

## Program Approval Recommendations March 2024

### Overview

This report provides a summary for institutions requesting approval for new programs.

### Staff Recommendation

That after discussion with the program sponsors and after review of the BIR review of the program as well as documentation from the institution submitting the proposal, the Committee on Accreditation grants initial accreditation for the following programs.

### Hope International University

#### Teacher Induction

The Hope International University (HIU) College of Education (COE) Teacher Induction Program's (TIP) purpose is "to provide new teachers with personalized support as we walk alongside them in their growth journey." The two-year Induction program is proposed to be grounded in two research-based principles, which are foundational to the design. The first is weekly 1-1 mentoring relationships to provide the support new teachers need during their first years of teaching. The second is to strengthen the candidate's data-driven instruction and decision-making through an inquiry model to support new teacher growth in the California Standards for the Teaching Profession (CSTP). The program will consist of:

- a triad meeting with the candidate, site administrator, and mentor,
- weekly one-on-one meetings with the mentor,
- a candidate-driven Individualized Learning Plan (ILP) guided by the candidate's current classroom student data,
- regular feedback and support from their mentor, professor, and program chair.

Each program year will end with a Colloquium in which year one candidates will share their ILP process and findings in small groups, which include their peers in the program and mentors. Year two candidates will have a culminating exit presentation at the end of the program, which includes a 10-minute panel presentation of their ILP to be scored against a rubric. While the standard program is two years, there will be a one-year Early Completer Option (ECO) for those who meet the specified qualifications. HIU's COE will actively recruit and welcome candidates, mentors, professors, and the program chair from diverse populations, collaborating with participating schools and districts, in order to support all new teachers in their entry, development, persistence, and success in the field of education.

Link to the [HIU Teacher Induction Program IPR Proposal Website](#). Please use the menu on the left side of the website to navigate between the IPR Proposal documentation.

**Child Welfare and Attendance (CWA) Authorization to the  
Pupil Personnel Services: School Counseling  
Pupil Personnel Services: School Psychology**

**Alliant International University**

The CWA will fall under the scope of Clinical Practice Field Experiences, and the staff members responsible for ensuring that the CWA requirements for the CWA authorization are consistent with those in the standards and will be the PPS Clinical Practice Director. Alliant International University PPS Programs utilize a Verification of Hours Log to document and verify the specific hours completed and received for the CWA Authorization. Alliant University will ensure that the site supervisors for candidates completing the 150 fieldwork hours have the required qualifications as outlined in the 2019 PPS standards. Alliant International University PPS Programs require faculty, staff, candidate, employers, and site supervisors to abide by the CWA Narrative procedures for the CWA required hours and settings.

**Child Welfare and Attendance Authorization to the Pupil Personnel Services: School  
Psychology**

**Loyola Marymount University**

Loyola Marymount University currently has an approved CWA authorization that is associated with their PPS School Counseling program and seek to add this authorization to their PPS Psychology program. To document the required 150 hours, each PPS candidate in the M.A./PPS Educational Psychology Program that opts to obtain the CWA hours tracks CWA hours on their PPS Fieldwork logs. These logs are separate and specific to tracking CWA hours and filled out by candidates; they are then reviewed and signed off by the appropriate CWA site supervisor(s) with PPS School Counseling credential, and by their CWA fieldwork instructor. Every LMU MA/PPS student in Educational Psychology seeking the CWA Authorization must fill out an LMU “Planning Document” prior to their PPS/CWA fieldwork placement. On this document, candidates must identify the name, degree(s), credential(s), and qualifications of their site supervisor. All site supervisors must have a PPS specifically in School Counseling for candidates seeking a PPS + CWA. Site supervisors must also fill out a “Site Supervisor Profile” document and submit to the candidate, CWA Director, and Fieldwork Liaison to ensure site supervisors have the required qualifications. THE LMU M.A./PPS Educational Psychology + CWA Program candidates will be working under the mentorship of a credentialed school psychologist who will serve as a Field Mentor who has agreed to provide them access to a variety of experiences, including CWA fieldwork experiences. In addition to a fieldwork handbook and a digital handbook, there are self-pacing exercises to reinforce knowledge and understanding of PPS and CWA fieldwork components.