

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

Institution	Chapman University
Date of Review	April 30, 2019

Please prepare an addendum that addresses those areas below that were deemed to require more information by reviewers during the Common Standards review and where specific evidence is requested for the site visit. Brief narrative (less than 75 words) 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 Common Standards 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 in preparation for the 2019-20 Site Visit.

Standards Found to be Preliminarily Aligned	2: Candidate Recruitment and Support 3: Course of Study, Fieldwork, and Clinical Practice
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General Comments: (Delete if none):

[Speech, Language and Pathology Common Standard responses need to be integrated into a single, unit Common Standards response.](#)

Thank you, we have included a link here to [an organizational chart](#) indicating the way in which our many programs are coordinated.

[The unit articulates vision and goals as well as a Strategic Plan. There is little evidence of how these elements are coordinated. As a result, the team could not determine the extent of coherence among the educator preparation programs at the unit level. Additionally, the Goals in 2016-2020 Strategic Plan outlined many goals, but the reviewers could find no specific report of the follow up to the goals, e.g. 1.3, 3.2.](#)

3.1 Within the Attallah College coherence among the educator preparation programs is achieved by holding monthly meetings of all Program Coordinators, Deans, the Director of Program Improvement who is responsible for updating the team on accreditation issues, and appropriate administrative support. Strategic Goal 1.3, Support professional development for faculty to acquire cutting-edge knowledge of teaching and learning (Budget), has been addressed by providing all faculty with annual travel funds for faculty to attend and participate in state and national/international conferences to keep abreast of developments in their particular fields. When a faculty member is hired on a full-time basis, each faculty member also receives start-up funds for each of the first three-years of their contract dedicated specifically for professional development and research

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support. In addition, the dean’s annual faculty evaluation includes expectation that faculty are engaged in their professional organizations and (for those who are tenured or on tenure-track), that they conduct research addressing problems of practice in their fields. Strategic Goal 3.2, Strengthen criteria and processes for establishing and sustaining mutually beneficial collaborative community partnerships (Faculty and Administration), has been addressed within each program. For example, in the past two years, TE faculty have targeted particular districts as community partners. They have met with personnel from districts such as Orange Unified School District, Santa Ana Unified School District, Anaheim Union High School District etc., to learn of district needs and to articulate desirable conditions for student teaching. CSP faculty have long established relationships with districts that meet their criteria and they have been working on plans to introduce pay for some of the district services in line with the way our TE programs operate. The Attallah commitment to develop and sustain mutually beneficial community -partnerships, has prompted a close relationship with the community group, Padres Unidos. Members of this group are being systematically invited in to Attallah College classes as experts who can guide pre-service educators in ways to establish authentic parent/school relationships. In addition, as part of the Orange County Excellent Public Schools initiative, led by Dean Grogan and Associate Dean Samura, faculty in various programs have collaborated with districts and the business community around increasing educational opportunities for under-served students in Orange County (see E-prize, and the exploration of career pathways just getting underway).

Further, we have updated our response throughout to ensure clarity around coherence among the educator preparatory programs at the unit level. Additionally, we have attached our [2016-2020 Attallah College strategic plan](#) as well as our [Strategic Plan Progress](#) thus far as of the 2018-19 academic year.

Standards Requiring More Information	More Information Needed: Part(s) of the standards for which more information is needed	Additional Specific Evidence Needed for the Site Visit	Response from Program (Addendum)
Standard 1: Institutional Infrastructure to Support Educator Preparation	1.1 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.	1.1 The reviewers could not find evidence of the research-based vision of teaching and learning and how it is used to foster coherence amongst all educator preparation programs.	The educator preparation programs in the Attallah College of Educational Studies include the Master of Arts in Curriculum and Instruction (MACI), the Master of Arts in Teaching (MAT), the Master of Arts in Special Education (MA SPED), the Master of Arts in School Counseling (MA in School Counseling), and the Education Specialist in School Psychology (EdS in School Psychology). The curriculum in each program is grounded in current research and scholarship

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			<p>pertaining to each program. The overarching mission and vision underpinning the Attallah College, articulated and approved by the college faculty in 2016, is here.</p> <p>Cochran-Smith, Carney, Keefe, Burton, Chang, Fernandez, Miller, Sanchez and Baker (2018) argue that accountability in teacher education is characterized by both strong democracy and strong equity (p. 3). To achieve the latter educator preparation programs must be closely connected to all stakeholders in mutually beneficial partnerships. Our mission, “to collaborate with individuals, families, communities, schools, and organizations toward an inclusive, equitable, and just world” draws on Cochran-Smith, Stern et al. (2016) and Cochran-Smith, Carney et al. (2018) in the respectful outreach we have developed to all our community groups. Not only does the College seek to understand the needs of our community partners, but we also rely upon their expertise to help strengthen our programs. Our concept of collaboration and partnership with community stakeholders is informed by Goodlad’s (1993) early work with the National Network for Educational Renewal, but we take a critical approach to the nature of our partnerships so that both partners are equally well served. We take care to develop genuine, horizontal partnerships that are less university-centric (Zeichner, 2016) and more respectful of creating space for learning from the</p>

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			<p>community partners (Martin, Snow, Franklin Torrez, 2011) for the purpose of improving educator quality (Zimpher & Howe, 2005).</p> <p>Our Education Preparation Programs employ our research-based literature as a foundation across programs to guide the development and sustainability of authentic university-school partnerships that focus on bi-directional learning. Furthermore, all programs (Multiple Subject, Single Subject, Special Education, School Counseling, and School Psychology) focus on social justice-oriented curriculum that prepares students to act as change agents as they develop their careers in the field of education.</p> <p>References Cochran-Smith, M., Carney, M., Keefe, E., Burton, S., Chang, W., Fernandez, M., Miller, A., Sanchez, J., and Baker, M. (2018). <i>Reclaiming accountability in teacher education</i>. New York: Teachers College Press Cochran-Smith, M., Stern, R., Sanchez, J., Miller, A., Keefe, E., Fernandez, B., and Baker, M. (2016). <i>Holding teacher education accountable: A review of claims and evidence</i>. Boulder CO: National Education Policy Center. Martin, S., Snow, J., & Franklin Torrez, C. 2011. Navigating the terrain of third space:</p>

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			<p>Tensions with/in relationships in school-university partnerships. <i>Journal of Teacher Education</i> 62(3) 299-311</p> <p>Zeichner, K. 2016. Advancing social justice and democracy in teacher education: Teacher preparation 1.0, 2.0, and 3.0. <i>Kappa Delta Pi Record</i>, (52): 150-155.</p> <p>Zimpher, Nancy., & Howey, Kenneth. 2005. The politics of partnerships for teacher education redesign and school renewal. <i>Journal of Teacher Education</i>, 56(3): 266-271.</p> <p>Crean College of Health and Behavioral Sciences home of the Speech Language Pathology Program</p> <p>The Communication Sciences and Disorders (CSD) program has articulated a mission, vision, and strategic plan informed by research (see below). Furthermore, research (shown below) in clinical and academic instruction underpin the types of educational experiences embraced by the program to prepare its students for careers as Speech-Language Pathologists. Thus, coherence has been fostered as program faculty, staff, and administrators embrace the notion that research informs all aspects of our program, from vision through instruction.</p> <ul style="list-style-type: none"> • Use of flipped classrooms – Brame, C., (2013). Flipping the classroom. Vanderbilt

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			<p>University Center for Teaching. Retrieved [todaysdate] from http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/.</p> <ul style="list-style-type: none"> • Problem-based instruction – Overby, Megan S. and Rusiewicz, Heather L. (2018) "Impact and Perceived Benefits of a Problem-Based Learning Workshop for Continuing Education in Speech-Language Pathology: A Pilot Study," Teaching and Learning in Communication Sciences & Disorders: Vol. 2 : Iss. 1, Article 1. DOI: doi.org/10.30707/TLCSD2.1Overby • Interprofessional education (IPE) - Shrunk et al. (2019). Interprofessional Education for Pre-Service School-Based Professionals: Faculty and Student Collaboration. Teaching and Learning in Communication Sciences & Disorders: Vol. 3 : Iss. 1 , Article 9. DOI: https://doi.org/10.30707/TLCSD3.1Strunk • The peer-reviewed journal Teaching and Learning in Communication Sciences and Disorders is the first dedicated journal to inform CSD faculty on research based approaches to learning and instruction.

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	<p>1.2. The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decisions making for all educator preparation programs.</p>	<p>1.2 There are some meeting agendas included (and only for MS and SS). The reviewers did not find evidence of relevant stakeholders' involvement "in the organization, coordination and decision making for all educator preparation programs." Examples of what might be provided include: changes made based upon stakeholder input.</p>	<p>The Dean of Attallah College and Crean College meet twice monthly to discuss feedback, trends, and policies within and across the colleges that impact future educator (i.e., candidate) training. Both colleges have standing Advisory Boards that ensure ongoing stakeholder feedback. The feedback is designed to provide strategic visioning and guidance regarding educator preparation programs. For example, as a result of these standing Dean's meetings and from the input of strategic stakeholders the colleges have created articulation agreements (CU & IES) (Crean College already completed, Attallah College in last stages). These agreements provide opportunities for further diversifying our programs. Attallah College's agreement with Santiago Canyon Community College will focus particularly on increasing enrollment in our bilingual credential.</p> <p>Within the Attallah College, coherence among the educator preparation programs is achieved by holding monthly meetings of all Program Directors, Coordinators, Deans, and the Director of Program Improvement, who is responsible for updating the team on accreditation issues, and appropriate administrative support.</p> <p>Further, in the Attallah College we have conducted a coordinated college-wide employer summit designed to solicit feedback on their experience with our</p>

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			<p>graduates. Further, we have established advisory boards of stakeholders designed to inform program improvement.</p> <p>Teacher Education. In seeking specific program design and implementation feedback we meet with our stakeholders. For example, we place many of our Education Specialist, Multiple Subject, and Single Subject candidates in the Santa Ana Unified School District (SAUSD). Dean Grogan, Director of Teacher Education Dr. Meghan Cosier, and Dr. Amy Ardell (MACI Program Coordinator), and program faculty Dr. Cathery Yeh met with the district administration in the Fall of 2018 to discuss modifications in our teacher preparation programs, with a focus on our Education Specialist program to ensure our candidate preparation continued to align with the SAUSD needs for student teachers.</p> <p>Additionally, to ensure program design includes two-way dialogue and shared program creation we brought in stakeholders to collaborate on our MACI program redesign. Throughout all stages of our MACI program redesign, two OUSD representatives (Raeanne Little, Induction Coordinator and Sara Beggs, principal at Villa Park Elementary) served as integral co-developers. As a result of this redesign, our MACI program now prepares Chapman students for both general education and special education credentials. During this process, Raeanne and Sara</p>

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			<p>gave critical input on the development of a new mission and vision statement for the program, course scope and sequence, and fieldwork models. The redesigned MACI program has been incorporated into the Chapman graduate and undergraduate catalogs, and we look forward to implementing the new program in Spring 2020.</p> <p>Our faculty also sit on stakeholder advisory boards. As a result of these bidirectional engagement efforts, the colleges make program improvements. Dr. Cosier served as founding Board Chair of Tomorrow’s Leadership Collaborative Public Charter School from 2017-2019 and continues to act as a board member after stepping down from her Board Chair role in July 2019. TLC PCS is located in Orange, CA, near the university campus. TLC PCS is a fully inclusive charter school that offers an arts-based, engaging curriculum to all students, including students with disabilities with the most extensive support needs. Dr. Cosier brings back critical knowledge of school needs to her role as Director of Teacher Education.</p> <p>Another example is the relationship we have developed with Orange Unified School District (OUSD) that has led to multiple conversations about both program improvement and other partnership endeavors. For example, Dr. Amy Ardell, MACI Program Coordinator, sits on the OUSD Induction Advisory Board. The Chapman Middle School Writing Project is also conducted in OUSD school sites as a</p>

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			<p>part of our undergraduate IES (Integrated Educational Studies) 412 course. Dr. Ardell takes these experiences and brings program improvement ideas she gains from working with the students back to both OUSD and to the Chapman Teacher Education Program.</p> <p>In order to be more systematic about engaging with stakeholders and increasing stakeholder voice in TE planning and program improvement, the team has developed a calendar for the upcoming year in order to pilot a systematic process, TE Program Improvement Calendar. The entire Teacher Education team will participate in these meetings, including the MACI and Special Education program faculty. The Teacher Education programs meet as a team, which the agenda items reflect.</p> <p>School Counseling and Psychology. Additionally, our School Counseling and Psychology (CSP) programs greatly appreciate the feedback from all stakeholders, especially those in the field. As a result, we have established annual stakeholder engagement meetings. In the most recent meeting (Spring 2019), we brought together active counselors and employers. In this meeting, we had an extended discussion regarding the program’s strengths, areas for improvement, and suggestions from supervisors regarding the skills and other qualifications that they most value in practicum students, interns, and new</p>

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			<p>school counselors. Although the majority of this feedback was positive and encouraged us to keep doing what we were doing (e.g., Chapman students are valued because they are so knowledgeable about mental health and counseling), we brought the results of this dialogue back to our CSP program meeting for discussion. For example, several of the stakeholders mentioned that they would like Chapman counseling supervisors to begin the year with a site visit to discuss expectations in person. We have incorporated their feedback into our supervisor training and will be providing early semester site visits for all supervisors that request them.</p> <p>Speech Language Pathology. Finally, the Crean College Leadership Council consists of regional healthcare, industry, innovation, and educational leaders. The Council advises the Dean on employment trends, new initiatives, and strategic visioning and provides important input from regional and national leaders relevant to the College’s success. The Crean College Graduate Leadership Group consists of student representatives from the College’s graduate health professional programs. The group meets three times per year with the Dean to discuss student initiatives, challenges, and opportunities.</p> <p>The CSD program changes have also resulted from student stakeholder feedback. For example, prior to</p>

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			<p>2015, students had no opportunities to participate in faculty research and several students expressed the desire to do so. In 2015, the CSD 670 Directed Research Experience course was created to provide this opportunity. Additionally, a thesis option was added to the CSD 698 Capstone course for students who wanted this experience.</p> <p>The graduate student survey of the CHBS Rinker campus students is conducted annually. Themes emerged that included the availability of food and furniture/lighting in the common areas. University administrators met with Rinker students to discuss these issues in June 2019.</p>
	<p>1.3 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.</p>	<p>1.3. There is no evidence of how the unit ensures that the 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. Additionally, there is no evidence as to how faculty participate in P-12 setting to improve educator preparation.</p>	<p>Attallah College Response. Strategic Goal 1.3 has been addressed by providing all faculty with annual travel funds so they can attend and participate in state and national/international conferences to keep abreast of developments in their particular fields. When a faculty member is hired on a full-time basis, each faculty member also receives start-up funds for each of the first three-years of their contract dedicated specifically for professional development and research support. In addition, the dean’s annual faculty evaluation includes the expectation that faculty are engaged in their professional organizations and (for those who are tenured or on tenure-track) that they conduct research addressing problems of practice in their fields.</p>

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			<p>Teacher Education. Faculty in the TE program are required to participate in Pk-12 schools. See Program Policy. Further, faculty are surveyed annually regarding their participation in K-12 schools and these data are reviewed by the Program Director and the Dean. We have had stakeholder meetings in the development of our dual-credential options with district partners at the center of this. We intend to use this format in the coming years across all programs. A folder with meeting agendas demonstrating the district collaboration and input can be found here: CEEDAR Planning Meetings</p> <p>School Counseling and Psychology. Additionally, in our CSP program, we are constantly applying what we learn in K-12 settings into our program. Each faculty that collaborates with, consults with, or conducts a workshop for a district keeps in mind their questions, concerns, and issues and brings those back into our classroom in order to better prepare our candidates. Our best example of this is our partnership with the Center for Autism and Neurodevelopmental Disorders. Our students volunteer at the Center during their first year in the program, practicum year, or internship year, some hours of which are counted as “alternative setting” hours in their fieldwork. In addition, one of our part-time faculty is a full-time employee of the Center. While working there, our students serve as resources</p>

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			<p>for families throughout the county and wider region who have questions or concerns regarding their child’s special education services. As a result, our students are exposed to practices, assessments, and reports from every district in our area. They learn what parents do and do not understand about assessments. We often bring these examples into our practicum and internship courses to help all students learn from these perspectives. Information about our partnership with the Center can be found online.</p> <p>Speech Language Pathology. Finally, CSD faculty are regularly engaged with educators in California schools. The ‘Faculty in Public Schools’ document lists the activity of all faculty. Two examples of ‘how’ CSD faculty work to improve SLP education include 1) our long history of supervised candidates conducting hearing screenings in schools where these services are unavailable and 2) running and organizing the 6 to 7 augmentative and alternative communication (AAC) camps every summer where CSD candidates, school base SLPs, and Chapman faculty practicum instructors provide special services to public school students who are non-verbal across Southern California.</p>
	<p>1.6 Recruitment and faculty development efforts support hiring and retention of faculty</p>	<p>1.6. Although a Plan for “recruitment and faculty development” is cited, there</p>	<p>Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall</p>

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	<p>who represent and support diversity and excellence.</p>	<p>is no evidence to support that the goals of the plan have been addressed.</p>	<p>infrastructure: Recruitment and faculty development efforts support the hiring and retention of faculty who represent and support diversity and excellence. Chapman University has designed and employs several initiatives for recruitment and faculty development efforts that support the hiring of faculty who represent and support diversity and excellence. (See Full Time Chapman Faculty Diversity Data below.) When the search for any new faculty line begins, all members of the search committee are required to attend a faculty search training workshop entitled <i>Diversifying the Faculty</i>. The objectives of this workshop include:</p> <ol style="list-style-type: none"> 1. Clarity of terms: equity, equality, and diversity. 2. Address case for why increased faculty diversity is important to a university. 3. Impact of inclusion as it relates to faculty retention. 4. Provide strategies for how a search committee can expand the pool of candidates to include more diverse representation. <p>In addition to the <i>Diversifying the Faculty</i> workshop, members of the search committee are provided a list of posting options to reach candidates with underrepresented identities that include 40+ job-posting sites.</p>

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			<p>Diverse faculty recruitment is also embedded in the University’s Strategic Plan for Diversity and Inclusion. Under Goal 2 (Recruitment), Initiative 2.B, “Diversify faculty recruitment at Chapman through intentional outreach to underrepresented faculty of difference and provide peer-to-peer education for current faculty search committees on strategies for diversifying faculty searches.” This initiative is supported by the following strategies:</p> <ol style="list-style-type: none"> 1. Collaborate with an external consultant on a train-the-trainers program for peer-led faculty workshops focused on diversifying faculty searches. A pool of faculty trainers will be continually developed and trained to assist unit search committees in designing strategies to diversify the candidate pool in faculty searches. 2. Seek ways to increase the numbers of women and underrepresented minorities serving in the rank of Tenured, Full Professor. 3. Explore the feasibility of strengthening best practices such as opportunity hiring with support from the Office of the Provost. 4. Post faculty ads by the Office of Faculty Affairs for all open positions on one to two websites with the focus of reaching underrepresented identities each fall. <p>Chapman University has the infrastructure designed for recruitment and faculty development efforts that</p>

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			<p>support the retention of faculty who represent and support diversity and excellence. The Institute for Excellence in Teaching and Learning (IETL) helps to continue Chapman University’s tradition of teaching excellence with a variety of programs, events, and supports for all full-time and part-time faculty at the university. Part of the efforts of the IETL are dedicated to assisting faculty with understanding and supporting diversity and inclusion. This is evidenced by regular workshops and conferences that address technology usage and diversity in the classroom. The IETL’s 2019 Summer Academy theme is “Today’s Teaching Toolbox: Diversity, Inclusion, and the 21st Century Learner” and will offer Chapman University faculty the opportunity to engage with speakers who will discuss student mental health, digital disruptions, accessibility, AR/VR, teaching with an iPad (untethered teaching), Adobe Spark software, and more. In addition to workshops, the IETL facilitates a school/college-specific IETL Faculty Ambassador program, monthly newsletters, 1-on-1 consultations, a First Year Faculty Experience program, IETL “Caffeinars”, IETL 20/20 Focus on Teaching series, as well as an annual Summer Academy on Teaching and January Conference on Teaching. IETL is also the administrative center for end of semester course evaluations. Housing this function within IETL signals to faculty that course evaluations are part of each</p>

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			<p>instructor’s ongoing professional development feedback loop.</p> <p>The Office of Diversity & Inclusion situated within the Office of the Provost offers ongoing professional development opportunities designed for faculty and staff that focus on skill building regarding diversity, equity, and inclusion. The spring 2019 series included some of the following workshops: Evacuation Planning & Accessibility, Supporting Students in Distress, Serving Nonbinary Students & the CA Gender Recognition Act, Diversity and Inclusion in Your Syllabus and Course Plan for Faculty, Introduction to Language Justice and the Creation of Bilingual and Multilingual Spaces, Support for Veterans on Campus, Interfaith Awareness Workshop for Staff & Faculty, Basic Accessibility Training (Word), Advanced Accessibility Training (PDF), and Safe Space Faculty and Staff Workshops.</p> <p>Additionally, the 10 advocacy groups of the Chapman Diversity Project, coordinated by the Office of Diversity and Inclusion, meet regularly to discuss campus-wide issues and concerns raised by members who include faculty, staff, students, alumni, trustees, and community members. The groups meet to discuss institutional change recommendations and concerns about policies, services and programs in order to better serve the needs of a diverse and inclusive campus community. There are over 280</p>

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			<p>members of the Chapman Diversity Project, and groups include task forces focused on community and curriculum as well as advisory groups on the status of women, people of color, LGBTQIA+ communities, international communities, faith/spirituality/secularism, disability/accessibility, socio-economic stratification, and military affiliates.</p> <p>The Chapman Faculty Senate established Grants for Pedagogical Innovation that prioritize applications related to diversity and inclusion and also promote sustainable and/or personalized education administered by the Faculty Research and Development Council (FRDC). Applications for faculty grants for pedagogical innovation are available each spring and provide up to \$6,000 in funding per grant award.</p> <p>Full-Time Chapman Faculty Gender and Race Ethnicity Diversity Data.</p> <p>Teacher Education. The goal to develop a recruitment and faculty development plan has been added to the working TE Program Improvement Calendar 2019-2020.</p>
	<p>1.7 The standard includes, in part, “the institution retains only qualified persons to teach courses...”</p>	<p>1.7 The Strategic Plan is mentioned as a strategy for retention of faculty. Some</p>	<p>Thank you, we have corrected any broken links.</p> <p>Additionally, we have added evidence here documenting the University timeline and method of</p>

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		<p>of the links for job descriptions did not work. In addition, evidence of results from the Strategic Plan are not available including how faculty are evaluated.</p>	<p>evaluation for full-time and part-time Chapman Faculty. Additionally, we have included the Attallah College faculty evaluation guidelines including Promotional Guidelines for Full Professor, Promotion Guidelines for Non-tenure Track, and Tenure-Track Faculty.</p>
	<p>1.8 The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	<p>1.8. Specific information as to how the unit monitors the credential process and ensures all requirements are met is needed. What is provided is the process that is used, but not how the process is monitored.</p>	<p>All credential processes and monitoring activities at Chapman are shared with a credential analyst embedded in their program (e.g., SLP, SS, or School Counseling) and reviewed and monitored by other staff and faculty. Each program’s process and monitoring is explained below.</p> <p>Teacher Education. Supervised by our Director of Teacher Education and Program Coordinators (MACI & SPED), our teacher education programs have an internal system in which the credential analyst and program administrative assistant meet once per semester to review student files. Additionally, we have attached our reviewing and monitoring process.</p> <p>School Counseling and Psychology. Supervised by our Director of Counseling and Psychology programs and the Program Coordinator of School Counseling, the CSP program provides updates to candidates about their progress toward their credential twice per semester for the duration of the program. Please see the school counseling (p. 2) and school psychology (p. 16) handbooks for details.</p>

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			<p>Speech Language Pathology. Finally, CSD monitors the credential process using the timeline, process, and key individuals. The document titled Credential Process Timeline: Reviewing and Monitoring Requirements outlines how this is done.</p>
<p>Standard 4: Continuous Improvement</p>	<p>4.1 The element calls for the “education unit ... regularly assesses their effectiveness.”</p>	<p>4.1 The reviewers did find a chart showing the process, but could not find evidence of implementation of the process.</p>	<p>Teacher Education. In our TE programs, we review feedback regularly, but we realized that we could be more transparent with how we review and the outcomes/implementation. Thus, we have created a working calendar for the year and will document outcomes more clearly in the 2019-2020 academic year.</p> <p>School Counseling and Psychology. Additionally, our CSP programs constantly review formal data and informal feedback to make adjustments and improvements to our program. At every fall retreat, we review a full data package that includes student performance data, alumni feedback, end-of-year feedback, and exit feedback. While the majority of these data tell us to keep doing what we are doing, some lead us to make small adjustments and improvements. Examples of the discussions from feedback can be found in our meeting notes from October, March, April, and May of the 2018-2019 academic year. One specific example of program improvement was when we analyzed our student feedback surveys (Summer 2018): we found our</p>

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			<p>counseling students wanted to interact with more counselors working in the field. As a result, we systematically ensured all classes in Fall and Spring 2018 had at a minimum one guest speaker who was a working School Counselor. We have been collecting student feedback this past academic year (2018-2019) and will be reviewing these data to identify if this improvement has been successful or not. We will analyze these data on August 22, 2019, and make program adjustments where necessary.</p> <p>Speech Language Pathology. Finally, in our CSD program the stakeholders related to candidate education include community partners, candidates, on-site clinical supervisors, employers, and a board of counselors. Examples of changes based on stakeholder feedback are highlighted in the right column of the Assessment activities table.</p>
	<p>4.2 Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program complete data as well as data reflecting the effectiveness of unit operations to improve programs and their services.”</p>	<p>4.2 Although there are charts and templates included, there is no data to indicate collection, analysis and use of data.</p>	<p>Teacher Education. Data are collected regularly and can be found here. Once data are received, the Teacher Education team reviews the data and begins the analysis, which is written up in the program Annual Reports and ALOAR Reports. One program improvement example that was made from this process stems from analyzing student and mentor teacher survey data. As a result of analyzing these data, the program identified a lack of clear guidance from the College regarding program practicum expectations. As a result, the Program Director immediately drafted a letter to stakeholders</p>

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			<p>designed to help clarify practicum expectations. Next, a practicum handbook was developed to be shared with all stakeholders. Now that this improvement has been instituted, our next step is to review the next round of survey data from students, mentor teachers, and other stakeholders to find evidence of improved clarity of and outcomes from practicum. If improvement is not found in the data, we will seek other ways to ensure clarity to all stakeholders regarding practicum expectations.</p> <p>Additionally, in order to be more systematic about reviewing stakeholder input, the team has developed a calendar for the upcoming year in order to pilot a systematic process. The TE Working Calendar 2019-2020 will be used to ensure the TE team is regularly reviewing program data and then documenting how data are used to improve the program.</p> <p>School Counseling and Psychology. Further, CSP programs analyze both formal data and informal stakeholder (student, alumni, employer, practicum site, etc.) feedback multiple times each year, and as a result, we make adjustments and improvements to our program. At every fall retreat, we review a full data package that includes student performance data, alumni feedback, end-of-year feedback, and exit feedback. While the majority of these data demonstrate positive growth and feedback, some lead us to make adjustments and improvements.</p>

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			<p>Examples can be found in our meeting notes from October, March, April, and May of the 2018-2019 academic year.</p> <p>Speech Language Pathology. Finally, changes within CSD are made through the continual assessment processes. Evidence that these processes are implemented are presented in the data within the ALOAR report, the ‘Employer-Supervisor Survey of Chapman University CSD Graduates’, Exit interview data, Alumni survey data, student course evaluations, student supervisor evaluations, etc. See the Assessment activities table for examples of how data has been used to inform program changes.</p>
	<p>4.3 The continuous improvement process includes, “feedback from key stakeholders such as employers and community partners about the quality of the preparation.”</p>	<p>4.3 Feedback from key stakeholders such as employers and community partners about the quality of the preparation will be needed.</p>	<p>The Attallah commitment to develop and sustain mutually beneficial community partnerships has prompted a close relationship with the community group, Padres Unidos, a local nonprofit organization devoted to parent education and school readiness that partners with Chapman to deliver an extended education Community Worker Paraprofessional Certificate program. Members of this group are systematically invited into Attallah College classes as experts who can guide pre-service educators in ways to establish authentic parent/school relationships. In addition, as part of the Orange County Excellent Public Schools (OCEPS) Initiative, led by Dean Grogan and Associate Dean Michelle Samura, faculty in Attallah College programs have collaborated with Orange County public charter schools, public school</p>

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			<p>districts, and business community members around increasing educational opportunities for local underserved students (see OCEPS the ePrize). In addition, OCEPS is in the process of exploring the development of career pathway programs and partnerships for Orange County students.</p> <p>Teacher Education. We have developed a process through a CEEDAR grant received to improve the MACI program and intend to expand this process to all TE programs. Notes from the CEEDAR grant partners meetings and the outcomes report can be found here: CEEDAR grant partner input meetings and outcomes report.</p> <p>Speech Language Pathology. Finally, in our CSD program, stakeholders related to CSD candidate education include community partners, candidates, on-site clinical supervisors, employers, alumni, and a board of counselors. Examples of changes based on stakeholder feedback and how this feedback was used to make changes are highlighted in yellow on the Assessment activities table.</p>
Standard 5: Program Impact	5.2 The unit and its program 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.	Reviewers found some data and some data collection instruments for the Multiple Subject/Single Subject program. The reviewers also noted that the institution’s Common Standards report	At the unit level, faculty in the Attallah College are guided primarily by the commitment made to model excellent teaching and learning as well as scholarly habits and collaborative practices to address inequities and injustices in P-12 education (see mission statement). Each program analyzes the data gathered annually from stakeholders to ensure that

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		<p>indicated that <i>programs use 3 levels of data, but how does the unit bring together the data to demonstrate positive impact?</i></p>	<p>the specific goals of each program are met. Guiding questions across the College include: What do we believe our students should know and be able to do at the completion of their program? To that end, to what extent do our course curricula and assessment activities promote student learning and competence that directly impacts teaching and learning in schools that serve California’s students? To investigate how well we are doing this, from the 2019-2020 academic year, we will be identifying case study sites and conducting action research projects as outlined here in our Student Impact Research Plan Progress Report.</p> <p>Teacher Education. Our TE programs annually review data as described. In reviewing and analyzing, we cross compare data between TE programs (<u>MACI</u>, <u>SPED</u> and <u>MAT</u>). We then seek to identify the ways in which our program impacts student learning. We have developed a case study project designed to gain a deeper understanding of our graduate’s impact on student learning. We are working with our current cohort of students to identify those who may be interested in allowing us to collect data in their classrooms upon graduation as part of a case study and those who may be interested in participating in action research. We will add these findings to our current data to gain a clearer understanding of our student impact and as a result where our program may improve or build on prior success.</p>

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			<p>School Counseling and Psychology. Additionally, the CSP programs are focused on the impact that our candidates have upon the field. As an example, we ask our internship supervisors to directly rate their interns’ impact on their sites according to a 4 point scale (1= very little or no impact – 4 = dramatic positive differences in the lives of students he or she worked with) across the domains of assessment, achievement, and mental health, as well as a global indicator. In 2019, school psychology intern supervisors rated our candidates as having impacts of 3.5 or above on all <u>rated areas</u>.</p> <p>Speech Language Pathology. The CSD program distributed a <u>survey to school-based SLP alumni</u>. Results here indicate that a high majority of students served by CSD SLPs achieve their individual goals by the end of the school year. See questions 3 and 4.</p>