

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

Institution	University of Southern California	Program	SCHOOL COUNSELING (2019)
Date of Review	November 2020		

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 150 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.

Standards Found to be Preliminarily Aligned	1, 2, 5
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Program Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements	Please provide evidence regarding how qualified faculty members are assigned and available to advise applicants and candidates about their academic, professional, and personal development to assist each candidate’s professional placement. Reviewers did not see sufficient evidence to understand the programs process or how the program supports/assists candidates and only retains candidates who are suited for entry into or advancement as a school counselor.	<ol style="list-style-type: none"> 1. <i>Please provide evidence regarding how qualified faculty members are assigned and available to advise applicants and candidates about their academic, professional, and personal development to assist each candidate’s professional placement.</i> <ol style="list-style-type: none"> a. Once students are admitted to the program, they attend a “Student Experience” webinar where they meet the individuals/programs assigned to support them in their development. See the MSC Welcome Webinar Overview PPT. The three areas are: <ol style="list-style-type: none"> 1. Student Success/Placement 2. Academic Advisors

		<p>3. Professors</p> <p>b. Student Success/Placement: Students are randomly assigned to a “Student Success Coach” who is the first point of contact throughout the program (outside of academic concerns), supports students in courses, helps them prepare for courses, supports personal development, and coaches them toward their goals. Students are also randomly assigned a “Placement Specialist.” Their role is to support the students in identifying, approving, and ensuring a qualified school site for both practicum and fieldwork field experiences. In addition, students are provided a “Career Services Specialist” as needed who help with resumes, interviewing, and job search support.</p> <p>c. Academic Advising: Students are assigned to one “Academic Advisor.” This advisor supports students with their program of study, personal development, transcripts, degree progress, university requirements, registration, and graduation. The academic advising also supports students in working with the accreditation and evaluation team to ensure credential recommendations requirements are processed.</p> <p>d. Faculty Advisors: Students work directly with their faculty of instruction on academic and professional development via individual courses, quarterly group advising, and quarterly Courageous Conversations, and regular student-held events.</p> <p>2. <i>Reviewers did not see sufficient evidence to understand the programs process or how the program supports/assists candidates and only retains candidates</i></p>
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		<p><i>who are suited for entry into or advancement as a school counselor.</i></p> <ul style="list-style-type: none"> a. The program follows the Comprehensive Assessment Plan to determine student advancement in the program. b. The program supports students throughout the program with regular communication with their Student Success Coach, Field Placement Specialist, Academic Advisor, and Faculty. These areas of support are processed each month at program leadership meetings to determine student assistance needs. Such needs include academic, personal, professional, field placement, and other areas of support. See the MSC Weekly Meeting Agenda and Notes
<p>Program Standard 4: Clinical Practice</p>	<p>Please provide evidence of the evaluation of clinical progress and assessment, and verification of each candidate's competence. Additional information is needed regarding how the university supervisor is consulting with the site-based supervisor to support candidate progress. More clarification is required as to how this articulation occurs.</p>	<ul style="list-style-type: none"> 1. <i>Please provide evidence of the evaluation of clinical progress and assessment, and verification of each candidate's competence.</i> <ul style="list-style-type: none"> a. Field Placement Site Supervisors complete an evaluation of each student using the Sample Site Supervisor Evaluation b. The evaluation data is reviewed individually for each student by the university supervisor and reviewed collectively by program leadership. A sample of the aggregated data for one semester is in the Counseling Evaluation of Student by Site Supervisor 2. <i>Additional information is needed regarding how the university supervisor is consulting with the site-based supervisor to support candidate progress. More clarification is required as to how this articulation occurs.</i> <ul style="list-style-type: none"> a. The university supervisor signs an agreement with the site supervisor at the beginning of each field

		<p>experience placement to begin a path of consultation using the Site Supervisor Agreement form.</p> <p>b. The university supervisor communicates with the site supervisor at least three times a semester. Once at the beginning of the field placement, another at the midterm to see if there are any needs, and at the end when the placement evaluation is needed.</p>
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