From Support to Student Success

Student Activities | Division of Student Life

New Student Orientation 2025
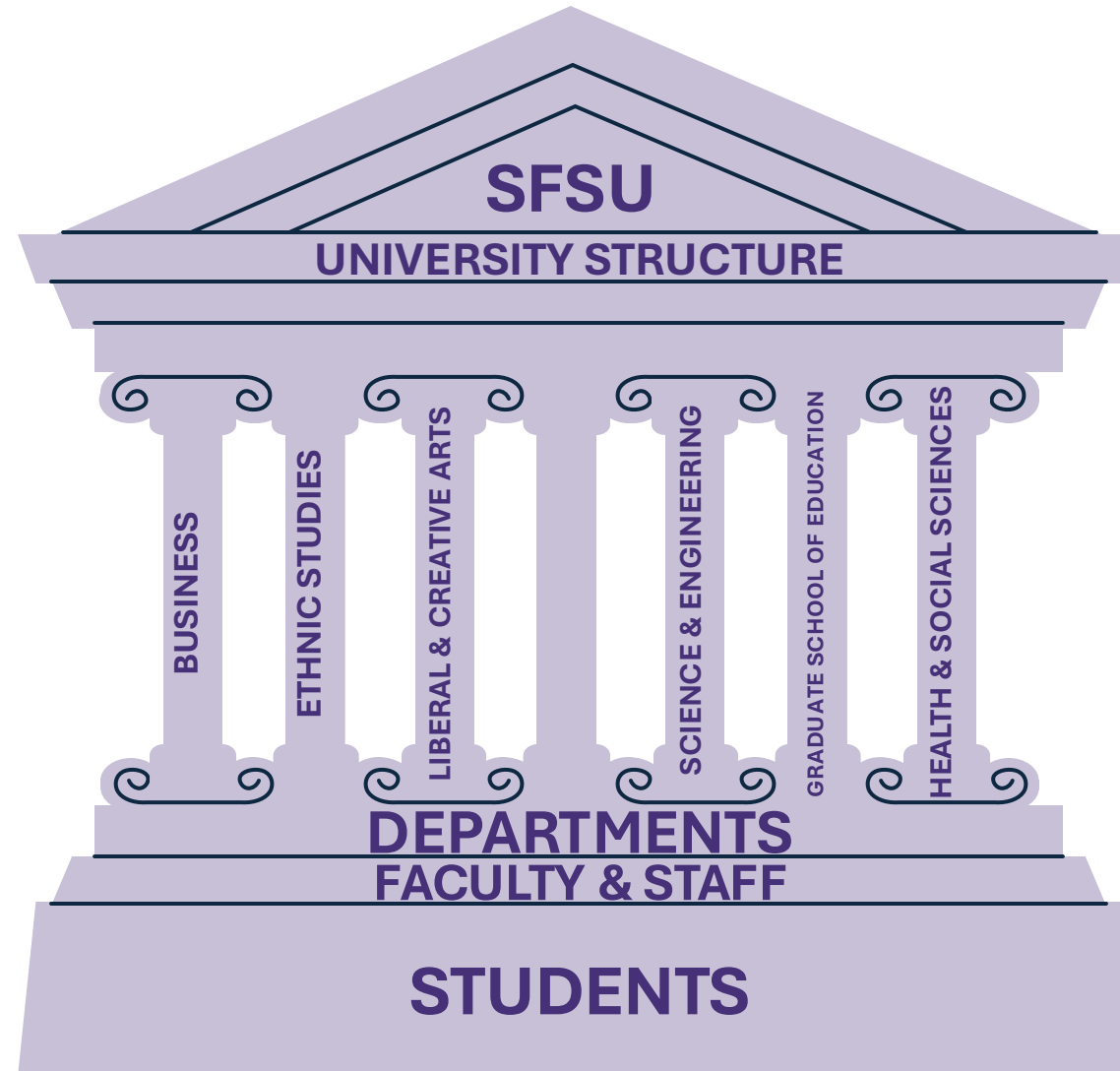
ACADEMICS:
STRUCTURES & EXPECTATIONS
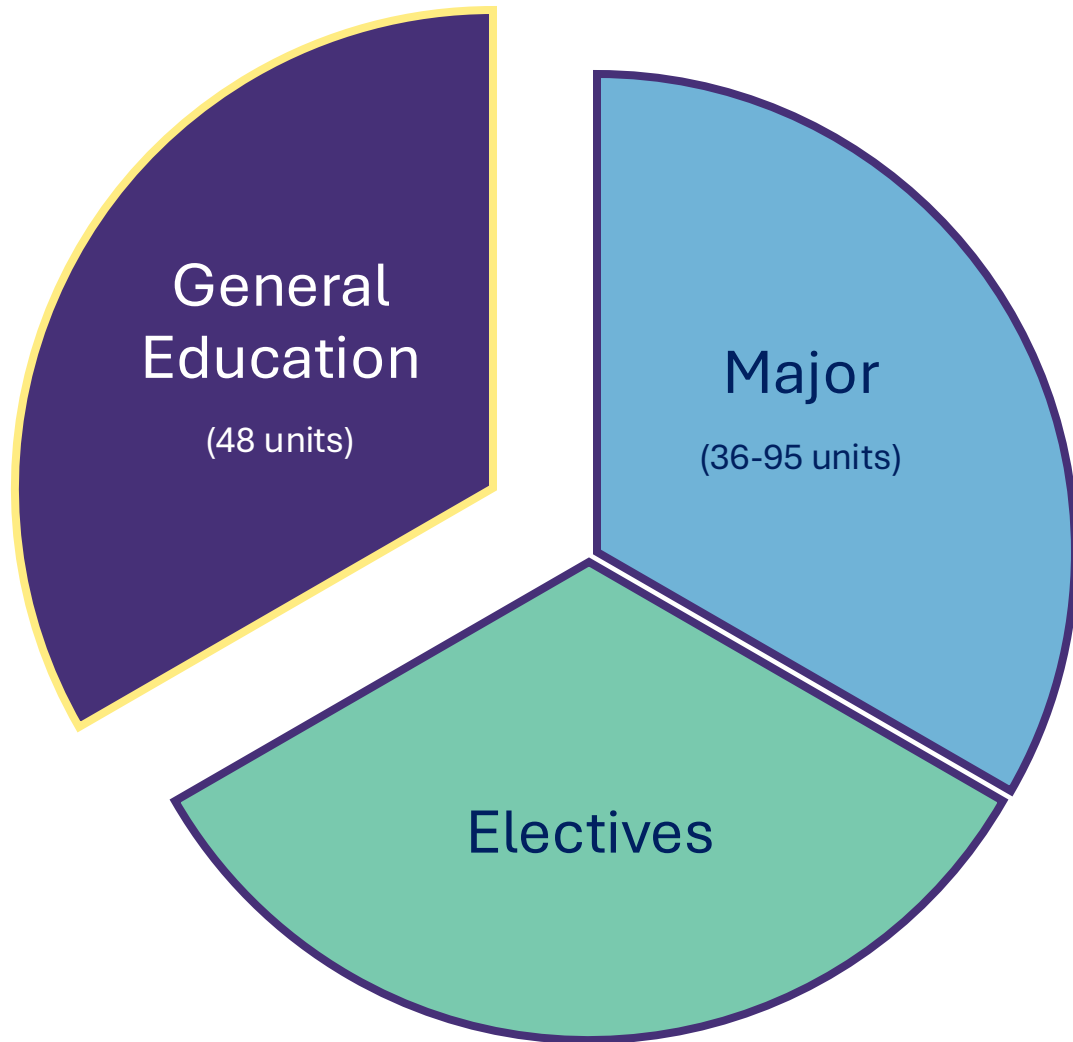
University Structure

Departments offer many courses that fulfill different requirements.

SFSU
UNIVERSITY STRUCTURE

BUSINESS

ETHNIC STUDIES

LIBERAL & CREATIVE ARTS

SCIENCE & ENGINEERING

GRADUATE SCHOOL OF EDUCATION

HEALTH & SOCIAL SCIENCES

DEPARTMENTS
FACULTY & STAFF

STUDENTS

A **major** in a department does NOT mean you take EVERY course a department offers.

SFSU

Earning the Bachelor's Degree

General Education

(48 units)

Major

(36-95 units)

Electives

1. All Required Major Courses
2. All General Education (GE) Courses
3. University Requirements
   - US History
   - US Government,
   - All 4 SF State Studies
4. 120 units **MINIMUM**
5. 2.0 GPA **MINIMUM**

SFSU

General Education (GE)

- General Education involves taking classes across a variety of subject areas

- This ensures that students are developing a well-rounded skillset & breadth of knowledge

- Lower-division GE classes (1-6) will be taken during years 1-2

- Upper-division GE classes will be taken during years 3-4

| Lower-Division GE Requirements [100-299] |
| --- |
| Area 1: Oral Communication, Written Communication, Critical Thinking |
| Area 2: Mathematical Concepts |
| Area 3: Arts & Humanities |
| Area 4: Social and Behavioral Sciences |
| Area 5: Physical and Biological Sciences |
| Area 6: Ethnic Studies |
| Upper-Division GE Requirements [300+] |
| Upper-Division 3: Arts/Humanities |
| Upper-Division 4: Social Sciences |
| Upper-Division 5: Life/Physical Science |

Earning the Bachelor's Degree
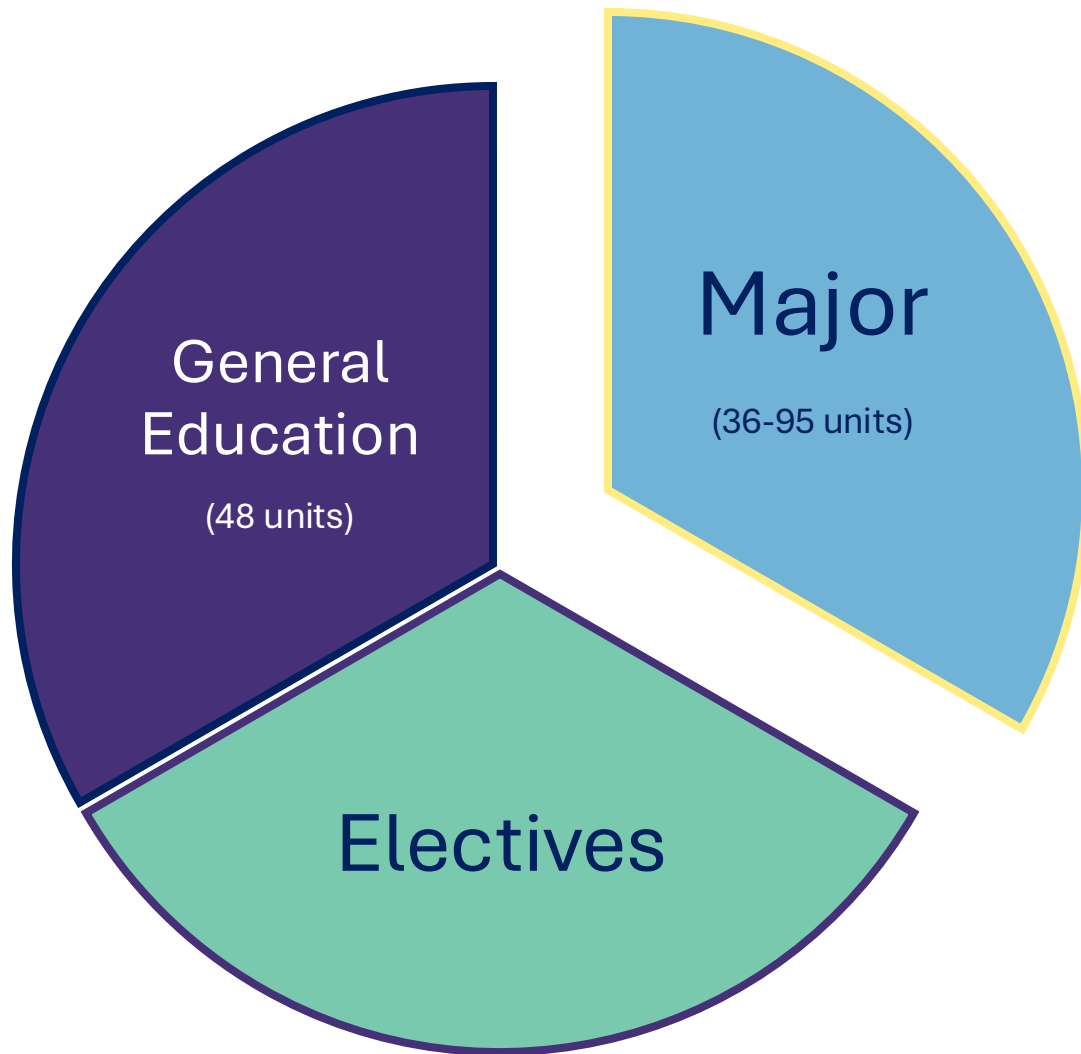
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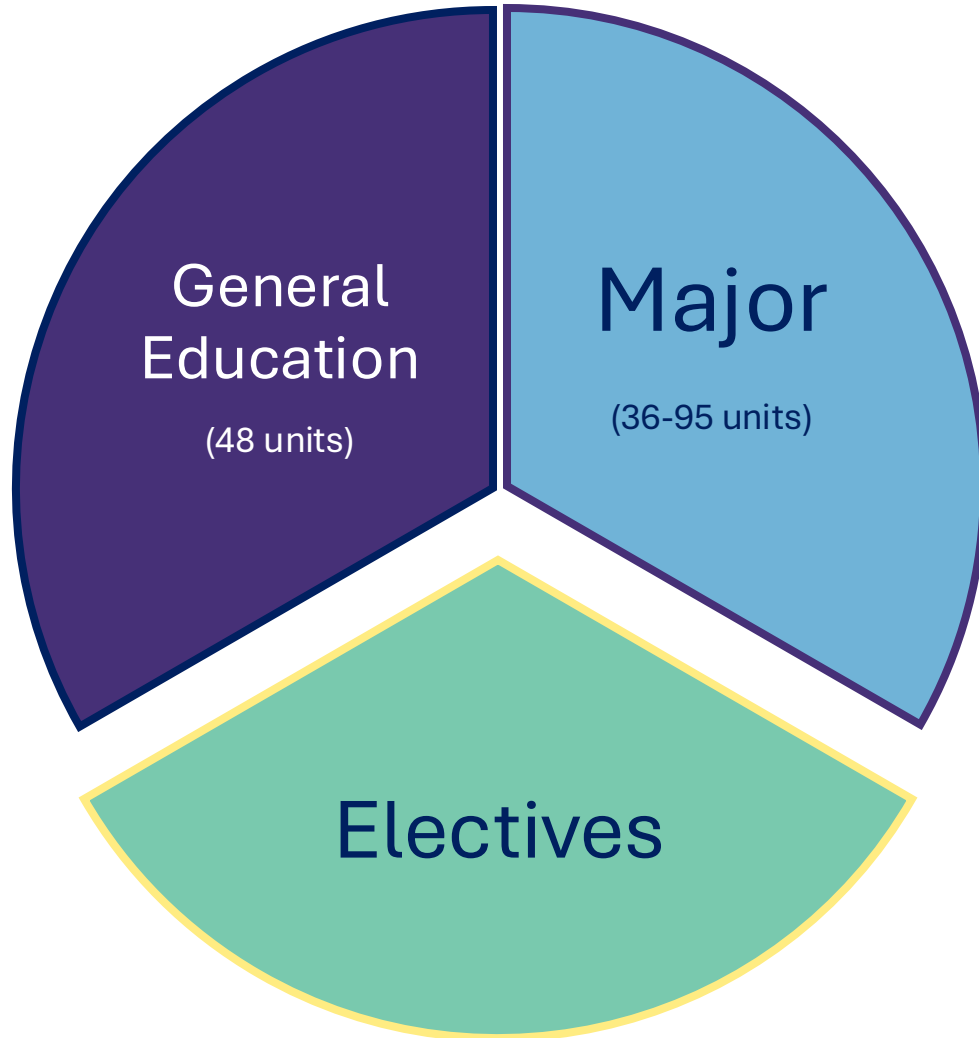5. 2.0 GPA **MINIMUM**

SFSU

Majors

Each major has a different number of units & different course requirements.

The easiest way to find major requirements is to go to the **Academic Bulletin & click on Academic Programs:** *(bulletin.sfsu.edu).*

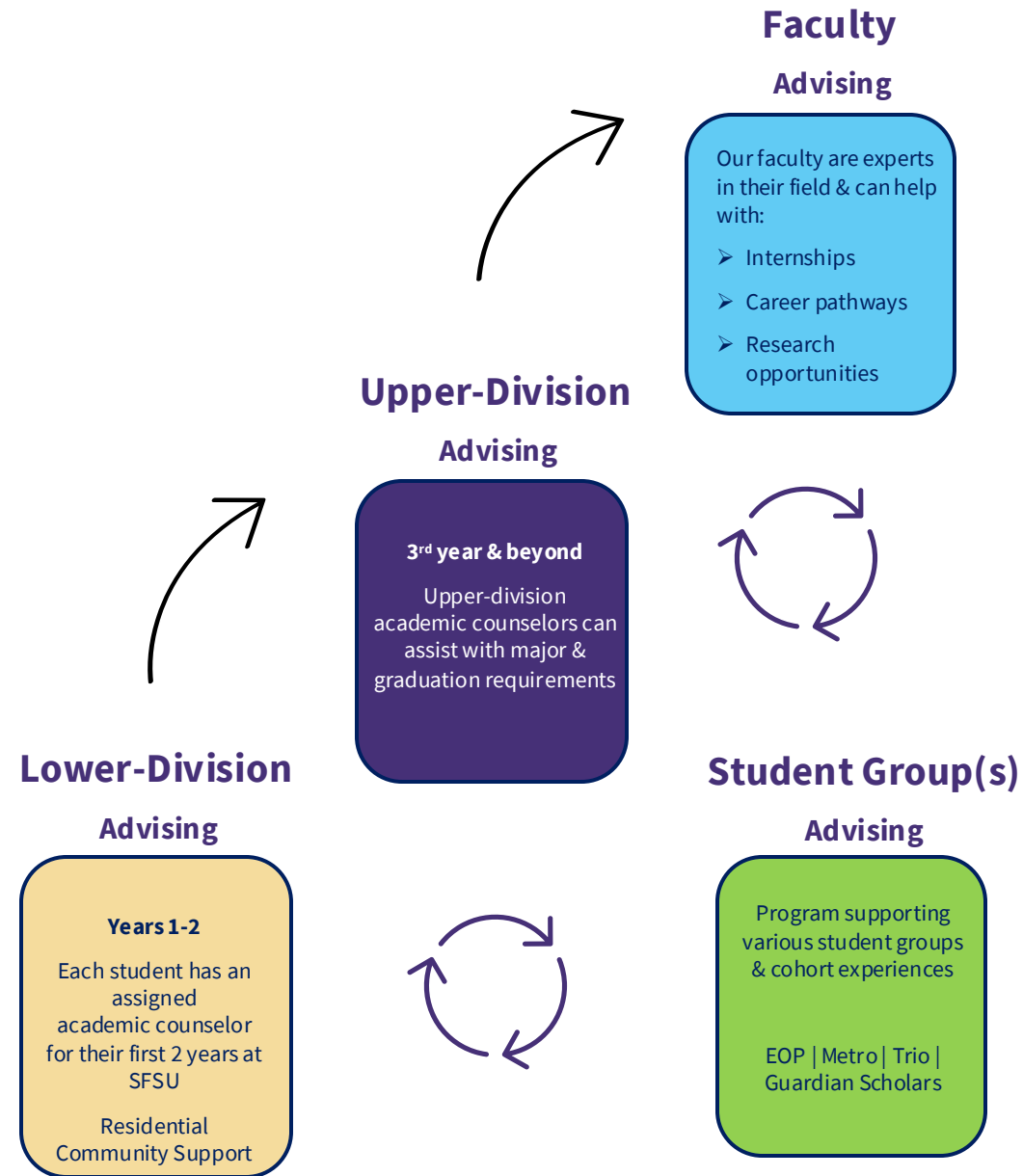Each major has a unique pattern & structure

MAJOR	UNITS
Latina/Latino Studies (B.A.)	42 units
History (B.A.)	39 units
Race, Ethnicity, & Health (B.A.)	39 units
Kinesiology (B.S): Concentration in Exercise & Movement Studies	65 units minimum
English (B.A.): Concentration in Literature	45 units
Computer Science (B.S.)	71 units
Psychology (B.A.)	41-47units
Criminal Justice Studies (B.A.)	36 units minimum
Bachelor of Science in Nursing (B.S.)	56 units
Cinema (B.A.)	45 units
Biology (B.S.): Concentration in Marine Science	57 units

Earning the Bachelor's Degree

General Education (48 units)

Major (36-95 units)

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   - US History
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   - All 4 SF State Studies
4. 120 units **MINIMUM**
5. 2.0 GPA **MINIMUM**

SFSU

Academic Advising at SF State

Faculty
Advising

Our faculty are experts in their field & can help with:
- Internships
- Career pathways
- Research opportunities

Upper-Division
Advising

3rd year & beyond

Upper-division academic counselors can assist with major & graduation requirements

Lower-Division
Advising

Years 1-2

Each student has an assigned academic counselor for their first 2 years at SFSU

Residential Community Support

Student Group(s)
Advising

Program supporting various student groups & cohort experiences

EOP | Metro | Trio | Guardian Scholars

SFSU

Academic Calendar

Proactive Planning

Timely Registration & Degree Progress

Academic Accountability

Ownership & Self-Advocacy

"Crisis Prevention" (procrastination)

SFSU

Grades

Performance & Transition

Timely Intervention

Difference Between Schools

Perspective & Goals

FERPA & Family Boundaries

SFSU

PART ONE: COLLEGE STUDENT DEVELOPMENT

Reviewing the Syllabus

Course Foundations

- Location, time, faculty contact information & office hours
- Course description, learning outcomes, class expectations

Assignments & Exams

- Descriptions/outlines, schedule, exams
- Texts/required activities/labs

A Tool to Organize & Plan Ahead

- Schedule, midterms & finals, breaks
- Add to calendar, schedule reminders, plan study periods + health/wellness

SFSU

STUDENT DEVELOPMENT:

Cognitive & Social Development

SFSU

Head & Heart | Two Views of Growth in College

Disclaimer

This is a theoretical approach but a highly practical lens for understanding student behavior & development.

Type of Development	What It Means	Theory	Core Question
Cognitive Development	Learning how to think—critically, abstractly, & with complexity	Perry's Framework	"What do I believe is true?"
Psychosocial Development	Developing identity, purpose, & healthy relationships	Chickering's Vectors	"Who am I, and where do I belong?"

DUALISM

Cognitive Development: From Structure Seeking to a Complex World View

Cognitive Development
Structure Seeking in a Complex World

You might hear things like:
"Why won't the professor just TELL ME what they want?"
"There's no right answer? Then how do I get the points?"
"Do I have to do the reading... even if they don't quiz us?"

That's not laziness—it's **cognitive disorientation**.
(Which is just a fancy way of saying "growing up.")

😕 **What's Happening**: Students are learning the **nuance** & **complexity** of the world, & they're trying to organize new ideas by clinging to **certainty**.

❓ **Generally Speaking:** If they sound too sure, it's often because they're wrestling with the issue & may be deeply unsure. Certainty = **control**. Control = **comfort**.

Cognitive Development
Structure Seeking in a Complex World

Situation/Student Says	What You May Want to Say	What Helps Developmentally
"The professor/university is wrong!"	"You're not the expert here."	"Tell me what makes you think that."
"I'm changing my major... again."	"You'll never get a job/graduate that way."	"Let's talk about what's driving that change."
"Everyone here is _____!"	"Just give it time."	"Not sure everyone is, tell me who you'd like to get to know more."

Cognitive Development
Phases of Intellectual Development

Dualism:
Assumption of facts; only right or wrong, true or false; authorities have the answers, **"I know I can learn this from you just tell me what I need to know."** Knowledge/learning transfers. Deviations from absolutes are a failure of authority to know the answer.

Multiplicity:
Everyone has an opinion, so all are equal. Students may distrust authority, reason, abstraction, & science but only in areas where the Authority hasn't found the correct answer yet. Justifications are made to match reasoning or recognizes uncertainty is legitimate for most things.

Relativism:
Absolute answers are a special case. Realizes that all knowledge, including authorities, is contextual & relativistic. See the existence of disciplinary reasoning through criteria/arguments. Students may appear successful or they "escape" back to Multiplicity & Dualism.

Commitment to Relativism:
Students make an initial commitment to accepting a certain way of living or accepting life's complexities. Realize they must make choices & commit to solutions; understand context of particular choices, implications, student's identity becomes an integration of complexity.

Adapted from Perry's Model of Intellectual Development: Nelson, Perry, Belenkey
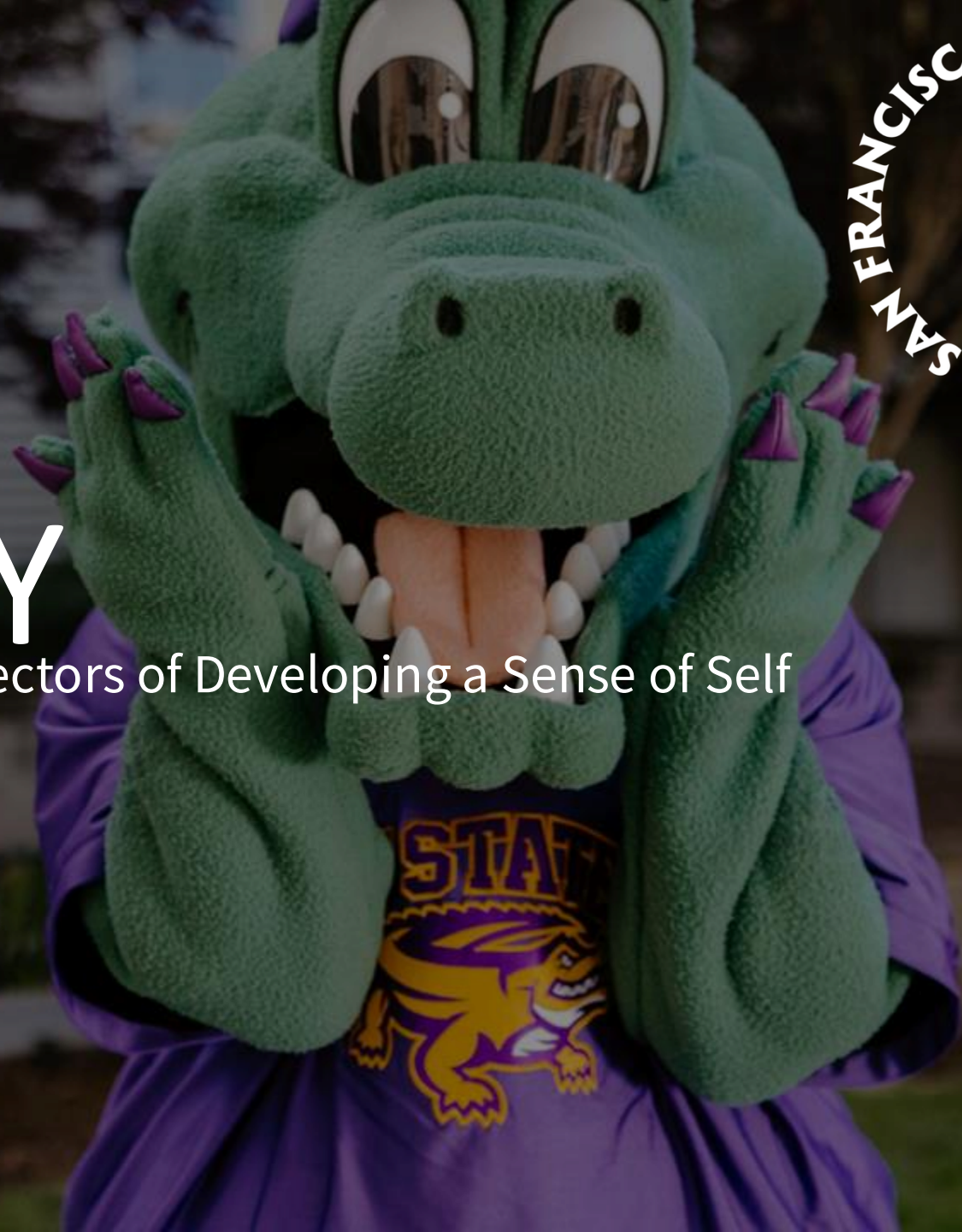
Cognitive Development
As Students Start to Recognize…

Learning is also how to live with questions & developing answers… while understanding the person you're becoming.

INTEGRITY

Psychosocial Development: 7 Vectors of Developing a Sense of Self

SAN FRANCISCO STATE UNIVERSITY · 1899 ·

7 Vectors of Development

Vector	What It Looks Like in Real Life	What Families Might See or Hear
Developing Competence	Building skills from laundry to academic expectations; social, & physical confidence	"I passed my first midterm!" → tears → "I bombed the second one."
Managing Emotions	Learning how to feel without impacting everything else.	"I'm so stressed!"... followed by a nap or going to the fitness center.
Moving Through Autonomy Toward Interdependence	Becoming emotionally & practically independent... but learning to ask for help	"I got this, thanks." → "But should I ask my faculty or the tutoring center for help?"
Developing Mature Interpersonal Relationships	Building friendships with depth, & respecting different views	"My roommate is so different... but also kind of amazing & inspiring."
Establishing Identity	Exploring ethnicity, politics, religion, values, & self-image	"I don't think I believe what I used to."
Developing Purpose	Choosing a major, a cause, a path—not always linear	"I'm pre-med... or maybe global studies. Or social work. I'll let you know."
Developing Integrity	Aligning actions with beliefs & taking responsibility	"I skipped a party to study because it felt right." (You might faint.)

Analogy: College as a GPS Navigation System

🤯 **Psychosocial development is setting the destination.**

"Who am I?" →

"Where would I like to go?" →

"How am I not myself?"

🧭 **Cognitive development is figuring out the route.**

"What's the best way to get there?"

"What if there's more than one route?"

"What if my GPS says something I don't agree with?"

"Can I go my own way?"

3 SHIFTS

Summary of Cognitive & Psychosocial Growth

Three Shifts
Where Dualism Breaks Apart...

Shift 1: Social Comfort Zones to Seeking Belonging
"My circle of friends will never change." <> "Friendship is something deeper."

Shift 2: External Direction to Internal Motivation & Purpose
"I hope they see me this way. <> "I know this is best for me."

Shift 3: Dependence to Self-Authorship (Independence)
"I need this/them to be successful." <> "I've done this before, I can accomplish what comes next."

Shift 1
From Social Comfort Zones to True Belonging

"I used to fit in; now I want to belong."

🤔 **What's Happening**: Students seek deep relationships & identity-affirming communities. It's normal to feel socially uncertain at first.

🧠 **Theory Base**: Tinto's *Theory of Student Departure*; Strayhorn's *Sense of Belonging*

👪 **What Families Can Do**: **Normalize discomfort (they're very likely not the only one)** & encourage reaching out—belonging doesn't always happen fast. Change (academic & social) can be challenging.

🗣 Sample Family Support Prompt:

"Who have you met that makes you feel most like yourself?"
"What community or group feels like a good fit so far?"
"I used to do what I was told; now I do what matters to me."

Shift 2
From External Direction to Internal Motivation

"I used to do what I was told; now I do what matters to me."

🤔 **What's Happening**: Motivation becomes more internal (why *they* want something), rather than just based on appeasing parents, teachers, or coaches.

🧠 **Theory Base**: Deci & Ryan's *Self-Determination Theory* (autonomy, competence, relatedness)

👨‍👩‍👧 **What Families Can Do**: Support autonomy—**let them _own their_ choices**, even when they're messy.

🗣️ **Sample Family Support Prompt:**

"What's something you've taken initiative on lately?"

"What motivates you to stick with it when it's hard?"

Shift 3
From Dependence to Self-Authorship

"I used to follow; now I decide."

🤔 **What's Happening**: Students begin making decisions about **values**, **identity**, & **priorities**. They're no longer just following rules—they're learning to define who they are.

🧠 **Theory Base**: Perry's Cognitive Development, Baxter Magolda's *Self-Authorship*; Chickering's *Identity Development*

👪 **What Families Can Do**: Ask open-ended questions. Avoid directives. Help them explore rather than prescribe.

🗣 **Sample Family Support Prompt:**

"What's been important to you this semester?"

"How did you decide that was the right path for you?"

Maslow's Hierarchy of Needs & the College Student Development Experience

Maslow's Level	Student Need in College	Related Shift	How Families Support
Self-Actualization	Purpose, values, identity, purpose, & vision of what, how, why?	Shift 1-3	Admire growth, openness to unknown, inquire about what's next. They're becoming a peer.
Esteem	Confident decisions respect of difference, & scholarly self respect.	Shift 2	Encourage ownership, share your challenges in change/unknown, engage in demonstrating learning.
Love & Belonging	Friendships, identity discovery, internal & external connection(s)	Shift 2	Validate conflicting feelings & thoughts, remind of independence & access to security/support.
Safety	Comfort: social & personal, financial mgt., seeking familiar	Shift 1-2	Ask about meeting new people, encourage different points of view/perspective, openness.
Physiological	Precondition for all development: sleep, exercise, healthy eating	Before & After Shift 1-3	Ask about self-care routines, encourage use of campus services, ask for help & support in challenge.

Your Role in Student Growth

If You Observe & Understand the Shift...	You'll Be Able To...	And That Helps Your Student...
1. **From Dependence to Self-Authorship**	*Ask better questions instead of giving quick answers or directives/solutions.*	*Develop confidence & decision-making skills*
2. **From External Direction to Internal Motivation**	*Focus on values & effort, not just outcomes*	*Stay motivated through stress & setbacks*
3. **From Social Comfort Zones to True Belonging**	*Normalize the slow process of connection*	*Persist when things feel awkward or lonely*

Challenge & Support

Throughout all shifts, students are developing most when they are **challenged enough to stretch into discomfort**, but **supported enough not to fail**

(Sanford, 1967).

Families **don't need to fix all things**—but they can ask questions, show belief in their student's ability to figure it out themselves, & remind them of **resources on & off campus.**

Challenge & Support

Degree of **Support**

Stagnation
High Support
Low Challenge
Tedious
Unproductive | Stress-free
Taking it easy
Bored

Maximum Growth
High Challenge
High Support
Continuum of learning
Innovation
Renewal
Development & growth!

Disengagement
Low Support
Low Challenge
Low optimism
Low determination
Lack of progress/growth

Retreat
High Challenge
Low Support
Apprehension
Unproductive stress
Overwhelmed
Lost

Degree of **Challenge**

What Challenge & Support Looks Like

Openly discussing problems/challenges & thinking of solutions

Regularly checking-in & searching for hurdles that might be limiting

Evaluating systems & making sense of "how things work" in open reflection

Celebrating "ah ha!" moments & celebrating how little details add to the bigger picture

Measuring success & helping make small adjustments with positive feedback

Encouraging insights to solve future problems confidently

Allowing mistakes to happen so learning & reflection can occur

Making room for autonomy & making decisions

Exploring & experimenting to discover personal interests & self-discovery

Actively listening & confirming what you hear/heard
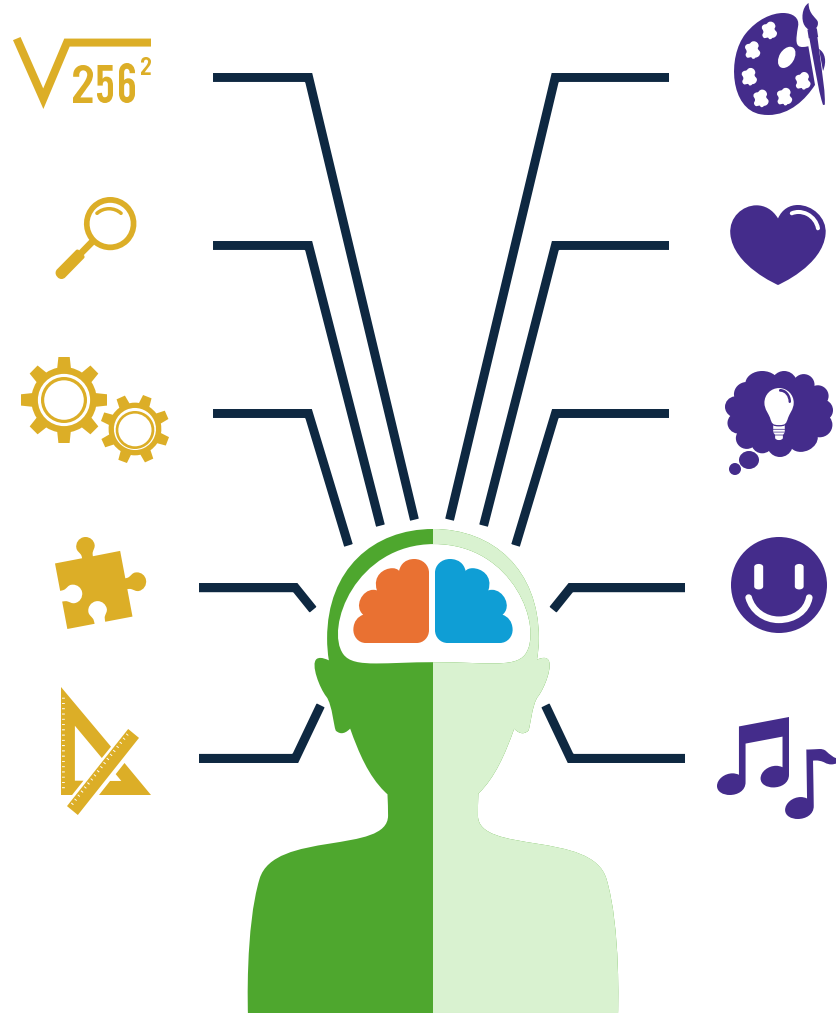
PART TWO:
RESOURCES FOR SUCCESS

Mentors & Coaches

Finances & Basic Needs

Safety, Respect, & Advocacy

Family & Friends

Health & Wellness

Academic Support & College Navigation

Belonging, Involvement & Social Wellness

Core Campus Resources

Health & Wellness
- Student Health Center
- Counseling & Psychological Services (CAPS)
- Health Promotion & Wellness (HPW)
- Campus Recreation & the Mashouf Wellness Center
- Finding Balance

Safety, Respect & Advocacy
- University Police Department
- The SAFE Place
- Title IX – Equity & Compliance
- Office of Student Conduct
- Dean of Students

Financial & Basic Needs Support
- Financial Aid Office
- Student Employment | Work-Study
- Financial Literacy Education
- Basic Needs
- Career Services & Leadership Development

Involvement, Social Wellness, & Belonging
- Student Clubs & Organizations (RSOs)
- Diversity, Equity & Community Inclusion
- Student Leadership & Government (AS Inc.)
- Campus Events, Traditions, & Community Engagement
- Recreation & Wellness

Academic Support & College Navigation
- Academic Advising & Advisors
- Tutoring & Support Centers
- Faculty Office Hours
- Disability Programs & Resource Center (DPRC)
- Academic Planning (Calendar, Syllabi, etc.)

Keep in Mind: Three Shifts
Student Development

Shift 1: Social Comfort Zones to Seeking Belonging
"My circle of friends will never change." <> "Friendship is something deeper."

Shift 2: External Direction to Internal Motivation & Purpose
"I hope they see me this way. <> "I know this is best for me."

Shift 3: Dependence to Self-Authorship (Independence)
"I need this/them to be successful." <> "I've done this before, I can accomplish what comes next."

Balance: Challenge & Support

HEALTH & WELLNESS

Student Health & Wellness

Student Health Center

General Clinic – On Campus
Doctors, Nurses, Nutritionist
& Dietitian
Pharmacy
Appointments + Referrals

Counseling & Psychological Services

Appointments
Drop-in Emergency Support
Various Counseling Types

Campus Recreation

Exercise | Fitness | Relaxation

Disability Programs & Resource Center

Accommodations
Communication to Faculty
Resources + Referral

Health Promotion & Wellness

Education & Resources
Programming + Workshops
Peer to Peer Ambassadors

Mental | Emotional

- Counseling & Psychological Services (CAPS)
- The SAFE Place
- Discovering Support
- Individual & Group Counseling
- Couples Counseling
- After Hours Care
- Telebehavioral Health

Holistic Health Services

- Student Health Center
- Health Promotion & Wellness
- Disability Programs & Resource Center
- Medical Appointments + Pharmacy
- Dieticians + Nutritionists
- Advocacy & Support
- Health + Wellness Education

Recreation

- Campus Recreation
- Mashouf Wellness Center
- Recreation & Connection
- Fitness
- Competitive Sports
- Holistic Wellness

College Student Health & Wellness

External Direction to Internal Motivation & Purpose
Dependence to Self-Authorship

College Students Face Challenges

- Known & Unknown Transitions
- Importance of addressing various aspects of health to support academic journey

Promoting Mental Health Awareness

- Key component of student well-being
- Providing resources for mental health support

Academic Success & Student Health

- Link between academic success and student health
- Need for balance and self-care practices

Experience & Experimentation

- Increase interest in new experiences
- Seeking behavior / affirmation & curiosity
- Recreational drugs (alcohol, marijuana, party drugs)
- Specific note about **Opioid Overdose & Naloxone**

Importance of Physical Health

- Understanding and prioritizing physical health for thriving in college experience
- Changing environments and embracing recreational wellness

Navigating Digital Health

- Managing screen time and online interactions for a healthy lifestyle
- Reflecting on content and influence on well-being

Community & Connection

- Being socially engaged, online and offline, are essential to find community and sense of belonging
- Prioritize social experiences on and off campus

Understanding Student Health

1.

Regular Exercise

At least 150 minutes of moderate-intensity aerobic **activity per week.**

Strength training exercises at least **two days a week.**

Improved cardiovascular health, increased energy levels, and better engagement with stress & emotions.

2.

Balanced Nutrition

Consuming a variety of fruits, vegetables, whole grains, lean proteins, and healthy fats.

Limiting intake of processed foods, sugary beverages, & high-fat snacks; alcohol, smoking, recreational choices.

Adequate hydration is essential for overall health and cognitive function.

3.

Sufficient Sleep

Aim for 7-9 hours of quality sleep each night.

Establishing a consistent sleep schedule and creating a relaxing bedtime routine.

Lack of sleep can impact academic performance, mood stability, and overall well-being.

4.

Health Check-ups

Schedule annual physical exams and screenings as recommended by healthcare providers.

Monitor blood pressure, cholesterol levels, and other key health indicators.

Early detection of health issues can lead to better outcomes and prevent complications.``

5.

Stress Management

Practicing relaxation techniques such as deep breathing, meditation, or yoga.

Setting realistic goals, prioritizing tasks, and seeking support when needed.

Chronic stress can negatively impact physical health, immune function, and mental well-being.

Promoting Mental Health

External Direction to Internal Motivation & Purpose
Dependence to Self-Authorship

Exploring Self-Care Practices

- Important to prioritize self-care activities such as exercise, adequate sleep, healthy eating, and relaxation techniques to support their mental well-being.

Understanding Mindfulness & Stress Management

- Health and wellness resources are available to students to learn and practice how to apply stress management techniques to help them cope with academic pressures and personal/social stressors effectively.

Exploring Mental Health Care

- Foster a culture of openness and acceptance around mental health issues to reduce stigma and encourage students to seek help when needed without fear of judgment.

Access to Counseling Services

- San Francisco State students have access to mental health professionals and counseling services on campus to address any emotional or psychological challenges they may face.

Raising Awareness about Mental Health Resources

- Students have access to mental health resources available both on campus and in the community, including hotlines, support groups, and online resources.

Sometimes, students seek out affirmations & answers from family/supporters vs. learning about their mental health patterns & seeking support.

There is a difference between what they may want to hear vs. what they need to hear

Mental Health

1.

Stress Management

College life can be stressful. Exploring coping mechanisms such as mindfulness, meditation, and time management skills.

Exercise and recreation are proven strategies to decrease stress, promote healthy dieting, and positively influencing health sleep patterns.

2.

Mental Health Resources

Familiarize yourself and your student with campus mental health services. Encourage them to seek help if they are feeling overwhelmed.

Counseling & Psychological Services

Dean of Students Office – Dean on Call Program

3.

Social Support

Building a supportive social network is important for mental well-being. Encourage your student to make friends and join clubs or organizations.

Network with classmates on projects and assignments.

4.

Warning Signs

Be aware of signs of mental health issues, such as changes in behavior, withdrawal, and academic decline. Early intervention and referral is important.

Care referral and support services are available through the Dean of Students Office: dos.sfsu.edu

Relationships & Seeking Support

Dependence to Self-Authorship

Seeking Connection

- College is the time students are learning how they relate to others: romantically, socially, & platonically

- Importance of respect, boundaries, & communication

- Setting limits, communicating whereabouts with friends, and value connections that are safe & affirming

Drugs, Alcohol & Decision Making

- If it exists, students may find themselves around it whether they choose to use them or not.

- Substances that impair judgement, increase risk of harm, and impact academics and social well-being, especially in the first semester.

- Having open space to talk about interest, situations, experiences, helps with knowing personal limits, priorities, values, and how to look out for friends.

Complications & Dynamics of Self

- Students may navigate breakups, loneliness, or unreciprocated feelings – bringing overwhelming counter emotions.

- Behavior & identity may not always align; students may experiment sexually and how they socially identify – relating to others and finding support they need to feel their whole-self

- Find space/support to reflect and share openly whether with family or professionals on campus – finding facts and community can be essential

- Bystander intervention is more likely if friends and family discuss it openly.

- Step-in, speak up, or get help can make a significant impact on someone's life and safety.

Reporting

- Students have rights & resources if they experience harm, harassment, or feel unsafe

- Confidential advocates, Title IX, Dean of Students, and the University Police Department are all resources for safety and support.

- Asking for help is a strength – not a weakness – and early support can make a big difference.

Consent & Communication

- Consent isn't just about saying "no" – it is about active, mutual, & ongoing communication in all intimate encounters.

- Students should always feel empowered to pause, check-in, or walk away if something doesn't feel right – without needing to justify themselves.

- Important to define, know, & communicate their boundaries and ask others' with clarity & care

Building Healthy Relationships | Seeking Belonging

1.

Establishing Boundaries & Communicate

Encourage open and honest communication in relationships to foster trust and respect.

2.

Cultivating Empathy & Understanding

Promote empathy towards others' perspectives and feelings to build strong and meaningful connections.

3.

Nurturing Support Networks

Encourage students to surround themselves with positive influences and supportive individuals who uplift their well-being.

4.

Understanding Consent & Intervention

Students are navigating new, and at times, complicated relationships within new environments. It is important for students to know what consent means and communicate that clearly with new and developing relationships.

When students hear/see something concerning, they should report it.

5.

Knowing Resources

The SAFE Place

Health Services & Programs

Peers & Upper Classmen

Staff & Faculty

Dean of Students Office

Title IX Office

Student Conduct Office

Counseling & Psychological Services

STUDENT SAFETY

College Student Safety

External Direction to Internal Motivation & Purpose
Dependence to Self-Authorship

Top Priority

- College student safety is a top priority for universities and parents alike.

- Campus systems and protocols in place for student wellbeing and safety

Family Involvement

- It is essential for parents to be informed & proactive in ensuring their child's safety.

- Communication expectations should be established before the start of the first academic semester.

Common Sense Precautions

- Locking doors, windows, double-checking, and communicating with roommates

- Maintaining belongings and taking what is needed only

- Ask questions

- Alert others when there is concern

Unplug & Be Aware of Surroundings

- San Francisco and the Bay Area are large metropolitan cities

- Pay attention, study directions, and be alert

- Recognize the commitment to technology vs. in-the-moment surroundings

Engage in Community Safety

- Everyone is responsible for safety and the wellbeing of the campus community

- Ask for help

- Share information and/or concern

- Use resources

Understanding Campus Safety Measures

1.

Campus Security

Presence of campus security personnel patrolling the campus 24/7.

Emergency call boxes "Blue Lights" are strategically located throughout the campus for immediate assistance.

2.

Access Control

Controlled access to campus buildings and dormitories through digital key tokens.

Visitor check-in procedures to monitor who enters the campus premises.

3.

Emergency Contact

Students determine their emergency contacts in Student Center Account.

Safety Alerts

Timely Warnings

Social Media

4.

Safety Escort Services

Provision of safety escort services for students walking alone on campus, especially during late hours.

Encouraging students to utilize these services for added security and peace of mind.

5.

Family Expectations

Openly share concerns and discuss plans for scenarios.

What to do for personal medical or situational emergencies

Family phone tree, friends in the area, sharing new friends contact information.

Insurance 101

Understanding Campus Safety Measures

1.
Title IX Equity Programs & Compliance

Students must complete Sexual Violence Prevention education **BEFORE** the start of Fall.

Students have resources to report through any staff on campus and directly through the Title IX Office.

Title IX Office – SSB 403

415-338-2032

equityporgrams@sfsu.edu

2.
Knowing Rights & Policies

Students have rights & resources to report/when reporting prohibited conduct.

Protection against discrimination on the basis of gender or sexual orientation includes sexual harassment, sexual misconduct, & gender-based dating & domestic violence, and stalking.

Reports can be made at: titleix.sfsu.edu

3.
Student Conduct

All students can report concerning behavior or alleged violations to the Student Code of Conduct with the Office of Student Conduct or to a professional staff member.

Individual Students and Registered Student organizations have formal policies and procedures for reporting.

4.
Hazing & Bullying

Any method of indoctrination, initiation, or pre-initiation into a student organization or student body, whether the organization or body is officially recognized or not.

Report through Student Conduct or Student Activities Office. Can be anonymous, and students can find support through the Dean of Students Office, CAPS, and the Conduct Office.

Includes behavior associated to digital/cyber bullying

5.
Family Expectations

Openly share concerns and discuss what it means to share concerns (both ways).

Observing changes in behavior or physical presence can be a strong signal of a need to check in or address changes.

Families/supporters can share their concerns with the University formally and informally.

Tips for Families for Student Safety

Dependence to Self-Authorship

Establish Open Communication Channels Early

- Encourage regular updates on whereabouts
- Provide guidance and support when needed
- Dare you ask to use "Find My Friends" apps?

Discuss Personal Safety Strategies

- Be aware of surroundings
- Trust instincts
- Know how to seek help if feeling unsafe

Stay Informed about Local Safety Resources

- Know emergency contact numbers
- Familiarize with campus security protocols

Encourage Safe Transportation Practices

- Use reputable transportation services (Uber/Lyft)
- Practice using BART + MUNI systems
- Avoid walking alone in poorly lit areas

Set Clear Expectations

- Outline responsible behavior expectations
- Encourage informed decision-making
- Share understanding of "when to become concerned" (this goes both ways)

Intro to Emergencies & Insurance 101

- What is an emergency?
- When to call for an ambulance
- What actually is insurance?
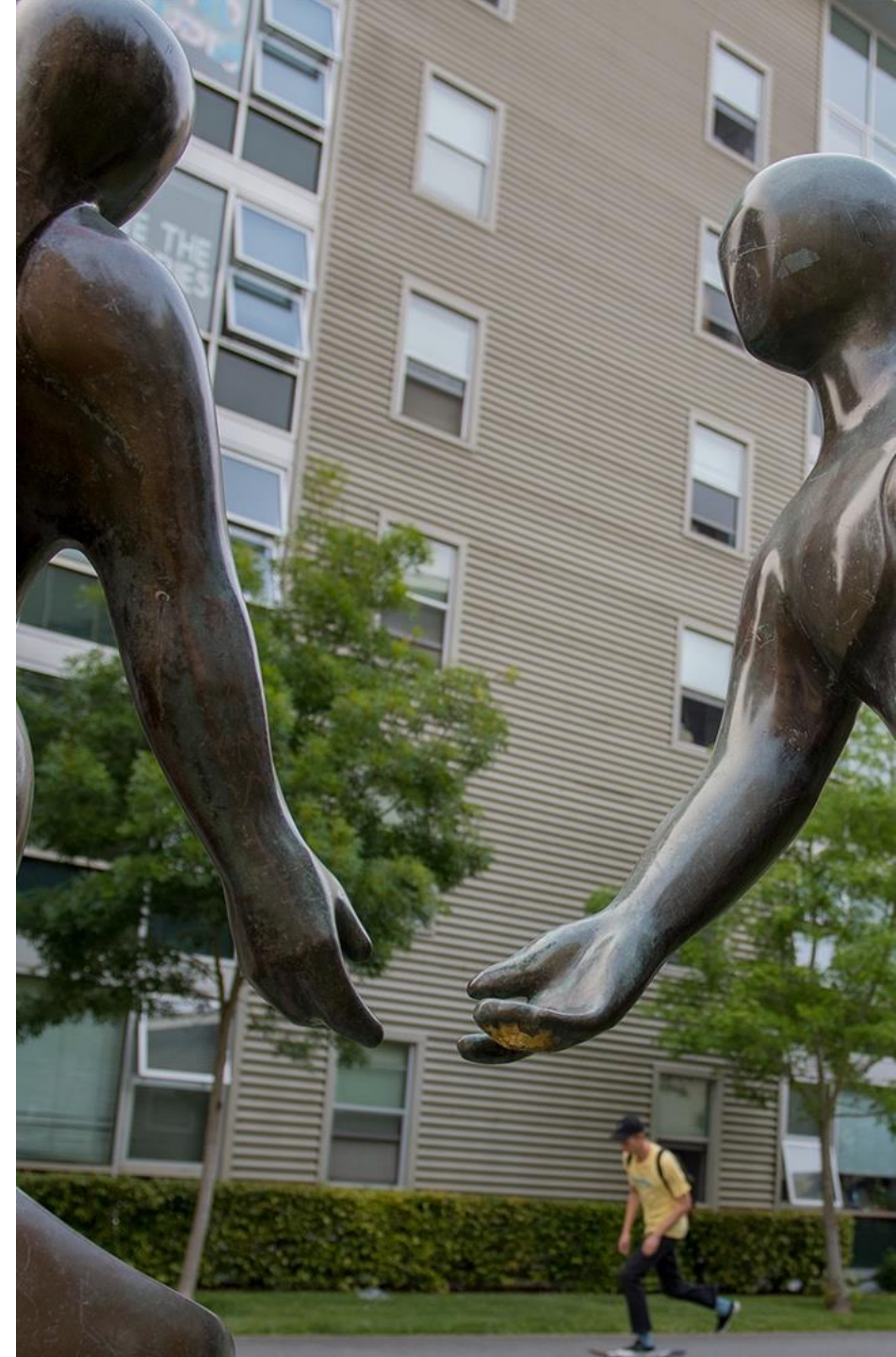
FINANCES

College Student Financial Literacy

External Direction to Internal Motivation & Purpose
Dependence to Self-Authorship

Definition of Financial Literacy

- Understanding how to manage personal finances effectively
- Includes budgeting, saving, investing, and avoiding debt
- SparkPoint :: Financial Literacy + Wellness Coaching

Challenges Faced by College Students in Managing Finances

- Limited income
- Student loans
- Credit card debt
- Peer pressure to spend | wants vs. needs
- Lack of financial education

Budgeting Strategies for College Students

- Track expenses
- Create a budget
- Prioritize needs over wants
- Limit unnecessary spending

University Resources

- Crisis support (limited)
- Basic Needs services and resources
- CalFresh liaisons
- Short term loans & financial aid

Tips for Parents to Support Their College Students Financially

- Encourage budgeting
- Discuss financial goals (short term and long term)
- Teach the value of saving
- Provide guidance on credit card usage
- Pros + cons to financial decisions

Financial Resources Available for Students

External Direction to Internal Motivation & Purpose

Dependence to Self-Authorship

Scholarships and Grants

- Explore various scholarships and grants offered the University, other organizations, and government bodies.
- Over $46 billion in grants and scholarships are awarded by the U.S. Department of Education annually.

Work-Study Programs

- The University offer work-study programs that allow awarded students to work part-time on campus – with flexible hours!
- Hundreds of thousands of students participate in the Federal Work-Study program each year.

Online Financial Tools and Resources

- Numerous online platforms and resources tailored to college students offer budgeting tools and financial literacy courses.
- Websites like Mint and NerdWallet provide valuable financial advice for students.

Student Loans

- Understand the different types of student loans available, such as federal loans and private loans.
- Financial Aid Office hosts workshops and offer regular meetings with loan/aid counselors.

Financial Aid Offices

- Visit the institution's financial aid office to learn about available resources.
- Get assistance with completing financial aid forms and explore options for managing finances effectively.

Tips to Support Students Financially

1.

Encourage Open Communication

Foster a supportive environment

Discuss financial concerns and goals

Challenge & support

Learn + reflect on mistakes

Make payments together and discuss the costs openly/transparently.

2.

Educate on Budgeting

Importance of creating a budget

Tracking expenses

Setting financial goals

Awareness to Financial Aid resources on campus

Support & education on campus

SparkPoint Coaching

3.

Promote Financial Responsibility

Prioritize needs over wants

Avoid unnecessary expenses

Save for the future

Transportation expenses in San Francisco (MUNI vs. Car Service)

Morning Coffee & Eating in vs. eating out

4.

Discuss Credit & Debt

Responsible use of credit

Risks of debt

Building a good credit score

5.

Explore Financial Aid Options

Research scholarships and grants

Apply for financial aid opportunities

On-campus employment

Off-campus employment

INVOLVEMENT, SOCIAL
WELLNESS, & BELONGING

The Importance of Involvement

*There is what is known as the **involvement imperative**:*

**The more students put into college life,
the more they get out of it.**

Involvement isn't just "extra," it's foundational to student well-being and persistence.

Students who participate in meaningful, shared experiences—especially those tied to their values, identities, or interests—are far more likely to feel **seen**, **supported**, and **motivated to do well in class and persist through to graduation**.

Opportunities Require Showing Up

✅ **250+ Student Organizations**

From cultural orgs to academic clubs to activism-based groups—there's something for everyone.

✅ **Associated Students & Student Government**

Leadership, advocacy, campus improvement—all led by students, for students.

✅ **23 Fraternities & Sororities**

Community, service, and lifelong connection.

✅ **20+ Sports Clubs & Recreation Programs**

Competitive and recreational options for athletes and beginners alike.

✅ **5 Leagues, 70 Teams – Intramural Sports**

Competitive and recreational options for athletes and beginners alike.

✅ **Outdoor Trips & Adventures**

Nature-based bonding: from ocean kayaking to hiking Mt. Tam.

✅ **Recreational & Wellness Center**

Fitness, group classes, and downtime that promotes mental health.

✅ **Campus Events & Traditions**

Welcome events, cultural festivals, speaker series, concerts, comedy shows, and more.

✅ **Exploring San Francisco**

The city is part of the classroom. Connection doesn't stop at campus borders.

✅ **Community Living On or Off-Campus**

Embracing community in residential halls, neighborhood, and on-campus with fellow students, staff, and faculty is core to a bigger sense of connection and belonging.

Student Engagement & Involvement

1.

Involvement Builds Belonging

Students who get connected, stay enrolled & graduate

National research (NSSE, Tinto) shows that students who are involved outside the classroom are more likely to graduate

Clubs, leadership, community events & traditions help students feel seen, known, and valued – especially large campuses

2.

It's Expected to Struggle at First

The first weeks can feel awkward or overwhelming

Student may feel unsure about where they fit in, it takes time.

Not attending a club meeting doesn't mean disinterest -- it might mean they're just exploring comfort/security.

3.

Inclusion & Shared Spaces

Belonging isn't one-size fits-all.

Inclusive programs help students find spaces that reflect and affirm their sense of self or expand understanding of others.

Finding connection amongst common factors helps starts networking:
-home town/region
-major/career interest
-causes/culture/art

4.

Leadership Beyond Student Government

You do not need to run for student government to be a leader.

Student government builds advocacy, confidence, and public speaking skills – so does small roles in orgs, jobs, or committees on campus

5.

Social, Physical & Recreational

Recreation and self-care priorities find like-minded peers.

Intramurals, sports clubs, rec centers, and wellness events help manage stress and increase like-priority social connection

Involvement = social engagement & balance.

ACADEMIC SUPPORT & COLLEGE NAVIGATION

THE STRONGEST FACTOR FOR SUCCESS:
GOING TO CLASS

Achieving Academic & Social Success

Setting Goals & Priorities

- Effectively manage academic workload by setting achievable goals and prioritizing tasks.
- Connect with peers with similar values and interests

Utilizing Campus Resources

- Access tutoring services, study groups, and academic advisors for academic support and guidance.
- Explore resources and co-curricular opportunities on and off-campus
- Disability Programs & Resource Center (DPRC)

Effective Study Strategies

- Create study schedules, use technology to be organized, and practice studying/learning strategies
- Learn with others and build relationships with classmates

Developing Time Management Skills

- Balance academic responsibilities with personal well-being through effective time management strategies.
- Stay organized, read the syllabus, look at the academic calendar, plan and be strategic as much as possible

Engaging in Class Discussions

- Participate in discussions, seek clarification, and join extracurricular activities to enhance learning experiences.
- Meet with faculty during their office hours
- Ask for help!

Access & Accommodations

- Disability Programs & Resource Center (DPRC)
- Reflection & Assessment
- Student Health Services

Essential Technology

Student Center

The Student Center is the core system of managing the individual student records, to-do items, holds, & important alerts!

This is managed by the university registrar.

Canvas

Canvas is SF State's learning management system, where students interact with each course information, resources & participate in classes.

This is managed by faculty.

@SFSU Email

All students have access to their own official University email account. This is the University's primary form of communication to all students.

This is managed by ITS.

Keep in Mind: Three Shifts
Student Development

Shift 1: Social Comfort Zones to Seeking Belonging
"My circle of friends will never change." <> "Friendship is something deeper."

Shift 2: External Direction to Internal Motivation & Purpose
"I hope they see me this way. <> "I know this is best for who I am."

Shift 3: Dependence to Self-Authorship (Independence)
"I need this/them to be successful." <> "I've done this before; I can accomplish what comes next."

Balance: Challenge & Support

Finding Care & Support Navigating Campus

Care & Support

Referral, Guidance, Transition
- Basic Needs
- HOPE Crisis Support
- Case Management
- Dean of Students Team & Dean-on-Call Program (DOS)
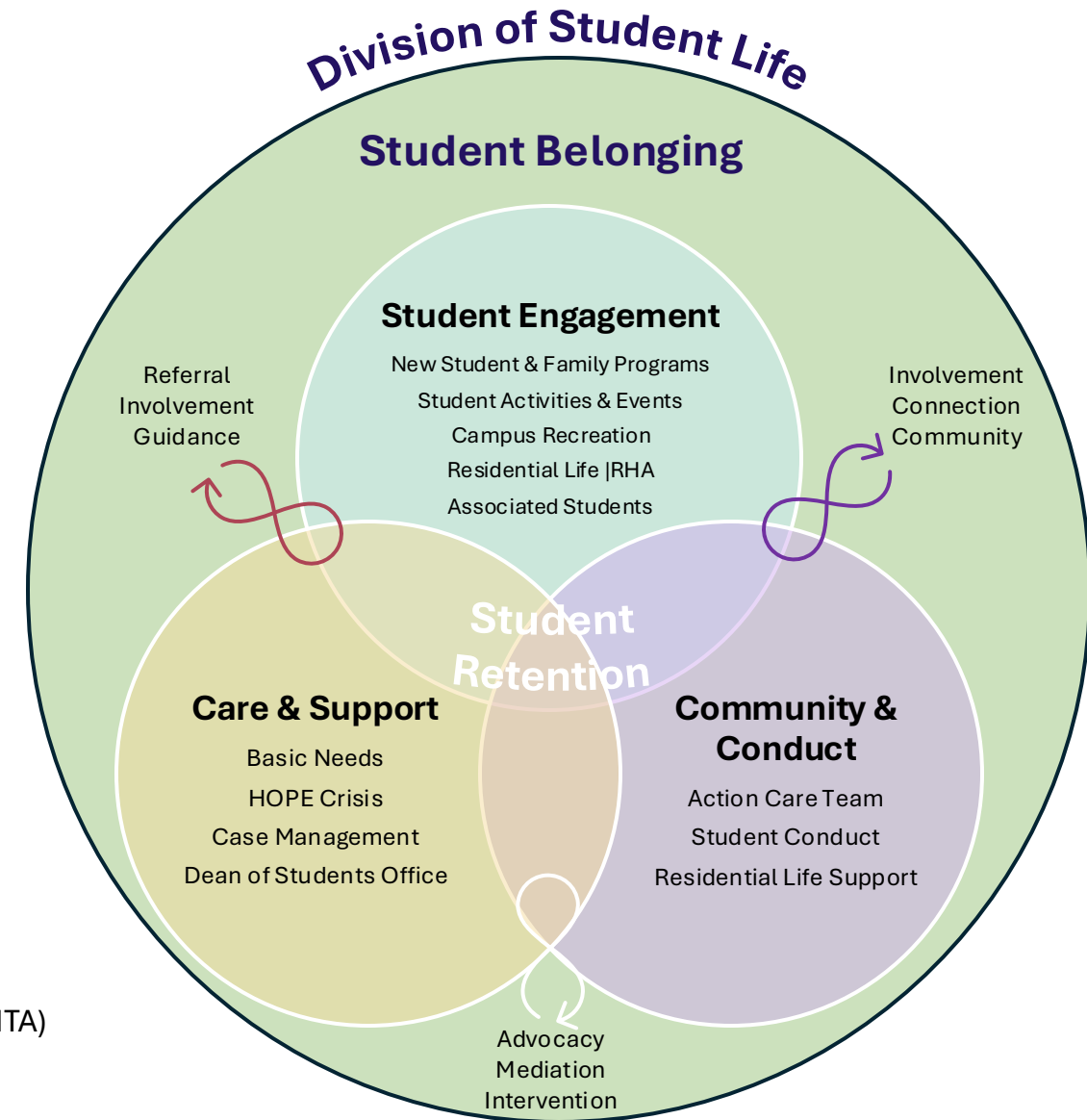
Student Engagement

Involvement, Connection, Community
- Student Activities
- Mashouf Wellness Center & Campus Recreation
- Student Life Events Center
- Residential Life | Resident Hall Association (RHA)

Community & Conduct

Advocacy, Mediation, Intervention
- Residential Life
- Student Conduct
- Action Care Team (ACT)
- University-wide Coordination
- National Association for Behavioral Intervention Threat Assessment (NABITA)

Division of Student Life

Student Belonging

Referral
Involvement
Guidance

Student Engagement
New Student & Family Programs
Student Activities & Events
Campus Recreation
Residential Life |RHA
Associated Students

Involvement
Connection
Community

Student Retention

Care & Support
Basic Needs
HOPE Crisis
Case Management
Dean of Students Office

Community & Conduct
Action Care Team
Student Conduct
Residential Life Support

Advocacy
Mediation
Intervention

What Can Your Student Do?

Pay Attention & Show Up!
Read emails, check Student Center & act on the information

Find a Routine
Go to bed, wake-up, exercise, eat healthy, explore, witness & seek entertainment

Meet with Professors
Attend office hours, ask questions about assignments & seek feedback

Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6

Meet New People & Get Involved
Invite others to study or work on assignments together, go to club/org. meetings & meet Peer Mentors

Learn About the University
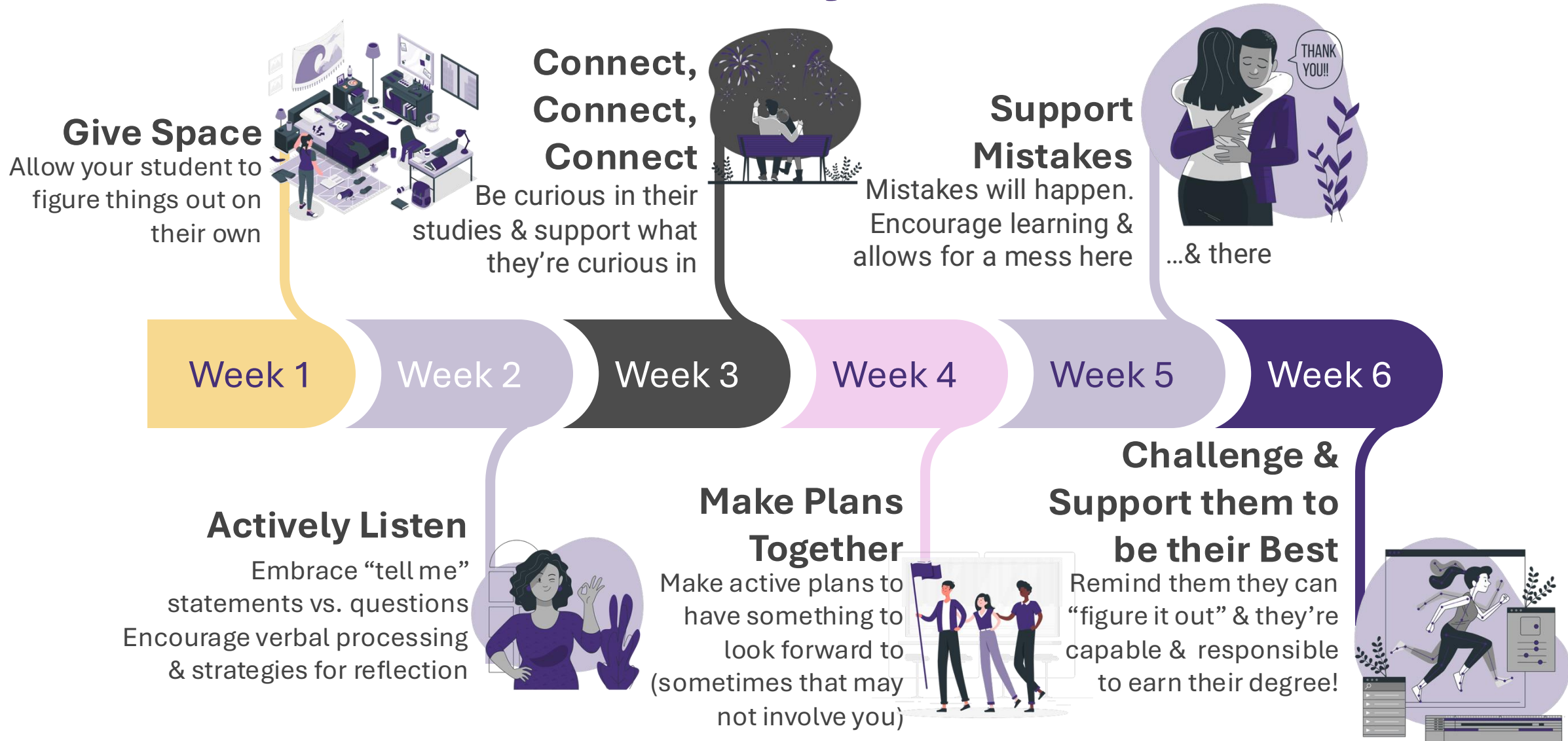Appreciate "why" SF State, participate in events, programs & services offered

Ask for Help!
Meet with staff, talk to upper classmen & remember you're not alone

What Can the Family Do?

Give Space
Allow your student to figure things out on their own

Connect, Connect, Connect
Be curious in their studies & support what they're curious in

Support Mistakes
Mistakes will happen. Encourage learning & allows for a mess here

...& there

THANK YOU!!

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |

Actively Listen
Embrace "tell me" statements vs. questions Encourage verbal processing & strategies for reflection

Make Plans Together
Make active plans to have something to look forward to (sometimes that may not involve you)

Challenge & Support them to be their Best
Remind them they can "figure it out" & they're capable & responsible to earn their degree!

Quick Links

Academics

The Bulletin (Catalog)
Undergraduate Education
General Education
Academic Advising at SFSU
Majors
Tutoring

Student Success

The Culture of Possibility (Video)
Challenge & Support Model

Student Health

Student Health Services
Counseling & Psychological Services
Health Promotion & Wellness
Diets & Nutrition
Medial Emergency

Student Safety

University Police Department

Finances

Financial Literacy
Financial Aid
Financial Services (Bursar)
Scholarships

Starting Strong

Division of Student Life
Residential Life
Basic Needs
Case Management
New Student & Family Programs
Student Activities & Events
Mashouf Wellness Center & Campus Recreation
Student Conduct