

**Commission on Teacher Credentialing  
Preliminary Report of Findings and Addendum**

<b>Institution</b>	Chapman University	<b>Program</b>	<b>SCHOOL COUNSELING</b>
<b>Date of Review</b>	December 2018		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). 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 program review document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution’s accreditation website.

<b>Standards Found to be Preliminarily Aligned</b>	1, 3-18, 20-24, 26-30
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<b>Standards Requiring More Information</b>	<b>Comment from Program Reviewers</b>	<b>Response from Program</b>
<b>Standard 2:</b> Growth and Development	Please provide evidence of assessment of <b>health and development</b> per course assignment. Specifically, CSP 640 addresses assessment of health and dev, but corroborating evidence is not found in the syllabus. Resilience- not seen is CSP640 where noted ii is assessed. Resilience assignment in first year listed on program page but could not find aligned course.	<ol style="list-style-type: none"> <li>1. We have added Assessment to <a href="#">CSP 500</a> and linked it to the Resilience assignment on page 8 and the assessment rubric on page 9-10. We have added the classes where Key Assignments are embedded to the list of Key Assignments to make this connection clearer (e.g., page 8 of <a href="#">CSP 500</a> syllabus).</li> <li>2. We have added wording to page 13 of the <a href="#">CSP 640</a> outline to make the link to health and development more explicitl. We have also changed the <a href="#">Rubric</a> (p. 15) and <a href="#">Key Assignment</a> (p. 10) description for the Consultation Case Studies to make the connection to health and development clearer.</li> </ol>

<b>Standard 19:</b> Academic Development	Please provide evidence of practice and assessment of “preparing pupils for a full range of options and opportunities <b>after high school</b> , including the completion of a college and university education.”	<ol style="list-style-type: none"> <li>1. The Individual Case Study in <a href="#">CSP 617</a> provides practice and assessment in this area. The assignment description in the syllabus attached to the matrix mentions post-secondary options several times (page 9). To clarify this assignment, we have made the <a href="#">Individual Case Study a Key Assignment</a>, and developed a description, and included the <a href="#">rubric</a> on page 10 and a discussion of “after high school.”</li> </ol>
<b>Standard 25:</b> Individual Counseling	Course 517 needs introduction and practice activities and/or readings listed in the syllabus. No signature assignments are provided. Please provide.	<ol style="list-style-type: none"> <li>1. Although there is no key assignment attached to CSP 517, the a) Fertman, C., Delgado, M., &amp; Tarasevich, S. (2014) and Wilmshurst, L. A. (2014) texts provide reading important to individual counseling.</li> <li>2. Also, several assignments beginning on page 6 of <a href="#">CSP 517</a> syllabus (part B), including School Based Mental Health Provider Interview, Small Group Presentation and One Pager- on Diagnostic Category, and Mental Health Toolkit all address this standard</li> </ol>