

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
Chapman University  
Professional Services Division  
February 2020**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Chapman University**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions  
For All Commission Approved Programs Offered by the Institution**

<b>Common Standards</b>	<b>Status</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Preliminary Multiple Subject	6	6	0	0
Preliminary Single Subject, with Intern	6	6	0	0
Preliminary Education Specialist, Mild to Moderate, with Intern	22	22	0	0
Preliminary Education Specialist, Moderate to Severe, with Intern	24	24	0	0
Bilingual Authorization: Spanish	6	6	0	0
Pupil Personnel Services: School Counseling, with intern	32	32	0	0
Pupil Personnel Services: School Psychology, with intern	27	27	0	0
Speech Language Pathology	16	16	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution: Chapman University  
Dates of Visit: September 29 – October 1, 2019  
Accreditation Team Recommendation:      Accreditation**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">February 12, 2011</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

After review of all relevant preconditions for this institution, all preconditions have been found to be aligned.

Program Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for all programs offered at Chapman University.

Common Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all common standards are **Met** for Chapman University.

### Overall Recommendation

The accreditation team verified that Chapman University and its programs met or exceeded the Commission's adopted Common Standards and Program Standards applicable to the institution. The team unanimously recommends a decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements

Preliminary Multiple Subject  
Preliminary Single Subject, with Intern  
Preliminary Education Specialist: Mild/Moderate, with Intern  
Preliminary Education Specialist: Moderate/Severe, with Intern  
Pupil Personnel Services: School Counseling, with intern  
Pupil Personnel Services: School Psychology, with intern  
Speech-Language Pathology  
Bilingual Authorization: Spanish

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Chapman University be permitted to propose new educator preparation programs for approval by the Committee on Accreditation
- Chapman University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing

## Accreditation Team

### Team Lead:

Jo Birdsell  
National University

### Common Standards:

Keith Walters  
California Baptist University

### CAEP:

Dale Carpenter, CAEP Team Lead  
Western Carolina University

N. Faye Deters  
Eastern Kentucky University

Katrina Myers  
Klamath County School District

Michael K. Rowland  
Arkansas Department of Education

### Programs Reviewers:

Elizabeth Freer  
Alta Loma Unified School District

Shane Jimerson  
University of California, Santa Barbara

Karla Paul  
Merced County Office of Education

Reyna Garcia Ramos  
Pepperdine University

### Staff to the Visit:

Cheryl Hickey  
Cara Mendoza  
Commission on Teacher Credentialing

## Documents Reviewed

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Course Syllabi and Course of Study  
Candidate Advisement Materials  
Accreditation Website  
Faculty Vitae  
Candidate Files  
Assessment Materials  
Program Summaries  
Fieldwork materials

Candidate Handbooks  
Budget Information  
Survey Results  
Performance Expectation Materials  
Precondition Responses  
TPA Results and Analysis  
Annual Data System Dashboards  
Master Teacher/Mentor Training  
Information  
TPA Rubric Level Data

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	168
Completers	50
Employers	20
Institutional Administration	10
Program Coordinators	12
Faculty	26
TPA Coordinator	1
Field Supervisors – Program	17
Field Supervisors – District	30
Credential Analysts and Staff	7
Advisory Board Members	7
<b>TOTAL</b>	<b>348</b>

*Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

## **Background Information**

Chapman University was founded in 1861 in Woodland, California and was known then as Hesperian College. Its current campus is located in Orange California. The university notes its commitment to educating the whole individual through “The Four Pillars”—intellectual, physical, social, and spiritual dimensions of life. The mission of Chapman University is to provide personalized education of distinction that leads to inquiring, ethical and productive lives as global citizens. The university’s central commitments are to:

- create stimulating learning environments for a diverse population; recruit and retain a faculty that cherishes teaching, research, and creative activity as primary professional commitments and that strives to build a created intellectual community in which the inquiring life is exemplified by a shared commitment among students and faculty to the pursuit of knowledge;
- offer curricula that integrate liberal arts and professional learning to foster independent and critical thinking, effective communication, and an international perspective;
- create learning, living, and working environments that foster diversity, multiple perspectives, and free exchange of ideas;
- affirm openness to diverse religious, spiritual, political, and ethical traditions;
- encourage linkage between a life of learning and service and vital interaction of the University with wider communities; and,
- devote resources in a fiscally responsible manner to support outstanding teaching, scholarship, and learning that develop facilities that enhance the living and learning environments.

The college provides educational services to over 8,540 students, with over 6,400 undergraduates and 2,300 graduate students. The university offers more than 110 areas of study comprising a mix of undergraduate and graduate degree programs and credential programs for educators. The university employs more than 522 full time and 595 part time faculty. The student body represents 47 different states and 59 different countries.

## **Education Unit**

All but one of Chapman University’s educator preparation programs are housed at the Donna Ford Attallah College of Educational Studies. The programs in the Attallah College include the Preliminary Multiple and Single Subject, Preliminary Education Specialist, Pupil Personnel Services in School Counseling and School Psychology, and the Bilingual Authorization. The Crean College of Health and Behavioral Sciences, at the Rinker Health Science Campus in Irvine, houses the Speech and Language Pathology credential program. Each of the two colleges has a dean with the Dean of Attallah College serving as the unit lead for credential programs. The mission statement of the Attallah College of Educational Studies is “Guided by our values, vision, and principles, the Donna Ford Attallah College of Educational Studies commits to develop critical scholarship and skillful leadership that inspires and respects individuals, serves communities, strengthens diversity and ensures a just society.”

Current enrollment in the credential programs is 325.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2018-19)</b>	<b>Number of Candidates Enrolled (2019-20)</b>
Preliminary Multiple Subject	25	62
Preliminary Single Subject	11	42
Preliminary Single Subject, intern model	0	0
Bilingual Authorization	0	5
Preliminary Education Specialist: Mild Moderate, student teaching model	12	28
Preliminary Education Specialist: Mild Moderate, intern model	2	4
Preliminary Education Specialist: Moderate/Severe, student teaching model	6	14
Preliminary Education Specialist: Moderate Severe, Intern model	1	2
Pupil Personnel Services: School Counseling	19	22
Pupil Personnel Services: School Psychology	19	59
Speech Language Pathology	42	87

### **The Visit**

The visit was a joint visit with the CTC team and the team from the Council for the Accreditation of Educator Preparation (CAEP). It was only the second of this kind and while this proved a challenge for the institution and the team, the visit proceeded in accordance with all normal accreditation protocols. One of the CAEP Vice-Presidents joined the visit to learn more about California processes and to assist the institution with document uploading to AIMS.

Because the visit was a CAEP/CTC joint visit, the teams shared information but reached separate accreditation decisions and the teams produced separate reports for the respective accrediting bodies. The CAEP report for Chapman University is available upon request at [accreditation@ctc.ca.gov](mailto:accreditation@ctc.ca.gov) and copies will be available at the COA meeting.



## **PRECONDITION FINDINGS**

After review of all relevant preconditions for this institution, all have been determined to be met.

## **PROGRAM REPORTS**

### **Preliminary Multiple Subject Preliminary Single Subject, with Intern Bilingual Authorization: Spanish**

#### Program Design

The Preliminary Multiple and Single Subject credential programs at Chapman University are offered in the Donna Ford Attallah College of Educational Studies. The director of the teacher education program has administrative authority over the programs and the coordinator of the Master's of Arts Curriculum and Instruction (MACI) pathway helps facilitate program direction and supervision. Both individuals are key in managing practices.

There are two distinct pathways offered by Chapman University that can lead to a preliminary credential 1) Master of Arts in Curriculum and Instruction (MACI) which is specific to the recruitment and certification of undergraduate Chapman University college students that culminates in a one year clinical practice residence experience and 2) the Master of Arts in Teaching (MAT), a one-year graduate program that recruits and accepts candidates from Chapman University as well as other colleges and universities. Candidates in both the MACI and the MAT programs can receive a Preliminary Multiple Subject or a Single Subject credential. The MAT program provides additional options for a certification in 1) bilingual authorization 2) secondary music, and 3) an intern option for secondary candidates.

MACI is a recently added pathway with its first graduating class in 2018. MACI allows candidates to obtain a Preliminary Multiple Subject credential and a Master's degree with 30 units, or Preliminary Single Subject credential in English, mathematics, science, or social science and a Master's degree with 30 units.

The MAT program offers a Preliminary Multiple Subject credential program with 34 total units. The Preliminary Multiple Subject credential with Spanish/English Bilingual Authorization program is offered at a total of 40 units. Additionally, the MAT program offers a 34 unit Preliminary Single Subject credential in English, mathematics, science, social science and music. Beginning in the summer/fall of 2017, the MAT program was changed to a cohort model.

The teacher education program operations are facilitated through bi-monthly meetings that allow for the communication and deliberation of strategic plans and the sharing of information among the staff, faculty and the coordinators of MACI and MAT programs. The director of the teacher education program is primarily responsible for the direction and communication to staff, faculty, and students.

The teacher education program is strategic in its approach to meet the needs of the school community in the region. Extensive relationships with a select group of districts in the area resulting in elaborate partnerships have yielded mutual benefit for the K-12 community and the teacher education program. In particular, the MACI program has partnered with the Orange Unified School District (OUSD) for all placements in a way that allows candidates to feel supported through their journey.

The Bilingual Authorization program has influenced the MAT and MACI programs. Interviews with full-time faculty referenced the number of courses and field experiences that are designed to ensure that all candidates are able to learn and student teach with multilingual and multicultural students that thrive in the K-12 environment. The coursework reflects opportunities for candidates to be exposed to the learning experiences that developing bilingual students possess. In speaking with alumni and candidates in the bilingual authorization, the fieldwork has been the most valuable. The partnership with El Sol Academy in Santa Ana is an added bonus of the program, as candidates get to work with students in this extended school year program.

Stakeholder input has been sought out and utilized to make relevant adaptations to preparation programs. Interviews with key stakeholders noted that partners feel valued and included in the design and implementation of the teacher education program improvement.

#### Course of Study (Curriculum and Field Experience)

The teacher education program admits candidates after a successful application process that includes interviews with faculty. Candidates expressed a desire to equally systematize the interview process for all future candidates (some candidates believed they had to interview in person while others were allowed to use technology). The support staff of the program confirmed there are checks and balances built into their position assignments to verify that files of candidates are complete.

The teacher education program has a well-designed course of study for candidates. The courses are aligned in a developmental sequence that allows the candidates to integrate theoretical foundation of teaching and learning with relevant fieldwork.

The MAT program utilizes a cohort model. Candidates work as a collective unit as they navigate through the course work, clinical practice, and eventual job placement in the field. The MACI program follows a cohort model once candidates reach senior status as undergraduates to be eligible for the yearlong residency field experience.

All candidates in the teacher education program take a literacy and learning course where they develop strategies for the teaching of reading in their first term. These courses include a community reading clinic on campus in which community students participate in the gaining support in their literacy development. There is also a growing effort to enhance a numeracy pedagogy that is modeled through the reading clinic. Candidates and program completers noted in interviews the role of the reading clinic in providing them with valuable experience working with K-12 students. EDUC500/500B in the MAT program or 410 and 411 in the MACI

allow candidates to explore supervised teaching prior to any fieldwork. Candidates end their program with a full term of full-time student teaching.

Bilingual Authorization candidates take courses in the program through the cohort model and in this way learn alongside peers not seeking the Bilingual Authorization. Courses such as the MAT 501/501B differentiate assignments for Bilingual Authorization candidates and provide additional time after class to review required assignments. In a review of syllabi and in speaking with alumni of the program, this was confirmed.

Supervision of candidates in the field is conducted through personnel who have extensive experience as is evident of credentials and certification on file with the program.

Mentor teachers receive a training through OUSD and an additional 2 hours online through the university. Mentor teachers are recommended by principals and through collaboration with district personnel.

Candidates and graduates expressed wide support for the cohort model. Candidates, program completers, and employers expressed strong satisfaction with the yearlong residency model of the MACI pathway, noting that being present from day one through the entire academic year resulted in enhanced pedagogical skills and more confidence as new teachers.

#### Assessment of Candidates

Candidates receive formal feedback from the university field supervisors and from mentor teachers that informs the professional development of candidates. Candidates are observed every other week with a standardized 30 minute debrief after an observation. The formative evaluation is used for feedback and guidance. If the student is not demonstrating success, the university supervisor will document specific areas that need to be addressed and copies the program coordinator. The summative evaluation serves as final evaluation and as a recommendation by the mentor teacher. If a candidate does not pass student teaching there is a series of intervention processes in place to provide appropriate remediation.

The fieldwork administrator coordinates the submission of Cal TPA for all candidates across the two pathways. Coordinators of the program stated that qualitative measures are in place to gather candidates' feedback during a "check-in" with candidates to understand experiences and challenges if any.

A series of key signature assignments and capstone experiences for candidates provide additional data on candidates' development and growth.

Bilingual Authorization candidates additionally are required to satisfy the language verification form and the language assessment protocol.

#### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, program completers, intern teachers, faculty, employers, and supervising practitioners, the team

determined that all program standards are **met** for the Preliminary Multiple Subject and Single Subject programs, with intern, and the Bilingual Authorization at Chapman University.

**Preliminary Education Specialist:  
Mild to Moderate and Moderate to Severe Disabilities, with Intern**

Program Design

The Preliminary Education Specialist credential programs at Chapman University are housed in the Donna Ford Attallah College of Educational Studies. A program coordinator supports the Preliminary Education Specialist credential programs which are offered in a traditional and intern pathway. The Preliminary Education Specialist credential pathways offer rigorous coursework in teaching learners with exceptional needs. This coursework is paired with clinical experiences, preparing teacher candidates to work in various settings and with all students. The programs benefit from a fieldwork administrator as well as a full-time credential specialist. The current organizational structure shows direct lines of communication from specific program faculty to directors and the dean. Interviews with faculty, stakeholders, and students confirmed those clear lines of communication and collaboration throughout the Attallah College of Educational Studies.

The Preliminary Education Specialist programs transitioned in recent years to a cohort model and consist of 4 semesters, with an additional one-unit course during interterm, which occurs between the fall and spring semesters. The cohort model provides an additional level of support as clearly articulated by recent completers and current candidates. The program is completed in approximately 16 months. Students have an opportunity to pursue dual credentials allowing candidates to complete the program with a Preliminary Multiple Subject credential along with a Preliminary Mild to Moderate or Moderate to Severe credential. The candidates commented that this dual credential option is one of the many reasons they chose Chapman University. The dual credential option requires an additional semester. The programs focuses on assessment, multi-tiered systems of support, inclusive and intervention pedagogies, as well as literacy, mental health, and educational technology. The programs continue to develop embedded opportunities to promote content area expertise and application of technology, with a focus on supporting learners in accessing college and career ready standards. Completers indicated the coursework with Chapman University provided an array of experiences in the use of technology. One graduate commented that she is confident in her knowledge and ability to use a variety of technologies effectively with students.

Course of Study (Curriculum and Field Experience)

The goal of the Preliminary Education Specialist programs is to develop highly competent, informed, and collaborative professionals. These programs provide students with the tools necessary to build inclusive communities. Students learn to be effective communicators, informed decision makers, advocates for students, leaders, and change agents. This goal was clearly articulated during interviews with candidates and program completers. Mentors and employers commented on how comfortable and professional their candidates were in working

collaboratively with families and service providers. Survey data indicated that candidates felt well prepared to enter the profession.

Documentation, including the course sequence, outlines the pathway for the Preliminary Education Specialist Mild to Moderate and Moderate to Severe credential programs. The course sequence and comprehensive approach provided by the Education Specialist pathways is clearly understood by first year candidates.

The first term serves as the foundational term in which teacher candidates are involved in rich clinical experiences in literacy development through the Kathleen Muth Reading Center, where they are able to apply literacy practices in a 1:1 setting. Candidates work alongside students from the community in the reading center, providing weekly opportunities to practice the work under direct supervision in a classroom setting. Additional courses which focus on behavior and assessment (EDUC 566), collaboration for inclusive practices (EDUC 571), inclusive pedagogy in mathematics (EDUC 562), and clinical experience (EDUC 587) introduce candidates to the Teaching Performance Expectations. During the interterm semester, candidates take a one-unit course on mental health and wellness. Building on the content and skills from the first term, term two includes coursework and clinical experiences (EDUC 588) addressing English Language Development and issues of diversity (EDUC 564), intervention pedagogy (EDUC 563), and legal aspects of special education (EDUC 544). Candidates then complete coursework in educational technology and research methods during term three. During the final term four, candidates complete student teaching (EDUC 590/592) and take a Master's elective course. During interviews graduates of the program commented on how much they appreciated the knowledge acquired in coursework, in particular EDUC 544.

Courses explore current theories on language acquisition and the practical applications of theoretical knowledge as they pertain to K–12 and special education. EDUC 564 focuses on issues involved in first and second language acquisition, assessment and literacy development from a socio-psycholinguistic point of view, including socio-cultural and political factors. It addresses the California English Language Development (ELD) standards, assessment, planning for literacy and content area instruction and program options.

Candidates must make adequate progress toward completing 600 hours of approved fieldwork which must include:

- Daily supervision from an experienced and credentialed special education teacher with at least five years of professional experience;
- An average of two hours a week of observation and fieldwork projects;
- Opportunities to work with students of different cultural and socio-economic backgrounds;
- Opportunities to work with students of different ability levels and with different learning needs; and,
- Opportunities for candidates to gain knowledge and skill in each of the Commission Education Specialist Teacher Performance Expectations (TPEs).

As outlined in fieldwork and other course syllabi, professional program standards established by the Attallah College of Educational Studies support candidates' progress through the Commission program standards and TPEs. Faculty interviews and documentation reinforced these core values embedded in coursework, including but not limited to:

- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### Assessment of Candidates

Chapman University maintains individual student records through PeopleSoft, and staff use the program to monitor and ensure accuracy of student progress. Candidates are given regular electronic updates regarding satisfaction of program requirements and are permitted to view their files including program processes and transcripts through student access to PeopleSoft at any time. Attallah College does not retain any paper records and electronic files are password protected and only accessible to Chapman University personnel. All candidate records are retained electronically indefinitely.

Each teacher candidate is responsible for maintaining a weekly log of hours of support and professional development. Logs are maintained via their e-portfolio. During the semester, the candidate receives six formal observations by the University Supervisor and six from their Master Teacher. The final assessment of the teacher candidate is a portfolio documenting all thirteen Teacher Performance Expectations (TPEs). The TPEs are evidenced in a hard copy portfolio (e.g., lesson plans, student work) and collaboratively the University Supervisor and Master Teacher rates the student performance on a four-point rubric. At the end of the student teaching placement, each candidate meets with the program coordinator for an exit interview. The purpose of the exit interview is to measure the candidate's ability to link theory to practice.

Upon review of the clinical practice assessment and program evaluation student document it is evident the Education Specialist programs provide ongoing and detailed student progress reporting. Candidates reported that mentors and program supervisors continually monitor progress and clearly communicate these outcomes.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, program completers, intern teachers, faculty, employers, and supervising practitioners, the team

determined that all program standards are **met** for the Preliminary Education Specialist Mild to Moderate and Moderate to Severe credential programs.

**Pupil Personnel Services (PPS):  
School Counseling and School Psychology**

Program Design

The Pupil Personnel Services School Counseling and School Psychology credential programs at Chapman University are offered in the Donna Ford Attallah College of Educational Studies. Regarding program leadership there is a director of the PPS credential programs, coordinator of the school psychology program, a coordinator of the school counseling program, and an administrative coordinator for both programs. Based on communications in advance of and during the site visit, there is ample evidence that program coordinators communicate and collaborate with each other and with colleagues, administrators, and staff within the institution. Ample evidence was available pertaining to communications within the credential program and the institution regarding course offerings and coverage, student evaluation and progress, engagement with practica and internship supervisors, and with community stakeholders. The School Psychology program is a three-year program, with 69 units, including a yearlong internship. The School Counseling program is a two-year program, with 51 units, including a yearlong internship. Both programs involve rigorous preparation through course work and fieldwork to meet the state and national training standards in school counseling and school psychology.

Based on feedback from candidates, supervisors, and evaluations, the School Counseling and School Psychology faculty have continued to refine the programs during the recent two years, including updates to course curriculum and fieldwork supervision activities. There are multiple examples of content in specific courses being modified to include contemporary evidence-based practices, as well as modifications to further meet the needs of the candidates. Candidates, faculty, and alumni provided evidence of modifications to the career counseling course to include more emphasis on content appropriate for middle school and high school age youth. In addition, based on feedback from School Counseling candidates during the two years the program, faculty developed a course for School Counseling (EDD 600), which includes multi-tiered systems of support (MTSS), 504 plans, and systems level support.

Given the large number of fieldwork placements and supervisors across the programs, the programs engage in extensive collaboration and communications with stakeholders in the region to obtain input. There was clear and converging evidence that the faculty used this input to continue to refine their program, including modifications to course content to further address contemporary topics in the local school districts (e.g., suicide, diversity, mental health supports, college and career readiness). For School Counselors, there is an annual focus group in the spring providing consultation and information to further inform the program. For School Psychologists, there are regular communications with the fieldwork supervisors to obtain their input about how to further enhance the program.

### Course of Study (Curriculum and Field Experience)

The candidates in both the PPS School Counseling and the School Psychology programs each take a combination of courses and integrated fieldwork experiences across the years of each program. Each of these programs is described below.

The Educational Specialist (Ed.S) School Psychology program at Chapman is approved by the National Association of School Psychologists (NASP) and the International School Psychology Association (ISPA). The curriculum is built on the NASP Domains of Training and Practice. Chapman's Master's in school counseling curriculum is built on the American School Counselor Association's National Model of School Counseling. Both programs emphasize the following eight "big ideas":

- Collaboration
- Oral Communication
- Self-reflection and tolerance for complexity and ambiguity
- Written Communication
- Commitment to service and advocacy
- Building solutions for children through an appreciation of their strengths and resources
- Understanding children both as individuals and as participants in systems
- Time management and organizational skills

As evidenced in the review of documents, and interviews with candidates and alumni, both the School Counseling and the School Psychology program offer candidates a balance of rigorous curriculum and field experience covering all areas of necessary professional development (e.g., assessment, intervention, systems, consultation, etc.), which prepares graduates extremely well for their careers in their respective field.

The School Psychology program enrolls about 20 candidates in each cohort (with entry in either summer or fall semester). The program includes 600 hours of practicum and 1,200 hours of internship for a total of 1,800 hours of fieldwork.

The following includes some key program elements:

- The program has been approved by NASP since 2005. Graduates of a NASP-approved program are automatically eligible to become a Nationally Certified School Psychology (NCSP) after providing a passing score on the national school psychology (PRAXIS II) examination.
- The program has been approved by the International School Psychologist Association (ISPA) since 2013. This recognition is consistent with the Chapman University emphasis on local and international contributions.
- Low student-to-faculty ratio, with close collaboration between candidates and faculty on research, publications, and presentations.
- The program includes study abroad opportunities.
- The program offers tuition assistance and scholarships.



- The program offers a dual degree program plus credential. Candidates can earn a Master’s of Arts (MA) in Educational Psychology after two years and an Educational Specialist Degree (Ed.S.) in School Psychology after three years. Candidates also earn the California Pupil Personnel Services Credential in School Psychology at the same time as the Ed.S. Degree.
- All school psychology candidates must pass the CBEST and the School Psychology PRAXIS exam, and complete the Program Exit Interview
- The program also offers an option for an emphasis in Professional Clinical Counseling, which fulfills the educational requirements for the California license as a Licensed Professional Clinical Counselor (LPCC).
- The program also offers an option to apply for the Doctor of Philosophy (Ph.D.) in Education with an emphasis in School Psychology.

The School Counseling program is generally two years full-time (or three years of part-time study), 51 units, about 20 candidates enrolled in each cohort (with possible entry during Summer semester, and most enter in the Fall). The program includes 200 hours of practica and 600 hours of internship for a total of 800 hours of fieldwork.

The following is a brief summary of some key program characteristics:

- The program has a low student-to-faculty ratio, with close collaboration between candidates and faculty on professional training, research, publications, and presentations.
- The program includes study abroad opportunities.
- The program offers tuition assistance and scholarships.
- Candidates also earn the California Pupil Personnel Services Credential in School Counseling at the same time as the Master of Arts in Counseling.
- The program offers an optional emphasis in Professional Clinical Counseling, which fulfills the educational requirements for the California license as a Licensed Professional Clinical Counselor (LPCC).
- All School Counseling candidates must pass the School Counseling PRAXIS exam.
- The program includes a Chapman University Association of School Counselors student organization

Evidence in the materials, conversations with program administrators, faculty, and candidates confirmed that coursework is coordinated with fieldwork and connected for both the School Counseling and the School Psychology programs. Each program involves extensive fieldwork and each includes assignments in the coursework that are fulfilled within the context of fieldwork, thus, there is clear evidence of coordination. Alumni and employers highlighted the extensive fieldwork resulting in extraordinary professional preparation for both School Counseling and School Psychology graduates. Supervisors and employers consistently noted that Chapman graduates are highly prized and preferred in the local school districts.

For both programs, field supervision, advisement, evaluation is received from both the program personnel and the district employed individual (practica, fieldwork, and internship supervisors).

Documentation and interviews revealed a high level of coordination in supervision across both university and district employees. There was outstanding commitment across the university and field supervisors pertaining to establishing the goodness-of-fit between student needs and school-supervisor opportunities. Given the large number of candidates engaging in fieldwork each quarter, the absence of any serious concerns reflects an extreme commitment to supporting and supervising candidates in their fieldwork.

### Assessment of Candidates

Review of program documents and interviews with candidates, alumni, supervisors, and faculty revealed a series of assessments, including evaluations and key assignments to evaluate student performance and progress in each of the programs. Interviews with candidates revealed that they receive advance notice of the assessment requirements and that they received timely feedback about the results of each of the assessments. The first year review includes direct feedback from the faculty during the session. There is follow-up on fieldwork evaluations, if there is anything to be discussed further. Reports from candidates, alumni, supervisors, and faculty consistently revealed the value and timeliness of these assessments and feedback.

In addition, school psychology candidates complete the PRAXIS national exam during year two of the program, and also receive evaluation on their fieldwork in year two and internship in year three and school counseling candidates complete the PRAXIS national exam during year two of the program, and also receive evaluation on their fieldwork in year one and internship in year two. These national exams provide further evidence of the core knowledge of graduates of the programs. Survey data and information from the interviews provided converging evidence that candidates felt that they were well prepared.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the school counseling and the school psychology programs.

## **Speech-Language Pathology**

### Program Design

The Speech-Language Pathology Program at Chapman University is housed in the Crean College of Health and Behavioral Sciences on the Rinker campus in Irvine, California. The Communication Sciences and Disorders department provides multifaceted preparation for a career in speech-language pathology, with a strong commitment to ensuring their graduates are highly ethical, research conscious, and culturally respectful. The program provides supervised clinical experiences that prepare graduates to be highly competent and manage a variety of speech and language disorders, across the lifespan, and from culturally and linguistically diverse populations. The academic and clinical preparation ensures that graduates of the program have the competencies to excel as independent clinicians and as members of

collaborative clinical teams. The Master of Science graduate degree program in Speech-Language Pathology at Chapman University is also accredited by the American Speech-Language-Hearing Association.

The leadership in the Speech-Language Pathology program/Communication Sciences and Disorders (CSD) department includes a director, clinical fieldwork coordinator, admissions and credentials specialist, six full time faculty, and 18 adjunct/part time faculty. The department chair reports directly to the dean of the Crean College of Health and Behavioral Sciences.

Faculty/staff communication is reported to be regular and takes the form of ongoing conversations, emails, department meetings held one to two times monthly that include all staff, as well as yearly retreats. Curriculum, assessment, and admissions committee members meet regularly throughout the academic year. Additional communication takes place between practicum instructors, clinical supervisors and program leadership. There is an advisory committee (“Board of Counselors”) that meets twice yearly, and includes members of the community and current practitioners from a variety of settings. Information from the advisory committee is brought back to the department staff for further discussion. The department chair also communicates regularly with the dean and the director of assessment of the Donna Ford Attallah College of Educational Studies.

Candidates are part of a cohort model, where each group moves as a cohesive unit through the program coursework. First year candidates are paired with a second year mentor as an additional support. During interviews, current second year candidates shared that they continue to communicate with their mentors even after their graduation from the program, and look to those mentors for advice and support as they transition to the workforce. Each cohort member is placed into a study group immediately at their orientation, to provide an immediate connection to others in the program. Interviews with current candidates and completers indicate a high level of support for candidates throughout the program. There was a unanimous appreciation of the faculty’s approachable and supportive nature, as well as their open door policy. During interviews, many candidates and completers shared that the sense of being “comfortable being able to go to anyone, at any level” had much to do with their success in the program. Candidates and completers felt a sense of belonging through the program, and appreciated the department’s sole focus on a graduate program.

During interviews, employers shared their belief that Chapman graduates are well prepared for the workforce, and are “insightful and collaborative.” Fieldwork supervisors stated that Chapman staff ask for feedback, take recommendations and implement those recommendations into their program. Specifically, one supervisor shared, “I like that Chapman asks – we’re the ones in the trenches, and they value that experience and take it seriously.”

Candidates have multiple opportunities to provide feedback about their education during faculty advisement, meetings with the fieldwork coordinator, and meetings with dean and department chair. Exit interviews are conducted at the time of graduation, and employer, and alumni surveys are conducted every two to three years.

### Course of Study

The Speech-Language Pathology program is structured so that graduating candidates receive a Master of Science in Speech-Language Pathology and are eligible to apply for a preliminary Speech-Language Pathology credential. The program admits approximately forty-five Speech-Language Pathology M.S. candidates in a cohort model, from a pool of approximately 400 applicants in the fall term of each year. The application process includes an interview with Chapman staff. The program is six trimesters in length.

Candidates in the program are required to complete 62 credits; 51 credits of coursework, and 11 credits of clinical practicum over six trimesters. Knowledge and skills are introduced, practiced, and at times assessed in the classroom prior to or concurrently with school practicum. There is a very thoughtful and meaningful progression of the coursework. Clinical practicum begins in the second trimester where candidates are introduced to the school setting concurrently with courses on child language disorders (CSD 503) and autism (CSD 505). In the third trimester, candidates take augmentative/alternative communication (AAC) in the classroom (CSD 507) and enroll in a school-based practicum with students who use AAC. In the fourth trimester, candidates take School Based Issues (CSD 509), and enroll in a large school practicum. In the fifth trimester, candidates may enroll in another school practicum. In the sixth trimester, candidates complete any remaining competences. Candidates and completers referenced two courses in particular - School Based Issues (CSD 509), and Counseling (CSD 513), as two courses that went “above and beyond” in preparing them for being part of multidisciplinary teams in the workforce.

Candidates receive a range of school-based experiences with children across various ages and diverse backgrounds, typically within two school-based practicums. Overwhelmingly, candidates and completers believed that the broad variety of practicum placements during the program, including public school settings, non-public school settings, medically-based settings, and private practice settings, set Chapman apart from other Speech-Language Pathology programs. Additionally, candidates and completers believed participating in the summer AAC Camp, which pairs candidates with students utilizing AAC devices, was invaluable to their experience. Opportunities to volunteer in the community, including opportunities with the Down Syndrome Society and the Orange County Scottish Rite’s Childhood Language Center, are encouraged and connect candidates to the local community.

Candidates are supervised in school practicums according to American Speech-Language-Hearing Association and Commission adopted standards. Speech-Language Pathology supervisors are trained by faculty in workshops that are offered biannually. Candidates also receive feedback and instruction from university practicum instructors who observe students at school practicum sites. On-site supervisors provide ongoing feedback besides formal evaluations.

### Assessment of Candidates

Candidates are informed about assessment in several ways. First, they are provided with the Communication Science Disorder (CSD) Graduate Student Handbook and CSD Clinical Manual at

orientation where assessment is described. Additionally, candidates discuss performance with faculty advisors. They meet with university practicum instructor and on-site supervisor to discuss their performance at the midterm and final time points.

Candidate competencies are assessed using formative and summative assessments in practicum and traditional courses throughout the program. On-site supervisors and university practicum instructors identify when candidates have mastered school-based competencies during midterm and final evaluations of student performance. Candidates must pass comprehensive exams, complete capstone projects, create electronic portfolios, and complete 400+ practicum hours prior to graduation.

#### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that program standards are fully **met** for the Speech Language Pathology program.

**COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	<b>Consistently</b>
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	<b>Consistently</b>
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

## **Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation Met**

### **Summary of information applicable to the standard**

The unit at Chapman University is comprised of credential programs in two colleges. These include the Crean College of Health and Behavioral Sciences in Irvine which administers the Speech and Language Pathology credential program and the Donna Ford Attallah College of Educational Studies located at the main campus in Orange which administers all other credential programs. Both are headed by deans who in interviews noted that they are in communication regularly about credential programs. Leadership in both colleges revealed that they have the support of the deans and appropriate resources for credential programs. The Director of Program Assessment and Improvement provides data about credential programs to both deans.

Within both colleges, there is distributed leadership that allows for program specific faculty to make determinations about continued program development and improvement. With respect to the distributed model of leadership, there are two personnel responsible for most functions at the unit level—the Dean and the Director of Program Assessment and Improvement. Interviews with program directors highlighted a true transfer of power to them for program leadership and continuous improvement. Frequent and regularly scheduled meetings as well as a practice of open doors for conversation and consultation provide support and assists in appropriate oversight.

The university prides itself on a sense of community. This includes the communities of candidates, staff, faculty and stakeholders. One person shared that the job of the Dean is to “manage the dynamic interactions of the community.”

Program faculty leadership actively engage relevant stakeholders in aspects of programs. Interviews with local superintendents noted their work, and that of other leaders in their district, with partnership programs. Examples included a partnership with public and charter schools where each type of institution was learning from the other and involvement in the redesign of the Master of Arts in Curriculum and Instruction (MACI) program. Stakeholders shared that they had relationships with faculty and administration at Chapman which made it possible to pick up the phone or send an e-mail regarding ideas they have, praise and suggestions.

Each program is provided with sufficient resources for effective operation for each of the programs. Candidates acknowledged personalized support starting at the inquiry and admissions process continuing through their clinical practice.

The Unit Leadership has the authority and institutional support required. The Dean of the Attallah College of Educational Services shared in an interview that the budget provided was sufficient, even generous, and that the college was encouraged to keep looking forward for the next areas of growth, development and innovation. As these ideas are developed, they can be submitted in an “enhancement request” to be considered for funding in the next year.

A review of vitae confirmed by interviews with faculty and administration during the visit indicated the efforts to support hiring and retention of faculty who represent and support diversity and excellence. Once a search is approved and a search committee named, one of the first meetings is with Human Resources for information on appropriate practices in trying to search for, recruit and retain diversity on faculty.

Those who are employed, assigned, and retained are qualified persons with knowledge of contemporary issues in their credential area in the field. In addition, many of the part-time faculty are local educators who understand and work in the local context.

Program leadership work with faculty on plans for teaching, program advising and collaboration in the field with P-12 educators. The Dean reviews all annual faculty evaluations to “ensure that faculty are engaged in their professional organizations and that they conduct research addressing problem of practice in their field.”

Credentials analysts serve specific credential areas. They track candidate completion of credential requirements throughout the program. Program coordinators/directors monitor the credential process once credentials analysts have monitored all requirements for completion.

Alumni, candidates, and faculty noted that an area of strength was the personalization and customization of the programs for the candidates. An interviewee noted, “The success of the programs is that Chapman sees candidates as human beings.” Candidates indicated that they felt comfortable with sharing input on the end of course evaluations. In one program, there were concerns and complaints about the curriculum being presented not reflecting what was needed for success at school sites. Program leadership listened, investigated, and intervened by bringing in a part-time faculty member who is a local educator and an alumnus of the program.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<b><i>No response needed</i></b>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>



Common Standard 2: Candidate Recruitment and Support	Team Finding
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	<b>Consistently</b>

**Finding on Common Standard 2: Candidate Recruitment and Support    Met**

**Summary of information applicable to the standard**

The Attallah College of Educational Studies website articulates the admission process. An FAQ page provides details such as deadlines, minimum test scores, as well tuition, fees, and scholarship opportunities. A general application begins the process. Links provide information for specific credential program requirements that are consistent with the Commission multiple admission criteria requirements.

The 2018 to 2022 Chapman University strategic plan includes a commitment to expand their “presence in underserved markets and supporting a more diverse student population.” One action step includes developing strong pathways with K-12 students “in area schools.” Operationalization includes digital marketing campaigns, community college transfer fairs, and the California Forum for Diversity in Graduate Education. Interviews with program administration and candidates highlighted relational recruiting practices such as positive alumni recommendations, director-lead program specific information sessions, and invitations for class visits.

Support for candidates is multifaceted and include efforts such as the Faculty and Diversity and Inclusion Committee’s efforts to provide assistance for candidates struggling to fulfill financial obligations, in need of advocacy support, and seeking community involvement within the college. Interviews expressed appreciation for the ease of the process and the support provided by administration, faculty, and staff. One Pupil Personnel Services candidate shared that the community-oriented milieu demonstrated during an information session was so pervasive that decision to attend a competing institution was reversed.

Program and university websites along with candidate handbooks provide names and contact information for a wide range of support services. Full-time and adjunct faculty interviews contributed to a culture of collegial collaboration for ensuring mastery of the criteria recorded on program specific completion checklists. The decision to implement a cohort model at the master’s level enhanced the ability to share appropriate information. Recent annual reports note a positive impact on retention. Candidate interviews consistently praised the manner in which faculty and staff provided assistance. A preliminary credential candidate shared a story of a faculty member responding to a frantic TPA submission e-mail within a half hour. Other stories affirmed that the unit provides a high level of commitment for helping each individual attain program requirements.

Key assignments monitor the candidates' progress in meeting competency expectations. Program handbooks direct candidates to areas of University support such as the Tutoring, Testing, and Learning Center. Faculty interviews noted that candidates who failed to meet minimum expectations were required to redo and resubmit work.

Handbooks provide fieldwork evaluation tools that define performance expectations and remediation protocols. Interviews with faculty, university supervisors, district employed supervisors, and candidates repeatedly highlighted the manner in which transparent communication practices ensured support that was proactive and positive. Many comments highlighted a perception that Chapman candidates possessed a skill level that allowed a seamless transition into K-12 environments. Upon program completion, the Career Development Center assist candidates in securing employment.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	<b>Consistently</b>
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	<b>Consistently</b>
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	<b>Consistently</b>
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	<b>Consistently</b>

**Finding on Common Standard 3: Institutional Infrastructure to Support Educator Preparation Met**

**Summary of information applicable to the standard**

Program websites and handbooks articulate a clear sequence of fieldwork and clinical activities. Faculty and stakeholder interviews highlight a commitment to engage in continuous conversations that seek to synthesize program and site expectations. One faculty member stated the goal as preparing candidates to transfer best practice into common practice environments.

Partnerships with entities such as El Sol Academy (focused on literacy), Padres Unidos (focused on parental involvement), and Orange Unified School District provide candidates with multiple and diverse opportunities to transfer course content into real world settings. Employers affirmed the practices with typical comments centered on the advanced abilities of candidates and completers.

Programs use a standard MOU that requires all participating clinical practice sites to provide “a student population that is diverse in terms of ethnicity, culture, language, and socio-economics and/or special needs.” Program coordinators routinely visit sites to affirm suitability and establish collegial relationships. The Documentation of Candidate Placement database tracks and verifies all site expectation criteria are met.

Appendices personalize the standard MOU and communicate program specific expectations such as supervisor certification and experience requirements as well as candidate experiential needs. Handbooks affirm and expand fieldwork expectations to candidate and K-12 site personnel. Webinars and university supervisor visits further clarify expectations. Interviews with district employed supervisors and district administration expressed appreciation for the program communication efforts.

Proactive efforts to build relationships overcome district protocols that limit program flexibility in selecting sites and district employed supervisors. Interviews with university supervisors confirmed by district personnel emphasize transparency and thoroughness in all communications. Monthly meetings that include evaluation form explanations and calibration activities increase university supervisor knowledge. Respectful responses to supervisor requests and suggestions reinforce perceptions of supervisor professionalism. The result is a comfort level in raising candidate concerns in a timely manner that allows quick resolutions. An end of semester Teacher Toast provides a venue for additional affirmation and appreciation.

Fieldwork hour matrices that coordinate with clinical fieldwork documentation forms demonstrate clinical fieldwork hours as well as work with a range of students are met. Program advising sheets and candidate handbooks link required coursework and clinical experiences. The preliminary credential programs have clearly integrated TPEs into the candidate assessment tools. PPS Program coordination with PRAXIS demonstrates appropriate integration. Three-way (candidate, university supervisor, and district employed supervisor) collaborations verify that candidates meet program outcomes and the effectiveness of supervision. Data is aggregated and shared with faculty within the annual report. Formal, aggregated feedback is not shared with university and district employed supervisors, however in interviews supervisors noted that they would be notified personally if their performance required improvement. Interviews suggest that the efforts to build respectful relationships repeatedly emphasized supervisor perceptions of respect and validation.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	<b>Consistently</b>
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	<b>Consistently</b>
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	<b>Consistently</b>

#### **Finding on Common Standard 4: Institutional Infrastructure to Support Educator Preparation Met**

##### **Summary of information applicable to the standard**

There is a comprehensive continuous improvement process that is overseen by the Director of Program Assessment and Improvement. There are three unit level data sources used for program improvement 1) The Annual Report, 2) ALOAR (report aligned to university learning outcomes and WSCUSC) and 3) data from the Commission on Teacher Credentialing, specifically the variety of surveys. Data is analyzed to determine any trends or themes across programs by the Director of Program Assessment and Improvement. Data is then shared with Program coordinators/directors who, based upon the data presented, select a focus of their efforts for the year. Updates on those efforts are shared in monthly meetings.

Stakeholders provide insight into possible program improvements through their involvement in program advisory boards or as a part of special projects, such as Padres Unidos, a community

based organization focused on serving low income Hispanic families in Orange County through a variety of child, youth, and family services. Interviews with stakeholders provided insight to the strong relationships built between Chapman University administration and faculty and those with whom they serve in the community. In interviews, stakeholders shared both formal and informal ways they provide feedback to the unit and/or specific programs.

Candidates provide input into the improvement process through the end of course feedback. When interviewed, they noted that they felt comfortable in sharing their experiences in relation to the course of study, fieldwork, clinical practice and support services.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	<b>Consistently</b>
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	<b>Consistently</b>

**Finding on Common Standard 5: Institutional Infrastructure to Support Educator Preparation Met**

**Summary of information applicable to the standard**

The unit has developed and implemented a multi-step process for determining that each candidate preparing to serve as professional school personnel has and demonstrates knowledge and skills necessary to educate and support all students. For each program a candidate progress monitoring document that tracks progress through courses and success on key assessments is used. Sample progress monitoring documents were inspected. Interviews with unit staff, including credential analysts, confirmed that the unit maintains a candidate database through which staff monitor candidate progress. Progress monitoring involves tracking course grades and performance on key assignments and assessments identified in program designs. Candidates confirmed in interviews that they are provided with regular updates on their progress. Program coordinators review candidate progress and assessment results to ensure that competency requirements are met by each candidate prior to approving a recommendation for a credential.

To assess impact of programs documents provided by the unit and interviews with staff, candidates, completers, and employers describe collection of three levels of data. These are (1) clinical data, (2) graduate data, and (3) alumni data. Clinical data are used to show program impact on candidate learning and competence. Clinical data are generated through assessments conducted by university supervisors and master teachers for teacher credential candidates, and by practica/internship supervisors for school counseling and school psychology

credential candidates. Graduate data collected through performance assessments, exit interviews, and exit surveys are also used to measure program impact on candidate learning and competence. Commission Program Completer Surveys are used as an additional source of feedback for teacher credentialing programs. Interviews with program staff, candidates, and other stakeholders confirmed the use of these surveys. Survey results were provided and inspected by reviewers.

Unit personnel interviewed on-site and review of documents reported that the unit has begun collecting alumni employment data as a component to show impact of programs on teaching and learning in K-12 schools, and as a step toward developing employer interview and survey tools to collect information about working alumni that will help programs evaluate impact and inform program design modifications. At this time the unit has determined that most recent program graduates are employed in positions associated with the credential they earned.

Additionally, for the MAT and MACI programs, the unit has planned a research study to evaluate impact of program completers on K-12 student learning. Working with alumni and employers, beginning in the 2019-2020 academic year, the unit will collect data through program completers who volunteer to conduct action research in their own classrooms during their first or second year of teaching. Additionally, recent completers are being recruited to participate in case studies to assess teacher impact on student learning in their classrooms. The unit anticipates that this research will lead to development of additional/new alumni and employer surveys in addition to showing completer impact on student learning and growth.

The PPS program has also designed a study to evaluate the impact of its completers that will be conducted in the 2019-2020 academic year. Recent completers have volunteered to work with program faculty to analyze school counseling data from their practice and systematically track application of direct and indirect services as they meet K-12 student needs and advocate for services. The unit anticipates that this will lead to improved instruction in program as well as better services to K-12 students.

Each of these efforts will bring the institution closer to the CAEP standards regarding program impact. The current more informal means of determining program impact, meet the element of the CTC standard that notes, “programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students”.

## **INSTITUTION SUMMARY**

The strengths of the programs at Chapman University were expressed repeatedly in interviews with current candidates, program completers, and stakeholders—strong relationships, responses to need, and curriculum that makes them sought after for positions throughout Orange County.

Distributed leadership is a strong model that allows for those who are knowledgeable to make decisions. One caution of the model is to ensure that if one or more of knowledgeable faculty take other positions, the colleges have sufficient faculty to keep the programs moving forward.