due to "serious and compelling reasons" after the drop deadline, you must see your Faculty Advisor and follow the procedures outlined by the university. Dropping during this timeframe will result in a "W" on your transcript. Please

review the Division of Graduate Studies & Career Development's (<https://grad.sfsu.edu/>) deadlines here: <https://grad.sfsu.edu/content/continuing-student-deadlines>.

Curricular Sequences

To ensure you have access to the courses in your specialization curriculum, you must take the courses in the order outlined in your specialization sequence below. At times, there are summer courses which will allow you to not take a course during a fall or spring semester. If you are taking a course 'out of sequence,' you must get approval on your COAF from your faculty advisor. Even with approval, priority is given to those students need a course that is in their sequence. If you have a specialization and an emphasis (i.e., College Counseling Specialization + Career Counseling Emphasis), you will need to follow a 3-year course sequence and work with your faculty advisor to develop a course plan to ensure you meet the curricular requirements for both your specialization and emphasis. Please see course sequences below. **See Appendix A for specialization-specific information.**

Two-Year Sequence

Semester	Career Counseling	Clinical Mental Health Counseling	College Counseling	Marriage, Family & Child Counseling	School Counseling
Fall/Yr. 1	705/706	702	705/706	702	702
	720	705/706	720	705/706	705/706
	721	833	792	857	716
	833	857	833	833	857
Spring/Yr. 1	700	700	700	700	700
	736	736	736	736	736
	715	703	715	703	703
	727	794	793	738	717
	794	870	794	861	794
Semester	Career Counseling	Clinical Mental Health Counseling	College Counseling	Marriage, Family & Child Counseling	School Counseling
Fall/Yr. 2	702	704	702	720	718
	704, 716, 737, 792 or 858	720	704, 716, 721, 737 or 858	794	720
	811	737	811	811	811
	857	811	857	858	833
	890	890	890	890	890
Spring/Yr. 2	703	715	703	715	715
	738	738	738	827/859	738
	741	741	741	860	741
	891	891	891	891	891
	892	892	892	892	892

Three-Year Sequence

Semester	Career Counseling	Clinical Mental Health Counseling	College Counseling	Marriage, Family & Child Counseling	School Counseling
Fall/Yr. 1	720	702	720	702	702

	721	833	792	833	833
	833	857	833	857	857
Spring/Yr. 1	700	700	700	700	700
	715	703	715	703	703
	727	715	793	715	794
		794		738	
Semester	Career Counseling	Clinical Mental Health Counseling	College Counseling	Marriage, Family & Child Counseling	School Counseling
Fall/Yr. 2	702	705/706	702	705/706	705/706
	705/706	704	705/706	720	716
	857	720	857	794	720
Spring/Yr. 2	703	736	703	736	715
	736	738	736	827/859	717
	738	741	738	861	736
	794		794		738
Semester	Career Counseling	Clinical Mental Health Counseling	College Counseling	Marriage, Family & Child Counseling	School Counseling
Fall/Yr. 3	704,716,737, 792 or 858	737	704,716,721,737 or 858	811	718
	811	811	811	858	811
	890	890	890	890	890
Spring/Yr. 3	741	870	741	860	741
	891	891	891	891	891
	892	892	892	892	892

VI. TECHNOLOGY RESOURCES & COMPETENCE REQUIRED

Students are expected to demonstrate technological competence in support of their academic success, clinical training, and professional development. Given the hybrid nature of many activities—including coursework, fieldwork documentation, advising, and communication—proficiency in key platforms is essential. Minimum technology requirements of all students include the following a) regular access to a reliable computer or laptop with up-to-date operating systems; b) stable internet access suitable for streaming video and video conferencing; c) a webcam and microphone for virtual meetings and class sessions; d) word processing software (e.g., Microsoft Word); and e) a backup and file management system (e.g., cloud storage like OneDrive or Google Drive). The following are the core platforms and related competencies students must be able to navigate and use to be successful in the program:

CANVAS – SF State’s Learning Management System. Canvas is used to deliver course content, submit assignments, communicate with instructors and peers, and track academic progress. Students must be able to: a) Log into Canvas using their SF State credentials and navigate the dashboard; b) access syllabi, course materials, announcements, and discussion forums; c) submit assignments, quizzes, and exams through Canvas; d) Check grades and instructor feedback; e) Communicate using Canvas inbox and course discussion boards; f) Participate in online discussions and collaborate via group tools (when applicable); g) Download and upload files in supported formats (e.g.,

.docx, .pdf). You must check CANVAS regularly (daily or multiple times a week) for each class. CANVAS Resources and support is available at <https://canvas.sfsu.edu>

Microsoft Teams – Virtual Meetings, Collaboration, and Communication. Microsoft Teams is used by the Department of Counseling for departmental communication, remote meetings, academic advising, faculty office hours, sharing internship information, and peer collaboration. Students must be able to: a) Log into Teams using their SF State email account (provided through Office 365); b) Join scheduled meetings for advising or other departmental meetings; c) Use video, audio, and chat features during meetings; d) Share screens or documents during a meeting; and e) Use the Teams mobile app or desktop app for notifications and access on the go. Please check Teams at least two times per week. Please review our YouTube Teams Video (completed by a student) to learn how to use Teams as a member of the department counseling community located here: <https://youtu.be/YnddxZT3Ugw>. Please also find additional resources located in the Teams DoC Dashboard Technology Channel here: [Technology | DoC Dashboard | Microsoft Teams](#).

SF State Student Portal (Gateway/Student Center) – The Student Portal (also known as Gateway or the Student Center) is the central hub for managing your student records, registration, and finances. Students must be able to: a) Access the SF State Gateway at <https://gateway.sfsu.edu>; b) Use the Student Center to register for courses, add/drop classes, and manage waitlists; c) View course schedules and track degree progress using the Degree Planner; d) Review financial aid information, tuition fees, and make payments; e) Update contact information and emergency contacts; f) View holds, important deadlines, and enrollment appointment times; g) Download unofficial transcripts and access official transcript requests; and verify internship hours. Student Center how-to guides are available at <https://registrar.sfsu.edu/studentcenter>.

Adobe Sign – Adobe Sign is SF State's new official platform for electronic signatures, replacing DocuSign. It allows students, faculty, and staff to sign, send, and manage documents digitally in a secure and legally binding way. Counseling students may be required to use Adobe Sign for: a) Submitting practicum and internship forms/agreements; b) Advancement to Candidacy (ATC) form and Proposal for Culminating Experience (PCE) submission forms; c) Completing financial aid or enrollment documents; d) Student waiver forms; and e) other departmental, college or university forms/agreement as needed. Students receive Adobe Sign requests via their SF State email and may need to initiate forms through Adobe Sign. Please be advised that SF State is migrating from DocuSign to Adobe Sign with the complete migration occurring in fall 2025. Please anticipate hick-ups and barriers as we adjust to this new system.

Zoom – Zoom is a secure, cloud-based video conferencing platform that supports virtual meetings, webinars, and online collaboration. Zoom may be used by instructors for the following purposes: a) Hosting virtual class meetings or office hours; b) conducting individual or group meetings or supervision sessions; c) recording class sessions (with permission); and d) facilitating guest lectures or collaborative activities with professionals in the field. Students are expected to be familiar with the basic functions of Zoom, including

joining meetings, using audio/video, screen sharing, and chat features. When participating in Zoom sessions/classes, students should ensure they are in a private, quiet space to maintain confidentiality and minimize distractions. In addition, students in a Zoom class or class-related Zoom meeting must keep their cameras on unless notified differently by the instructor. If a session is being recorded, students will be notified in advance, and recordings will be stored securely in accordance with university policies and FERPA guidelines. Zoom is accessible via desktop, mobile devices, and web browsers. Students can download the Zoom application and access their university Zoom account through the SF State Zoom portal at <https://sfsu.zoom.us>.

Audio/Video Recording – Students are required to record counseling sessions for training and supervisory purposes during their practicum and internship courses. These recordings may involve peer role-plays or actual client sessions conducted during field placements. To ensure the integrity of this process and the protection of all participants, students must adhere to the following guidelines. Students must a) have access to reliable technology that enables quality audio and/or video recording of counseling sessions, which includes a device capable of securely recording sessions (e.g., smartphone, tablet, laptop, or digital recorder) that has sufficient storage capacity to retain recordings until they are submitted or reviewed; b) have access to secure software or platforms for storing and sharing recordings; c) maintain the confidentiality and privacy of all individuals involved in recorded sessions and are expected to obtain informed consent from all participants prior to recording; d) use secure, encrypted storage solutions to protect recordings from unauthorized access; e) never upload recordings to public or unsecured platforms (e.g., YouTube, personal cloud storage, or social media); and f) delete recordings promptly after they have been reviewed and are no longer needed. Failure to comply with these requirements could jeopardize a student's standing in the program. If you have questions about approved recording tools or need assistance with technology, please contact your practicum/internship course instructor, faculty advisor, SF State Technology Support (below).

Social Media and Online Platforms - Students are expected to uphold the highest standards of ethical and respectful behavior—both in person and online. This includes the use of social media, messaging apps, online forums, and other digital communication platforms. Students are expected to represent yourself, your peers, and the program in a manner consistent with the values of the counseling profession. Avoid posting content that could be perceived as discriminatory, offensive, or unprofessional. Respect Confidentiality; never share information about clients, peers, faculty, or field placement experiences on social media or public platforms, even in vague or anonymized terms. Use Discretion. Be mindful of how your online presence may be perceived by clients, supervisors, and future employers. Consider using privacy settings and maintaining separate personal and professional accounts when appropriate. Engage Respectfully. Treat others with courtesy and respect in all online interactions, including class discussion boards, group chats, and social media. Avoid engaging in arguments, harassment, or inappropriate commentary. Avoid Dual Relationships. Do not “friend,” follow, or connect with clients or former clients on personal social media accounts. This includes during and after the counseling relationship, in accordance with the ACA Code of Ethics. If you are

unsure whether a post or interaction is appropriate, consult with a faculty advisor or supervisor before proceeding. SF State maintains official accounts on platforms such as Instagram, Facebook, Twitter/X, LinkedIn, and YouTube. These accounts are used to share campus news, events, and student achievements. Students are welcome to engage with these platforms in a respectful and constructive manner.

Technology Support

SF State provides technical support for students through the Information Technology Services (ITS) @ ITS Service Desk: <https://its.sfsu.edu>. Email: service@sfsu.edu. Phone: (415) 338-1420. SF State also provides Academic Technology resources and support @ <https://at.sfsu.edu/>. Phone (415) 405-5555. Email: at@sfsu.edu. Office: Library Room 80. Hours 8:00am-8:00pm (Fall and Spring semesters). 8:00am-5:00pm (Winter & Summer hours).

Maintaining Technology Competence

Students are expected to: a) Regularly check their SF State email, Teams, and Canvas notifications; b) respond promptly to faculty, staff, and peer communications; c) update software and applications regularly to ensure functionality; and d) seek help when encountering technological barriers to participation. Difficulties demonstrating technological competence may impact a student's academic progress and clinical preparedness. Training opportunities and support are available to ensure all students can meet the program's expectations.

VII. STUDENT ASSESSMENT PROCEDURES

Key Performance Indicators (KPI)

The Department of Counseling evaluates student learning and development using Key Performance Indicators (KPIs). These KPIs are aligned with the CACREP 2024 Standards C.1. and reflect the essential knowledge and skills required for competent professional counseling practice. KPIs are assessed throughout the curriculum via designated course assignments, clinical evaluations, and other program-specific assessments. Student progress on these indicators informs both individual growth and ongoing program improvement. Successful demonstration of all KPIs is required for program completion. These KPIs serve as a foundational part of your training and development as a counselor. They will be introduced and evaluated across multiple courses, practicum, and internship experiences. For questions about how specific KPIs are assessed or supported, students are encouraged to consult course syllabus, meet with faculty, or reach out to their academic advisor. **See Appendix B for a complete list of our KPIs.**

Professional Disposition Assessment (PDA)

Students receive systematic feedback on their professional disposition within their practicum/internship courses (i.e., COUN 705/706, COUN 736, COUN 890, COUN 891) via the *Professional Disposition Assessment* (PDA). Our PDA process meets CACREP Standards C.2 and C.3. The PDA is comprised of four Professional Disposition domains including: a) Legal and Ethical Conduct, b) Social and Emotional Maturity, c) Accountability and Reliability, and d) Cultural and Disability Competency. Students complete a PDA self-assessment survey (survey link will be disseminated by your

instructor) at or around the 9th week of the semester during practicum/internship courses. The student and practicum/internship instructor will then meet following the completion of the survey (around 10th week of semester) prior to advising week to discuss the students' PDA and identify strengths areas and areas for growth. After this meeting, the PDA will be submitted by the course instructor to the student's advisor who will review and discuss the PDA with the student during advising. If any items are rated by the student and/or the instructor as "Needs Remediation," the student, instructor and faculty advisor will collaborate to develop a Plan of Action (POA) to address the concern areas. All faculty meet once per semester to review the PDA data and POAs for program evaluation purposes aligned with CACREP Standards C.2 and C.3 and the ACA (2014) Code of Ethics. Please watch our PDA video located at this link: <https://youtu.be/AYBRjtpeoyA>.

See Appendix C for the PDA policy and tool.

VIII. STUDENT FEEDBACK & PROGRAM EVALUATION

To ensure quality programming, the department uses several tools to gather student input and assess program quality. The *Student Evaluations of Teaching Effectiveness* (SETEs) occur at the end of each semester, and students are invited to complete SETEs for each course. These anonymous evaluations provide valuable feedback on a) instructor effectiveness, b) course content and structure, and c) the learning environment. Faculty use this feedback to improve teaching practices and course design. Your participation is essential to maintaining high-quality instruction. Website: <https://sete.sfsu.edu/student-guide>. **See Appendix D for SETE items.**

The department conducts an annual *Student Experience Survey* to gather feedback on student experience in the program each year. This survey is sent electronically via Qualtrics and is completely anonymous. The survey invites feedback related to a student's overall course experience, practicum/internship process, faculty advising, department communication, disability access, general climate/sense of community, peer support and department supports identify strengths and areas for improvement across the program. We appreciate you completing this survey annually in May! **See Appendix E for Student Experience Survey.**

The department also disseminates *Alumni Follow-Up Surveys* after graduation. We kindly request that you complete these surveys (disseminated annually in October). This information helps us better understand the impacts of our program with respect to employment, training, licensure, and long-term program evaluation. Your feedback directly shapes the future of our department and helps ensure that we continue to meet the needs of students, the profession, and the communities we serve. **See Appendix F for Alumni Survey.**

IX. MANAGING CONFLICT, CONCERN AND/OR COMPLAINTS

Our intention is that students have the best experience possible and develop into ethically and culturally effective counselors and advocates. One of the essential skills in this development is learning how to navigate conflict and difficult situations with

professionalism and authenticity. We recognize that in relationships with peers, faculty, staff, supervisors, clients, and others, there are dimensions of privilege, sociopolitical and institutional power, and historical context that shape our interactions. Becoming a counselor means growing in our understanding of these dynamics and developing the skills to have our voices heard in a professionally authentic way. We also understand that there may be times when students experience concerns or negative events during their graduate journey. This section is designed to help you know where to start and how to proceed. Please also review SF State's Student Concerns and Complaints information here: <https://vpsaem.sfsu.edu/student-concerns-and-complaints>. Review SF State's Problem-Solving Pathway guide here: <https://vpsaem.sfsu.edu/problem-solving-pathways-0>

If your concern involves another person (e.g., faculty, lecture faculty, advisor, supervisor, peer, chair, staff), the first step is almost always to communicate directly with that individual, if you feel safe and comfortable doing so. Here are additional suggestions for supporting you in navigating a conflict or concern (there is no order to the below).

1. **Talk to your Faculty Advisor.** Advisors can be helpful in navigating interpersonal conflicts. Advisors may be able to shed light on contextual issues and offer ideas/suggestions for how to navigate conflicts in and outside of the classroom as related to your program experience.
2. **Talk to your Specialization Coordinator.** Specialization Coordinators can be helpful in navigating curricular concerns, advising mishaps, and other specialization-specific expectations and requirements (e.g., licensure, credentialing, specialization courses).
3. **Talk to the Department Chair.** You are always welcome to reach out to the Department Chair to help you navigate conflicts/concerns. The Chair may be able to shed light on contextual issues, offer suggestions around ways to navigate a conflict, and offer to mediate a dialogue amongst those experiencing a conflict. The Department Chair may also invite another faculty member to mediate the conversation as appropriate. The Department Chair can help with concerns related to scheduling, registration, course instruction, managing workloads, managing structural barriers, and other stressors that crop up during your experience. Student who experience any form of discrimination, bullying,

For Conflicts arising on Practicum and Internship Sites. Please first communicate conflicts/concerns related to your practicum/internship experience with your practicum/internship course instructor (i.e., COUN 705/705, 736, 890, 891 instructors). Specifically, if you are experiencing conflict with your supervisor, peer, staff member, client, or other individual at your field placement site, and you have been unable to resolve the issue, *please communicate with your course instructor immediately*. Examples of conflicts/concerns with supervisors may include differences in orientation/approach, lack of clear communication, feedback or expectations, role confusion or boundary issues, inadequate supervision (not meeting consistently), ethical issues or personality clashes, and/or microaggressions or cultural-related conflicts. Conflicts/concerns that do not get

addressed early on jeopardize a student's placement and required hours. If we don't know about the concern, we cannot support you in resolving it.

While most conflicts/concerns get resolved through dialogue and support, there may be a time when a student would like to submit a formal complaint to the department. You are welcome to do so. If you would like to make a formal complaint about anything related to your experience in the program/department, here is a process to follow.

1. Please write a description of the complaint and submit it to the Department Chair. If you'd like to submit it anonymously, you are welcome to do so. However, follow-up is not possible for anonymous complaints. Please note that a complaint about a faculty member (including the Chair) can only be submitted to HR personnel files if it is signed. However, all formal evaluations—such as the Student Evaluation of Teaching Effectiveness (SETE)—are automatically submitted to personnel files. These evaluations are reviewed by the faculty member, the department chair, and, in the case of tenured or tenure-track faculty, by the Retention, Tenure, and Promotion Committee. SETE evaluations are anonymous, and we take this feedback seriously.
2. Within two weeks of the complaint submission, the Department Chair will contact you to schedule a meeting to discuss the complaint. If the complaint is related to the Department Chair, another faculty member will be identified to review the complaint and contact you for a meeting.
3. A meeting will occur to discuss the complaint, listen carefully to the complaint/concern, and work collaboratively to identify potential resolutions or outcomes the student hopes to see.
4. The department chair may reach out to others involved to gain additional perspectives and deepen their understanding of the situation and impacts.
5. Another meeting will occur to discuss resolutions and possible outcomes, and a written report will be completed by the Department Chair and provided to the student and any other relevant parties.
6. If the student feels the issue has not been adequately addressed/resolved by the Department Chair (or designated faculty), the student may contact the Associate Dean's Office @ assocdean@sfsu.edu.
7. Please be sure to review SF State's Student Concerns and Complaints information here: <https://vpsaem.sfsu.edu/student-concerns-and-complaints>. Review SF State's Problem-Solving Pathway guide here: <https://vpsaem.sfsu.edu/problem-solving-pathways-0>

What to Do If You Experience Discrimination or Bullying

The department is committed to fostering a safe, respectful, and inclusive learning environment. If you experience any form of discrimination, harassment, or bullying—whether from peers, faculty, staff, or supervisors—you are encouraged to take the following steps:

1. Prioritize Your Safety and Well-Being. If you feel unsafe or threatened, remove yourself from the situation immediately. Seek support from a trusted faculty member, the department chair, your advisor, peer, and/or your supervisor.
2. Document the Incident. Write down what happened, including dates, times, locations, individuals involved, and any witnesses.
3. Save any Relevant Communications (e.g., emails, texts, screenshots).
4. Talk to Someone you Trust. You may choose to speak with your faculty advisor, another trusted faculty member, or the department chair. These individuals can help you process the situation and explore your options.
5. Report the Incident. You have several options for reporting: You may bring your concern directly to the department chair (Julie Chronister), who will listen, gather information, and work with you to determine appropriate next steps. You may contact the Office of Equity Programs & Compliance; for formal complaints related to discrimination, harassment, or Title IX violations, contact this office directly.
6. Contact the Counseling & Psychological Services (CAPS) for emotional support and guidance.
7. Follow Up. If you report the incident, you may request updates on how your concern is being addressed.
8. You may request a change or accommodation to your placement or coursework if appropriate.
9. Know your Rights. Review the ACA Code of Ethics and the University's Student Complaint Procedures. You are entitled to a learning environment free from discrimination and harassment. If you are unsure about how to proceed, you are always welcome to consult confidentially with a faculty member or the department chair.

X. ACADEMIC APPEAL POLICY

A student who feels the grade posted on their transcript is not a fair representation of the work completed may initiate a formal grade appeal by following the steps outlined below per SF State's Senate Policy #[F24-230](#) (Grade Appeal Practices and Procedures). The following steps define the progress of the formal grade appeal procedures.

- 1) Formal grade appeals must be initiated by the student submitting a written justification to the instructor by the end of the fourth week of the semester following the award of the grade via the [Petition for Grade Appeal](#) form. The instructor may increase a grade if it is found that there was an error, work was overlooked, etc. Except for increases made by the instructor, grades shall not be changed except through the appeal process.
- 2) Normally, any differences of opinion between an instructor and student concerning a grade herein relevant should be resolved between the individuals involved. If the instructor is not available within one semester, the appeal may be postponed with the written agreement of the student until the instructor returns to campus. Alternatively, the instructor may agree to engage in a grade appeal by distance communication (e.g., email or telephone). The department chair may choose to act in lieu of the instructor for the purpose of grade appeals only if the instructor is not available to participate by the end of the eighth week of the semester that the appeal was submitted. If neither the instructor nor the chair will fulfill the instructor role, then a college Grade Appeals

Committee (GAC) shall be formed by the college dean for review of the appeal (see #4 below).

- 3) If the instructor and student cannot resolve their differences of opinion, the student must present a written brief outlining the problem and the area of disagreement to the department chair that includes the original justification sent to the instructor ([Petition for Grade Appeal](#)). The Petition for Grade Appeal must be submitted to the chair by the end of the eighth week of the semester following the award of the grade. The department chair will inform the instructor a grade appeal brief has been filed, the instructor will be given the student brief to review, and the instructor will be required to provide a written response to the department chair within ten working days. The department chair will then decide if a meeting should be held. The meeting will include the student, instructor, and department chair. The department chair will attempt to serve as mediator, working with the individuals to resolve the dispute. If this mediation proves unsuccessful within fifteen working days of the instructor response, the department chair shall forward the Petition for Grade Appeal, instructor response, and department chair comments to the college dean.
- 4) The college dean will review the findings to date and will attempt to act as a mediator in resolving the dispute. If mediation at the college level does not lead to resolution within fifteen working days from the notification by the department chair, then a college GAC shall be formed by the college dean. This committee shall include the following persons:
 - a) Three qualified faculty members from the university: one selected by the instructor of record, one by the student appealing the grade, and one by the college dean.
 - b) In accordance with Executive Order 1037, in addition to the three faculty, a student shall be appointed to the GAC. The students' role in the committee is limited to discussing whether in fact the evidence presented establishes that the grade assigned was erroneous, capricious, or prejudicial or involved the inconsistent or inequitable application of standards for evaluation; and if the evidence does establish that one of these conditions was operative. The student shall not participate in the assignment of grades. This student will be appointed by Associated Students.
 - c) It is possible for the instructor or student to challenge the composition of the committee. Such a challenge will be resolved by the college dean's office; however, it can be requested to be elevated to the Dean of Faculty Affairs by the instructor or Dean of Students by the student.
 - d) If a GAC representative (faculty or student) is not appointed according to the timeline (appendix A), a representative will be appointed by the Academic Senate Student Affairs Committee in consultation with the college dean's office.
 - e) The GAC shall elect its own chair. A simple majority shall prevail in the GAC.
- 5) The Petition for Grade Appeal, all pertinent data, papers, records, etc., together with written briefs, will be submitted to the GAC for study by the dean. Both the student and instructor will be given all materials used by the GAC at least ten working days before an initial GAC meeting. The initial GAC meeting will occur within twenty working days

of the GAC formation. The GAC may meet individually or collectively with those involved in its quest for determination, and the GAC may choose to continue mediation efforts. Each party may bring an additional person not on the GAC with them as support or spokesperson at any stage in the process; however, the instructor is limited to bringing a current university employee. The student or instructor has the option of meeting with the GAC without the other party present.

- 6) The function of the GAC shall be to evaluate the grading procedures as well as to, if necessary, re-evaluate the student's assignments for the course in terms of criteria established by the instructor of the course. The GAC may decide to keep the assigned grade, or to raise the assigned grade.
- 7) The GAC shall provide written justification to the college dean for its decision, including minority opinions when they exist, within ten working days of the original GAC meeting. The college dean shall inform the student and the instructor of the GAC's ruling and provide both parties with copies of the committee report.
- 8) In the case of a change of grade, if the instructor does not implement the change of grade decided upon by the committee within ten working days, the dean shall implement the change of grade on the student's official transcript through the ordinary change of grade procedure. This shall be the last step in the deliberation of the formal grade appeal.
- 9) The college dean shall provide a written record of the results of all grade appeals to the VPAA/Provost. College deans shall also provide an annual summary to the Academic Senate of the number of cases heard and the result of each case.

XI. POLICIES FOR STUDENT RETENTION, REMEDIATION & DISMISSAL

All graduate students are required to maintain continuous enrollment through completion of degree requirements or lose graduate student standing at SF State. A student who does not enroll for two consecutive semesters loses graduate student standing and must reapply for admission to the University and to the major department. *Title 5* of the *California Code of Regulations* requires that a Masters or doctoral degree shall be completed in no more than seven years. No more than seven years may elapse from the first semester of enrollment after admission and completion of the degree requirements. This is the maximum time allowable.

Students must maintain a minimum cumulative GPA of 3.0 (B) in accordance with University requirements for graduate students. Students must earn a grade of B or higher in practicum and internship courses (i.e., COUN 706, 736, 890 and 891) and a B- or higher in all other graded courses in order to pass the course. For COUN 705 (Counseling Practicum) and COUN 892 (Culminating Experience for Counselors), students must receive a "Credit" to pass the course. To receive "Credit" students must earn a B- or better in the course.

Students will be placed on academic notice/probation if the overall, SF State, or semester GPA falls below 3.0 (B). Students under Academic Notice/Probation are notified by email and must meet with their faculty advisor and complete the *Graduate Academic Notice Advising Form*. In addition, the student must complete a Plan of Action with their Advisor that outlines a plan to raise their GPA. The Plan of Action is signed by the student, their advisor, and the Department Chair. After grades are published by the Registrar at the end

of the semester during which the student is on Academic Notice, one of three actions will occur:

1. Student attains a 3.0 in the overall and semester GPA. The student is notified that they are no longer under Academic Notice/Probation.
2. Student does not attain a 3.0 GPA in the overall or semester GPA and the student is subject to disqualification and a registration hold is placed on the student record. To remove the hold, the student must meet with their graduate faculty advisor and complete the Graduate Academic Notice Advising Form. The student, faculty advisor and Chair will meet to review the Plan of Action and a determination will be made by the faculty advisor and Department Chair as to whether the Plan of Action should be revised to support continuation in the program or if academic disqualification is the appropriate course of action.
3. Students who are academically disqualified from the program and from further enrollment in the University may appeal the University Academic Disqualification.

Graduate students who have received notice of Academic Disqualification and would like to request a one-time exception and reinstatement, must download and complete a Petition for Reinstatement Following Disqualification form. The form will need to be reviewed and approved by faculty advisor, graduate coordinator, chair, or associate dean. Your advisor will review your record to determine if your petition will be approved. If approved, you must submit a copy of the completed form to the Graduate Program Specialist for processing.

A student may be declassified (dismissed) from the program for a range of reasons including, but not restricted to, unprofessional conduct, academic dishonest (described in more detail below), behavioral issues that interfere with the learning of others, failure to make progress toward the degree as set forth by the University and program policies, failure to meet grade requirements to maintain good standing in the program and/or University, and/or the department/program faculty determine that the student is unable of completing degree requirements at the level expected of a graduate student in the discipline even if the GPA is above a 3.0. The declassification request is initiated by the department with support from the department/program chair and college dean or designee. Requests are submitted to the dean of Graduate Studies for final action and official notification to the student and the Registrar's Office. Declassified students will not be permitted to enroll through regular University or Open University in any undergraduate or graduate courses in the program or degree from which they were declassified. Unless declassification was related to conduct issues that interfere with campus interactions, declassified students are eligible to apply to a new program through CSU Mentor, pay the application fee, and be accepted as a student by the department/program.

XII. ACADEMIC DISHONESTY

There are several forms of academic dishonesty and whether it is unintentional or intentional, the result reflects professionalism concerns. Within counseling training, academic dishonesty examples may reflect plagiarism or cheating and go beyond that to include other examples. For example, an essential part of counseling training involves providing counseling to clients at one's internship site, recording those sessions (with permission of the client), examining and reflecting on those sessions through written

process notes, and engaging in coaching regarding those sessions. Falsifying a recording (e.g., using a fake client or orchestrating a false session) is a serious breach of ethics and student conduct. A similar, yet slightly different issue, relates to providing counseling to subordinates in one's field site to produce a session recording and process notes. There are several problems with this practice including issues of power and veracity. With increased availability of digital tools such as AI, there are ethical and academic considerations for proper use. Be sure to carefully read your syllabi to determine if your instructor has specific policies related to using AI for coursework. **Using AI and other digital tools for case notes and confidential client information can endanger the well-being of clients if it is not a secure platform.** Many AI tools use uploaded information in their database and it is no longer protected. **Make sure you understand where your data is going.** In addition to these counseling specific examples, the university website provides more detail and examples related to academic dishonesty in relation to university policies, standards and expectations.

SFSU has established university policy regarding AI: “Use of artificial intelligence (AI), unless specifically directed by the instructor as part of the assignment, is considered a violation of CSU Student Conduct Code, under Plagiarism/Cheating (1.a-c). A student who is producing any writing they did not create on their own, without their own mind, is the definition of submitting a false document. Faculty should submit all violations of academic integrity to the Office of Student Conduct for follow-up. For AI violations, please submit the syllabus, the document(s) in question and the evidence to indicate something was AI-created (an AI report from Turnitin or other source) using the Academic Dishonesty Reporting Form on the Office of Conduct web page. For more information on reporting academic dishonesty, please visit the Office of Student Conduct website or email conduct@sfsu.edu.”

Plagiarism and Cheating. Plagiarism and cheating are unacceptable practices in graduate school. Plagiarism Means, “to steal or purloin and pass off as one’s own 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 means “to deceive by trickery; to mislead; the fraudulent acquisition of another’s property” (The American Heritage Dictionary). The SF State Academic Senate policy (#S22-298) says this: “Academic integrity is essential to intellectual growth, creativity, and equity. Honestly representing one's own ideas and labor, while honoring and respecting the work of others is foundational for learning. San Francisco State University prepares its students to become productive and ethical members of the community and academic integrity is integral to those processes. All forms of academic dishonesty, including cheating, deceit, fabrication, forgery, plagiarism, unauthorized altering of records or submitting false documents, unauthorized collaboration, unauthorized submission of work previously given credit, and other forms of academic misconduct are violations of the San Francisco State Code of Conduct (<https://conduct.sfsu.edu/>).

In accordance with EO 1098, each suspected instance of academic dishonesty is to be reported to the Office of Student Conduct using their documented reporting procedures.

When academic integrity violations occur, having students take responsibility for their behavior and learning from it are essential steps in addressing misconduct.” “...students may not capture audio, photos or video from class sessions on their own devices without the explicit permission of the instructor and everyone present, unless part of a DPRC-authorized accommodation;”“... students may not post any course materials to any third-party sites (such as Chegg) or post any recordings, screenshots, audio or chat transcripts in any setting outside the class, and that violations of this are subject to student disciplinary action;”

Interventions for Academic Dishonesty and Other Demonstrations of Lack of Academic Integrity

In compliance with Title 5 of the California Administrative Code (Section 41301), the Department of Counseling does not tolerate academic dishonesty, plagiarism and cheating. Actions on the student’s part will require initiating a Professional Disposition Plan of Action to respond to the specific incident. If the issue occurs in a specific class, the following actions may occur:

1. The instructor may give the student an automatic F for the assignment. This could result in failing the course if the assignment’s points account for a significant portion of the overall grade.
2. The instructor will also initiate the PDA process (see description in Appendix). This will involve the student, their instructor, and their advisor. The incident may elevate to the department level and/or the university level. Consequences and remediation may vary depending on the situation and 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 participate in the process and present their perspective.

XIII. DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY POLICY

SF State is committed to fostering a campus culture rooted in anti-racism, equity, justice, and inclusion. The university’s diversity, equity, inclusion and accessibility efforts are led by various offices, including the Office of Faculty Affairs, the Division of Equity & Community Inclusion, and the Disability Program and Services Center (DPRC). Key priorities include a) promoting inclusive excellence in teaching, research, and service; b) supporting underrepresented and disadvantaged communities; c) advancing anti-racist practices and policies across campus and d) providing training and resources to faculty, staff, and students to build a more inclusive environment. Please visit this website for more information <https://equity.sfsu.edu/>.

SF State is equally committed to ensuring that all students, faculty, and staff—regardless of ability—have full access to campus life. Ways in which this is work towards is through the Disability Programs and Resource Center (DPRC), which coordinates accommodations and support services for students with disabilities; b) implementation of the Accessible Technology Initiative (ATI) to ensure digital content and tools are usable by everyone; c) Temporary Alternative Access Plan (TAAP) for technology that is not fully accessible (<https://access.sfsu.edu/ati/procurement/eeaap>); and d) a commitment to

fostering an anti-ableist campus culture and promoting Disability Justice Principles (<https://sinsinvalid.org/10-principles-of-disability-justice/>).

Title IX

Title IX is administered through the Equity Programs & Compliance Office, which is responsible for ensuring the university complies with Title IX of the Education Amendments of 1972. This federal law prohibits discrimination based on sex in any education program or activity receiving federal financial assistance. Responsibilities of Title IX at SF State include a) preventing and addressing sex-based discrimination, including sexual harassment, sexual assault, dating/domestic violence, and stalking; b) ensuring gender equity in all university programs and activities, including academics, athletics, and employment; c) providing support and resources to individuals affected by Title IX-related issues; d) conducting investigations into complaints of discrimination, harassment, and retaliation; e) offering training and education to the campus community to promote awareness and prevention of Title IX violations. To learn more about Title IX or report an incident please see <https://titleix.sfsu.edu/>.

XIV. DISABILITY SERVICES & REASONABLE ACCOMMODATIONS

The Disability Programs and Resource Center (DPRC) is SF State's central office for ensuring that students with disabilities have equal access to all aspects of university life—academics, events, employment, and campus services. The DPRC collaborates with SF State's diverse community to a) promote universal access across campus; b) provide accommodations and support services for students with disabilities; and c) advance equity and social justice through inclusive practices. The DPRC supports students with a) physical, sensory, psychological, and learning disabilities; b) chronic health conditions or temporary impairments; and c) disabilities requiring academic or campus accommodations. The DPRC offers a) academic accommodations (e.g., extended test time, note-taking support); b) Assistive Technology and alternate media formats; c) D/deaf and hard-of-hearing services; c) disability management counseling; d) priority registration and accessible transportation; and e) grievance support under ADA and Section 504. Students are encouraged to register early with the DPRC and provide documentation of their disability to access services. Website: <https://access.sfsu.edu/>.

XV. PERSONAL COUNSELING SERVICES & RESOURCES

Counseling & Psychological Services (CAPS) is SF State's primary mental health service for students, offering a range of confidential, short-term counseling and psychological support to promote emotional well-being and academic success. CAPS aims to enhance the psychological well-being of the campus community, supporting student retention, academic achievement, and personal development. CAPS provides services to a) All currently enrolled undergraduate and graduate students; and b) Faculty and staff (consultation and referral support). CAPS offers a) Individual brief counseling (in-person or virtual), b) Crisis appointments for urgent but non-life-threatening concerns, c) Consultation services for students unsure of what support they need, d) Case management to connect students with long-term or off-campus care, and e) Workshops and support groups on topics like stress, relationships, and identity. Confidentiality is strictly maintained, with exceptions only as required by law. Location & Contact Location:

Gator Student Health Center, 3rd Floor, 730 Font Blvd, San Francisco, CA 94132 Phone: (415) 338-2208. Website: <https://psyservs.sfsu.edu/>.

XVI. Distinguished Student Award

The Department of Counseling Distinguished Achievement Award recognizes graduating students who have demonstrated a record of distinguished scholarship and outstanding service to the community. The selection process is as follows. Faculty nominate students based on academic transcripts and contributions to the department and broader community. Nominations are reviewed and discussed by the faculty. By consensus, a group of finalists is selected to represent the department's most accomplished students. From this pool, 2–3 winners are chosen by the faculty. One recipient is nominated to the College of Health and Social Sciences as the department's candidate for the College Hood Recipient, a university-wide honor. The selection process takes place during the fall and spring semester.

XVII. Program Costs, Financial Aid & Scholarship

Graduate students at SF State pay tuition based on California residency status and enrollment level. For the 2025–2026 academic year, graduate-level tuition for California Residents is listed as \$9,870.00 (~\$4,935 each semester) for full-time (6.1 or more units). Out-of-state and International students pay an additional \$444.00 per unit in addition to the tuition fees appropriate to their academic level. Total Cost of Attendance (COA) varies by student; however, SF State provides an average COA that averages \$39,000 per year. See Website: <https://financialaid.sfsu.edu/cost-of-attendance#current>. Financial Aid for graduate students may be eligible through Federal Student Aid (via FAFSA), California Dream Act (for eligible undocumented students), State University Grant (SUG) for California residents, and through Work-study opportunities. Graduate Assistantships (GA) or Teaching Associate (GTA) positions vary depending on department resources. *Please visit SF State's Financial Aid website for additional information located here <https://financialaid.sfsu.edu/>.* We are not experts in financial aid. Please review the financial aid website and/or contact the financial aid department.

For a list of university sponsored scholarships, visit <https://sfsu.academicworks.com/>. Please review the list to identify potential scholarships that may apply to you. Be mindful of deadlines, use key words to locate scholarship relevant to you and your background. Many students apply for more than one scholarship. The Department of Counseling also offers several scholarships recognizing academic excellence, service, and commitment to diverse communities including the following: a) the John Blando Distinguished Service Award – for students working with older adults; b) the Amy Hittner Scholarship – for students with strong academics and dedication to multicultural communities; c) the Peggy H. Smith Outstanding Student Award – for students with a GPA of 3.7+ graduating that year; d) the Ida Sweeney Le Blanc – for students who have a demonstrated track record of service to African Americans; and e) Dr. Salvado Chavez and Dr. Edward O. Hascall Scholarship – for students in good standing and a demonstrated community involvement. Scholarship amounts vary and are awarded annually. Website: <https://counseling.sfsu.edu/awards-and-scholarships>.

The department also has a history of providing students with federally funded training stipends (average annual amount \$10K). Availability of stipends is subject to funding, and each grant has specific requirements or service payback requirements. If stipends are available, announcements about the funding and the application process will be disseminated via our listserv and through Teams Announcements. If you have any questions about the availability of funded training stipends, please contact Julie Chronister (jchronis@sfsu.edu)

XVIII. PROFESSIONAL COUNSELING ORGANIZATIONS & RELATED ACTIVITIES

- **American Counseling Association (ACA)** is the largest professional organization for counselors in the U.S. The ACA offers ethical guidelines, continuing education, and advocacy. Website: <https://www.counseling.org/>. There are many specialty divisions within ACA (e.g., American College Counseling Association (ACCA), Association for Counselor Education and Supervision (ACES), Association for Multicultural Counseling & Development (AMCD), American Rehabilitation Counseling Association (ARCA), Counselors for Social Justice (CSJ), National Career Development Association). Information about specific ACA divisions is located here: <https://www.counseling.org/about/divisions-regions-branches>.
- **American Mental Health Counselors Association (AMHCA)** focuses on clinical mental health counseling. AMHCA provides credentialing, publications, and policy updates. Website: <https://www.amhca.org/home>
- **American School Counseling Association (ASCA)** supports school counselors in promoting student success through academic, career, and social/emotional development. ASCA provides professional development, ethical standards, advocacy, and the ASCA National Model to guide comprehensive school counseling programs. Website: <https://www.schoolcounselor.org/>
- **American Association for Marriage and Family Therapy (AAMFT)** is the professional association representing marriage and family therapists in the U.S., Canada, and internationally. AAMFT promotes the advancement of systemic and relational therapies through advocacy, education, research, and professional development. Website: <https://www.aamft.org/>
- **Asian American Psychological Association (AAPA)** is dedicated to advancing the mental health and well-being of Asian American communities through research, education, professional practice, and policy. AAPA promotes culturally competent psychological services and supports the development of Asian American mental health professionals. Website: <https://aapaonline.org/>
- **Association of Black Psychologists (ABPsi)** is a national organization founded in 1968 to promote the mental health and well-being of people of African descent through the development and application of African-centered psychology. Website: <https://abpsi.org/>

- **American Psychological Association (APA)** is the largest scientific and professional organization representing psychology in the United States, with over 172,000 members including researchers, educators, clinicians, and students. APA's mission is to advance the creation, communication, and application of psychological knowledge to benefit society and improve lives. Website: <https://www.apa.org/>. APA has 54 divisions which can be located here: <https://www.apa.org/about/division>
- **California Association for Licensed Professional Clinical Counselors (CALPCC)** is dedicated to supporting and advancing the work of Licensed Professional Clinical Counselors (LPCCs) in California. CALPCC serves Licensed Professional Clinical Counselors (LPCCs), Associate Professional Clinical Counselors (APCCs), and Graduate students pursuing LPCC licensure Counselor educators and supervisors. Website: <https://calpcc.org/>
- **California Association of Marriage and Family Therapists (CAMFT)** serves Licensed Marriage and Family Therapists (LMFTs) Associate MFTs (AMFTs), trainees and interns, other mental health professionals, including LPCCs, LCSWs, and psychologists. Website: <https://www.camft.org/>
- **California Counseling Association (CCA)** is a state branch of the ACA and is dedicated to supporting and advancing the counseling profession across California in areas such as mental health, career counseling, and education. Website: <https://cacounseling.wildapricot.org/>
- **California Association for School Counselors (CASC)** is the statewide organization dedicated to advancing the school counseling profession through advocacy, professional development, and policy leadership. CASC partners with schools, districts, and state agencies to strengthen mental and behavioral health support and implement comprehensive counseling programs that benefit all students. Website: <https://www.schoolcounselor-ca.org/>
- **International Association for Counselling (IAC)** is a global organization that promotes the development of counseling as a profession worldwide. It supports counselors and counseling organizations through international collaboration, advocacy, education, and the sharing of best practices to enhance mental health and well-being across diverse cultures and communities. Website: <https://www.iac-irtac.org/>.
- **National Latinx Psychological Association (NLPA)** is a national organization of mental health professionals, researchers, educators, and students dedicated to advancing psychological knowledge and its application for the benefit of the Latinx population. Website: <https://www.nlpa.ws/>

XIX. DEPARTMENT ORGANIZATIONS/GROUPS

Counseling Student Association (CSA)

The Counseling Student Association is organized by and for graduate students enrolled in the Department of Counseling and is a part of Associated Students of San Francisco State University. It is an organization for students who want to be a part of actively building community in the program as well as professional development. CSA is invited to send representatives to department faculty and committee meetings and would arrange that with the Department Chair. Each year, CSA Student Organizers determine what activities they would like, and have the capacity to organize and offer. This often includes organizing workshops, professional development events, and social activities for students. Dates, times, and location of CSA meetings and events will be posted on the Coun-I listserv and on their Facebook page ([Counseling Student Association at SFSU](#)) or Instagram. All Department of Counseling graduate students are encouraged to be active in CSA, engage in leadership, and contribute to the work of CSA in building a strong student community. Membership, elections, bylaws, and activities are determined by CSA members in accordance with the guidelines set by the Associated Students Office on campus. Because it is affiliated with the Department of Counseling graduate professional training program, its members (and all Counseling Department graduate students) are expected to conduct themselves using professional judgment and counseling ethical guidelines. *For 2025-2026 Academic Year, the CSA student co-presidents are: Mathew Embry and Shomari Webster.*

1st Gen Graduate Counseling Student Alliance

In 2023, students created and established the First Gen Counseling Student Association through Associated Students at SF State. The organization intends to provide community, support, resources and events to enhance the experience of students who are the first in their family to attend graduate school.

Peer Mentoring Project

The Peer Mentoring Project is designed to foster peer support amongst new students and continuing students. Students are invited to participate in the project prior to the start of each academic year via a Survey. Students are matched based on information submitted in the survey and meet throughout the academic year. Please see information about the Peer Mentoring Project at this Teams link: [Peer Mentoring channel on MS Teams DoC Dashboard](#).

Spanish Speaking Counseling Student Group

This group is designed to support students who are Spanish-speaking field placement trainees. This group is facilitated by Dr. Cynthia Martinez. Announcement for meeting dates will be posted on Teams and on our listserv. Please reach out to Dr. Martinez @ cmartinez42@sfsu.edu if you are interested in participating in this group this year!

XX. CERTIFICATION & LICENSURE INFORMATION

Counselor Certification

Certification is typically a voluntary credential awarded by a professional organization (not the state) that recognizes a counselor's expertise in a specific area. Examples include a) National Certified Counselor (NCC) from the National Board for Certified Counselors

(NBCC), b) specialty certifications or credentials (e.g., California Pupil Personnel Services Credential (PPSC), Certified Rehabilitation Counselor). Certification (e.g., NCC) is not required for licensure or practice. Certification demonstrates professional commitment and advanced competence and may enhance employment opportunities or professional credibility. The California PPSC is required to provide school counseling services.

➔ **National Certified Counselor (NCC)**

Graduates from all our MS degree programs are eligible to become a Nationally Certified Counselor (NCC). See requirements here: <https://nbcc.org/certification/ncc>. Upon graduation, the department will submit your name to the NBCC. As a graduate of our 60-unit CACREP accredited counselor training program, students are eligible to take the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examinations (NCMHCE) at any time post-graduate. Post-graduate hours (3,000) are not required because you are a graduate of a CACREP accredited program. Students will need a Professional Endorsement from a professional colleague who holds a graduate degree in a mental health field. The individual providing endorsement cannot be related to the applicant and cannot be the same individual verifying supervision. For students pursuing the Licensed Professional Clinical Counselor (LPCC), it is recommended that you take the NCMHCE exam as that is the exam used to obtain your LPCC in California.

➔ **California Pupil Personnel Services Credential (PPSC)**

Graduates of the MS in Counseling – School Counseling specialization are eligible to become a PPSC. Website: [https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-\(CL-606C\)](https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-(CL-606C)). In the final semester of a school counseling student's program, students must obtain a Credential Application Packet from the College of Education Graduate Services Center. Please email credinfo@sfsu.edu for general credentialing questions. The following state requirements are mandated for anyone applying for a credential in a California public school: a) Fingerprinting (application for character and identification clearance) must be done before starting to work in any California public school; b) Evidence of a current TB test with negative results; c) Basic Skills Requirement (see CCTC website and review options for meeting the Basic Skills Requirement early in the program to avoid a delay in the credential application process); d) A credential processing fee; e) A CAP (Credential Approved Program) accompanied by one (1) unofficial transcript submitted to the School Counseling specialization Coordinator (Dr. Molly Strear – mstrear@sfsu.edu) in the Department of Counseling for review and signature (this signed form will be included in the final Credential Application Packet); f) and one (1) unofficial transcript. Once the above materials are completed for the CAP, please email credexit@sfsu.edu for the last names beginning with A-K and email marxel@sfsu.edu for last names beginning with L-Z. Any questions regarding your credential after you leave the university should be directed to the California Commission on Teacher Credentialing at <https://www.ctc.ca.gov/commission/contact-the-commission>.

Counselor Licensure

Licensure is a legal requirement regulated by a state government that grants permission to practice as a professional counselor. In California, this includes these two licenses: a) Licensed Marriage and Family Therapist (LMFT) and b) Licensed Professional Clinical

Counselor (LPCC). Licensure ensures that counselors meet specific educational, clinical, and ethical standards. Licensure is mandatory for independent practice, requires a graduate degree, supervised experience, and passing state/national exams. Licensure grants the legal authority to diagnose and treat mental health conditions

Applying for California Counselor Licensure (LMFT and LPCC)

Students intending to pursue licensure in California as a Licensed Marriage and Family Therapist (LMFT) or Licensed Professional Clinical Counselor (LPCC) must follow the application process outlined by the California Board of Behavioral Sciences (BBS). Please review the application process at this website: <https://www.bbs.ca.gov/>. Please review details below regarding how each of our MS degree programs meets the requirements for the LPCC and LMFT. *Please note that only the MS in Counseling with a Concentration in Marriage, Family and Child Counseling meets the requirements for the LMFT. All other MS degree programs provide a pathway to the LPCC.*

- ➔ The MS in Clinical Mental Health Counseling degree program meets all the requirements of the California Board of Behavioral Science (BBS) Business Professional Code (BPC) [4999.33](#) for the LPCC.
- ➔ The MS in Counseling degree program – Career Counseling and College Counseling specializations meets all the requirements of the BBS BPC [4999.33](#) for the LPCC *if the student chooses to take COUN 737 as part of their 60-unit curriculum.*
- ➔ The MS in Counseling degree program – School Counseling specialization meets all but one curricular requirement of the BBS BPC [4999.33](#) for the LPCC. *School counseling students need to take a 3-unit psychopharmacology course in order to register for the LPCC.*
- ➔ The MS in Counseling with a concentration in Marriage, Family and Child Counseling (MFCC) degree program meets all the requirements of the BBS BPC section [4980.36](#) for the LMFT. The MS in Counseling with a concentration in MFCC degree program meets all but two curricular requirements of the BBS BPC [4999.33](#) for the LPCC. *MFCC students need to take a 3-unit psychopharmacology course and a 3-unit crisis counseling course in order to register for the LPCC.*

Please review these handbooks to assist you in correctly applying for counselor licenses.

- [Handbook for Future LMFTs](#)
- [Handbook for Future LPCCs](#)

These documents take you on a step-by-step journey through the licensure process. We also highly recommend following the BBS on their Facebook page where they post/offer live sessions to answer questions, post their most current application processing times, and share useful updates: <https://www.facebook.com/BehavioralSciencesBoardCA>

Please be advised that it is the student's responsibility to submit their application, keep records of their application, and follow up with the BBS to determine licensure status. The department cannot email program certification information as it includes protected

information (i.e., SS#). *Please download and print out all records/documentation related to your BBS application.*

Below is a general overview of the steps required to apply for the LMFT or LPCC:

1. Once your graduate degree is conferred (i.e., your transcript states your MS degree has been earned/conferred), which typically occurs a couple weeks following graduation, you may submit your application to become a registered associate – either the application to become an AMFT or the application to become an APCC (or both, depending on your degree). Website: <https://www.bbs.ca.gov/applicants/>.
 - For the LPCC, the application to register as an APCC is located here: https://www.bbs.ca.gov/pdf/forms/lpc/pci_app.pdf.
 - For the LMFT, the application to register as an AMFT is located here: <https://www.bbs.ca.gov/pdf/forms/mft/imfapp.pdf>
2. Please read all the directions carefully, and we highly recommend you type your application into the PDF (versus handwriting) to ensure the BBS can clearly read your application. Be sure you use your full, legal name, correct address, and double check all the information input into the application prior to submitting it to the BBS. Please copy/save all information submitted. Keep a copy of the check you submitted to the BBS as well and track the funds to be sure the application was received and your check was cashed by the BBS. You will need to get a livescan fingerprint to submit with your application and pay a fee.
3. In addition to completing your application, you will need to complete the AMFT or APCC In-State Degree Program Certification Form B. This form needs to be completed by the Department Chair and is therefore submitted via DocuSign/Adobe Sign. Please see the links below to submit Program Certification Form B for AMFT and APCC applications. Once you have opened the links, please complete the topic portion (name, social security number, enrollment date [08/20xx], degree award date) and attach a pdf copy of your unofficial transcript. Please be sure your unofficial transcript has “degree conferred” on it otherwise the form will not be completed by the department. The yes/no statements are to be left blank. To securely submit this form to our department, go to the following links:
 - **AMFT Program Certification:**
<https://na3.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=9315833b-250d-48d0-a101-b1fce0719d92&env=na3-eu1&acct=223bf8e1-bc14-478b-8607-15b5be78981f&v=2>

Attach
transcript
here

**ASSOCIATE MARRIAGE AND FAMILY THERAPIST
IN-STATE DEGREE PROGRAM CERTIFICATION
FORM B**

This form is for use by the following applicants:

1) You began graduate study on or after August 1, 2012 **OR**
 2) You began graduate study before August 1, 2012, AND did not complete the degree on or before December 31, 2018.

Contact your school if you have questions about which form to use

Type or print clearly in ink		
Applicant Name: Last	First	Middle
SSN or Individual Taxpayer ID Number	Enrollment Date	Degree Award Date

APPLICANT: The purpose of this form is for your school to verify completion of a degree program that complies with California law. Enclose it with your application in an envelope that has been sealed by your school.

○ **APCC Program Certification:**

<https://na3.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=f58b3260-2d76-4d9a-9538-bd6b16fdc5b4&env=na3-eu1&acct=223bf8e1-bc14-478b-8607-15b5be78981f&v=2>

Attach
transcript
here

DocuSign Envelope ID: 7AF78DC8-4983-449F-9539-85F5BAAF57CD
 STATE OF CALIFORNIA - BUSINESS, CONSUMER SERVICES AND HOUSING AGENCY

BBS
 Board of Behavioral Sciences
 1625 North Market Blvd., Suite S200, Sacramento, CA 95834
 Telephone: (916) 574-7830 TTY: (800) 326-2297
www.bbs.ca.gov

**PROFESSIONAL CLINICAL COUNSELOR
IN-STATE DEGREE PROGRAM CERTIFICATION
FORM B**

This form is for use by the following applicants:

1) You began graduate study on or after August 1, 2012 **OR**
 2) You began graduate study before August 1, 2012, AND did not complete the degree on or before December 31, 2018.

Contact your school if you have questions about which form to use

Type or print clearly in ink		
Applicant Name: Last	First	Middle
SSN or Individual Taxpayer ID Number	Enrollment Date	Degree Award Date

- Once you have submitted your complete application including your fingerprints, fee, official transcript and the Program Certification Form B, you will need to wait 6-12 weeks to receive your registration number.
- The BBS has a "90-day-rule" (https://bbs.ca.gov/pdf/90day_rule.pdf). The "90-day rule" is a clause in the law that allows applicants for registration as an Associate Marriage and Family Therapist, Associate Professional Clinical Counselor, or Associate Clinical Social Worker (Associate), to count supervised experience gained during the window of time between the degree award date and the issue date of the Associate registration number, **IF** the Associate application is received within 90 days of the qualifying degree award date. However, applicants who graduate on or after January 1, 2020, may only count post-degree hours of supervised experience gained under the 90-day rule if the workplace required the applicant to complete Live Scan fingerprinting prior to gaining post-degree experience hours. Post-degree hours may only be counted as of the date recorded at the bottom of the Request for Live Scan Service form.
- You may start collecting post-graduate internship hours at your workplace as long as you have a supervisor who meets the supervisor qualifications to sign off on your hours. You must keep a log of your hours, get the hours signed by your supervisor, and meet the total

and direct hours required by the BBS. Within one year, you will need to take a Law & Ethics exam (you will receive an email from the BBS alerting you to your eligibility to take the exam; see application: https://bbs.ca.gov/pdf/forms/registrant_initial_law-ethic_exam_request.pdf).

7. Upon completion of all your hours (3,000), you will take the final exam required for the LMFT or LPCC. For the LMFT, you are able to count pre-graduation fieldwork hours towards your 3,000 post-graduation hours (i.e., your 700 fieldwork hours). For the LPCC, you will need to collect all 3,000 hours post-graduation.
8. Upon completion of your hours, LPCC applicants take the NCMHCE exam (NCMHCE Handbook here: <https://www.nbcc.org/assets/exam/handbooks/ncmhce.pdf>). LMFT applicants will take the LMFT Clinical Exam (LMFT Clinical Exam Handbook here: <https://home.pearsonvue.com/cabbs>).

XXI. ENDORSEMENT OF EMPLOYMENT AND CREDENTIALLING

The Department of Counseling is committed to supporting graduate counseling students in their transition from academic preparation to professional practice. This commitment is reflected in the department's approach to ensuring that students are well-equipped to meet licensure, credentialing and employment requirements upon graduation. Students may request a letter of recommendation from a course instructor or faculty advisor. Please be mindful of giving faculty ample time to write the letter and please provide the information needed to write the letter including your resume and a draft letter.

Credentialing Support

The department collaborates closely with the Credential and Graduate Services Center (CGSC) to guide students through the credentialing process. The CGSC serves as a liaison with the California Commission on Teacher Credentialing (CTC), providing advisement, verification, and formal recommendations for credentials such as the Pupil Personnel Services (PPS) Credential in School Counseling. Students receive individualized support in understanding credential requirements, completing necessary documentation, and navigating the application process.

Employment Preparation

The department integrates career development into its curriculum and advising practices. Students are encouraged to engage with professional organizations, attend career workshops, and utilize university-wide resources such as Career and Leadership Development services. Faculty advisors and fieldwork supervisors also play a key role in mentoring students toward employment, offering guidance on resume development, interview preparation, and job search strategies.

Verification of Program Completion

Upon successful completion of program requirements, students may request a Department Certificate of Completion for their specialization and/or emphasis, which serves as formal verification for employers and credentialing bodies. Information about receiving a Certificate of Completion is found on Teams and on the department website (May, annually). Students do not need a Certificate of Completion; however, some students may want to have proof for employers that verifies academic training in a particular specialization or emphasis area.

XXII. ADDITIONAL RESOURCES

Library

The J. Paul Leonard Library is SF State's main academic library, offering a wide range of resources and services to support graduate research. Please review the library's website here: <https://library.sfsu.edu/>. Use OneSearch to find books, peer-reviewed journal articles, theses, and more. Filter by "Peer-reviewed" and "Available Online" for scholarly sources. Recommended databases for counseling students include Academic Search Ultimate, PsycINFO, PsychArticles, ERIC (Education Resources Information Center), JSTOR, Mental Measurements Yearbook (reviews of psychological tests and assessments), ScienceDirect, Social Services Abstracts, Sociological Abstract, Google Scholar, PubMed, and SAGE Journals. To reach the widest number of sources, it is recommended that the user "searches all" databases. Professors may place textbooks or required readings on reserve. Search by course or instructor name. Students may chat, email or schedule a consultation with a librarian here at the library website: <https://library.sfsu.edu/>. Students may also reserve private or group study rooms online. Computers & Printing are available throughout the library. Students may borrow laptops, chargers, and other tech tools through AT located at Library Room 80.

Basic Needs

SF State's Basic Needs Center (BNC) is the central hub for supporting students facing food insecurity, housing instability, or financial crises. Services include a) Gator Groceries Food Pantry - free weekly groceries for enrolled students; b) Emergency Housing Support - short-term housing referrals and support for students experiencing homelessness or displacement; c) Emergency Grants (HPF) - one-time financial assistance (up to \$1,500) for students facing urgent housing or food-related crises; d) CalFresh enrollment assistance - help applying for California's food assistance program; and e) Wellness Screeners - tools to assess eligibility for various support services. Website: <https://basicneeds.sfsu.edu/>

Division of Graduate Studies and Career Services

SF State's Division of Graduate Studies & Career Development serves as a central hub for graduate education, career readiness, and leadership development. The Graduate Studies division supports students from application through graduation, offering over 90 master's programs, credential programs, and joint doctoral degrees. Graduate Studies provides academic advising and support, fellowship and grant application assistance, resources for culminating experiences (e.g., theses, projects), and opportunities to showcase student research and creative work. The Career Services component equips undergraduate and graduate students—as well as alumni—with tools to make intentional academic and career decisions. Services include career counseling and job search support, leadership development programming, employer partnerships and networking opportunities, and workshops and events to build professional skills. The Fellowships Office helps students and recent alumni apply for nationally competitive scholarships, fellowships, and grants, including those offered through the CSU system. The division emphasizes equity, inclusion, and student-centered support, aiming to empower students

to lead, innovate, and thrive in their academic and professional journeys. Website: <https://grad.sfsu.edu/content/resources>.

Steps to Graduation

The Graduate Division oversees advancement to graduation and the processes for officially graduating. There are many processes that you need to follow to officially graduate. Graduation steps/forms required for you to complete during your final year are located here: <https://grad.sfsu.edu/content/continuing-students>. Please be advised that your Advancement to Candidacy Form (ATC) and your Proposal for Culminating Experience (PCE) forms must be submitted by you via Adobe Sign in fall (October 1st) of your final year (semester before you register for COUN 892). Following the completion of your CEP and COUN 892 (spring final year), you will also need to submit a Report of Completion form via Adobe Sign that is routed to your CEP instructor and additional readers. These requirements will also be noted in your SF Portal "To Do List." It is your responsibility to submit these forms by their deadline.

- ATC Information: <https://grad.sfsu.edu/content/advancement-to-candidacy>
- PCE Information: <https://grad.sfsu.edu/content/culminating-experience>
- Report of Completion: Adobe Sign Form on Website
- Apply to Graduate: <https://grad.sfsu.edu/content/apply-to-graduate>

Academic Calendar:

The Academic Calendar at SF State outlines key dates and deadlines for each academic year, including a) start and end dates for each semester (Fall, Spring, Summer, Winter); b) registration periods and add/drop deadlines; c) holidays and campus closures; d) final examination schedules; and g) graduation application deadlines. This calendar is an essential planning tool for students, faculty, and staff, helping the campus community stay informed and organized throughout the academic year. The calendar is maintained by the Academic Scheduling Unit and is updated regularly to reflect any changes approved by the university administration. View the academic calendars here: <https://webapps.sfsu.edu/public/webcal/acadcalendar>

Writing Supports

SF State provides a range of writing support services tailored to graduate students across disciplines. These services are designed to strengthen academic writing skills, support thesis and project development, and prepare students for professional and scholarly communication. Specifically, the College of Health and Social Science offers a Graduate-Level Writing Courses (HSS 700 - focuses on developing skills in organizing writing, integrating sources, APA style, and critical analysis); SF State offers the on-Campus Writing Resources Tutoring and Academic Support Center (TASC) English Tutoring Center (ETC) Writing Groups for Graduate Students. The Graduate Division offers fellowship and application writing Workshops to help students craft compelling essays for a) Graduate fellowships, b) National scholarship programs, and c) the CSU Pre-Doctoral and Chancellor's Doctoral Incentive Programs. These services aim to help graduate students produce clear, effective, and discipline-appropriate writing throughout their

academic journey. For more details, visit the Graduate Writing Support page here: <https://grad.sfsu.edu/content/graduate-writing-support>

Mashouf Wellness Center (MWC)

The Mashouf Wellness Center is a state-of-the-art facility dedicated to promoting the physical, mental, and social well-being of SF State students. It offers a wide range of recreational, fitness, and wellness services in a welcoming and inclusive environment. The MWC is equipped with modern cardio and strength-training equipment, including treadmills, ellipticals, rowers, and more. MWC offers Group Fitness Classes including Yoga, Zumba, spin cycling, cardio kickboxing, and other instructor-led throughout the week. A 41-foot indoor climbing wall suitable for all skill levels is available. The Aquatics Center includes a lap pool, activity pool, hot tub, sauna, and locker rooms. There are spaces for basketball, indoor soccer, badminton, and special events. The Outdoor Resource Center offers gear rentals and guided trips for hiking, camping, and other outdoor adventures. One-on-one training and wellness education to support holistic health is available. Access and membership is free for currently enrolled students. Website: <https://campusrec.sfsu.edu/>.

Appendices

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Appendix A(i): Career Counseling

Career Counseling Specialization

FACULTY

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PROGRAM OVERVIEW

The Career Counseling program provides graduates with expertise in career counseling and programs for colleges, universities, high schools, private career counseling practice and consultation, private industry and public agencies. Career Counseling blends expertise in career counseling with individual and group counseling as well as teaching and designing career and employment programs. The focus of career counseling includes counseling related to work choices, intra and interpersonal development and family dynamics. Issues such as work and family balance, career and life decisions and goals, workplace conflict, healthy workplace, job search strategies, burnout, and the emotional aspects of career change are covered in the curriculum. The Career Counseling specialization is active in using new advances in the field for a rapidly changing economy and partnering with the local community to bring the most vulnerable of society into new opportunities for success. Graduates who are interested in providing holistic career counseling and addressing the range of issues that affects clients' lives and work may also pursue the Licensed Professional Clinical Counselor (LPCC; see the end of this section for more details). [The Career Counseling specialization meets all CACREP \(2024\) Section 5.B. Standards for Career Counseling.](#)

STUDENT LEARNING OUTCOMES

To assess student learning, the Career Counseling program assesses the following Key Performance Indicator (KPI) in the two Career Counseling specialization courses (COUN 721 and COUN 727): "Students will demonstrate the knowledge and skills to design and apply holistic career counseling approaches and other service modalities (e.g., workshops) that integrate personal, cultural, and contextual factors (e.g., local, national and global job market trends) to support clients in achieving meaningful education/training or employment transitions."

CACREP STANDARDS & LICENSURE

The Career Counseling program meets all of the [CACREP \(2024\) Standards 5-B for Career Counseling](#) and is approved by the California Board of [Behavioral Sciences \(BBS\)](#) as meeting the curricular requirements for registering for the LPCC per the Business Professional Code (BPC) section 4999.33. *Please be advised that to meet all the LPCC requirements at the time of graduation, career counseling students must take COUN 737 (psychopharmacology) as part of their 60-unit program sequence.* It is recommended that students interested in pursuing their LPCC complete an internship that also has a mental health focus (see Career Counseling Specialization Coordinator). Career counseling students should submit their application for registering as an Associate PCC (APCC) approximately one to two weeks following graduation (upon degree conferral). For specific details regarding the LPCC, refer to the Board of Behavioral Sciences (BBS (www.bbs.ca.gov)) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org). Please also refer to the Student Handbook Section XX (Certification &

Licensure) for additional information. Please be advised that while the Career Counseling program positions you to register to become an LPCC, licensure is ultimately determined by the BBS and you are responsible for your application, communication with the BBS, and meeting and maintaining licensure requirements.

FIELDWORK IN CAREER COUNSELING

Career Counseling students must complete at least 700 fieldwork hours focused on career counseling. One year must be in an internship in which career counseling is the main focus of the setting. For an emphasis in Career Counseling, students must complete 360 hours or one year in a setting in which career counseling is the primary focus (e.g., career center) providing career counseling under supervision. Students may combine the Career Specialization with another emphasis in the department (or complete an emphasis in Career Counseling with a different specialization). In some cases, hours accrued in other specialization/emphases may also count as Career Counseling hours. See Career Counseling Coordinator for more information and the Practicum & Internship Handbook <https://counseling.sfsu.edu/practicum-and-internship>.

CAREER COUNSELING KNOWLEDGE, SKILLS & COMPETENCIES

Students who are preparing to work as career counselors will demonstrate the professional knowledge, skills, and practices necessary to help individuals address life challenges related to career decisions and demands within a familial, cultural, and environmental context. Career counselors may also facilitate clients in making major decisions regarding their life career plan, with a focus on the role of work and how that role interacts with other life roles. Further, career counselors help clients develop the skills and knowledge necessary to pursue successful employment. Career counseling is a strength-based specialization emphasizing the individual's experiences and abilities.

The Career Counseling Program emphasizes:

Foundations in career counseling including an understanding of the profession of career counseling and associated professional organizations and standards, ethical and legal issues related to counseling and career development programs, and the range of roles and settings in which career counselors work. Skills include the ability to:

- Apply and adhere to ethical and legal standards in career counseling.
- Explain career development as an integral subset of human development.

Counseling, prevention and interventions in career counseling with individuals and groups including techniques of career development, career counseling, career choice, career programming, and information delivery; ability to use career theories, strategies, and models of consultation; and be able to address the impact of crises, emergencies, and disasters on a person's career planning and development. Skills include the ability to:

- Identify and understand clients' personal, family, and cultural characteristics related to their career development
- Identify and understand clients' attitudes toward work and workers, and their career decision-making processes

- Support and challenge clients in preparing for and initiating life-work role transitions
- Help the client acquire a set of employability and job search skills
- Establish and maintain a consulting relationship with persons who can influence a client's career
- Ability to recognize their own limitations as a career counselor and to seek supervision or refer clients when appropriate

Diversity and advocacy are essential competencies in career counseling including understanding the role of multicultural issues in career counseling as well as the effects of racism, discrimination, power, privilege, and oppression in one's own life and career and those of the client. The Career Counseling Program strives to help students understand sociopolitical and socioeconomic forces that affect career opportunities of culturally diverse populations as well as the changing gender roles and responsibilities and the implications of these changes for employment, education, family, and leisure. The impact of globalization on life roles, careers, and the workplace is integrated into training. Skills include the ability to:

- Make counseling culturally relevant to a wide range of clients' career planning needs.
- Design and deliver career development programs and materials for populations that have had limited access to career counseling and opportunities.
- Advocate for clients' career development and employment as well as removal of barriers.
- Consult with others to help them understand the unique needs/ characteristics of multicultural and diverse populations regarding career exploration, employment expectations, and economic/social issues.
- Explain, articulate, and advocate for the importance of career counseling, career development, life-work planning, and workforce planning to legislators, other policymakers and/or the general public.

Career assessment with individuals and groups is a central tool of career counselors. Students gain an understanding of assessment strategies for career development and career counseling programs and how to choose appropriate career assessment tools and techniques. Ethical assessment includes awareness of bias in career assessment and interpretation and methods for increasing assessment cultural relevance. Specific skills in assessment include the ability to:

- Identify, select, and provide appropriate career assessment tools for clients.
- Administer, score, and interpret career assessment addressing issues such as interests, skills, self-concept, identity, career indecision, work environment preference, and other related life-career development issues.
- Assess conditions of the work environment.

Research and evaluation is relevant in the role of career counseling particularly in assessing the effectiveness and outcomes of career counseling interventions as well as program evaluation. Skills include the ability to:

- Understand and apply current advances and research to inform career counseling.
- Develop measurable objectives for career counseling programs, activities, and experiences.

- Assess the effectiveness of career counseling using concrete outcomes data.

Promoting, managing, and implementing career programs is a critical asset addressed in the Career Counseling program through theories and approaches in organizational development, leadership theories, organizational change, and resources available for forecasting and planning. Skills include:

- Planning and organization of a comprehensive career resource center on career program.
- Implementing career development programs in collaboration with others.
- Training others in the appropriate use of technology for career information and planning.
- Providing effective supervision to career development facilitators.
- Initiating and implementing career counseling program marketing and public relations.

Information resources are an important part of providing career services and counselors need to understand trends, labor market information, and employment resources that provide occupational information. Career counselors are familiar with technology, community/professional resources, and skills clients use in life-work planning and management. Skills in using career resources include the ability to:

- Manage career, educational and personal-social information resources.
- Evaluate and disseminate career and educational information.

*These knowledge and skill areas reflect on those identified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Career Counseling Competencies of the National Career Development Association (NCDA).

Career Counseling Specialization Curriculum

Course	Description	Units
COUN 700	Theories of Counseling	3
COUN 702	Developmental Foundations for Counselors	3
COUN 703	Psychological Foundations for Counselors	3
COUN 705	Counseling Practicum	3
COUN 706	Counseling Skills & Process	3
COUN 715	Assessment in Counseling	3
COUN 720	Career Counseling	3
COUN 721	Applied Career Counseling	3
COUN 727	Advanced Career Counseling	3
COUN 736	Advanced Counseling Process and Internship	3
COUN 738	Addictions Counseling	3
COUN 741	Crisis Counseling	3

COUN 794	Seminar in Research	3
COUN 811	Group Counseling Process	3
COUN 833	Social and Cultural Foundations	3
COUN 857	Law and Ethics in Counseling	3
COUN 704, 716, 737, 792 or 858	Choose 1 (For LPCC, you need COUN 737)	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
	Minimum Total	60

Career Counseling Specialization + an Emphasis Coursework

Emphasis	Additional Coursework	Fieldwork Requirements
College Emphasis	792, 793	360 hours of fieldwork in an approved college counseling setting
CMHC Emphasis	704, 737, 870	360 hours of fieldwork in an approved CMHC setting
School Counseling Emphasis	716, 717, 718	900 hours of fieldwork in an approved school counseling setting. <i>Please see specific school counseling fieldwork requirements in the Practicum & Internship Handbook.</i>

Other Specializations + a Career Counseling Emphasis Coursework

Specialization	Career Emphasis Coursework	Fieldwork Requirements
College Specialization	721, 727	360 hours of fieldwork in an approved career counseling setting
CMHC Specialization	721, 727	360 hours of fieldwork in an approved career counseling setting
MFCC Specialization	721, 727, 741	360 hours of fieldwork in an approved career counseling setting
School Counseling Specialization	721, 727	360 hours of fieldwork in an approved career counseling setting

Course Sequences

2-Year Course Sequence

Year 1: Fall—15 units			Year 1: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 833	3	Social/Cultural Foundations	COUN 700	3	Theories of Counseling
COUN 705	3	Practicum	COUN 715	3	Assessment in Counseling
COUN 706	3	Counseling Skills & Process	COUN 727	3	Advanced Career Counseling
COUN 720	3	Career Counseling	COUN 736	3	Internship/Advanced Counseling Process
COUN 721	3	Applied Career Counseling	COUN 794	3	Seminar in Research

Year 2: Fall—15 units			Year 2: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 704,716,737, 792 or 858 (choose 1)	3	Special expertise course (for LPCC, you need 737)	COUN 738	3	Addictions Counseling
COUN 702	3	Developmental Foundations	COUN 741	3	Crisis Counseling
COUN 811	3	Group Counseling Process	COUN 703	3	Psychological Foundations
COUN 857	3	Law & Ethics	COUN 891	3	Internship/Case Studies
COUN 890	3	Internship/Integrative Counseling	COUN 892	3	Culminating Experience

3-Year Course Sequence

Year 1: Fall—9 units			Year 1: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 833	3	Social/Cultural Foundations	COUN 700	3	Theories of Counseling
COUN 720	3	Career Counseling	COUN 715	3	Assessment in Counseling
COUN 721	3	Applied Career Counseling	COUN 727	3	Advanced Career Counseling

Year 2: Fall—12 units			Year 2: Spring—12 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 703	3	Psychological Foundations
COUN 705	3	Practicum	COUN 736	3	Internship/Advanced Counseling Process
COUN 706	3	Counseling Skills & Process	COUN 738	3	Addictions
COUN 857	3	Law & Ethics	COUN 794	3	Seminar in Research

Year 3: Fall—9 units			Year 2: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 704,716,737, 792 or 858 (choose 1)	3	Special expertise course (for LPCC, you need 737)	COUN 741	3	Crisis Counseling
COUN 811	3	Group Counseling Process	COUN 891	3	Internship/Case Studies
COUN 890	3	Internship/Integrative Counseling	COUN 892	3	Culminating Experience

Clinical Mental Health Counseling Specialization

FACULTY

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PROGRAM OVERVIEW

The Clinical Mental Health Counseling (CMHC) specialization prepares students to become Licensed Professional Clinical Counselors (LPCC) who are professionally trained to develop a counseling relationship that empowers diverse individuals, families and groups to adjust to, cope with, and live with personal, environmental and systemic stressors, health and behavioral health conditions and disabilities, relational difficulties, and other developmental and psychosocial concerns. CMHC students are trained to provide counseling, advocacy and case management through an anti-oppressive, culturally humble lens that prioritizes an individual/family/group's strengths, cultural values, community resources, and worldview. CMHC students are prepared to work within our mental health service delivery system and continuum of care, understand and engage in our system's mental health assessment, treatment and diagnostic process, draw from evidence-based practices and culturally defined best practices, provide trauma-informed and recovery-oriented care, and develop a personal approach to counseling that is grounded in ongoing self-awareness, critical consciousness and personal growth. CMHC students are expected to integrate knowledge from theoretical frameworks and scientific research through a critically conscious lens that considers the individual/family/group's cultural context and unique personal circumstances. Our CMHC students receive specific training in community mental health, psychiatric rehabilitation, mental health recovery, and disability justice and anti-ableist counseling competencies. CMHC graduates are employed in a wide array of health and behavioral health settings, educational settings, government programs, private practice, and other community-based organizations.

STUDENT LEARNING OUTCOMES

To assess student learning, the CMHC program assesses the following Key Performance Indicator (KPI) in two of our CMHC specialization courses (COUN 704 and COUN 870): "Students will demonstrate the knowledge and skills needed to foster a continuum of mental healthcare, interface with legal systems and integrated behavioral healthcare systems, and advocate for people with behavioral health conditions and mental health policy, legislation and regulatory processes relevant to clinical mental health counseling."

CACREP STANDARDS & LICENSURE

The CMHC program meets all the CACREP (2024) Standards for Section 5-C for Specialized Practice Area in Clinical Mental Health Counseling and is approved by the California Board of Behavioral Sciences (BBS) as meeting all the curricular requirements for students registering for the LPCC per the Business Professional Code (BPC) section 4999.33. CMHC students should submit their application for registering as an Associate PCC (APCC) approximately one to two weeks following graduation (upon degree conferral). For specific details regarding the LPCC, refer to the Board of Behavioral Sciences (BBS (www.bbs.ca.gov) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org). Please refer to the *Student Handbook Section XX (Certification & Licensure)* for additional information. Please be advised

that while the CMHC program positions CMHC graduates to register to become an LPCC, licensure is ultimately determined by the BBS and you are responsible for your application, communication with the BBS, and meeting and maintaining licensure requirements.

FIELDWORK IN CAREER COUNSELING

CMHC students must complete at least 700 fieldwork hours in an approved CMHC setting. For those with an emphasis in CMHC, students must complete 360 hours in a CMHC setting. Students with a CMHC emphasis may double count their hours as long as their field placement setting is approved for both CMHC and their specialization. Please review the Practicum & Internship Handbook here <https://counseling.sfsu.edu/practicum-and-internship>.

CMHC CURRICULUM

Course	Description	Units
COUN 700	Theories of Counseling	3
COUN 702	Developmental Foundations for Counselors	3
COUN 703	Psychological Foundations for Counselors	3
COUN 704	Biopsychosocial Aspects of Health, Behavioral Health, Disability & Aging	3
COUN 705	Counseling Practicum	3
COUN 706	Counseling Skills & Process	3
COUN 715	Assessment in Counseling	3
COUN 720	Career Counseling	3
COUN 736	Advanced Counseling Process and Internship	3
COUN 737	Psychopharmacology	3
COUN 738	Addictions Counseling	3
COUN 741	Crisis Counseling	3
COUN 794	Seminar in Research	3
COUN 811	Group Counseling Process	3
COUN 833	Social and Cultural Foundations	3
COUN 857	Law and Ethics in Counseling	3
COUN 870	Professional Issues, Clinical Case Management & Systems of Care	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
	Minimum Total	60

COURSE SEQUENCES

2-Year Course Sequence

Year 1: Fall—15 units			Year 1: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 705	3	Practicum	COUN 703	3	Psychological Foundations
COUN 706	3	Counseling Skills & Process	COUN 736	3	Internship/Advanced Counseling Process
COUN 833	3	Social & Cultural Foundations	COUN 794	3	Seminar in Research
COUN 857	3	Law & Ethics	COUN 870	3	Professional Issues, Clinical Case Management & Systems of Care

Year 2: Fall—15 units			Year 2: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 704	3	Biopsychosocial Aspects of Health, Behavioral Health, Disability & Aging	COUN 715	3	Assessment in Counseling
COUN 720	3	Career Counseling	COUN 738	3	Addictions Counseling
COUN 737	3	Psychopharmacology	COUN 741	3	Crisis Counseling
COUN 811	3	Group Counseling	COUN 891	3	Internship/Case Studies
COUN 890	3	Internship/Integrative Counseling	COUN 892	3	Culminating Experience

3-Year Course Sequence

Year 1: Fall—9 units			Year 1: Spring—12 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 833	3	Social & Cultural Foundations	COUN 703	3	Psychological Foundations
COUN 857	3	Law & Ethics	COUN 715	3	Assessment in Counseling
			COUN 794		Seminar in Research

Year 2: Fall—12 units			Year 2: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 704	3	Biopsychosocial Aspects of Health, Behavioral Health, Disability & Aging	COUN 736	3	Internship/Advanced Counseling Process
COUN 705	3	Practicum	COUN 738	3	Addictions Counseling
COUN 706	3	Counseling Skills & Process	COUN 741	3	Crisis Counseling
COUN 720	3	Career Counseling			

Year 3: Fall—9 units			Year 2: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 737	3	Psychopharmacology	COUN 870	3	Professional Issues, Clinical Case Management & Systems of Care
COUN 811	3	Group Counseling Process	COUN 891	3	Internship/Case Studies
COUN 890	3	Internship/Integrative Counseling	COUN 892	3	Culminating Experience

College Counseling Specialization

FACULTY

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PROGRAM OVERVIEW

The mission of the College Counseling program is to prepare master's level professionals to work in both counseling and student services roles at the community college and university levels in both public and private institutions including academic counseling, career counseling, personal counseling, teaching, program design and student success and well-being. Specifically, the program is designed to develop the ability to facilitate the development of college students in both cognitive and personal areas. The program focuses on prevention, remediation, and developmental counseling skills. In addition to the core competencies of the master's program, this program develops 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.

STUDENT LEARNING OUTCOMES

To assess student learning, the College Counseling program assesses the following Key Performance Indicator (KPI) in two College Counseling specialization courses (COUN 792 and COUN 793): “Students will demonstrate knowledge of student development and leadership theories relevant in higher education settings” and “Students will demonstrate knowledge of the collaborative practices, resources, and skills needed in higher educational settings for developing equitable programs and services that reduce barriers and meet the unique needs of higher education students.”

CACREP STANDARDS & LICENSURE

The College Counseling program meets all of the CACREP (2024) Standards 5-E for College Counseling and Student Affairs and is approved by the California Board of Behavioral Sciences (BBS) as meeting the curricular requirements for registering for the LPCC per the Business Professional Code (BPC) section 4999.33. *Please be advised that to meet all the LPCC requirements at the time of graduation, college counseling students must take COUN 737 (psychopharmacology) as part of their 60-unit program sequence.* College counseling students should submit their application for registering as an Associate PCC (APCC) approximately one to two weeks following graduation (upon degree conferral). For specific details regarding the LPCC, refer to the Board of Behavioral Sciences (BBS (www.bbs.ca.gov)) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org). Please also refer to the Student Handbook Section XX (Certification & Licensure) for additional information. Please be advised that while the College Counseling program positions you to register to become an LPCC, licensure is ultimately determined by the BBS and you are responsible for your application, communication with the BBS, and meeting and maintaining licensure requirements.

FIELDWORK IN COLLEGE COUNSELING

College Counseling students must complete at least 700 fieldwork hours in approved college counseling fieldwork settings. Students who have a college counseling emphasis must complete at least 360 hours of fieldwork in an approved college counseling setting. Students may double count hours if they are doing their fieldwork at a site that is approved for both their specialization and college counseling. Please seek advisement from the College Counseling coordinator and review the Practicum & Internship Handbook <https://counseling.sfsu.edu/practicum-and-internship> for more information.

COLLEGE COUNSELING KNOWLEDGE, SKILLS & COMPETENCIES

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.); and c) development (intervention designed to intentionally enhance or enrich persons and/or their environment).

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.

Educational Counseling. The ability to facilitate students in formulating and clarifying educational values and goals.

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.

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.

Consulting. The ability to provide relevant and effective consultation to students, teachers, peers, administrators, and community members

College Counseling Specialization Curriculum

Course	Description	Units
COUN 700	Theories of Counseling	3
COUN 702	Developmental Foundations for Counselors	3
COUN 703	Psychological Foundations for Counselors	3

COUN 705	Counseling Practicum	3
COUN 706	Counseling Skills & Process	3
COUN 715	Assessment in Counseling	3
COUN 720	Career Counseling	3
COUN 736	Advanced Counseling Process and Internship	3
COUN 738	Addictions Counseling	3
COUN 741	Crisis Counseling	3
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	3
COUN 857	Law and Ethics in Counseling	3
COUN 704, 716, 737, 721 or 858	Choose 1 (For LPCC, you need COUN 737)	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
	Minimum Total	60

College Counseling Specialization + an Emphasis Coursework

Emphasis	Additional Coursework	Fieldwork Requirements
Career Emphasis	721, 727	360 hours of fieldwork in an approved career counseling setting
CMHC Emphasis	704, 737, 870	360 hours of fieldwork in an approved CMHC setting
School Counseling Emphasis	716, 717, 718	900 hours of fieldwork in an approved school counseling setting. <i>Please see specific school counseling fieldwork requirements in the Practicum & Internship Handbook.</i>

Other Specializations + a Career Counseling Emphasis Coursework

Specialization	Career Emphasis Coursework	Fieldwork Requirements
Career Specialization	792, 793	360 hours of fieldwork in an approved career

		counseling setting
CMHC Specialization	792, 793	360 hours of fieldwork in an approved college counseling setting
MFCC Specialization	792, 793, 741	360 hours of fieldwork in an approved college counseling setting
School Counseling Specialization	792, 793	360 hours of fieldwork in an approved college counseling setting

Course Sequences

2-Year Course Sequence

Year 1: Fall—15 units			Year 1: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 833	3	Social/Cultural Foundations	COUN 700	3	Theories of Counseling
COUN 705	3	Practicum	COUN 715	3	Assessment in Counseling
COUN 706	3	Counseling Skills & Process	COUN 793	3	Organization/ Administration of Student Services
COUN 720	3	Career Counseling	COUN 736	3	Internship/Advanced Counseling Process
COUN 792	3	Seminar for Counselors in Student Personnel Services	COUN 794	3	Seminar in Research

Year 2: Fall—15 units			Year 2: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 704,716,737, 792 or 858 (choose 1)	3	Special expertise course (for LPCC, you need 737)	COUN 738	3	Addictions Counseling
COUN 702	3	Developmental Foundations	COUN 741	3	Crisis Counseling
COUN 811	3	Group Counseling Process	COUN 703	3	Psychological Foundations
COUN 857	3	Law & Ethics	COUN 891	3	Internship/Case Studies
COUN 890	3	Internship/Integrative Counseling	COUN 892	3	Culminating Experience

3-Year Course Sequence

Year 1: Fall—9 units			Year 1: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 833	3	Social/Cultural Foundations	COUN 700	3	Theories of Counseling
COUN 720	3	Career Counseling	COUN 715	3	Assessment in Counseling
COUN 792	3	Seminar for Counselors in Student Personnel Services	COUN 793	3	Organization/Administration of Student Services

Year 2: Fall—12 units			Year 2: Spring—12 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 703	3	Psychological Foundations
COUN 705	3	Practicum	COUN 736	3	Internship/Advanced Counseling Process
COUN 706	3	Counseling Skills & Process	COUN 738	3	Addictions
COUN 857	3	Law & Ethics	COUN 794	3	Seminar in Research

Year 3: Fall—9 units			Year 2: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 704,716,737, 792 or 858 (choose 1)	3	Special expertise course (for LPCC, you need 737)	COUN 741	3	Crisis Counseling
COUN 811	3	Group Counseling Process	COUN 891	3	Internship/Case Studies
COUN 890	3	Internship/Integrative Counseling	COUN 892	3	Culminating Experience

Marriage, Family & Child Counseling Specialization

FACULTY

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PROGRAM OVERVIEW

The Marriage, Family and Child Counseling (Marriage & Family Therapy) specialization provides training consistent with the State of California Board of Behavioral Sciences licensing requirements for Marriage and Family Therapy and with CACREP (2024) national accreditation standards. The curriculum is guided by these requirements and by the emergence of mental health counselors as one of the major service providers for society. The program prepares students to become generalists with knowledge and skills in specific professional counseling domains, which include theoretical and developmental foundations, psychodiagnosis, counseling process and relationship, family and systemic assessment and interventions, and therapeutic work with culturally and clinically diverse populations. In addition to being trained as counseling generalists, students in the MFCC specialization receive training in (a) multicultural and social justice informed perspectives to working with family systems; (b) child, adolescent, and school-based mental health services, (c) advanced theory and skills in the systemic-familial approach to counseling clients from various developmental stages, (d) human sexuality (e) suicide prevention and treatment, and (f) best practices in telementalhealth. Consistent with the training mission of the Department of Counseling, the MFT specialization recognizes the need for close collaboration with training in clinical field settings and the development of a curriculum that is responsive to the ever-evolving needs of the communities we serve and state licensing requirements and national accreditation standards.

STUDENT LEARNING OUTCOMES

To assess student learning, the MFCC program assesses the following Key Performance Indicator (KPI) in the MFCC specialization courses (COUN 858 and COUN 860): "Students will apply family and couple counseling theories and methods to assess and analyze therapeutic scenarios."

CACREP STANDARDS & LICENSURE

The MFCC program meets all of the CACREP (2024) Standards 5-F for Marriage, Couple & Family Counseling and is approved by the California Board of Behavioral Sciences (BBS) as meeting the curricular requirements for registering for the LMFT per the Business Professional Code (BPC) section 4980.36 and 4980.40. The MFCC program also meets the CA BBS requirements for registering for the LPCC per the Business Professional Code (BPC) section 4999.33. *Please be advised that to meet all the LPCC requirements at the time of graduation, MFCC counseling students will need to take a 3-unit psychopharmacology course and a 3-unit crisis counseling course. These courses may also be taken post-graduation.* MFCC students should submit their licensure application(s) for registering as an Associate MFT (AMFT) and Associate PCC (APCC) approximately one to two weeks following graduation (upon degree conferral). For specific details regarding the LMFT and LPCC, refer to the Board of Behavioral Sciences (BBS) (www.bbs.ca.gov) and/or the California Association for Marriage and Family Therapist (<https://www.camft.org/>) and the California Association for Licensed Professional Clinical

Counselors (www.calpcc.org). Please see additional MFT and LPCC licensure-related information below and the Student Handbook Section XX (Certification & Licensure). Please be advised that while the MFCC program positions you to register to become an LMFT and an LPCC, licensure is ultimately determined by the BBS and you are responsible for your application, communication with the BBS, and meeting and maintaining licensure requirements.

Marriage, Family, and Child Counseling 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 diverse family dynamics, communication patterns, role system, and implications for family therapy; knowledge and understanding of techniques that are of major importance in the field and their cross-cultural 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 related to individuals experiencing relationship loss.
5. **Assessment:** Knowledge and application of major psychological tests and appraisal procedures related to behavioral dynamics, personality adjustment, and general mental health status of individuals in marriage and family, education, and career counseling settings; includes training in ethical use, selection, administration, scoring, and interpretation of select instruments.
6. **Sexuality Counseling:** Knowledge and understanding of basic dynamics, techniques, and approaches to working with individuals experiencing functional or nonfunctional difficulty with sexuality and to facilitate sexual flourishing.
7. **Family Law:** Knowledge and understanding of basic laws and legal issues related to working with individuals, couples, 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.

Specific Information Related to Obtaining the LMFT

All students who elect to complete the M.S. in Counseling: Marriage, Family, and Child Counseling concentration will be able 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. During graduate study, students must complete 12 units before beginning to count hours towards future licensure. All clinical work must be under the supervision of a **licensed** MFT, professional clinical counselor, psychologist, clinical social worker, or a board-certified psychiatrist. To verify a license for LMFT, LPCC or LCSW go to <https://search.dca.ca.gov>.
3. At least 1,700 hours must be accrued on a post-master's basis. Please refer to the *Practicum and*

Internship Handbook for details.

4. Successful completion of California Law and Ethics Examination and California Clinical Examination.

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.

We strongly encourage you to access the Board of Behavioral Sciences web site <https://www.bbs.ca.gov>, which contains the most current information concerning the range of licensing requirements and forms you will need. Furthermore, you may contact the Board with your questions at <https://www.dca.ca.gov/webapps/bbs/contact.php>

CLINICAL PRACTICE HOURS (FIELDWORK)

In addition to course instructors' supervision and coaching, all students must be concurrently placed at a clinical training site and be enrolled in a practicum and internship course (COUN 706, 736, 890, 891). Field supervisors (licensed staff at the clinical training site) must verify that (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 all clinical training sites before you can be placed, and also monitor hours accumulated for program and graduation requirements. See the Practicum & Internship Handbook <https://counseling.sfsu.edu/practicum-and-internship>.

Training hours towards licensure will be counted only after a student has successfully completed 12 units in the program. Students who elect to meet the professional requirements in the MFCC specialization must document 700 hours of supervised fieldwork experience (this is a CACREP accreditation requirement, not a BBS requirement). These hours are not equivalent to hours that count toward licensure. Only some of these 700 hours will be applied to licensure.

After Graduating: Obtaining an Associate Registration Number

Upon graduation, you will have to wait until your degree officially appears on your transcript. This usually occurs in late June after graduation in May. This transcript can be obtained from the Registrar and may take up to six weeks after completing all requirements. Conferring of your degree is performed in SFSU's Registrar's office in conjunction with documentation of your coursework verified by the Division of Graduate Studies. Once you have applied for graduation, the degree conferring process is completely out of the hands of the Department.

The Division of Graduate Studies is aware of the 90-day requirement to apply to the BBS for a change from trainee to associate status and has previously agreed to process all applications for our degrees before they process any others. If you have any questions about this, please directly contact the Registrar or Graduate Division. To obtain the AMFT or APCC application, go to www.bbs.ca.gov

BBS Program Certification Form

You must follow this process to submit your program certification form, under no circumstances should you email your form the department, it has protected information that is not secure for email. To register as an Associate Marriage and Family Therapist (AMFT) or and Associate

Professional Clinical Counselor (APCC) after your degree is conferred, you (the applicant) must complete the upper portion of the AMFT or APCC IN-STATE DEGREE PROGRAM CERTIFICATION FORM B from the BBS (name, social security number, enrollment date [08/20xx]) and attach a pdf copy of your unofficial transcript. The yes/no statements are to be left blank. To securely submit this form to our department, go to the following link:

AMFT Program Certification:

<https://na3.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=9315833b-250d-48d0-a101-b1fce0719d92&env=na3-eu1&acct=223bf8e1-bc14-478b-8607-15b5be78981f&v=2>

You will click on the yellow box with the paper clip in order to attach and upload your transcript.


**ASSOCIATE MARRIAGE AND FAMILY THERAPIST
IN-STATE DEGREE PROGRAM CERTIFICATION
FORM B**

This form is for use by the following applicants:

- 1) You began graduate study on or after August 1, 2012 **OR**
- 2) You began graduate study before August 1, 2012, AND did not complete the degree on or before December 31, 2018.

Contact your school if you have questions about which form to use

Type or print clearly in ink

Applicant Name: Last	First	Middle
<div></div>		
SSN or Individual Taxpayer ID Number	Enrollment Date	Degree Award Date

APPLICANT: The purpose of this form is for your school to verify completion of a degree program that complies with California law. Enclose it with your application in an envelope that has been sealed by your school.

Please do not start this process until you are ready to fill out your information and attach your unofficial transcript as it will not let you back in to make edits. After you have filled out your portion, select “Submit” and it will be forwarded to the department for review. Once the department has received your form submission via the link above, it will be reviewed by the Department Chair. Upon receipt, it will take around one week to turn around the paperwork. The signed program certification form will then be uploaded to a secure Box folder at the BBS. You will not receive a confirmation from the BBS that this process has been completed. If you would like to confirm whether the process has been completed by the department office, you can send an email to counsel@sfsu.edu one week after you have submitted the form.

FAQs from the BBS about this Process:

How will the Program Certifications that we submit be matched to the applications that the graduates submit on their own? The board will match them by using their names as a reference. Once received they will be attached to their electronic file.

Will we upload the Program Certifications prior to when graduates send in their application? Or will we need to wait until their application is on file? Transcripts and forms may be submitted before the graduate sends in their application. The board will maintain the transcript for a six-month period. If, at that point the graduate has not applied, the board will delete the transcripts and records from our system. The graduate would then have to request the documents again from the institution

How do I indicate to the Board that my program certification was submitted online instead of including in my physical application packet? We are not requiring applicants to indicate whether their school submitted these forms electronically. If we receive applications without forms attached, we will be accessing them through the cloud Box. We will also double check whether their schools are uploading documents directly to us before we issue any sort of deficiency.

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 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 body liquid analysis to ascertain your drug-free status.

MFCC Specialization Curriculum

Course	Description	Units
COUN 700	Theories of Counseling and Psychotherapy	3
COUN 702	Developmental Foundations for Counselors	3
COUN 703	Psychological Foundations for Counselors	3
COUN 705	Supervision and Coaching	3
COUN 706	Practicum and Counseling Process	3
COUN 715	Assessment in Counseling	3
COUN 720	Career Counseling	3
COUN 736	Advanced Counseling Process and Internship	3
COUN 738	Addictions Counseling	3
COUN 794	Seminar in Research	3
COUN 811	Group Counseling Process	3
COUN 827	Consultation	1
COUN 833	Social and Cultural Foundations	3
COUN 857	Law and Ethics in Counseling	3
COUN 858	Couple and Family Counseling I	3
COUN 859	Counseling Aspects of Sexuality	2
COUN 860	Couple and Family Counseling II	3
COUN 861	Seminar on Child Treatment	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
	Minimum Total	60

MFCC Course Sequence: A Road Map

The sequences of classes for the specialization in MFCC are outlined below as a 2-year sequence or 3-year sequence. If you choose to complete your degree in more than 3 years, be sure to work with your advisor to set up a multi-year sequence to fit your timeframe.

We have prepared a logical sequence of courses and we expect you to follow it accordingly. Most courses are only offered once per academic year and this is determined by the course sequence. The two-year and three-year plans are detailed below. We expect you to complete the foundational courses (COUN 700, 702, 703, 833, 857) and the first-year practicum sequence (COUN 705, 706, 736; 705 & 706 must be taken concurrently) before attempting second-year courses. Consultation with your faculty advisor on these matters should help you organize your course of study. If further consultation is desired, please confer with the MFT coordinator. The sequence of classes for the Master of Counseling – Concentration in Marriage, Family and Child Counseling follows:

2-Year Sequence

Year 1: Fall—15 units			Year 1: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 705*	3	Supervision & Coaching	COUN 703	3	Psychological Foundations
COUN 706*	3	Practicum & Counseling Process	COUN 736*	3	Advanced Counseling Process/ Internship
COUN 833	3	Social & Cultural Foundation	COUN 738	3	Addictions
COUN 857	3	Law/Ethics in Counseling	COUN 861	3	Child Treatment
COUN 705 and 706 must be taken concurrently					

* You must remain in the same section for 705/706/736 - you will remain with the same classmates and instructor for the full year.

Year 2: Fall—15 units			Year 2: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 720	3	Special expertise course	COUN 715	3	Assessment in Counseling
COUN 794	3	Seminar in Research	COUN 827 ⁺	1	Consultation
COUN 811	3	Group Counseling Process	COUN 859 ⁺	2	Counseling Aspects of Sexuality
COUN 858		Couple & Family I	COUN 860	3	Couple & Family II
COUN 890*	3	Integrative Counseling/ Internship	COUN 891 [#]	3	Case Studies/Internship
			COUN 892 [#]	3	Culminating Experience

* You must remain in the same section for 890/891/892 - you will remain with the same classmates and instructor for the full year. ⁺ 827 and 859 must be taken concurrently. [#] 891 and 892 must be taken concurrently

[Click Here for the 2-Year Sequence Advising Form for Tracking Progress](#)

Three-year Recommended 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.) during your first year. Working or volunteering in the field will permit you to apply the knowledge and principles learned in class to your fieldwork.

Year 1: Fall—9 units			Year 1: Spring—12 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 833	3	Social/Cultural Foundations	COUN 703	3	Psychological Foundations
COUN 857	3	Laws and Ethics	COUN 715	3	Assessment in Counseling
			COUN 738	3	Addiction

Year 2: Fall—12 units			Year 2: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 705	3	Supervision & Coaching	COUN 736	3	Advanced Counseling Process/ Internship
COUN 706	3	Practicum & Counseling Process	COUN 827	1	Consultation
COUN 720	3	Career Counseling	COUN 859	2	Counseling Aspects of Sexuality
COUN 794	3	Seminar in Research	COUN 861	3	Child Treatment

Year 3: Fall—9 units			Year 3: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 811	3	Group Counseling Process	COUN 860	3	Couple & Family Counseling II
COUN 858	3	Couple & Family Counseling I	COUN 891	3	Case Studies/Internship
COUN 890	3	Integrative Counseling/ Internship	COUN 892	3	Culminating Experience

[Click Here for the 3-Year Sequence Advising Form for Tracking Progress](#)

Licensed Professional Clinical Counselor (LPCC)

The Master of Science in Marriage, Family, and Child Counseling meets the curriculum requirements of Sections 4980.36 and 4980.40 of the Business and Professions Code of the State of California for the Marriage and Family Therapist license as well as Section 4999.33 of the Business and Professions Code of the State of California for the Licensed Professional Clinical Counselor license. (p.38)

Requirements for licensure as a Licensed Professional Clinical Counselor are separate from (but overlap with) requirements for the MS in Marriage, Family, and Child Counseling. Once completing the Master's Degree, graduates will need to apply for Associate Professional Clinical Counselor Status with the Board of Behavioral Sciences and accrue 3000 hours under the supervision of a licensed practitioner as well as pass licensure exams. Graduates interested in acquiring the LPCC must receive a passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam. By law, it must be taken after all other licensure requirements.

Students wishing to pursue the LPCC in addition to the LMFT have three potential options as an MFCC student.

Option 1: Apply and be accepted into the Clinical Mental Health Counseling emphasis.

The Master of Science in Marriage, Family, and Child Counseling when paired with an emphasis in Clinical Mental Health Counseling offers a curriculum that prepares students to be eligible for the Licensed Professional Clinical Counselor (LPCC) license as specified in Section 4999.33 of the Business and Professions Code of the State of California. (pp. 41-42).

Option 2: Take just two additional courses during your degree program, COUN 741 and COUN 737. These classes have limited space and students who need them to meet their graduation (not just post-degree licensure requirements) have priority. If you do not have a CMHC emphasis, you are not guaranteed to have access to these classes. If there is space open in these classes, this is the simplest route to meet all of the educational requirements.

Option 3: Complete a Crisis Counseling and a Psychopharmacology course after you graduate but before you sit for your LPCC licensing exam. Per BBS regulations, your degree must also fully contain seven (7) of the required nine (9) core content areas...you may remediate up to two (2) required core content areas outside of your degree program by completing graduate coursework from a school that holds a regional or national institutional accreditation recognized by the USDE, or a school approved by the BPPE. CE courses will not be accepted. No other remediation is permitted. See BPC section 4999.32 for more information. These course are offered at many universities across the state for relatively low fees, including online options. So if you were unable to get into 741 and 737 during your time in the MFCC program, you are allowed to take these 2 classes after you graduate and still satisfy the LPCC licensure requirements

If you are interested in pursuing LPCC status, we strongly encourage you to join the California Association for Licensed Professional Clinical Counselors (www.calpcc.org) or a comparable organization.

Below is an overview of LPCC regulations as stipulated by the California Board of Behavioral Sciences. For specific details, refer to the BBS (www.bbs.ca.gov) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org).

LPCC Requirement

Intended to be met by MS in Counseling: Marriage, Family & Child Counseling

I. Three semester units of coursework in at least 10 of the following 13 core content areas (all of which must be completed before licensure):

Counseling and psychotherapeutic theories and techniques	COUN 700
Human growth and development across the lifespan	COUN 702
Career development theories and techniques	COUN 720
Group counseling theories and techniques	COUN 811
Assessment, appraisal and testing	COUN 715
Multicultural counseling theories and techniques	COUN 833
Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior	COUN 703
Research and evaluation	COUN 794
Professional orientation, ethics and law in counseling, including California law and professional ethics	COUN 857
Psychopharmacology	COUN 737 <i>or take outside of degree</i>
Addictions counseling	COUN 738
Crisis/Trauma Counseling	COUN 741 <i>or take outside of degree program</i>
Advanced counseling and psychotherapeutic theories and techniques	COUN 736

II. 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations.	COUN 858, 860, 861, 827, 859, 892
III. Not less than 6 semester units of supervised practicum that provides a range of professional clinical counseling experience including: applied psychotherapeutic, techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, maladjustment, health and wellness promotions, professional writing including documentation of services, treatment plans, and progress notes, how to find and use resources, and other recognized counseling interventions. You must have 280 hours of direct service to individuals, families, groups	COUN 705, 706, 890, 891

IV. The following areas need to be included in the 60-unit course of instruction:

Socio Economic Status Impact BPC Section 4999.33(d)(1) and (d)(4)	COUN 833
Cultural Competency (California specific) BPC Section 4999.33(d)(2) and (d)(3)	COUN 833
Spousal or Partner Abuse Assessment, Intervention and Dynamics BPC Section 4999.33(d)(8)	COUN 859 & 857
Child Abuse Assessment and Reporting CA (7 clock hours) BPC Section 4999.33(d)(9)	COUN 857
Aging and Long-term Care; Including Elder and Dependent Abuse and Neglect BPC Section 4999.33(d)(10)	COUN 702 & 857
Human Sexuality BPC Section 4999.33(d)(7)	COUN 859
Mental Health Recovery-Oriented Care, Resiliency, Case Management and Systems of Care BPC Section 4999.33(d)(6) and (e)(1)	COUN 703, 827, 859, 890
Students have opportunity to meet with consumers of mental health services and their families BPC Section 4999.33(e)39)	COUN 703, 891

Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement)	<i>By law, must be completed post- degree.</i>
VI. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the Californian Saw and Ethics Exam	<i>By law, must be taken after all other licensure requirements are met.</i>

Please be advised that while our program positions you for the LPCC, licensure is ultimately determined by an outside entity. For LPCC information, you must contact the Board of Behavioral Sciences (BBS).

School Counseling Specialization & Pupil Personnel Services Credential (PPSC)

FACULTY

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[Sherée Harper](#) PhD (Assistant Professor) sdharper@sfsu.edu

PROGRAM OVERVIEW

The School Counseling specialization prepares master's level professionals to utilize comprehensive, data-driven, multi-tiered school counseling services that meet the academic, social, emotional, and career needs of students in PK–12 schools. Through didactic and experiential learning opportunities, school counseling students will learn to promote the wellness and development of children and adolescents, while fostering more culturally affirming, inclusive, and equitable learning environments. As professional school counselors, graduates will be positioned as advocates and leaders that promote student success, caregiver and community connections, and systemic change. The school counseling program may be completed in two years with a full-time course sequence. Part-time course sequences are also possible if an extended program is necessary. The school counseling specialization consists of a minimum of 60 units. While much of the coursework is common to all counseling specializations within the Department of Counseling, 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 coursework offered through this department. Graduates will be recommended for a PPS credential in school counseling to the California Commission on Teacher Credentialing (CCTC) upon completion of all credentialing requirements.

Students may combine the School Counseling specialization with another area of emphasis. In those cases, students need to work with the coordinators of each program to be sure they meet the fieldwork and course requirements for the specialization and emphasis. Students may be able to double count their fieldwork hours if they are doing their fieldwork in a site that is approved for both the school counseling specialization and emphasis area.

STUDENT LEARNING OUTCOMES

To assess student learning, the school counseling program assesses the following Key Performance Indicator (KPI) in two of the school counseling specialization courses (COUN 717 and COUN 718): “Students will gain knowledge of their role as leaders in the school; as advocates for students, families, and the counseling profession; and as systems change agents.”

CACREP STANDARDS & CREDENTIAL/LICENSURE

The School Counseling program meets all the CACREP (2024) Standards for Specialized Practice Areas in Section 5-H for School Counseling and the California Commission on Teacher Credentialing (CCTC) Pupil Personnel Services: School Counseling Program Standards and Performance Expectations (2020). The School Counseling program is also approved by the California Board of Behavioral Sciences (BBS) as meeting the curricular requirements for students registering for the LPCC per the Business Professional Code (BPC) section 4999.33. *Please be advised that to meet all the LPCC requirements at the time of graduation, school counseling students must take a 3-unit psychopharmacology course in addition to their 60-unit curriculum.*

This course may be taken within the Department of Counseling if there is space (priority is given to students who have psychopharmacology in their 60-unit curriculum) or outside the department at another institution pre-or post-graduation.

School Counseling students should submit their application for registering as an Associate PCC (APCC) approximately one to two weeks following graduation (upon degree conferral). For specific details regarding the LPCC, refer to the Board of Behavioral Sciences (BBS (www.bbs.ca.gov) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org). Please refer to the *Student Handbook Section XX (Certification & Licensure)* for additional information. Please be advised that while the School Counseling program positions School Counseling graduates to register to become an LPCC (with the addition of a 3-unit psychopharmacology course), licensure is ultimately determined by the BBS and you are responsible for your application, communication with the BBS, and meeting and maintaining licensure requirements.

FIELDWORK IN SCHOOL COUNSELING

Students in the School Counseling specialization and all students seeking their Pupil Personnel Services (PPS) Credential must demonstrate knowledge and skill in School Counseling Performance Expectations (SCPE): (1) Foundations of School Counseling Professional Standards; (2) Professionalism, Ethics, and Legal Mandates; (3) Student Academic Development; (4) Student College and Career Development; (5) Student Social/Emotional Development; (6) Educational Foundations: Growth and Development, Learning Theory, Academic Achievement; (7) Leadership and Advocacy in Social Justice, Equity, and Access; (8) Program Development; and (9) Research, Program Evaluation, and Technology.

The California Commission on Teacher Credentialing mandates that candidates for the PPSC in School Counseling complete a minimum of 100 clock hours of practicum (completed by week six of the Fall semester in COUN 705 and 706) and 800 clock hours of fieldwork in a PK-12 school setting in direct contact with pupils. In addition, (a) fieldwork must occur in at least two of three school levels (i.e., elementary, middle, and/or high school) with a minimum of 200 hours at each setting; (b) at least 600 clock hours must be completed in public PK-12 schools; (c) at least 150 fieldwork hours must include students from diverse backgrounds (e.g., students with diverse racial and ethnic identities, English learners, transgender and gender diverse youth, youth experiencing housing instability, youth in the foster care system, youth with disabilities); (d) fieldwork hours must include a minimum of 100 hours of experience in each of the following domains: social/emotional, college/career, and academic counseling. School Counseling students (specialization/emphasis/PPSC-Only) must track their domain hours throughout their program with an additional fieldwork hours log; (e) a minimum of 20 sessions of group counseling and/or classroom lessons must be completed. 10 sessions must be accrued facilitating small group counseling or classroom lessons in a school setting. 10 sessions will be completed in the group counseling class (Counseling 811) in which students participate as members and facilitators of a small group; (f) up to 200 of the 800 fieldwork hours may occur in a setting outside of a PK-12 public school provided that the School Counseling student is supervised by an experienced practitioner who holds a Pupil Personnel Services Credential in School Counseling and who has been practicing as a school counselor for at least two years. Fieldwork outside of a PK-12 public school must be approved by the school counseling program coordinator. These requirements

must be met along with the requirements stipulated in this handbook applicable to all students in the MS in Counseling degree program.

Internship Credential for School Counseling

Public school districts or county offices of education occasionally invite a school counseling trainee to assume the functions of a credentialed school counselor. In these select cases, the intern continues to receive supervision from the school district while being paid a salary by the school district in order to meet the instructional or service needs of the district. The participating school district must certify that the intern will not displace certified employees in their district. The school counseling trainee may obtain information from the School Counseling Coordinator and is responsible for submitting the required paperwork to the credential analyst in the Credential and Graduate Services Center (College of Education) that ensures processing of the Internship Credential. Please note that the Internship Credential is not available for private schools or private charter schools. School districts must send a letter to SFSU indicating that they are requesting the participation of a specific trainee to work under an Internship Credential in their district. Interns who work under the Internship Credential will still need to meet all of the fieldwork course requirements, such as taping, process notes, etc.

Pupil Personnel Services in School Counseling Credential Requirements

The following state-mandated requirements apply to anyone applying for a Pupil Personnel Services Credential in School Counseling in California (ALL specialization, emphasis, and PPSC-Only students). It is each School Counseling student's responsibility to address these requirements in a timely manner prior to graduation:

1. Verification of Fingerprint Clearance (i.e., CCTC Certificate of Clearance). This must be completed **before** starting to work in any California public school. Further instructions can be found through the [Credential and Graduate Services Center](#) and the [CCTC website](#).
2. Payment of a credential processing fee to the SFSU Credential and Graduate Services Center (~ \$25).
3. Submission of a Credential Approved Program (CAP) form accompanied by an unofficial transcript to the School Counseling program coordinator in the Department of Counseling. The signed CAP form becomes part of the Application for Award of Credential packet submitted to the SFSU Credential and Graduate Services Center by each School Counseling student preparing for graduation.
4. Once your CAP packet with all of the above items has been reviewed, it will be forwarded by the SFSU Credential and Graduate Services Center to the California Commission on Teacher Credentialing.

Upon completion of this course of study, students will be recommended by the SFSU Credential and Graduate Services Center for the California State Clear 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 on Teacher Credentialing](#)

School Counseling Curriculum

Course	Description	Units
COUN 700	Theories of Counseling and Psychotherapy	3
COUN 702	Developmental Foundations for Counselors	3
COUN 703	Psychological Foundations for Counselors	3
COUN 705	Practicum	3
COUN 706	Counseling Skills and 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 720	Career Counseling	3
COUN 736	Advanced Counseling Process and Internship	3
COUN 738	Addictions	3
COUN 741	Crisis Counseling	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 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
Minimum Total		60

Course Sequences

2-Year Course Sequence

Year 1: Fall—15 units			Year 1: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 705	3	Practicum	COUN 703	3	Psychological Foundations
COUN 706	3	Counseling Skills & Process	COUN 717	3	Professional Seminar II: Functional Elements
COUN 716	3	Professional Seminar I: Structural Elements	COUN 736	3	Advanced Counseling

					Process & Internship
COUN 857	3	Law & Ethics	COUN 794	3	Seminar in Research

Year 2: Fall—15 units			Year 2: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 718	3	Professional Seminar III: Professional Issues	COUN 715	3	Assessment in Counseling
COUN 720	3	Career Counseling	COUN 738	3	Addictions
COUN 811	3	Group Counseling Process	COUN 741	3	Crisis Counseling
COUN 833	3	Social & Cultural Foundations	COUN 891	3	Internship/Case Studies
COUN 890	3	Internship/Integrative Counseling	COUN 892	3	Culminating Experience

3-Year Course Sequence

Year 1: Fall—9 units			Year 1: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 833	3	Social & Cultural Foundations	COUN 703	3	Psychological Foundations
COUN 857	3	Law & Ethics	COUN 794	3	Seminar in Research

Year 2: Fall—12 units			Year 2: Spring—12 units		
Course	Units	Title	Course	Units	Title
COUN 705	3	Practicum	COUN 715	3	Assessment in Counseling
COUN 706	3	Counseling Skills & Process	COUN 717	3	Professional Seminar II: Functional Elements
COUN 716	3	Professional Seminar I: Structural Elements	COUN 736	3	Advanced Counseling Process/Internship
COUN 720	3	Career Counseling	COUN 738	3	Addictions

Year 3: Fall—9 units			Year 2: Spring—9 units		
Course	Units	Title	Course	Units	Title

COUN 718	3	Professional Seminar III: Professional Issues	COUN 741	3	Crisis Counseling
COUN 811	3	Group Counseling Process	COUN 891	3	Internship/Case Studies
COUN 890	3	Internship/Integrative Counseling	COUN 892	3	Culminating Experience

School Counseling as an Emphasis

School Counseling may be added as an emphasis, however, students with a School Counseling emphasis must meet the same fieldwork and credential requirements as the School Counseling specialization (please see field practice and credential requirements above). In addition to the student's specialization curriculum, students with a School Counseling emphasis are required to complete the following school counseling courses:

Course	Description	Units
COUN 716	Professional Seminar I – Structural Elements	3
COUN 717	Professional Seminar II – Functional Elements	3
COUN 718	Professional Seminar III – Professional Issues in School Counseling	3

All other School Counseling Specialization courses are also required of all emphasis students if they are not already required in the student's specialization. For example, COUN 738 (Addictions) and COUN 741 (Crisis Counseling) must be completed by emphasis students if they are not included in the student's specialization. Students may also be required to complete additional fieldwork specific to the school counseling PPS credential requirements, which may result in the need for additional course units (i.e., COUN 850).

Pupil Personnel Services Credential-Only Program (post-masters)

This program is designed for individuals who currently hold a master's degree in counseling, and who wish to obtain a credential enabling them to work as a school counselor in a PK-12 school in California. Students completing this program will meet the standards of quality and effectiveness as recommended by the California Commission on Teacher Credentialing (CCTC). This program does not fall under the auspices of CACREP. The program is designed to supplement an already completed master's degree in counseling. The courses of the student's completed master's degree must have been earned within 7 years of beginning the PPSC Only Program. The PPSC Only Program comprises a minimum of 13 semester units.

Course	Title	Units
Coun 716	Professional Seminar I – Structural Elements in School Counseling	3
Coun 717	Professional Seminar II – Functional Elements in School Counseling	3
Coun 718	Professional Seminar III – Professional Issues in School Counseling	3
Coun 741	Crisis Counseling	3

Coun 850	Post-Masters Internship	1
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Upon admission, students may be required to take additional coursework to meet the CCTC program and credential requirements. The exact number of units required for PPS Credential-Only students will be determined after admission following a transcript review. The total number of semester credit hours must be a minimum of 60 semester units, which may include units from the candidate's previous master's degree program. To complete the Pupil Personnel Services Credential-Only Program, candidates must demonstrate knowledge and skills in the following California CTC PPS School Counseling Program Standards:

- Foundations of School Counseling Professional Standards
- Professionalism, Ethics, and Legal Mandates
- Student Academic Development
- Student College and Career Development
- Social and Emotional Development
- Growth and Development, Learning Theory, and Academic Achievement
- Leadership and Advocacy in Social Justice, Equity, and Access
- Program Development
- Research, Program Evaluation, and Technology

Fieldwork Requirements

The parameters of field practice are those that are described in the degree program above. Please see the School Counseling Specialization fieldwork requirements for more detail. To be recommended for a PPS Credential in School Counseling, students must meet the following expectations:

- A minimum of 100 clock hours of supervised practicum (may be counted from previous master's degree).
- A minimum of 800 clock hours of fieldwork are required in a PK-12 school setting in direct contact with pupils:
 - Fieldwork must occur in at least two of three school levels (i.e., elementary, middle, and/or high school) with a minimum of 200 hours at each setting;
 - At least 600 clock hours must be completed in public PK-12 schools;
 - At least 150 fieldwork hours must include students from diverse backgrounds (e.g., students with diverse racial and ethnic identities, English learners, transgender and gender diverse youth, youth experiencing housing instability, youth in the foster care system, youth with disabilities);
 - Fieldwork hours must include a minimum of 100 hours of experience in each of the following domains: social/emotional, college/career, and academic counseling. Students must track their domain hours throughout their program with an additional fieldwork hours log;

- A minimum of 20 sessions of group counseling and/or classroom lessons must be completed. 10 sessions must be accrued facilitating small group counseling or classroom lessons in a school setting. 10 sessions can be completed in a group counseling class in which students participate as members and facilitators of a small group if the student has documentation of this requirement.

Pupil Personnel Services in School Counseling Credential Requirements

The following state-mandated requirements apply to anyone applying for a Pupil Personnel Services Credential in School Counseling in California (ALL specialization, emphasis, PPSC-Only students). It is each School Counseling student's responsibility to address these requirements in a timely manner prior to graduation:

5. Verification of Fingerprint Clearance (i.e., CCTC Certificate of Clearance). This must be completed **before** starting to work in any California public school. Further instructions can be found through the [Credential and Graduate Services Center](#) and the [CCTC website](#).
6. Payment of a credential processing fee to the SFSU Credential and Graduate Services Center (~ \$25).
7. Submission of a Credential Approved Program (CAP) form accompanied by an unofficial transcript to the School Counseling program coordinator in the Department of Counseling. The signed CAP form becomes part of the Application for Award of Credential packet submitted to the SFSU Credential and Graduate Services Center by each School Counseling student preparing for graduation.
8. Once your CAP packet with all of the above items has been reviewed, it will be forwarded by the SFSU Credential and Graduate Services Center to the California Commission on Teacher Credentialing.

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 Clear 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 on Teacher Credentialing](#)

Appendix B: Key Performance Indicators (KPIs)

Department of Counseling Combined KPIs (Effective: 1/24/2025)

AREA	2024 KPIs (based on CACREP 2024 Standards)	KPI Assignments and & Points in Time
A. Professional Counseling Orientation and Ethical Practice	<p>KPI 1: Students will integrate ethical standards into practice and demonstrate self-awareness and self-care for sustainable professional functioning.</p> <p>KPI 2: Students will demonstrate advocacy skills that address systemic, institutional, and societal barriers, both for individual clients and for advancing the profession.</p>	<p>Measurement #1: Ethics Exam (COUN 857) Year 1, Fall</p> <p>Measurement #2: Supervisor Evaluation of Trainee (Questions 7, 8 and 10) (COUN 890) Year 2 or 3, Fall. <i>Fieldwork Measurement</i></p>
B. Social and Cultural Identities and Experiences	<p>KPI 1: Students will demonstrate knowledge of the role of heritage, attitudes, beliefs, understandings, and acculturative experiences.</p> <p>KPI 2: Students will demonstrate an understanding of the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness</p>	<p>Measurement #1: Cultural Self-Reflection Paper (Coun 833) Year 1, Fall</p> <p>Measurement #2: Case Presentation (Coun 891) Year 2 or 3, Spring</p>
C. Lifespan Development	<p>KPI 1: Student will demonstrate knowledge of developmental theories (individual, family, cultural identity, and personality) to assess and understand client and family behaviors across the lifespan, integrating factors such as neurobiological influences, environmental context, and the impact of mental health conditions, trauma, and stress.</p> <p>KPI 2: Students will apply models of resilience, optimal development, and wellness to inform treatment plans, focusing on promoting positive coping strategies and adaptability in response to illness, disability, or crises.</p>	<p>Measurement #1: Observation and Application Assignment (COUN 702) Year 1, Fall</p> <p>Measurement #2: Case Conceptualization (COUN 891) Year 2 or 3, Spring</p>
D. Career Development	<p>KPI 1: Assess and conceptualize the interconnections between work, socioeconomic standing, wellness, trauma, and relationships, demonstrating how these factors shape an individual's career development and decision-making processes.</p> <p>KPI 2: Evaluate the school and work (e.g., paid work, unpaid care work, unemployment) environment's impact on clients' life experiences and career development, considering factors such as organizational culture, accessibility, and discrimination.</p>	<p>Measurement #1: Theory Integration Paper (COUN 720) Year 1 or 2, Fall</p> <p>Measurement #2: Case Conceptualization (COUN 891), Year 2 or 3, Spring</p>
E. Counseling Practice and Relationships	KPI 1: Students will demonstrate essential interviewing, counseling, and case conceptualization skills to promote a strong therapeutic alliance and to create comprehensive and culturally relevant treatment plans.	<p>Measurement #1: Individual Supervision/Coaching/Process Notes (COUN 736) Year 1 or 2, Spring</p> <p>Measurement #2: Individual Supervision/Coaching/Process Notes (COUN 891) Year 2 or 3 Spring</p>
F. Group Counseling and Group Work	KPI 1: Students will gain knowledge of approaches to therapeutic factors and strategies that are culturally sustaining and inclusive, ethical and legal, and enhance the effectiveness of group counseling from the perspective of a group member and leader.	<p>Measurement #1: Journal Commentary (COUN 811) Year 2 or 3, Fall</p> <p>Measurement #2: Group Counseling Hours at Field placement (COUN 891) Year 2 or 3, Spring. <i>Fieldwork Measurement.</i></p>
G. Assessment and Testing	KPI 1: Students will select and administer assessments that are culturally sustaining and developmentally appropriate, integrating individual accommodations and environmental modifications as needed.	<p>Measurement #1: Final Exam (COUN 715) Year 1 or 2, Spring</p> <p>Measurement #2: Case Conceptualization (COUN 890) Year 2 or 3, Fall</p>
H. Research and Program Evaluation	<p>KPI 1: Students will critically evaluate the evidence base for counseling theories, interventions, and practices, ensuring that they are supported by sound research and are appropriate for diverse client populations.</p> <p>KPI 2: Students will describe different research designs, including qualitative, quantitative, and mixed methods, and understand appropriate methodology for addressing specific counseling-related questions.</p>	<p>Measurement #1: Article/Literature Review Critique #1 (COUN 794) Year 1 or 2 (Fall)</p> <p>Measurement #2: Culminating Experience Paper, (COUN 892) Year 2 or 3, Spring</p>

Career Specialization	KPI: Students will demonstrate the knowledge and skills to design and apply holistic career counseling approaches and other service modalities (e.g., workshops) that integrate personal, cultural, and contextual factors (e.g., local, national and global job market trends) to support clients in achieving meaningful education/training or employment transitions.	Assessment and Counseling Case Study (COUN 721: Applied Career Counseling; Fall) Career Development Program Design and Group Facilitation/Presentation (COUN 727: Advanced Career Counseling; Spring)
Clinical Mental Health Counseling	KPI: Students will demonstrate the knowledge and skills needed to foster a continuum of mental healthcare, interface with legal systems and integrated behavioral healthcare systems, and advocate for people with behavioral health conditions and mental health policy, legislation and regulatory processes relevant to clinical mental health counseling.	Measurement #1: Recovery Model and IBH Case Application (Discussion Posting #6) (COUN 704) Year 2 or 3, Fall Measurement #2: Mental Health Advocacy Letter (COUN 870) Year 2 or 3, Spring
College Counseling	KPI 1. Students will demonstrate knowledge of student development and leadership theories relevant in higher education settings KPI 2. Students will demonstrate knowledge of the collaborative practices, resources, and skills needed in higher educational settings for developing equitable programs and services that reduce barriers and meet the unique needs of higher education students.	Counseling Philosophy Plan Paper (COUN 792: Seminar for Counselors in Student Personnel Services) [See COUN 792 Appendix V] – at end of course First Year, Fall Campus Communities Research Paper & In-Service Training (COUN 793: Organization & Administration of Student Services) – at end of course First Year, Spring
Marriage, Family & Child Counseling	KPI: Students will apply family and couple counseling theories and methods to assess and analyze therapeutic scenarios.	Measurement #1: Mid-Term Exam (COUN 858) Year 2 or 3, Fall Measurement #2: Role Play Analysis Paper (COUN 860) Year 2 or 3, Spring
School Counseling	KPI: Students will gain knowledge of their role as leaders in the school; as advocates for students, families, and the counseling profession; and as systems change agents.	Measurement #1: The Role of School Counselors Role Play & Reflection (COUN 717) Year 1 or 2, Spring Measurement #2: Collaborative Advocacy Project (COUN 718) Year 2 or 3, Fall

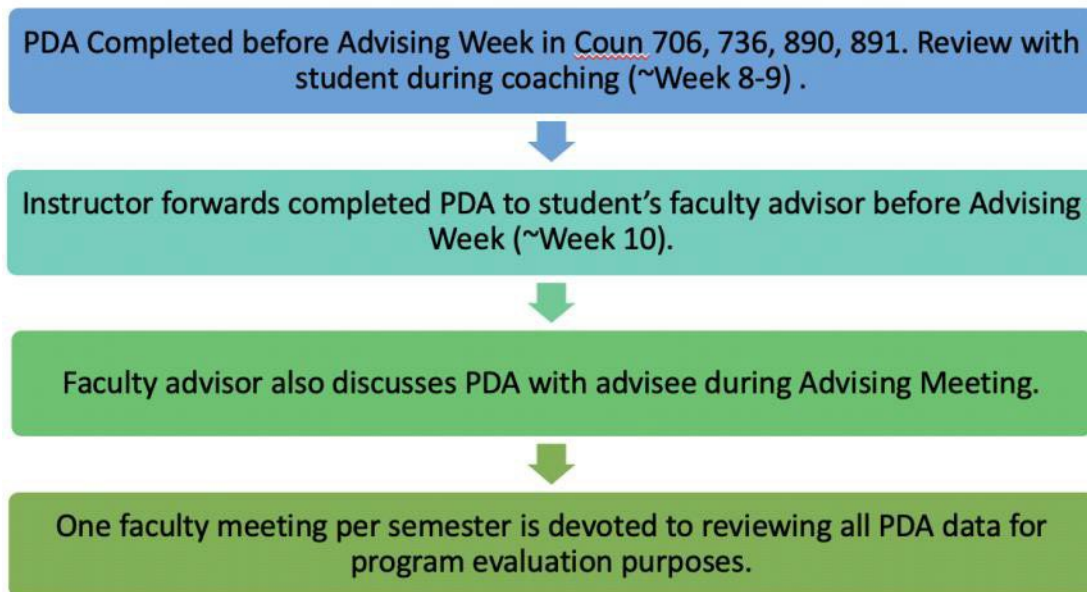
DoC Student Evaluation Process & Professional Disposition Assessment (PDA)

As a professional counseling training program, the Department of Counseling (DoC) expects students to demonstrate professional readiness competencies that align with the American Counseling Association (ACA) Code of Ethics (2014). Professional behavior expectations are introduced during new student orientation, incorporated into all DoC course expectations, and continuously reviewed throughout the students' progression in their graduate program.

Systematic Review of Professional Behaviors in Practicum/Internship Courses

The faculty of the DoC have designed and approved a process and instrument to systematically assess students' professional disposition over multiple points in time outlined in the following flow chart:

Systematic Process to Evaluate Student's Strengths, Readiness, and Professional Behaviors

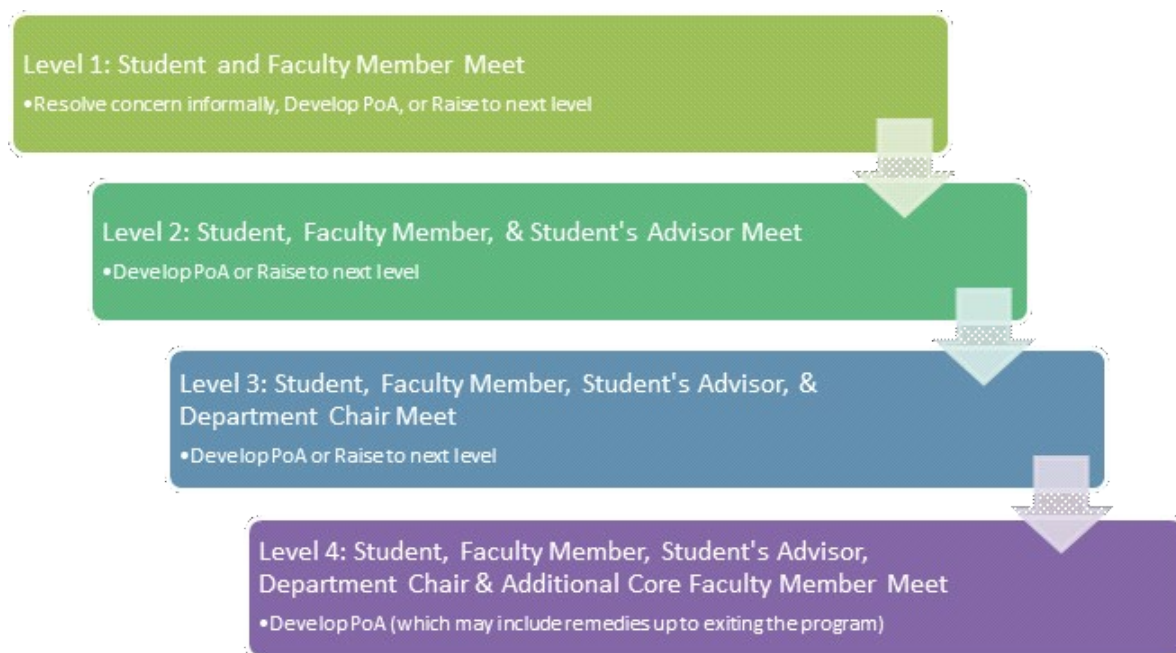


Students will receive systematic feedback on their professional development within the practicum/internship courses (i.e., 705/706, 736, 890, 891) via the Professional Disposition Assessment (PDA). The PDA is comprised of four Professional Readiness Behavior Domains which include: a) Legal and Ethical Conduct, b) Social and Emotional Maturity, c) Accountability and Reliability, and d) Cultural and Disability Competency.

In these courses, students will complete a self-assessment by filling out the PDA about themselves, then the instructor will provide feedback on the completed PDA, and the student and practicum/internship instructor will meet to discuss strengths and areas for growth (around week 10 of the semester). After this meeting, the completed PDA will be forwarded to the student's advisor who will review and discuss this information with the student during advising appointments. If any items are rated "Needs Remediation," the student, the instructor, and faculty advisor will collaborate to develop a Plan of Action (POA) to address concerns. All faculty will meet once per semester to review all PDA data and POAs for program evaluation purposes as aligned with CACREP requirements. The PDA is aligned with the CACREP 2016 standards for student assessment and the ACA (2014) Code of Ethics.

Professional Readiness Concerns Outside of Practicum/Internship Courses

In addition to the systematic reviews during the practicum/internship courses, if a challenge related to professional readiness should arise earlier in the semester or in another setting, the following resolution process should be followed. Advisors, other faculty members, as well as the Department Chair may initiate a resolution process for students who exhibit professional readiness concerns at any point in the academic year. The resolution process should occur using the following levels:



Level 1: The faculty member initiating the resolution process should identify which of the four Professional Readiness Behavior Domains (i.e., a) Legal and Ethical Conduct, b) Social and Emotional Maturity, c) Accountability and Reliability, and d) Cultural and

Disability Competency) are needing to be addressed. Provide a description of the professional readiness concern using the following template:

Date(s) of Concern:

Individual(s) Involved:

Areas(s) of Professional Readiness Challenge Observed:

	Legal & Ethical Conduct		Social & Emotional Maturity		Accountability & Reliability		Cultural & Disability Competency
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Description of Concern(s):

The faculty member should share the concern(s) with the student and determine if any additional steps are needed, such as collaboratively developing a Plan of Action (see template). The faculty member should share the results of this resolution with the student's advisor. If either the faculty member or the student feels that the concern cannot be resolved at this level, it can be raised to the next level.

Level 2: The faculty member and student will have a conjoint meeting with the student's faculty advisor(s). This meeting's goal will be to determine how to best resolve the professional readiness concerns. This group should co-create a Plan of Action to resolve the identified concerns. If the faculty member, advisor, or the student feels that the concern(s) cannot be resolved at this level, it can be raised to the next level.

Level 3: The faculty member, student, and the student's advisor(s) will have a conjoint meeting with the Department Chair. This meeting's goal will be to determine how to best resolve the professional readiness concerns. This group should co-create a Plan of Action to resolve the identified concerns. If either the faculty member, advisor, or the student feels that the concern(s) cannot be resolved at this level, or if options such as declassification from the program are being considered, it will be raised to the next level.

Level 4: The faculty member, student's, the student's advisor(s), Department Chair, and one additional core faculty member will have a meeting to determine next steps. Recommendations will be made which may include (but are not limited to): a) re-taking courses; b) completing an additional practicum/internship course; c) taking a leave of absence; and/or d) exiting the program. Given the nature of the field of counseling, declassification can be initiated independently of a student's academic achievement (i.e., a student may be removed from the program even if they have passing grades). If declassification is being considered, a discussion and decision of the full core faculty will occur before making that recommendation. Recommendations will be reviewed with the Dean and/or Office of Student Conduct. For those exiting the program, depending on the severity of the behavior(s), students may voluntarily or involuntarily resign from the program.

PoA Follow Up: In all situations where a Plan of Action is developed, a copy should be forwarded to the student's faculty advisor who should schedule meetings with the student(s) as needed in order to follow up on whether the actions required were completed.

Professional Disposition Assessment (PDA)					
Items	Rating Scale (Evaluation should be consistent with student's developmental level e.g., expectations increase throughout time in program)				
Ethical and Legal Conduct	Needs Remediation	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
1. Maintains appropriate client and/or peer confidentiality.					
2. Consistently obtains informed consent.					
3. Upholds appropriate client and/or peer boundaries (e.g., does not engage in sexual relationships with a client, counsel a friend or co-worker, engage in boundary violations).					
4. Refrains from providing counseling when student's health or mental health condition impairs their ability to perform the roles and functions of a counselor.					
5. Maintains secure documentation					

and/or client records in a timely manner.					
6. Appropriately intervenes in and does not condone or engage in discriminatory practices or harassment.					
7. Accurately represents all qualifications, credentials, educational degrees, etc.					
8. Maintains professional and ethical boundaries/relationships with stakeholders in field placement sites, peers, faculty, or other university employees.					
9. Reports or does not conceal ethical or legal violations of others.					
10. Reports suspicion of child, elder, or dependent abuse or neglect when applicable.					
11. Follows University Standards for Student Conduct located at https://conduct.sfsu.edu/standard_s (e.g., plagiarism, cheating, misrepresenting academic content such as audio-recordings, presentations, logs, written assignments).					
Social and Emotional Maturity	Needs Remediation	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
12. Exhibits emotional regulation needed for a counselor. Emotional regulation is defined as reacting in an emotionally mature and responsive manner to environmental and interpersonal challenges					
13. Appropriately manages conflict, disagreement, and/or dissatisfaction with peers, instructors, or supervisors.					
14. Respects the rights, feelings, and welfare of others, demonstrates empathy and concern and behaves in ways that benefit others.					
15. Shows self-awareness of personal and cultural emotional expression, how this impacts others with differing emotional expression styles, and how to positively engage to include all					

students.					
16. Regulates own classroom participation (e.g., actively participates according to group agreements, refrains from interrupting others, falling asleep, or participating in a manner that detracts from the topic being discussed).					
17. Engages in appropriate self-disclosure (e.g., disclosure that enhances the class focus, while avoiding disclosure that is inappropriate for classroom and topics, such as personal information that is not generative and does not contribute to the context of the discussion).					
18. Integrates feedback provided by the instructor, advisor, chair, or site supervisor in a non-defensive manner, as shown by behavior change and ability to listen and agree to work on changing behaviors associated with the feedback.					
19. Performs ambiguous, complex counseling-related skills/processes and course/program/field placement requirements after direction. This is shown by ability to analyze and independently complete or perform complex course, field placement and/or programmatic/department tasks/requirements and to sit with and tolerate ambiguity. Poor outcomes on complex tasks reflect difficulties in this area.					
Accountability and Reliability	Needs Remediation	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
20. Turns in assignments and case notes in according to instructor or supervisor established deadlines and expectations.					
21. Meets attendance policy as outlined in the syllabus or as expected by the field site.					
22. Communicates with instructor and supervisors in a timely and professional manner (e.g., use					

SF State email, Canvas, office hours, need for extensions on assignments).					
23. Contributes to group projects/activities with peers in a respectful and equitable manner, resulting in positive peer relationships, and/or at-standard group grades.					
24. Follows agreed upon classroom norms, contributing to a positive and engaged classroom climate.					
Cultural and Disability Competency	Needs Remediation	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
25. Willingly and actively works on gaining the knowledge, skills, and awareness of one's privileges, dominant cultural narratives and values and beliefs (e.g., education, economic, race/ethnicity, religion, gender identity, sexual orientation, disability status, immigration, age, etc.).					
26. Understands, displays tolerance for, and strives to understand the worldview (e.g., values, beliefs) of those different from oneself.					
27. Actively develops culturally and disability responsive counseling skills. Students who have difficulty developing culturally and disability responsive skills do not consider culture and disability in the counseling process, case conceptualizations, treatment planning and goals/outcomes.					
28. Refrains from imposing one's values, beliefs, assumptions or behaviors on clients, peers or other stakeholders which could lead to possible psychological harm.					

Student Evaluation of Teaching Effectiveness Items

Students rate the below items on a scale from 1 to 5. Please note that 1 = most positive (strongly agree) and 5 = most negative (strongly disagree).

University Items

1. The instructor defined the course objectives, learning activities, requirements and grading policies clearly in the syllabus.
2. The course was organized in a way that helped my learning.
3. The instructor created experiences that stimulated my learning.
4. The instructor provided helpful and timely feedback on my performance and progress throughout the semester.
5. The instructor was open to a variety of points of view.
6. For item 1.6, please rate the overall effectiveness of your instructor on a scale ranging from the most positive response (highly effective) to the least positive response (ineffective). When I consider the contribution to my learning, this instructor's teaching was: (1=highly effective and 5=highly ineffective)

Counseling Items

7. The instructor demonstrated knowledge of course content.
8. The instructor related course content to counseling practice.
9. The instructor encouraged student participation (for example, to ask questions, to express ideas).
10. The instructor taught in a manner that was responsive to diverse learning styles and abilities.
11. The instructor facilitated exploration of multicultural issues (e.g., gender, disability, ethnicity, religion, sexual orientation, age, socioeconomic status, etc.) relevant to the course content.
12. The instructor was accessible outside of class (e.g., available during office hours, by Internet or telephone).



Student Experience Survey

We would like to hear from you about your overall experience in the Department of Counseling (DoC) this year. This survey is completely anonymous. However, if you would like the Department Chair to respond, please include your name and email in the last question. We do ask you to answer some demographic questions. You do not need to answer any question you'd prefer not to answer! We understand the limitations to the response options. You may skip these question, use the "other" option, or you may choose "prefer not to say." Thank you very much for your input to help us improve our department!

What year in your program are you completing (at the time of taking this survey)?

- ☐ 1st Year
- ☐ 2nd Year
- ☐ 3rd Year
- ☐ 4th Year
- ☐ 5th Year
- ☐ 6th Year
- ☐ 7th Year

What is your counseling specialization?

- ☐ Career Counseling
- ☐ Clinical Mental Health Counseling
- ☐ College Counseling
- ☐ Marriage, Family & Child Counseling
- ☐ School Counseling

What is your counseling emphasis?

- ☐ Career Counseling
- ☐ Clinical Mental Health Counseling
- ☐ College Counseling
- ☐ Gerontology
- ☐ School Counseling
- ☐ No emphasis

Please rate your overall course experience (e.g., instructor performance, quality of curriculum, evaluation methods, accessing course material)

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Poor
- ☐ Comments

Please rate your overall experience with the DoC fieldwork (practicum and internship) program and processes? (e.g., resources and information, internship fair, securing a site, forms/paperwork)

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Poor
- ☐ NA (i.e. I have not participated in these processes)
- ☐ Comments

Please rate your overall faculty advising experience (e.g., quality and quantity of support, responsiveness and helpfulness of support, curricular guidance)

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Poor
- ☐ Comments

Please rate your overall departmental communication experience (e.g., receiving and understanding announcements, accessing/using Teams, finding and understanding departmental policies, forms, guidelines)

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Poor
- ☐ Comments

Please rate your overall experience with the general climate and sense of community in the DoC (e.g., feeling valued and respected; experiencing a sense of belonging and social support; feeling emotionally and physically safe; feeling heard and responded to)

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Poor
- ☐ Comments

Please rate your overall experience with physical and attitudinal access (e.g., physical classroom access; access to instruction and course material that aligns with your learning style and needs; access to learning platforms [CANVAS and other online learning tools], access to class discussions and participation, access to course accommodations and educational supports)

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Poor
- ☐ Comments

Please rate your overall experience with peer support (e.g., seek out and receive ongoing support from my peers; receive positive and affirming support from my peers inside and outside the classroom; feel a sense of being in this together).

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Poor
- ☐ Comments

Please rate the degree to which the Department of Counseling provides adequate supports to help you get through the program.

- ☐ More than Adequate
- ☐ Adequate
- ☐ Less than Adequate
- ☐ Inadequate
- ☐ Comments

Please rate the degree to which the Department of Counseling aligns with (or lives up to) our mission:

"The mission of the Department of Counseling at San Francisco State University is to train the next generation of counselor leaders who recognize that the liberation of all communities is only possible when an intersectional, participatory, community-driven approach to counseling is practiced. Our training program is grounded in the belief that counseling, as a field of practice, affords professionals the knowledge and skills needed to carry out social justice work via strengths-based healing and wellness, advocacy, critical consciousness development, and action-oriented scholarship and research."

- ☐ Very well Aligned
- ☐ Aligned
- ☐ Somewhat Aligned
- ☐ Not Aligned
- ☐ Comments

What is your gender? (we understand these categories may not adequately reflect a person's gender identify; if you'd prefer to describe your gender, please click "other" and describe. Thank you so much). Please check any or all that apply to you.

- ☐ Agender
- ☐ Cis-Woman
- ☐ Cis-Man
- ☐ Genderfluid
- ☐ Genderqueer
- ☐ Nonbinary
- ☐ Transgender
- ☐ Other (describe if you'd like)
- ☐ Prefer Not to Say

Which of the below best describes you? (we understand these categories do not adequately reflect a person's background; if you'd prefer to describe your background, please click "other" and describe. Thank you so much). Please check any or all that apply to you.

- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Latinx or Hispanic
- ☐ Middle Eastern or North African
- ☐ Native American or Alaskan Native
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ More than one race
- ☐ Other (please describe if you'd like)

- ☐ Prefer Not to Say

Do you identify as a person with a disability or disabled person?

- ☐ Yes
- ☐ No
- ☐ Prefer Not to Say

Are you bilingual or multilingual?

- ☐ Yes
- ☐ No
- ☐ Prefer Not to Say

Are you a 1st generation college student?

- ☐ Yes
- ☐ No
- ☐ Prefer Not to Say

Is there anything else you think is important for us to know? For example, barriers you experienced, particular supports/resources that were helpful, etc. If you would like a direct response from the Department Chair, please include your name and email here.



Alumni Survey

What year did you enroll (start) in SFSU's Department of Counseling?

What year did you graduate from SFSU's Department of Counseling?

What was your Counseling Specialization?

- ☐ Career Counseling
- ☐ Clinical Mental Health Counseling
- ☐ Clinical Rehabilitation & Mental Health Counseling
- ☐ College Counseling
- ☐ Marriage, Family & Child Counseling
- ☐ Rehabilitation Counseling
- ☐ School Counseling

What was your Counseling Emphasis?

- ☐ Career Counseling
- ☐ Clinical Mental Health Counseling
- ☐ Clinical Rehabilitation & Mental Health Counseling
- ☐ College Counseling
- ☐ Gerontological Counseling
- ☐ Rehabilitation Counseling
- ☐ School Counseling
- ☐ No emphasis

What is your gender?

- ☐ Cis-Female
- ☐ Cis-Male
- ☐ Non-binary
- ☐ Transgender
- ☐ Other (please describe)
- ☐ Prefer not to say

Which of the below best describes you? (we understand these categories do not adequately reflect a person's background; if you'd prefer to describe your background, please click "other" and describe. Thank you so much).
Choose any that apply to you.

- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Latinx or Hispanic
- ☐ Native American or Alaskan Native
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Mixed Background
- ☐ Other (please describe)
- ☐ Prefer not to say

Do you identify as a person with a disability or a disabled person?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

Are you currently employed in a counseling-related job since graduation?

- ☐ Yes
- ☐ No

Where are you employed? (name of agency)

What type of setting are you employed in? (check the one that most aligns with your setting; if you need to check more to capture your setting, please do)

- ☐ Community Based Organization
- ☐ Community Based Mental Health Organization
- ☐ Community Health Center
- ☐ Hospital
- ☐ K-12 School
- ☐ Higher education (community college or 4-year college)
- ☐ School-Based Mental Health program
- ☐ State or County Funded Program (i.e., Department of Public Health)
- ☐ Integrated Behavioral Health Setting
- ☐ Veterans Administration
- ☐ Substance Use Treatment Center
- ☐ Vocational Rehabilitation Setting (e.g., DOR)
- ☐ Program/Services for specific community/population
- ☐ Aging/older adults services/long-term care
- ☐ Early intervention program
- ☐ Private Practice
- ☐ Other (please describe)

What is your job title?

What is your annual salary?

How many counseling-related jobs have you held since graduation?

Have you been promoted in any of your jobs?

☐ Yes

☐ No

Are you a licensed counselor (i.e., MFT and/or LPCC) or an associate (accruing hours towards licensure)? Choose any of the below that applies to you. If you are licensed in another state, please choose other and describe the license.

- ☐ Yes, I have my CA MFT License
- ☐ Yes, I have my CA LPCC License
- ☐ Yes, I am registered as a CA AMFT
- ☐ Yes, I am registered as a CA APCC
- ☐ No, I am not pursuing my license at this time
- ☐ Other (please describe).

Do you have any counselor-related certifications or credentials? Check all that apply.

- ☐ National Certified Counselor (NCC)
- ☐ Certified Rehabilitation Counselor (CRC)
- ☐ Other (please describe):

Are you pursuing your doctoral degree?

- ☐ Yes
- ☐ No
- ☐ Maybe in the future, but not at this time

Please rate the degree to which the Department of Counseling prepared you for becoming a professional counselor.

- ☐ Very Prepared
- ☐ Prepared
- ☐ Somewhat Prepared
- ☐ Unprepared

Please rate the degree to which the Department of Counseling provided adequate coursework on the history, roles and functions of professional counselors (including that of your specialization).

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training in cultural competency & humility, social justice and advocacy.

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training in the biological, systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training in assessment and diagnosis.

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training in career development and career counseling.

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training in the counseling relationship including microskills, strategies, interventions and techniques used to facilitate the client change process

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training crisis intervention, trauma-informed, community-based, and disaster mental health strategies

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training in case conceptualization and treatment planning.

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training in ethical and legal considerations in professional counseling.

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training in group work and group counseling.

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training in social determinants of mental health (e.g., oppression, poverty, trauma, violence, stigma)

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training in caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate coursework and training in under-served and historically marginalized communities (e.g., BIPOC, LGBTQIA+, disabled and immigrant communities).

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided a curriculum that adequately centers anti-oppression, critical consciousness, and intersectionality.

- ☐ More than Adequate
- ☐ Adequate
- ☐ Less than Adequate
- ☐ Inadequate

Please rate the degree to which the Department of Counseling provided adequate coursework and training in your specialization area (i.e., career, college, clinical mental health, MFT, school)

- ☐ More than Adequate coursework
- ☐ Adequate coursework
- ☐ Less than Adequate coursework
- ☐ Inadequate coursework

Please rate the degree to which the Department of Counseling provided adequate advising and other retention supports throughout your experience in the program.

- ☐ More than Adequate
- ☐ Adequate
- ☐ Less than Adequate
- ☐ Inadequate

Did you receive any financial support from the department during your program? (i.e., stipends, or department scholarships?) (Choose all that apply).

- ☐ Yes, I received a stipend(s)
- ☐ Yes, I received a department scholarship
- ☐ No, I did not receive either stipend or scholarship support.

Please rate the degree to which the Department of Counseling aligns with (or lives up to) our mission:

"The mission of the Department of Counseling at San Francisco State University is to train the next generation of counselor leaders who recognize that the liberation of all communities is only possible when an intersectional, participatory, community-driven approach to counseling is practiced. Our training program is grounded in the belief that counseling, as a field of practice, affords professionals the knowledge and skills needed to carry out social justice work via strengths-based healing and wellness, advocacy, critical consciousness development, and action-oriented scholarship and research."

- ☐ Very well aligned
- ☐ Aligned
- ☐ Somewhat Aligned
- ☐ Not aligned

Please provide any additional comments below. Thank you so much.