CBB

LEAN INTO YOUR DISCOMFORT

MULTICULTURAL COMMUNITY COUNSELING AND SOCIAL JUSTICE EDUCATION

Licensed Professional Clinical Counseling

Department of Counseling & School Psychology
College of Education



CBB 2024-26

CBB INFORMATION SESSION

SAN DIEGO STATE UNIVERSITY

2025

Program Overview

- Two-year professional counselor preparation program (M.S. in Community-Based Block Multicultural Couseling & Social Justice Education LPCC)
- Meets all California BBS requirements for LPCC licensure
- Focused on multicultural, community-based, and social justice education

Program Highlights

- Founded in 1973; over 50 years of excellence
- Partners-in-Learning Community Pedagogy; *Each One, Teach One*; *Si Se Puede—Yes, we Can!*
- Emphasizes democracy, inclusion, and wellness in counselor education

What is CBB?

"CBB is not just a program—it is SDSU's living model of democracy, inclusion, and wellness in multicultural counselor education."

2014-16 CBB Program Transformation

- From 30-unit MA in Education with a concentration in Counseling
- To 75-unit MS in Community-Based Block Mulicultural Counseling & Soc Justice Education (LPCC)



Core Faculty

- **Nola Butler Byrd, Ph.D., LPCC**
  Associate Professor, CBB Program Director
- **Juan Camarena, Ph.D., LMFT, LPCC**
  Assistant Professor
  Co-Director of the Center for Community Counseling & Engagement
- **Tuan “Timmy” To, Ph.D., PsyD**
  Full-Time Lecturer

Part-Time Faculty

- Mason Beck, MS, LPCC
- Michael Ceccon, MS, LPCC
- Andrea Gottschalk, MS, LPCC
- SJ Justo, MS, LPCC
- Nathan Klein, MS, LPCC
- Antara Kobayashi, MS, LMFT
- Sasha Lizardi, MS, APCC
- Ricky Pope, Ph.D.
- Jermaine Simpson, MS, LMFT
- Itsel Verdusco, MS, LPCC

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CBB 2018-20

CBB4Life Alumni Association

EMPOWERING A NETWORK OF CHANGEMAKERS

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Student Characteristics

CBB1 (2013-16) & CBB2 (2014-16)

Student Characteristics

The CBB program seeks students with:

- Demonstrated interest in serving communities that tend to be underserved by the education and mental health professions.
- Ability and willingness to take responsibility for their own learning.
- Commitment to work on their own personal issues that could interfere in their work with clients, both in the program and outside the program by seeking counseling from a trained therapist.
- Availability and willingness to commit to the weekly time requirements of the program: over 20 hours in the classroom, a minimum of 10 hours of fieldwork and sufficient time to study and engage in academic projects.

Student Characteristics

- Interest in taking classes off-campus in ethnically diverse neighborhoods.
- Interest in becoming a change agent.
- Commitment to participating in a learning community in which many decisions are made by consensus, which can be frustrating.
- Oral and written communication skills at a graduate level. • Interest in working with real clients who may have serious personal issues.
- Willingness to contribute to the learning of others.

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ADVICE FOR APPLICANTS

CBB1 (2013-16) & CBB2 (2014-16)

Wednesdays—CBB at Beckwourth Public Library, Southeast San Diego

Advice for Applicants

- Be authentic—we want to know who you really are.
- Share your interpersonal challenges, as well as your strengths.
- Work on your mental health and well being—go to therapy, tend to physical health.
- If you are dealing with significant challenges, this may not be a good time for you to matriculate in CBB.
- Legal issues, including DUI's – can prevent licensure.

Estimated Graduate Student Cost of Attendance & Fees – AY 2025–26

Planning ahead helps you feel confident and prepared.
Here's an overview of typical costs for the academic year:

- **Basic Tuition & Fees (Resident):** $10,794
- **Non-Resident (Out-of-State/International):** Additional $444 per unit
- **Estimated Total for 9-Month Academic Year:**
  - Living with Parent: **$26,198**
  - University Housing: **$38,938**
  - Off-Campus: **$35,616**

For full details and updates, visit:
SDSU Cost of Attendance Tables

We know planning for graduate school can feel overwhelming—please reach out if you have questions. We're here to help you

Important Program Commitments & Financial Tips

- **Full-Time Commitment:** CBB is a full-time program, making outside employment very challenging.
- **Field Site Compensation:** Some sites offer pay, but many of the best opportunities do not.
- **Financial Aid:** If you need assistance, submit your FAFSA early and reach out to the SDSU Financial Aid Office for details on aid and scholarships.
- **Residency Requirements:** Out-of-state and international applicants should request California residency information as soon as possible to qualify for in-state tuition.

We're here to support you—please reach out with any questions or concerns. Your success matters to us!

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CBB Learning Communities

CBB Learning Communities:

Critical Theory

Democratic Processes

Affective Experiential Learning Strategies

Multicultural Education

Community Capital

- **Build a multicultural learning community** composed of highly diverse individuals—many from disadvantaged backgrounds.
- **Develop a healthy learning environment for all of its members**, where faculty and students work as partners in the learning process.
- **Collaboratively develop syllabi that emerge from community needs** and the tasks the community sets out to perform in the communities we serve and at field sites, including the community counseling clinic.

CBB Learning Communities (Cont'd)

The Power of Community:

-Learning

-Healing

-Well-being

-Social Justice

- In this context, students learn:
  - counseling and community-building skills,
  - critical self-awareness,
  - awareness of one's effects on others
  - empathy
  - emotional stamina and resilience
- **Create an environment very similar to what communities face**—one that is filled with ambiguity, disequilibrium, tension, and conflict—but also love, compassion, appreciation, support and empathic alliances.

Critical Role of Community in Mental Health & Well-Being

- Traditional counseling models train practitioners to work one-on-one with people with the idea that the individual is the locus of the problem. In CBB, we work instead within a whole social context, with a whole community, and support counselors in becoming sources of support for each other, individuals and communities.
- Community interventions play an important role in successful mental health treatment
- Social Isolation = mental illness
- People need to learn to work together in community in order to thrive and survive.
- In cross-cultural community, people learn relational and life skills that many have never learned and participate in a social ritual.

CBB Learning Environment

Emotional Intensity & Management

- CBB is a very intense program emotionally, physically, spiritually and academically. It is also time and labor intensive.
- The program is designed to foster intra-psychic development for each student. This growth is triggered by the emphasis placed on self-awareness, relationships and personal growth.
- It is also the result of the mental and emotional impact of the extremely sensitive subject matter (i.e. racism, sexism, homophobia, class bias and various other oppressions) with which CBB deals.
- Students often find themselves questioning their fundamental values and perspectives, which is a very uncomfortable, challenging process.

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MENTAL HEALTH FIELD CHALLENGES

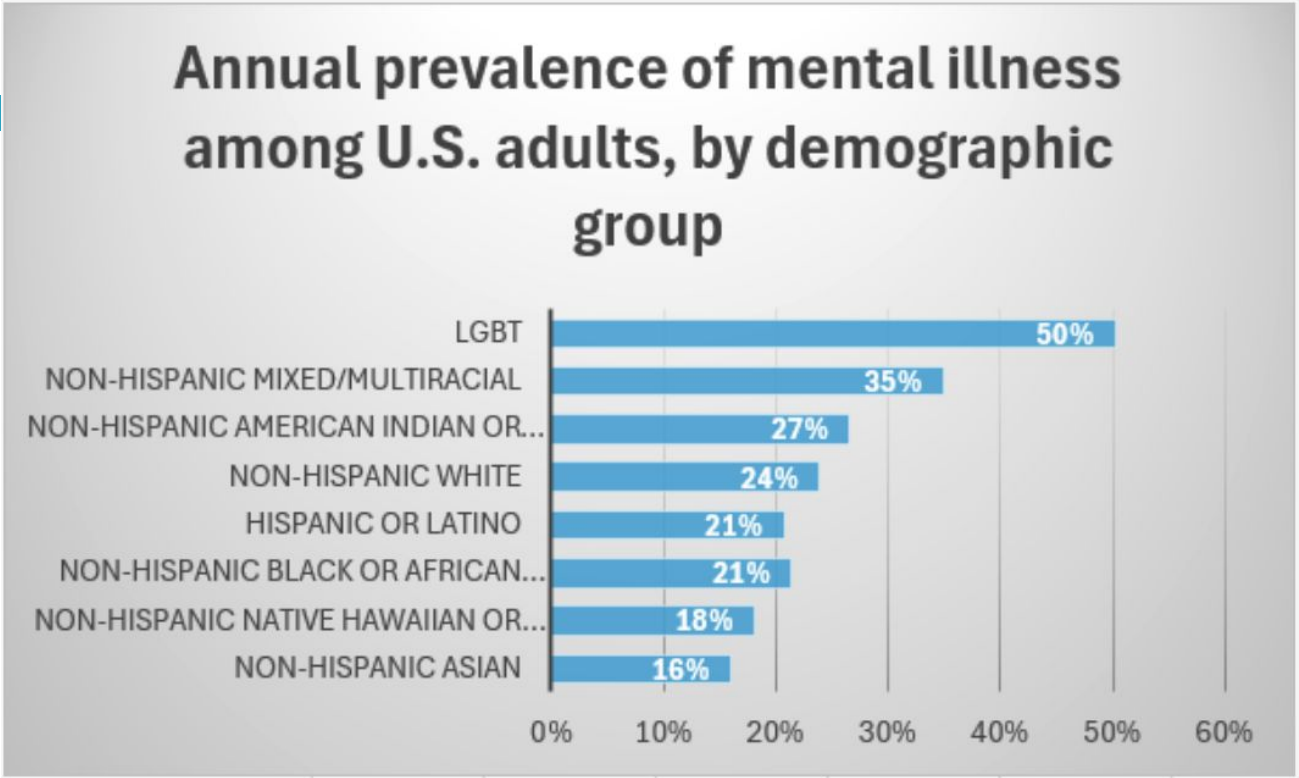
Monday Practica, Fall 2015 CCCE Clinic Orientation - Dede Alpert Center for Community Engagement - City Heights

CBB1 (2013-16) & CBB2 (2014-16)

Why CBB-LPCC?—Increase Diverse Counselors

- Inequality continues to grow in US society and is increasing societal ills, including mental health issues.
- SoCAL is one of the most diverse areas in the U.S.
- Over 2 million Californians are affected by mental & emotional illness annually.
- Untreated mental illness is leading cause of disability and suicide & imposes high costs on communities.

Ninety percent (90%) of people in the U.S. believe the nation is in the midst of a mental health crisis. (Source: Kaiser Family Foundation/CNN)



(Source: National Alliance on Mental Illness)

Why CBB-LPCC?—Increase Diverse Counselors

- High vacancy rate for culturally competent community-based counselors.
- Under 30% of counselors are ethnically or culturally diverse or come from the marginalized communities they serve.

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CALPCC

California Association for Licensed Professional Clinical Counselors

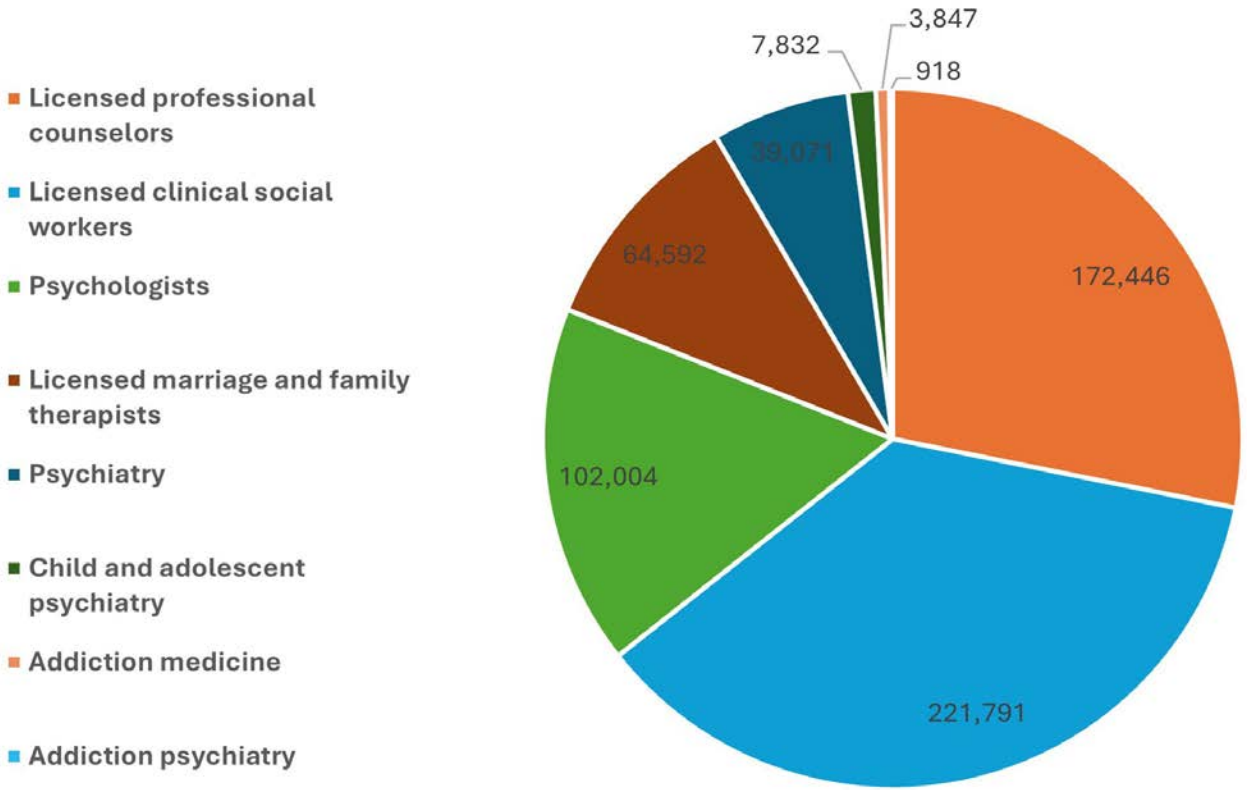
Center for Community Counseling & Engagement--Reception

CBB Fall 2015

LPCC, LPC or LMHC—National Perspective www.calpcc.org

- Known by different titles: Licensed Professional Clinical Counselors, Licensed Professional Counselors or Licensed Mental Health Counselors
- Masters degree mental health service providers, trained to work with individuals, families and groups in treating mental, behavioral and emotional problems.
- LPCCs make up a large percentage of the workforce employed in community mental health centers, agencies and organization, and are employed and covered by managed care organizations and health plans.
- Also work with active duty military personnel and their families, as well as veterans.

Behavioral & Mental Health Providers by Type (2020)



American Counseling Association: https://www.counseling.org/mental-health-counseling/counseling-impact#; (Source: U.S. Government Accountability Office)

California 50th State to License LPCCs in 2012—Estimated Comparative Statistics

www.calpcc.org

- Licensed Professional Counselors (aka LPCs, LCPCs, LCMHCs)
  - 162,000 nationwide (13,000 in CA as of 2022)
- Licensed Marriage & Family Therapists (LMFTs)
  - 76,000-80,000 nationwide (30,890 in CA)
- Licensed Clinical Social Workers (LCSWs)
  - 325,442 nationwide (63,000 total social workers in CA)
- Licensed Psychologists
  - 81,000 nationwide (23,344 in CA)

Mental Health Workforce

- Licensed professional counselors are the second largest group in the behavioral health workforce after licensed clinical social workers (Source: U.S. Government Accountability Office)
- Documented workforce challenges contribute to barriers in access to care and nearly half of the US population – 47% or 158 million people – living in a mental health workforce shortage area. (Source: Kaiser Family Foundation)
- Diversity of today's mental health counselor workforce: 82% white; 15% Black; 11% Hispanic; 1% Asian. Diversity of the U.S. population: 60% white; 14% Black; 19% Hispanic; 6% Asian. (Source: National Institute for Health Care Management Foundation)

American Counseling Association: https://www.counseling.org/mental-health-counseling/counseling-impact#; (Source: U.S. Government Accountability Office)

Comparison of Scopes

LPCC from B & P Code 4999	**LMFT** from B & P Code 4980	**LCSW** from B & P Code 4996
Empowers individuals to deal adequately with life situations, reduce stress, experience growth, change behavior and make well-informed, rational decisions	Enables individuals to mature and grow within marriage and family. Examines interpersonal relationships to achieve more adequate, satisfying and productive marrriage and family adjustments	Directed at helping people achieve more adequate, satisfying and productive social adjustments. Provides or arranges for social services, helps communities to organize, improves social or health services.
Applies a variety of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental and emotional issues, for the purposes of improving mental health	Applies marriage and family therapy principles and methods, including psychotherapeutic techniques, to serve individuals, couples and groups	Includes counseling and applied psychotherapy of a non-medical nature with individuals, families and groups

What LPCC's Can Do

www.calpcc.org

- LPCCs are a large percentage of the U.S. mental health workforce.
- Work in Mental health centers, agencies & organizations.
- Work with individuals, families and groups.
- Treat mental, behavioral and emotional problems.
- Are covered by managed care organizations and health plans.
- Work with military personnel, veterans and their families (DoDs, TRICARE, VA).
- Can treat couples and families without previous additional requirements. **Effective January 1, 2022**--***AB 462 Licensed Professional Clinical Counselors (LPCCs): Elimination of Additional Requirements to Assess or Treat Couples and Families and Elimination of Requirement for 150 Hours of Clinical Experience in a Hospital or Community Mental Health Setting***

What the Scope Does Not Include? —B&P Code 4999.20 (www.calpcc.org)

- Projective techniques in the assessment of personality.
- Individually administered IQ tests.
- Neuropsychological testing.
- Utilization of a battery of three (3) or more tests to determine presence of psychosis, dementia, amnesia, cognitive impairment or criminal behavior.

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CBB 2020-21

LPCC Education Requirements

www.bbs.ca.gov

- A BBS qualified 60+ unit degree.
- Must include service delivery in recovery-oriented practice environments.
- Integrate an understanding of various cultures and the social and psychological implications of socioeconomic position.
- Include 13 core areas, including 3 units of advanced counseling and psychotherapeutic theories & techniques.

LPCC Core Content Areas

www.calpcc.org

- Counseling & psychotherapy
- Human growth & development
- Career Development
- Group Counseling
- Assessment
- Multicultural counseling
- Diagnostic process
- Research and evaluation
- Professional orientation (Law & Ethics)
- Psychopharmacology
- Substance Abuse/Addictions Counseling
- Crisis/Trauma Counseling

Live Supervision of Culturally Diverse, Bilingual Practica, Community-Based Fieldwork and Internships

- Included within the course requirements are the clinical experiences of practicum, fieldwork and internship.
  - Students must complete **a minimum of 280 hours of face-to-face supervised clinical experience** counseling individuals, families, or groups.
  - CBB Practicum supervisors provide live supervision of student-client interactions during counseling sessions at the Center for Community Counseling Clinic using one-way mirrored counseling booths and an intercom system.
- CBB students receive an average of at least one hour of direct supervisor contact for every five hours of client contact in each setting. “One hour of direct supervisor contact,” means one hour of face-to-face contact on an individual basis, or two hours of face-to-face contact in a group of not more than eight persons in segments lasting no less than one continuous hour.

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LEARNING GOALS AND OBJECTIVES

Center for Community Counseling and Engagement

Core Learning Objectives

COMMUNITY COUNSELING KNOWLEDGE & SKILLS
Awareness and knowledge of counseling theories, models and methods from a multicultural perspective and a transformative paradigm and apply them in counseling practice and research

MULTICULTURAL/ MULTILINGUAL
conceptualize and integrate multicultural knowledge and experience into community counseling theory, practice and research



SOCIAL JUSTICE & ADVOCACY
conceptualize and integrate social justice and advocacy into counseling theory, practice and research
Democratic theory, processes & skills; critical theory, community capital.

SELF-AWARENESS & CARE
conceptualize and practice self-awareness and personal insight that supports professional growth and development in the interest of clients and communities.

Sample
CBB Sequence of Study—Year #1

Fall

- **CSP 740** Practicum: Individual Counseling
- **CSP 730** Fieldwork in Counseling
- **CSP 600/L** Cross-Cultural Counseling & Lab
- **CSP 606B** Professional Issues in Mental Health Practice: Community-Based Block
- **CSP 621/L** Social Justice Democratic Theory, Processes, and Skills & Lab
- **CSP 642/L** Assessment in Multicultural Contexts

Spring

- **CSP 740** Practicum: Individual Counseling
- **CSP 730** Fieldwork in Counseling
- **ED 690** Methods of Investigation & Inquiry
- **CSP 601** Theoretical Foundations of Counseling and Marriage and Family Therapy
- **CSP 618** Contexts of Psychopathology
- **CSP 615** Cross-Cultural Counseling Communication Skills

Sample
CBB Sequence of Study—Year #2

Fall

- **CSP 780** Internship in Counseling
- **CSP610C** Determinants of Human Behavior: Development (including Aging)
- **CSP 650** Trauma and Crisis Counseling in Multicultural Contexts
- **CSP 680** Theory and Process of Consultation: Multicultural Community Engagement for Effective Practice
- **CSP 670/L** Theory and Process of Group Counseling
- **CSP 687** Family and Systemic Treatment of Substance Abuse

Spring

- **CSP 780** Internship in Counseling
- **CSP 710A** Professional Seminar Clinical Community Capstone
- **CSP 694** Psychopharmacology
- **CSP 635** Sexuality and Intimacy in Couple and Family Therapy and Counseling
- **CSP 691** Violence in Couples Relationships
- **CSP 688** Family Systems Assessment of Child Abuse
- **CSP 645** Career Counseling

CBB CLASSES MEET ON:

- Mondays: 11am – 9pm
- Tuesdays: 4 – 6:40pm
- Wednesdays: 9am – 6pm
- Plus, a minimum of 10 hours each week at community-based field sites

CBB RETREATS

- 4 Mandatory 2.5 day retreats
- Take place before each semester
- Location: Camp Stevens, Julian, CA
- Costs included in estimated financial aid package.

CBB LPCC "TRACKS"

CLINICAL MENTAL HEALTH COUNSELING

Serve community clinics or private practice

COLLEGE COUNSELING

Serve community colleges and universities

K-12 COUNSELING

Serve K-12 schools

Pilot - Doctoral Studies

SDSU/Claremont Joint Doctoral Program
CBB Concurrent Enrollment Year #2

SDSU/Claremont Joint Doctoral Studies in Education & Counseling



Dr. Terry James Sivers
CBB ‘16; SDSU/Claremont ‘23

In 2016, CBB piloted a concurrent Joint Doctoral Program with CBB-LPCC Year #2

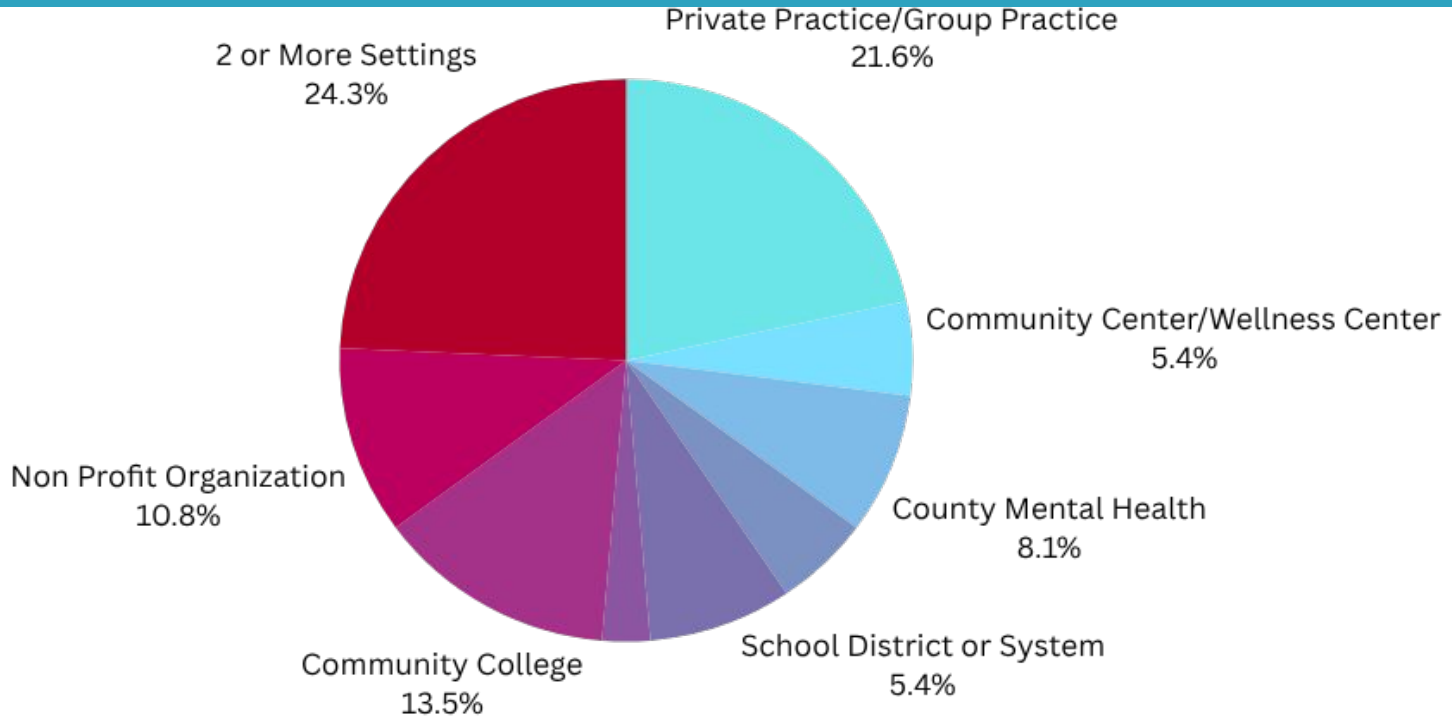
Dissertation:

#JuccoStruggle: A Critical Examination into the Lived Experiences of Black Male Community College Athletes

This study investigated the lived experiences of Black male student-athletes (BMSAs) participating in football and basketball at a community college. Their psycho-social-emotional experiences and development were emphasized before, during, and after college. The study deployed Afropessimism to frame the experiences of BMSAs; as such, I assumed that the continued violence against Black people was a physical projection of a psychic and emotional web sustained by the othering of Blackness or anti-Blackness. This study was informed by the primary research question: How does anti-Blackness produce itself in community college athletics? Prior research on the experiences of BMSAs has centralized the economic exploitation of student-athletes in National Collegiate Athletic Association (NCAA) football and basketball.

CBB COMMUNITY SERVICE & RESEARCH PROJECTS

2025 CBB Alumni Survey Employment Sites



2025 CBB Alumni Survey Employment & Licensure Preliminary Data

- 83% are currently employed in a field related to their counseling degree.
- 82% secured employment in the counseling field within six months of graduation.
- 56% reported an annual starting salary of over $50,000 after graduating.
- 74% reported a current annual salary of over $70,000.
- 60% completed their required 3,000 hours toward licensure within 2–3 years.
- 83% are currently licensed or actively working toward licensure or certification.

2018-20 CBB Transborder Crimmigration Project

CREATING A WORLD WHERE IT IS EASIER TO LOVE

TRANSBORDER CRIMMIGRATION SYMPOSIUM

MARCH 8, 2019

KEYNOTE SPEAKERS

1:00 PM



YOLANDA VÁZQUEZ IS ASSOCIATE PROFESSOR OF LAW AT THE UNIVERSITY OF CINCINNATI COLLEGE OF LAW, WHERE SHE TEACHES IMMIGRATION, CRIMINAL PROCEDURE, AND CRIMMIGRATION. PROFESSOR VÁZQUEZ IS AN EXPERT IN MIGRATION AND CRIME STUDIES. HER RESEARCH EXAMINES THE INCORPORATION OF IMMIGRATION LAW ON THE CRIMINAL JUSTICE SYSTEM AND THE IMPACT OF CRIME AND MIGRATION POLICIES ON LATINOS. PROFESSOR VÁZQUEZ' WORK IS RECOGNIZED BOTH NATIONALLY AND INTERNATIONALLY. SHE HAS PRESENTED HER WORK AT VARIOUS INTERNATIONAL AND NATIONAL INSTITUTIONS SUCH AS YALE, BERKELEY, DUKE, THE UNIVERSITY OF OXFORD, THE UNIVERSITY OF LEIDEN, AND THE UNIVERSITY OF COIMBRA. SHE SERVES AS AN ACADEMIC RESEARCHER FOR BORDER CRIMINOLOGIES AT THE UNIVERSITY OF OXFORD, FACULTY OF LAW, CENTRE FOR CRIMINOLOGY.

6:30 PM



JUAN ROCHA IS AN ATTORNEY IN PRIVATE PRACTICE IN MESA, ARIZONA. PRIOR TO ESTABLISHING HIS LAW FIRM, HE WORKED FOR SIX YEARS AS AN ASSISTANT FEDERAL PUBLIC DEFENDER REPRESENTING INDIGENT DEFENDANTS IN THE FEDERAL DISTRICT COURT AND THE NINTH CIRCUIT COURT OF APPEALS. HE'S WRITTEN ON THE INTERSECTION BETWEEN CRIMINAL AND IMMIGRATION LAW. HIS ARTICLES AND ESSAYS HAVE BEEN PUBLISHED BY THE UNIVERSITY OF CHICAGO, THE HARVARD KENNEDY SCHOOL JOURNAL OF HISPANIC POLICY, THE NATIONAL ASSOCIATION OF CRIMINAL DEFENSE LAWYERS, AND THE AMERICAN IMMIGRATION LAWYERS ASSOCIATION, AMONG OTHER PUBLICATIONS. HE RECEIVED HIS BACHELOR OF SCIENCE IN JUSTICE STUDIES FROM ARIZONA STATE UNIVERSITY; A MASTER OF PUBLIC POLICY FROM THE UNIVERSITY OF CHICAGO; AND IS A GRADUATE OF THE UCLA SCHOOL OF LAW. HE IS ALSO AN ADJUNCT FACULTY MEMBER AT THE ARIZONA STATE UNIVERSITY SCHOOL OF LAW WHERE HE TEACHES A CLASS TITLED, "SOUTHWEST BORDER CRIMES."

FOR MORE INFORMATION OR QUESTIONS

EMAIL: CBBPROGRAM@SDSU.EDU

OR

NBUTLER@SDSU.EDU

SAN DIEGO STATE UNIVERSITY



TRANSBORDER CRIMMIGRATION SYMPOSIUM

CREATING A WORLD WHERE IT IS EASIER TO LOVE:

UNDERSTANDING THE EFFECTS OF CRIMMIGRATION* ON STUDENTS AND COMMUNITIES

MARCH 8TH, 2019

3:00PM-5:00PM

HEALING CIRCLES

LIMITED TO 50 SDSU STUDENTS, FACULTY, AND STAFF

ese small discussion groups will give faculty, staff and students portunity to talk about issues related to crimmigration: ation, refugees, DACA and undocumented students; as well as s on students and communities.

mmunity-Based Block Program multicultural counseling students umni will facilitate these groups under the supervision of CBB members. These structured groups will give participants an unity to talk about their experiences, thoughts, feelings and ctives, while learning how to listen and support others.

DIEGO STATE UNIVERSITY, STUDENT UNION THEATER

6075 AZTEC CIR DR, SAN DIEGO, CA 92182

SVP www.tbcrimmsymposium.eventbrite.com

RIMMIGRATION IS THE AREA OF LAW THAT IS RELATED TO THE NEXUS BETWEEN RATION AND CRIMINAL LAW. SCHOLARS AND ATTORNEYS FOCUS ON THE EFFECTS OF THESE LAWS AND POLICIES ON IMMIGRANTS AND COMMUNITIES.

CO-SPONSORS:

SDSU CENTER FOR TEACHING AND LEARNING

CHIEF DIVERSITY OFFICER & ASSOCIATE VICE PRESIDENT FOR FACULTY DIVERSITY & INCLUSION

THIS PROJECT IS UNDERWRITTEN BY SDSU STUDENT SUCCESS FEE FUNDS

FOR MORE INFORMATION OR QUESTIONS

EMAIL: CBBPROGRAM@SDSU.EDU

OR

NBUTLER@SDSU.EDU

SAN DIEGO STATE UNIVERSITY

2016-18 Ubuntu Project
September 24, 2017--Institute on Violence, Abuse and Trauma (IVAT) Conference, San Diego, CA

Poster:
UBUNTU ANTI-RECIDIVISM PROJECT: Building Peace and Forgiveness through Practice, Research and Advocacy

Winner National Partnership to End Interpersonal Violence Across the Lifespan Poster Award 2017



In photo from left to right: Ahliyah Chambers (SDSU Undergrad), Jazzalyn Livingston (CBB'18), Emily Davis (CBB'18), Nola Butler Byrd (CBB Director), Theresa Palafox (CBB'18), Michelle Rowe-Odom (CBB Faculty Member), Darielle Blevins (CBB'13 & SDSU Joint Doc Program Student)

Nola M. Butler Byrd, Michelle J. Rowe-Odom, Ojore L. Bushfan, Ava Gill, Kathleen Baca & Marva L. Lewis (2019) **Using Hair-Combing Interactions to Enhance Relationships between Black Women and Girls Impacted by Homelessness, Women & Therapy,** 42:3-4, 320-342, DOI: 10.1080/02703149.2019.1622912

San Diego Caregiver-Child Connections Project (SDC³)







Culturally–Centered Hair Combing Interactions Support Groups and Research



Kathleen Baca, BA
Monarch School Staff
Research Assistant



Ava Gill, BA
Research Assistant
CBB Graduate Program



Ojore Bushfan, MA
Research Assistant
CBB Faculty



Michelle Rowe-Odom, BA
Research Assistant
CBB Graduate Program



Nola Butler-Byrd, Ph.D.
Project Director/PI
Associate Professor

N. Butler-Byrd (2013) .Association of Black Psychologists Convention, New Orleans, LA.
This research project is underwritten by a San Diego State University Grant and has received approval from the SDSU Institutional Review Board.
Sponsored by the SDSU Community-Based Block Program

SAN DIEGO STATE UNIVERSITY

Asian American Psychological Association Conventions



Las Vegas, NV 2017
From left to right: Koko Nishi (SDSU Counseling & Psych Services), Kevin Yabas (CBB), Amy Lu (CBB), Kamille Conanan (CBB), Nellie Tran (CBB), Jan Estrellado (CBB alum), WonYoung Cho (MFT, Ed Doc, Undergrad Program, Online MA)



San Diego, CA 2019
From left to right: Marc Pescadara, Rosanna Thai, Kanisha Wilson, Nellie Tran, Lucy Plascencia, Kway Htet, Kevin Yabas, Tuan To, , Kamille Conanan, Amy Lu

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ADMISSIONS INFORMATION

Center for Community Counseling & Engagement

CBB Fall 2015

For More Information Contact:

Program Director

- Nola Butler Byrd, Ph.D., LPCC
- nbutler@sdsu.edu
- 619-594-3128

CBB Graduate Assistant

- Devanee Jenkins
- cbbgradasst@sdsu.edu
- 619-594-3128

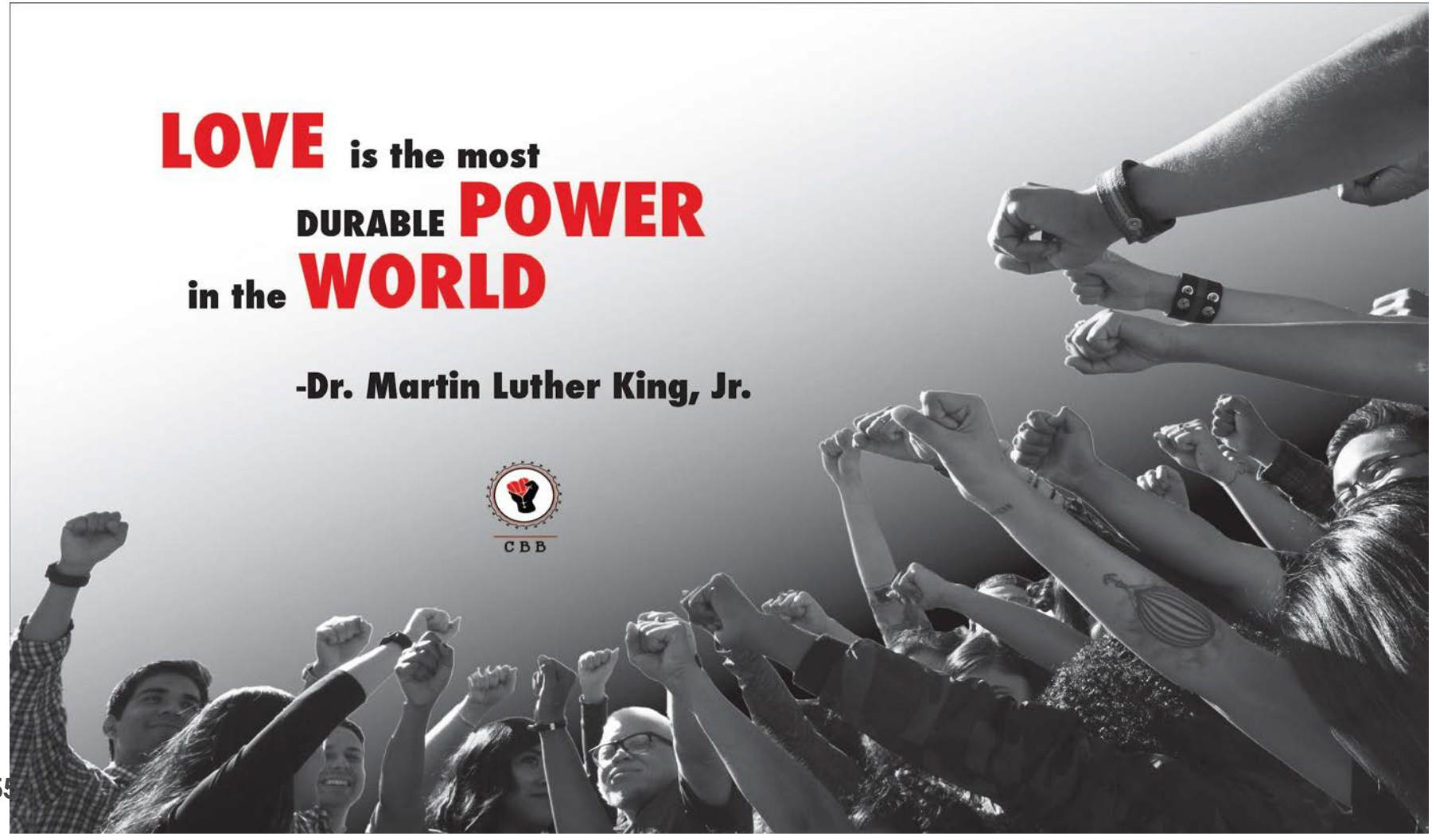
Application Due Dates

Application

- CalApply: December 1, 2025
- Supplementary Application Materials: December 15, 2025

In-Person Group Interviews

- March 28, 2026


LOVE is the most
DURABLE POWER
in the WORLD
-Dr. Martin Luther King, Jr.
CBB