

Transition Plan Submission Requirements.

In addition to the completion of the previous pages of this transition plan, the following must also be submitted to complete the transition plan process. It is important to note that preparation of these documents for this transition plan will assist your program during Program Review as the updated versions of these documents will be required for Program Review during your institution's regularly scheduled accreditation activities.

1. Program Summary– (2-4 pages). A program summary or draft of a program summary that provides a brief overview of the structure, course of study, and assessment of candidates for the revised program. It should provide a clear description of how the program is designed.

Program Summary: Ed.S. in School Psychology

The Educational Specialist (Ed.S.) Program in School Psychology is for candidates who wish to work as school psychologists with children from preschool through high school. Chapman University's School Psychology program prepares candidates to perform a variety of tasks including assessment for intervention, mental health counseling, behavior management, and consultation with teachers and parents. Our program is based on NASP Domains, CTC Standards, and our eight program “Big Ideas”:

1. Collaboration
2. Oral communication
3. Self-reflection and tolerance for complexity and ambiguity
4. Written communication
5. Commitment to service and advocacy
6. Building solutions for children through an appreciation of their strengths and resources
7. Understanding children both as individuals and participants in systems
8. Time management and organization

The school psychology degree program builds on the mission of the Donna Ford Attallah College of Educational Studies by seeking to prepare knowledgeable, skilled, and reflective school psychologists who are effective change agents for individuals, families, communities, and institutions.

Throughout their time in our program, candidates also complete various tasks toward the completion of their California Pupil Personnel Services Credential. The credential is required for practice in California's schools, and candidates will be recommended for

this credential shortly after successful completion of the program if they complete all steps in this process (as described in the course sequence) in a timely manner. Candidates in the program receive updates regarding their progress toward completion of all credential-related tasks and activities 2–3 times per semester. In addition, the program director will verify that all the required documents have been received at the end of each year in the program. This includes verification of each of the milestones listed below prior to the commencement of fieldwork, as well as the verification of successful completion of all coursework and fieldwork hours at the end of the final year of the program. Applications for PPS Credentials from the California Commission on Teacher Credentialing (CCTC) can be obtained from Chapman University's Credentials Office @ credentials.chapman.edu. The actual credential will take 10 business days for the CCTC to process; however, a letter of verification from the Chapman Credentials Office is sufficient for employment within school districts in California.