Commission on Teacher Credentialing+

Preliminary Report of Findings and Addendum

Institution	San Diego State University	**Program**	**SCHOOL COUNSELING (2019)**
Date of Review	January 2026		
Submission Link	San Diego State University		

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum
Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution's accreditation website.

Standards Found to be Preliminarily Aligned	**1, 3, 5**

Standards Requiring More Information	**Comment from Program Reviewers**	**Response from Program**
Program Standard 1: Program Design, Rationale, Collaboration, Communication and Partnerships	E	E
Program Standard 2: Preparing Candidates to Master the School	Reviewers did not easily understand how the program's organized coursework and field experience provide multiple	Thank you for your feedback. We have more clearly highlighted how SCPE 9.5 is addressed in our CSP 630: Social Justice & Holistic School Systems for School Counselors Course, SCPE 9.6 is

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Counselor Performance Expectations (SCPEs)	opportunities for candidates to learn, apply, and reflect on each School Counselor Performance Expectation (SCPE), specifically 9.5, 9.6 and 9.8.	introduced, practiced and assessed in our CSP 769: Leadership, Advocacy, & Systemic Change Course, and how SCPE is addressed across 3 courses: CSP 690: Methods of Inquiry, CSP 730: Fieldwork, and CSP 740: Practicum. All feedback for this review is highlighted in green throughout this document and the supporting attachments.
Program Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements	E	E
Program Standard 4: Clinical Practice	Reviewers did not find sufficient evidence of the program's use of evidence-based assessment instruments to guide and support candidates to understand and address areas for personal and academic improvement and to help candidates progress towards mastery of the performance expectations necessary to perform as highly skilled school counselors. Reviewers were unable to locate a planning document for field experience prepared and agreed upon by the field supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the activities candidates are expected to experience, the experiences used to attain competencies, and a plan for determining competency attainment. The plan also delineates the	Thank you for your careful review of our materials supporting clinical practice. To address feedback about the use of evidence-based assessment instruments, we've included the Counseling and School Psychology Departments Professional Performance Standards Evaluation. This form is completed twice a year by the site supervisor and reviewed with the student to support professional growth. Additionally, the Evaluation of Competency form is completed twice a year by both the student and site supervisor to support academic improvement and help students progress towards mastery of skills necessary to become a Professional School Counselor We've also included the fieldwork experience profile, which documents activities candidates are expected to experience and a space to reflect and evaluate progress in the respective area. This document is discussed at the beginning of fieldwork with the university supervisor and brought to weekly supervision with the site supervisor to review progress towards completion.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.	
Program Standard 5: Determination of Candidate Competence	E	E

Pupil Personnel Services: School Counseling Performance Expectations Matrix Addendum

In the matrix below, indicate with an E each place where the competency/performance expectation is evidenced as being either Introduced (I), Practiced (P), and/or Assessed (A). Leave blank those cells in which the competency/performance expectation is not evidenced.

KEY
E: Evidenced/preliminarily aligned
(Blank): More evidence needed

SCPE 1: Foundations of School Counseling Professional Standards **Beginning School Counselors:**	**I**	**P**	**A**
1.1 Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems	**E**	**E**	**E**
1.2 Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs.	**E**	**E**	**E**
1.3 Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).	**E**	**E**	**E**
1.4 Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.	E	E	E
SCPE 2: Professionalism, Ethics, and Legal Mandates **Beginning School Counselors:**			
2.1 Develop and apply an ethical decision-making process.	E	E	E
2.2 Articulate school counseling philosophy as it pertains to school counselor professional identity.	E	E	E

2.3 Locate and identify key state provisions such as California Education Codes (EC § 49600, 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement.	E	E	E
2.4 Examine the key provisions of Family Education Rights and Privacy Act (FERPA) and Elementary and Secondary Education Act (ESEA) as related to the scope of the school counseling program.	E	E	E
2.5 Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.	E	E	E
2.6 Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.	E	E	E
2.7 Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.	E	E	E
2.8 Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner.	E	E	E
2.9 Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless, social and economically disadvantaged, and LGBTQ+.	E	E	E
2.10 Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor PPS School Counseling 14 Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).	E	E	E
2.11 Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults	E	E	E
2.12 Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.	E	E	E
SCPE 3: Student Academic Development **Beginning School Counselors:**			
3.1 Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.	E	E	E

3.2 Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).	E	E	E
3.3 Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.	E	E	E
3.4 Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.	E	E	E
3.5 Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school).	E	E	CSP 730: Experience Profile CSP 740: Student Presentation Form
3.6 Knowledge and understanding of state and local academic standards, grading policies and state testing.	E	E	E
3.7 Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.	E	E	E
3.8 Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.	E	E	E
3.9 Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.	E	E	E
SCPE 4: Student College and Career Development **Beginning School Counselors:**			
4.1 Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.	E	E	E

4.2 Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.	E	E	E
4.3 Knowledge of state and local graduation requirements, and provisions for marginalized populations.	E	E	E
4.4 Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).	E	E	E
4.5 Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.	E	E	E
4.6 Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.	E	E	E
4.7 Ability to promote developmentally appropriate college affordability planning, and establishing a school wide career and college culture throughout PreK-12 schools	E	E	E
4.8 Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.	E	E	E
4.9 Knowledge and understanding of local and national career and job market trends.	E	E	E
4.10 Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.	E	E	E
4.11 Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL).	E	E	Experience Profile
4.12 Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.	E	E	E
4.13 Demonstrate ability to develop four and six-year academic and post-secondary planning	E	E	Experience Profile

4.14 Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.	E	E	E
SCPE 5: Social/Emotional Development **Beginning School Counselors:**			
5.1 Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.	E	E	E
5.2 Model and demonstrate essential counseling skills in group counseling within psychoeducational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.	E	E	E
5.3 Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a nonjudgmental and inclusive manner.	E	CSP 680	CSP 680
5.4 Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.	E	E	E
5.5 Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.	E	E	E
5.6 Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.	E	E	E
5.7 Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.	E	E	E
5.8 Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.	E	E	E
5.9 Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.	E	E	E
5.10 Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.	E	E	E

5.11 Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.	E	E	E
5.12 Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.	CSP 620	CSP 620	CSP 620
5.13 Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.	E	E	E
5.14 Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.	E	E	E
5.15 Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.	E	E	E
SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement **Beginning School Counselors:**			
6.1 Understanding of theories of individual and family development across the lifespan.	E	E	E
6.2 Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum.	E	E	E
6.3 Knowledge of systemic and environmental factors affecting human development, function and behavior.	E	E	E
6.4 Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments.	E	E	E
6.5 Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans.	E	E	E
6.6 Understand the needs of diverse learners, including adapting to the dynamics of difference in cross cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management.	E	E	E

6.7 Understand the needs of diverse learners, including adapting to the dynamics of difference in cross cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management.	E	CSP 624 CSP 740	CSP 624: CSP 740: Student Presentation Form
6.8 Identify and apply student engagement strategies and pedagogical best practices.	E	E	E
6.9 Recognize early signs and predictors of student learning barriers and apply measurable intervention strategies.	E	E	E
6.10 Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement.	E	E	E
SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access **Beginning School Counselors:**			
7.1 Understand and demonstrate the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.	E	E	E
7.2 Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.	E	E	E
7.3 Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.	E	E	E
7.4 Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.	E	E	E
7.5 Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.	E	E	E
7.6 Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, and gender identity.	E	E	E
7.7 Understands the leadership role of school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies.	E	E	E
7.8 Understand and apply theories and principles of equity with the education context of the purpose of creating more safe, secure and nurturing learning environments that promote and support student success.	E	E	E

7.9 Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students.	E	E	E
7.10 Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education.	E	E	E
7.11 Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.	E	E	E
SCPE 8: Program Development **Beginning School Counselors:**			
8.1 Understands the organization and structure of schools as part of district, county, and state educational systems.	E	E	E
8.2 Plan, develop, implement, and evaluate a comprehensive school counseling program and the program's role connected with the overall school plan.	E	E	E
8.3 Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems.	E	E	E
8.4 Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment.	E	E	E
8.5 Understand the interrelationships among prevention and intervention strategies within school organization and the community.	E	E	E
8.6 Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.	E	E	E
8.7 Ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs.	E	E	E
SCPE 9: Research, Program Evaluation, and Technology **Beginning School Counselors:**			
9.1 Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions).	E	E	E

9.2 Knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single-subject designs.	E	E	E
9.3 Ability to differentiate between and ability to interpret valid and reliable results.	E	ED 690	ED 690
9.4 Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes.	E	E	E
9.5 Conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications.	CSP 630	CSP 630	CSP 630
9.6 Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources.	CSP 769	CSP 769	CSP 769
9.7 Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.	E	E	E
9.8 Possess knowledge, understanding, and experience with at least one student information system.	ED 690 CSP 730 CSP 740	ED 690 CSP 730 CSP 740	ED 690 CSP 730: Experience Profile CSP 740: Student Presentation Form