



CTC School Psychology Program Review – 2026

Element and # of Requirements	Exhibit #	Exhibit Title	Required Content	Program Evidence (Link)
1. Program Summary (two exhibits are required)				
1 Program Summary: Two Exhibits required	1.1	Program Summary	This 2 – 4 page Program Summary provides the context for the Program Review team and will also be used by the site visit team. A template for completing the summary is available here . The Program Summary provides a brief overview of the structure, course of study, and assessment of candidates for the program. A clear description will also help the reviewer to understand the remaining evidence submitted during Program Review, but it is not repetitive for exhibits that can stand on their own. It might, however, be important to provide the reviewer with information as to whether activities occur as part of a cohort, can be done out of order, or other pertinent information that provides a clear picture of how the program is designed. The guiding philosophies for the program or specific mission should be included to help reviewers better understand the program.	Program Summary
1	1.1.1	Delivery Model Table	Location, delivery model, pathway (traditional/intern)	School Psychology Delivery Model
2. Organizational Structure (one exhibit is required)				

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2 Organizational Chart: One exhibit required	2.1	Organizational Chart	Provide an organizational chart or graphic to show how the program leadership and faculty/staff are organized within the program and how the program fits into the education unit, including faculty serving in non-teaching roles, as well as the roles and responsibilities of those involved in field placement aspects of the program. The graphic should depict the chain of authority and include individuals up to the dean or superintendent level.	Chapman University Attallah College credentials organizational chart
3. Faculty Qualifications (Three exhibits are required. One additional exhibit is only required if there are vacancies.)				
3 Faculty: Qualifications & Selection criteria: Three Exhibits Required	3.1	Faculty List	3.1: A table or list of <i>current</i> faculty members that includes the faculty member's name, degree, status (full time, part time, adjunct), and list of courses taught by this person. Vacancies should be noted.	CSP Faculty List
3	3.2	Minimum Qualifications	3.2: Links to published minimum qualifications – at the course level – for instructors for the courses to be taught.	These are the minimum qualifications to teach School Psychology courses, unless the course is a research course and these are the minimum qualifications for faculty teaching these courses.
3	3.3	Faculty Selection Criteria	3.3: Links to published documentation (e.g. job descriptions, online advertisements, contract language) regarding the experience and qualifications used to select faculty.	Historic posting Job Description No opening currently FA26
4. Course Sequence (One exhibit is required)				
4 Course Sequence: One Exhibit Required	4.1	Course Sequence	Clear information about the sequence in which candidates take courses should be submitted. This will be a link to a website, course catalog or other document that is readily available to candidates and	• Three-year course plan/LPCC Emphasis • Four-year course plan/LPCC Emphasis

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			prospective candidates. If the program is offered via more than one pathway or model, please provide a link to the course sequence for each pathway or model.	
5. Course Matrix (and Subject Specific Pedagogy table, as applicable) (One exhibit is required)				
5 Course Matrix (and Subject Specific Pedagogy table, as applicable)	5.1	Course Matrix (MS)	I/P/A for all MS TPEs with syllabus-level links. Each program must provide a matrix denoting the candidates' opportunity to learn and master the competencies for that credential. Required course matrix templates for each program can be found on the Commission's Program Review webpage. These templates provide the candidate competencies for each program and must be used. The required courses for the program (course name and course numbers) go across the top of the matrix; the candidate competencies are listed in the first column. For each competency, please note when the candidate is introduced (I), practices (P), and is assessed for (A) the competency. These notations may occur under more than one course heading, but programs should identify the four best example(s) for each I, P, and A. Each notation must be linked to either a specific place in the course syllabus (not the top of the document), a course assignment document, or a screenshot of a course assignment from your institution's learning management system. Please choose the best piece of evidence that clearly demonstrates that the competencies are being introduced, practiced, and assessed. Use of highlighting or other notations is	SP Course Matrix The program uses an "R" in place of a "P". This is the way in which the program has historically tracked the standards ensuring candidates have the opportunity to review "R".

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			helpful to clearly draw reviewers to the evidence you wish them to see.	
5	5.2	Subject-Specific Pedagogy Table	Preliminary Multiple and/or Single Subject programs must also complete the table included in the matrix template that denotes the course(s) in which the subject specific competencies are delivered and the faculty that teaches these courses. A complete table will include the course number and title for the course(s) in which this content is covered and the course instructor(s). The course numbers must be hyperlinked to the course syllabi. Faculty names do not need to be hyperlinks. For Single Subject subject-specific methodology, please enter "N/A" for the subject areas not offered by your institution.	NOT APPLICABLE
6. Fieldwork and Clinical Practice (Seven exhibits are required)				
6	6.1	Fieldwork Hours Table	Early fieldwork + student teaching hours: A Table that denotes the number of hours that each candidate is required to participate in early fieldwork and supervised clinical practice and how those hours are broken out across fieldwork/clinical experiences, in alignment with the requirements of the Commission program standards for that program. It is appropriate for programs to label fieldwork experiences using your institution's nomenclature.	Practicum explanation in Handbook Internship explanation Handbook
6	6.2	MOUs / Agreements	Placement roles, mentor criteria, responsibilities: Memorandum of	Fieldwork Agreement 1. Expectations and criteria for veteran practitioner selection

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			Understanding (MOU), Partnership Agreement, or link to published supporting document that clearly delineates the requirements of each candidate placement in alignment with the requirements of the Commission program standards for that program; Program Review Instructions: Preliminary/Initial 5 March 2023 expectations and criteria for veteran practitioner selection, training and evaluation; and support and assessment roles and responsibilities for the program and the district.	& additionally these are described in the SP Practicum and Internship Handbook 2. Training and evaluation (university & District) 3. Support and Assessment roles and responsibilities for the program and the district (Master Agreement Sections I & II) Additionally this is outlined in the SP Practicum and Internship Handbook: Program-level fieldwork hour requirements (600 practicum / 1,200 internship hours) and site-eligibility documentation expectations
6	6.3	Mentor Training Materials	Training for cooperating professionals: Training Materials used to train veteran practitioners serving in support and/or supervisory roles as required in the program standards.	The Fieldwork Coordinator leads our training for our veteran practitioners with the Practicum and Internship Fieldwork Supervisor Handbook that includes specific explanations of supervisor and supervision requirements . Additionally here is our Fieldwork Supervisor Training module.
6	6.4	Placement Verification	Spreadsheet verifying diverse placements: 6.4: Documentation such as a spreadsheet or table verifying appropriate placements for all candidates (first name, last initial is fine) that align with the particular program standards (refer to program standards for additional information). For example, in a Preliminary Multiple or Single Subject	As Exhibit 6.4 , demonstrates, all clinical practice placements are in California public schools within partner districts. Every placement school is led by a fully qualified site administrator as confirmed on the CTC public credentials link . California law requires public school

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			credential program the spreadsheet would verify that placements reflect socioeconomic and cultural diversity, support English learners, provide opportunities to work with students with disabilities, and have a fully qualified administrator (see MS/SS Program Standard 3 for additional criteria); whereas in a Preliminary Administrative Services credential program, the spreadsheet would verify that field experiences include a variety of diverse and realistic settings both in day to day functions and in long-term policy design (see ASC Program Standard 7 for additional criteria), and in Intern programs the spreadsheet would include verification of public school placements.	administrators to hold a valid Administrative Services Credential, and districts verify this as a condition of employment. Placing all candidates in public schools therefore ensures they work under fully qualified, credentialed site leadership. Partner districts also agree as part of the district agreement to place candidates in settings that reflect socioeconomic and cultural diversity and that includes English learners and students with disabilities. CSP Placement Verification
6	6.5	Handbooks / Advising Materials	6.5: Published Manuals, Handbooks and/or Advising Materials (links) that 1) provide information to the district and candidates about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment; and 2) provide information to the candidates regarding the performance assessment requirements (if applicable) including the model used (CalTPA/APA, edTPA, or FAST), the retake policy, and advice, assistance, and support the program will provide to its candidates. Provide also a brief narrative (100 words or less) or link to evidence (a checklist, program handbook, or other	All candidates are notified about the fieldwork requirement prior to admission at the information sessions , at orientation , Additionally the, 1a. Expectations of clinical experience 1b. Appropriate placements , including detail on diversity of placements to prepare candidates for future district employment opportunities. 1c. Veteran Practitioner Support 1d. Practicum Clinical practice Assessment and Internship Clinical Practice Assessment

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			document) that identifies at what point in the program candidates receive this information.	2a. Performance Assessment (Praxis) 2b. Narrative: All candidates are notified about the fieldwork requirement prior to admission at the information sessions , at orientation , and via the SP Program handbook .
6	6.6	Clinical Practice Syllabi	Supervision + assessment instruments: Syllabi for supervised clinical experiences. The syllabi must include information regarding how candidates are assessed during clinical practice. Please include copies of blank assessment instruments.	Syllabi: CSP 534/535 CSP 622/623 During Practicum candidates participate in Self-assessment of practicum experiences and Supervisor Assessment of Practicum Experiences both of these are explained in detail in the SP Practicum and Internship Handbook . During Internship candidates participate in Self-Assessment of Professional Competencies and Supervisor Assessment of Professional Competencies both of these are explained in detail in the SP Practicum and Internship Handbook .
7. Implementation of a Teaching or Administrator Performance Assessment (TPA or APA)				
7	7.1	TPA Model	Identification of CalTPA	
7	7.2	TPA Coordinator	Identification of TPA/APA coordinator. If the position is currently vacant, provide the job description for the position. Name or job description	

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7	7.3	Videotaping Policy	A link to the policy for candidate placement that includes the provisions for videotaping. Placement policy with video provisions	
7	7.4	Scoring Model	Statement indicating if the program will use a centralized scoring or local scoring option, as applicable. If using a local scoring option, provide a list that identifies potential assessors for the performance assessment. Centralized vs local scoring	
7	7.5	Appropriate Use of Materials	Candidate guidance document: A link to the document that candidates will receive explaining the appropriate use of materials.	
7	7.6	Appeal Policy	Published appeal process	
7	7.7	Remediation Policy	Published remediation process	
8. Credential Recommendation				
8	8.1	Credential Recommendation Process	Provide a brief description (200 words or less) of the program's process to ensure that only qualified candidates are recommended for the credential. Include also a description of the program's process for developing the candidate's Individual Development Plan (IDP), who is involved in that process, and when it occurs. ≤200-word description	As outlined in the Credential Specialist Handbook , the School Psychology Credential program employs a comprehensive, multi-step verification process to ensure that only qualified candidates are recommended for the credential. Prior to recommendation, the Credential Specialist and program staff confirm that all state and program requirements are met, including a baccalaureate degree or higher from a regionally accredited college or university (this covers Basic Skills Requirement [BSR]),

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				Live Scan Finger Printing, TB clearance, Attallah College School Psychology program including coursework and fieldwork as outlined in the program handbook. The candidate's Program Evaluation in PeopleSoft is reviewed to verify completion of all required coursework with no In Progress (IP) or Satisfactory Progress (SP) grades, and that all program milestones have been met. Fieldwork (Internship and Practicum) hours are also verified to ensure they meet CTC minimum requirements. Once all requirements are verified, the Credential Specialist submits the recommendation through the CTC portal, documents the process in ImageNow (Perceptive Content) and Tevera (ELC), and notifies the candidate.
8	8.2	Candidate Progress Monitoring	Provide a link to, or if housed on an internal data system, screenshots of the program's candidate progress monitoring document or other tracking tool used to verify that the candidate has met all requirements for the program prior to recommendation. Tracking tool or screenshot.	The details of the process are explained in the Credential Specialist handbook. Appendix E of the Credential Specialist Handbook includes screenshots of the peoplesoft system