

New Business Item 24-21 Revised

Introduced January 17, 2025

Deferred January 17, 2025

Reintroduced April 25, 2025

Approved April 25, 2025

TITLE: Program Review Committee Evaluation of the University of Hawai'i at Mānoa's School Counseling Program

The Hawai'i Teacher Standards Board (HTSB) recommends provisional program approval for the University of Hawai'i at Mānoa's (UHM) College of Education (COE) School Counseling Program.

The UHM COE Master of Education in School Counseling Program is authorized to recommend completers for initial and added field license as School Counselors in the grade level spans listed below.

- School Counselor, P-6
- School Counselor, K-6
- School Counselor, 6-12
- School Counselor, K-12
- School Counselor, P-12

UHM faculty, Program Review Committee members, and HTSB staff have communicated, collaborated, and had one in-person meeting (see commentary). As a result, the UHM faculty revised the program, addressed previous concerns, which included other practical activities to enhance the preparation of future School Counselors. The committee found evidence that these revisions met Hawaii Administrative Rules (HAR) §8-54-19 (1-5), §8-54-20 (1-2) and the HTSB Program Standards (NBI 17-39), and recommends program approval. Below is a list of those revisions or improvements:

- The School Counseling Program recently received university approval to replace the courses or renumber the course title and number (see Application, p. 18).
- The School Counseling Program will be delivered in a hybrid format, which include synchronous online and in-person opportunities. The program also designated courses for candidates to meet in-person at least once a semester or twice a year on O'ahu (e.g., EDEP 600 Counseling in the Schools, EDEP 640 Counseling: Group Theory and Practice). UHM faculty anticipates travel plans to the neighboring islands for in-person support for candidates. The UHM faculty intends to assess and revise its course delivery model (e.g., in-person, synchronous) to ensure candidates are fully prepared as School Counselors and make program improvements as needed.
- The course syllabi included more assignments to increase candidates' knowledge of School Counseling activities at the school level (e.g., School Counselor Interview, College and Career Readiness School-Based Experience) or to enhance interpersonal skills during the Saturday session (e.g., Group Counseling Session).
- The course assignments and assessments are descriptively written and align with the American School Counselor Association (ASCA) standards, HAR requirements, and course objectives. Each syllabus contains a table showing the alignment to help

candidates and UHM faculty know what objectives/assignments are licensure requirements and how the course will prepare future School Counselors.

- Course rubrics show the criteria and progress levels for assessing candidates. To ensure candidates know how they will be assessed, assignments with four or more ASCA standards are written in parentheses next to the criterion on the rubric (e.g., EDEP 703 Practicum in Counseling, EDEP 638: Career Development and Vocational Counseling).
- EDEP 703 (Practicum in Counseling), EDEP 733 and 734 (Internship) courses include assessment and evaluation tools to assess counseling skills and school-based experiences from the perspectives of candidates, field supervisors, or UHM faculty (e.g., (e.g., Professional Dispositions, School Counseling Internship Student Evaluation, Internship Student Evaluation of Site Supervisor).
- To meet the HAR requirement clinical experience (§8-54-19-5A), EDEP 733 and 734 Internship courses syllabi explicitly state, "*Successful completion of field practicum (clinical experience) is required to receive a licensure recommendation.*"

Program Reviewers:

Krislyn Hara, M.S., is a counselor at Admiral Arthur W. Radford High School, with over 11 years of experience. She earned her bachelor's degree in Speech from the University of Hawai'i at Mānoa and her master's degree in counseling psychology, with a concentration in School Counseling, from Chaminade University in 2013. Krislyn has an Advanced License in School Counseling from the Hawai'i Teacher Standards Board.

Norine Ishii, M.S., is a counselor at Henry J. Kaiser High School. Her previous roles include 504 Coordinator, Testing Coordinator, International Baccalaureate Middle Years Personal Project Coordinator, Registrar, and Elementary School Counselor. Norine earned her bachelor's degree in Family Resources from the University of Hawai'i at Mānoa in 2010, and her Master of Science in Counseling Psychology degree from Chaminade University in 2012. Norine has an Advanced License in School Counseling from the Hawai'i Teacher Standards Board.

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Rationale/Background:

The UHM COE submitted a Letter of Intent to Plan a New Program in School Counseling (New Business Item 20-15 Revised). On January 15, 2025, the HTSB Board deferred this New Business Item (NBI) 24-21 and requested the UHM COE School Counseling Program Faculty collaborate with the Program Review Committee to revise the program so it would meet the HAR §8-54-19(1-5) and §8-54-20(1-2) and Hawai'i State Approved Program Standards (New Business Item 17-39).

Cost:

Program Reviewers \$500 each X 2 = \$1,000
One Program Reviewer served as a volunteer.
All meetings were conducted on Zoom.

Submitted by: Kristi Miyamae

Referred to: Teacher Education Committee

Revised in Committee

New Business Item 24-21 Revised

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TITLE: Program Review Committee Evaluation of the University of Hawai'i at Mānoa's School Counseling Program

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UHM faculty, Program Review Committee members, and HTSB staff have communicated, collaborated, and had one in-person meeting (see commentary). As a result, the UHM faculty revised the program, addressed previous concerns, which included other practical activities to enhance the preparation of future School Counselors. The committee found evidence that these revisions met Hawaii Administrative Rules (HAR) §8-54-19 (1-5), §8-54-20 (1-2) and the HTSB Program Standards (NBI 17-39), and recommends program approval. Below is a list of those revisions or improvements:

- The School Counseling Program recently received university approval to replace the courses or renumber the course title and number (see Application, p. 18).
- The School Counseling Program will be delivered in a hybrid format, which include synchronous online and in-person opportunities. ~~remain online, but the course delivery has been redesigned from a hybrid (e.g., asynchronous and synchronous) to a synchronous model.~~ The program also designated courses for candidates to meet in-person at least once a semester or twice a year on O'ahu (e.g., EDEP 600 Counseling in the Schools, EDEP 640 Counseling: Group Theory and Practice). UHM faculty anticipates travel plans to the neighboring islands for in-person support for candidates. The UHM faculty intends to assess and revise its course delivery model (e.g., in-person, synchronous) to ensure candidates are fully prepared as School Counselors and make program improvements as needed.
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American School Counselor Association (ASCA) standards, HAR requirements, and course objectives. Each syllabus contains a table showing the alignment to help candidates and UHM faculty know what objectives/assignments are licensure requirements and how the course will prepare future School Counselors.

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Rationale/Background:

The UHM COE submitted a Letter of Intent to Plan a New Program in School Counseling (New Business Item 20-15 Revised). On January 15, 2025, the HTSB Board deferred this New Business Item (NBI) 24-21 and requested the UHM COE School Counseling Program Faculty collaborate with the Program Review Committee to revise the program so it would meet the HAR §8-54-19(1-5) and §8-54-20(1-2) and Hawai'i State Approved Program Standards (New Business Item 17-39).

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All meetings were conducted on Zoom.

Submitted by: Kristi Miyamae

Referred to: Teacher Education Committee

TITLE: Program Review Committee Evaluation of the University of Hawai'i at Mānoa's School Counseling Program

The Hawai'i Teacher Standards Board (HTSB) does not recommend program approval of the University of Hawai'i at Mānoa's (UHM) College of Education (COE) School Counseling Program ([New Business Item 20-15 Revised](#)).

A Program Review Committee analyzed all aspects of the School Counseling Program using the Hawai'i Administrative Rules (HAR) §8-54-19(1-5) and §8-54-20(1-2), and Hawai'i State Approved Program Standards ([New Business Item 17-39](#)). The committee provided written responses and met with UHM COE's School Counseling faculty to discuss concerns (see Hawai'i Teacher Standards Board Program Review Commentary).

The UHM School Counseling faculty decided not to revise the program, citing academic freedom, and would like their future faculty to make revisions. Academic freedom is a university union right, not a HAR requirement. The committee agreed that waiting for revisions does not meet HAR §8-54-19(1-5), stating the Educator Preparation Program “**must provide evidence.**” Also, the UHM program approval process was based on university requirements, not HAR.

The committee cannot recommend program approval of the UHM School Counseling program to the Board based on the following concerns.

- No face-to-face courses for the entire two-year program. The committee expressed that online synchronous courses are valuable, convenient, and can deliver content. However, they felt the benefits of having in-person sessions at least once a semester would enable UHM faculty and peers to establish relationships and allow everyone to engage in counseling techniques that are most effective in person. Video recordings and small online breakout rooms will not capture the daily in-person interactions that school counselors encounter.
- The committee also addressed that not all students are online learners and suggested that UHM faculty have in-person sessions for O'ahu students or if UHM faculty could travel to the neighbor islands to meet with other students as needed.
- There are no written plans or evidence to support School Counseling graduates during their first year in the profession. The committee is concerned about how, after learning in an online program, the graduates will transition to an in-person situation, especially if they are hired at a school with only one or two School Counselors.
- There was a lack of school-based activities in the program's first year. The committee felt the students may not be prepared for their internship in their second year.
- The Professional Dispositions Assessment addresses important skills but is not specific to School Counseling Skills such as flexibility, empathy, or situational decision-making.
- The committee requested revised evidence (e.g., course syllabi, sample assignments, assessments, evaluation) showing the program has met all of the HAR and HTSB Program Standards. As practicing School Counselors, the committee is willing to collaborate in sharing ideas and content rooted in the K-12 school setting. They will also review revisions as required by the HAR approval process.

The HTSB invites the UHM COE School Counseling faculty to revise and resubmit program evidence that will meet approval according to the HAR and HTSB requirements.

Rationale/Background:

The University of Hawai'i at Mānoa's (UHM) College of Education (COE) submitted a Letter of Intent to Plan a New Program in School Counseling ([New Business Item 20-15 Revised](#)). Upon approval, the UHM COE Master of Education Degree in School Counseling program would recommend completers for a School Counselor License in the following initial and added field license:

- School Counselor, P-6
- School Counselor, K-6
- School Counselor, 6-12
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Referred to: Teacher Education Committee

Hawai'i Teacher Standards Board Program Review Commentary
11/15/24

The University of Hawai'i at Mānoa's (UHM) College of Education (COE) submitted a School Counseling Initial Licensure Program ([New Business Item 20-15](#)). In accordance with [Hawai'i Administrative Rules](#) (HAR) §8-54-19(1-5) and §8-54-20(1-2), a Program Review Committee was formed to analyze all aspects of the School Counseling Program using the Hawai'i State Approved Program Standards ([New Business Item 17-39](#)) such as course content knowledge and pedagogy, the connection to national and state standards, and clinical practice. This Program Review Commentary is based on feedback from the Program Review Committee members Krislyn Hara, Norine Ishii, Dr. Silvia Koch, and Dr. Jennifer Padua. Information about the committee members is written in the [Program Reviewer Committee Biography](#) section of this document.

The process included committee members learning about the HAR and independently reviewing the application and supporting documents. Written notes were also available in a shared file folder for everyone to access. For the Program Progression (Application Section 4), courses were assigned to members based on their expertise in the content area and experiences. For example, KRS 600 was reviewed by the committee members who are currently School Counselors in the Hawai'i Department of Education. To maintain objectivity, all courses were reviewed by at least two members.

During the virtual meetings, each reviewer gave feedback and asked any clarifying questions. Afterward, the committee members were given time to update their notes based on the discussion. Then, incorporated in this commentary.

The committee members agreed that the UHM COE's School Counseling program has great potential for future School Counselors. In particular, the program highlights various topics that School Counselors may encounter in a preschool - grade 12 public school setting, and the students will earn a master's degree upon successful completion. The committee members cannot recommend the program at this time. They provided comments and questions to better understand the School Counseling Program and how to conceptualize how an online program will prepare students for being a School Counselor, an in-person profession. A response column is provided for UHM COE School Faculty. In addition, the Program Review Committee can meet with the UHM School Counseling faculty via Zoom on Monday, November 25, 2024, from 3:30 – 4:30 p.m. To confirm the meeting date or if there are any questions regarding the Program Review, please contact HTSB Licensing Specialist Dr. Jennifer Padua via email at jennifer.padua@hawaii.gov or via phone (808) 784-5584.

| Standard | Program Review Comments | UHM School Counseling Responses |
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| <p>Standard 1: Candidate Content Knowledge, Pedagogical Knowledge, and Dispositions Candidates demonstrate strong subject matter knowledge, culturally relevant pedagogical knowledge, pedagogical content knowledge, and professional dispositions in instruction and in other interactions with all P-12 learners.</p> | <p>Comments</p> <ul style="list-style-type: none"> ● Course syllabi contain specific learning outcomes that provide students with various ways to learn and gain information. How does the instructor evaluate soft skills that are imperative for a counselor to have in order to be successful with students? How will humility, empathy, reflexivity, emotional stability, self-awareness, etc, be evaluated, and at what point or points in the program will this be done? ● There were various methods for students to demonstrate their knowledge (e.g., podcasts, role-playing, lesson plans, brochures, and group presentations). ● Many assigned readings are from the American Counseling Association (ACA). A suggestion is to include more readings from the American School Counselor Association (ASCA), which can offer relevant information that students will encounter as School Counselors in a P-12 setting. ● The attendance needs tightening. The attendance policy for the UHM School Counselor P-12 program should be explained in detail in all syllabi. While students are expected to attend class, how many can they miss before some sort of sanction will occur (e.g., having to retake the class?). It should be noted that students need to come to class ready and | <ol style="list-style-type: none"> 1. A Program overview, including the sequence of courses can be found beginning on Page 29 of the counseling handbook, which was provided for this review. 2. The ASCA (American School Counselor Association) framework is integrated throughout the curriculum, with KRS 600 Counseling in Schools serving as the cornerstone course for in-depth ASCA model instruction. This course methodically covers the complete ASCA National Model, starting with foundational "Define and Manage" elements in Week 2 and progressing through delivery, implementation, and assessment components in later weeks. Students will engage with essential ASCA materials, including the ASCA National Model Framework and Implementation Guide, to develop a comprehensive understanding of the model. 3. The decision to deliver the School Counseling program primarily through online synchronous courses, with the exception of practicum and internship experiences, reflects a strategic |

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| | <p>prepared to learn.</p> <ul style="list-style-type: none"> ● HIDOE requires six credits for ELL. You may want to consider opportunities for students to obtain these credits so they will not need to meet this requirement if hired by HIDOE. The initial years of School Counseling (or being a teacher) are demanding, and finding time to meet the Sheltered Instruction Qualification may be challenging (Application, pp. 20-21). ● Students learn different about different counseling theories. ● Students can earn their graduate degree upon program completion. <p>Questions</p> <ol style="list-style-type: none"> 1. In the Program Handbook, pp. 11-12, are these courses listed in the order to be taken? Can you provide a program overview map to show which courses are to be taken/completed in Semesters 1, 2, 3, or 4? 2. Some ASCA Professional Standards are written in the course syllabus. What opportunities will students learn about the ASCA framework in its entirety? 3. Are there considerations for in-person courses? For example, the introduction and group counseling courses may be more beneficial if held in person to establish peer relationships. For the group counseling course, how will students learn to observe group | <p>approach to both educational quality and accessibility. As this program will be the only school counselor preparation program in the University of Hawai'i system, the online format will provide access to school counseling education throughout the Hawaiian islands and in remote areas, while ensuring students receive comprehensive preparation for their future roles as school counselors. The program's synchronous online delivery removes significant barriers to education by eliminating the need for students to relocate or commute between islands. This accessibility is important for developing a diverse counseling workforce across all Hawaiian islands, ensuring that each community has access to well-prepared school counselors who understand local contexts and needs. The synchronous format maintains the interactive elements essential to counselor education while leveraging technology to create meaningful learning experiences.</p> <p>In addressing concerns about the development of observational and</p> |

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| | <p>behaviors when their future will be in a school setting, and they will need to know how to respond or redirect conversations based on an individual's body language during the group?</p> <p>4. Which assignments will be implemented in the field experience? For example, will the KRS 600 Lesson Plan be implemented with P-12 students?</p> <p>5. Can you verify that all course assignments align with the ASCA Standards? For example, in KRS 600, the following standards and assignments do not match:</p> <ul style="list-style-type: none"> o Standard 5.2 and 5.3 (Using data to refine school counseling program) via Counseling Paper o Standard 6.3 (Engage in local, state, and national professional growth and development opportunities) via Group Presentation. o Two comprehensive, objective exams assessing knowledge of course content are given, but there needs to be evidence that they align with national school counselor performance standards. | <p>interpersonal skills, particularly in courses like group counseling, the program incorporates several robust strategies. Through high-quality video conferencing, students can observe and interpret non-verbal cues, body language, and group dynamics in real-time. The synchronous format allows for immediate feedback and discussion, creating an environment where students can develop their observational and intervention skills. Small group breakout sessions provide opportunities for intimate practice and skill development, while video recorded assignments enable detailed analysis and feedback on counseling techniques.</p> <p>4. The field experience (practicum and internship) provides students with opportunities to implement knowledge and skills developed throughout their coursework in real school settings. Students will actively apply their learning through various practical assignments and interventions. During field experiences, students will be required to implement classroom lessons and small group counseling sessions that address identified student</p> |

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| | | <p>needs. They may utilize and adapt lesson plans developed in previous courses (such as the KRS 600 Lesson Plan) or create new lessons based on their school site's specific needs and student populations. This flexibility ensures that interventions are contextually appropriate and responsive to the actual needs of P-12 students.</p> <p>5. We verify that all course assignments align with the ASCA Standards.</p> <p>a. The Counseling Paper assignment, which requires students to describe components of an effective, comprehensive school counseling program and develop a calendar of activities, addresses ASCA Standards 5.2 and 5.3 through its focus on program assessment. As students detail the essential components of a comprehensive program, they must address how data informs and shapes program effectiveness. In addition, the calendar development portion of the assignment further reinforces</p> |

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| | | <p>these Standards by requiring students to consider how data collection and analysis integrate into the program's timeline. This may include planning for scheduled data collection points, regular data review meetings, designated times for program adjustments based on findings, and collaborative sessions to share and analyze results. When discussing collaboration approaches within their comprehensive program, students must address how stakeholders participate in data sharing, coordinate collection efforts, engage in team-based analysis, and use results to inform systemic improvements. Through this natural integration of data-driven decision making within the comprehensive school counseling program framework, students demonstrate their understanding of using data to monitor and refine programs (Standard 5.2) and implementing data-based systemic change</p> |

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| | | <p>(Standard 5.3). These components are not separate from the program description but are fundamental to explaining how an effective comprehensive school counseling program operates and evolves to meet student needs.</p> <p>b. Rather than Standard 6.3, the Standard addressed by the Group Presentation assignment should be listed as Standard 2.3, which requires candidates to describe both established and emerging counseling theories along with evidence-based techniques</p> <p>c. The required course textbooks directly align with national school counselor performance standards in several ways. Erford's "Transforming the School Counseling Profession" covers professional foundations, direct services, program planning, and leadership roles that match ASCA's Standards frameworks. The ASCA National Model (4th edition) serves as the</p> |

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| | | <p>primary source for defining program standards, outlining key components (Define, Manage, Deliver, Assess), and establishing professional competencies and student mindsets and behaviors. The ASCA Implementation Guide complements these by providing practical applications, assessment tools, and evaluation methods that demonstrate how to implement the standards in practice. Together, these texts ensure that comprehensive exams based on their content will assess students' knowledge and understanding of professional school counseling standards and competencies.</p> |
| <p>Standard 2: Clinical Practice and Partnerships The educator preparation program and its associated partners have shared responsibility for the design, implementation, and evaluation of diverse clinical experiences that provide the candidate the opportunity</p> | <p>Comments</p> <ul style="list-style-type: none"> ● The School Counseling Program Handbook is a helpful resource. ● Students can obtain experience in different school or grade-level settings. ● KRS 703 syllabus should be updated to include P-12 settings. Currently, only the K-12 setting is referenced. | <ol style="list-style-type: none"> 1. The handbook has been updated to reflect the recently approved changes. 2. The supervision evaluation plays a crucial role in determining a candidate's readiness for professional school counseling, even when their academic performance is strong. While excellent |

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| <p>to have a positive impact on the growth and development of learners.</p> | <p>Questions:</p> <ul style="list-style-type: none"> ● The School Counseling Handbook, p. 22, states, "Upon successful completion of the program, graduates will be recommended for licensure at the PreK-12 level". This statement seems like all students will receive a P-12 license. Will this statement be edited to align with the application grade level spans of P-6, K-6, 6-12, K-12, or P-12 to avoid possible confusion for students? ● What is the weight of the supervisor evaluation? For example, what happens if the student does well in coursework but may not do well in the field? ● In the Handbook, p. 10, there are 100 Practicum experience hours. Are these hours used to help students transition before practicum experience? Are the hours in different settings (e.g., preschool, elementary, middle school, high school)? Is the 100 hours connected with a specific course or courses? | <p>coursework demonstrates theoretical understanding, the field experience reveals a candidate's ability to apply these concepts in real-world situations with actual students and stakeholders. When there's a discrepancy between academic and field performance, the program takes a proactive, holistic approach to address concerns. Course instructors and site supervisors work collaboratively to identify issues early, maintaining open communication channels to support student success. If a candidate struggles in their field placement despite strong academic grades, a structured intervention process will be implemented. This may include additional supervision, specific skill-building activities, extended field hours, or a formal remediation plan tailored to address identified areas of concern. The program emphasizes early intervention and support, recognizing that both academic excellence and practical competence are essential for becoming an effective school counselor.</p> <p>3. The 100 practicum hours are specifically tied to KRS 703 Practicum in Counseling and are completed at a single school site rather than multiple locations. This single-site approach was chosen deliberately as it would be logistically challenging and potentially</p> |

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| | | <p>disruptive for candidates to move between different school levels (preschool, elementary, middle, or high school) during their practicum experience. By staying at one location, candidates can develop stronger relationships with their supervisor and school community, better understand the school's culture, maintain consistent counseling relationships with students, and focus deeply on developing their skills. While this means candidates won't experience different grade levels during practicum, the concentrated experience at one site helps them build a solid foundation in school counseling practice and transition more effectively into their professional role before moving into their internship experience.</p> |

| Standard | Program Review Comments | UHM School Counseling Responses |
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| <p>Standard 3: Assessment and Evaluation Educator preparation programs have criteria for and monitor candidate progression from admissions to student teaching, through completion and recommendation for licensure. They gather, analyze, and interpret data for continuous improvement of the program.</p> <p>Through their work with P-12 students, the candidate understands and uses multiple methods of assessment to monitor learner progress and to inform their practice. Candidates can demonstrate positive impact on P-12 learners' growth and development.</p> | <p>Comments</p> <ul style="list-style-type: none"> ● Multiple types of assessments are offered (e.g., essays, exams). ● Students learn multiple types of assessments (e.g., KRS 630). ● Students have a portfolio to demonstrate their learning. ● Since this program will be delivered online, how do you plan to manage students using AI for assignments? <p>Questions</p> <ol style="list-style-type: none"> 1. Can you provide the assignments with the rubric? Without seeing the assignments, it was challenging to determine how students were assessed or how the standards were aligned. 2. How can the rubrics be clearer for students to understand? How are scores calculated when the progress levels and criteria use a percentage? 3. How are school counseling dispositions measured? The Professional Dispositions are valuable but do not address specific counseling dispositions. 4. How do you assess school counseling soft skills (e.g., reflexivity, flexibility, situational decision-making)? 5. Are students assessing and reflecting on their progress and growth as school counselor throughout the program? | <ol style="list-style-type: none"> 1. Each assignment is indicated in the syllabus. The rubric for the key assignments were provided. The title of those were the course name and assignment. The course instructor will create a detailed overview of the assignment. I've created an example for one of the assignments as shown here: KRS 605 - Personal Human Development Paper Assignment 2. As discussed in the committee meeting, course instructors will create clear, student-focused rubrics for each assignment. The use of percentages rather than fixed points allows individual instructors flexibility in determining the total point values for their course assessments. 3. The program's professional dispositions assessment aligns with ASCA requirements while uniquely incorporating Hawaiian cultural values. The University of Hawai'i at Mānoa College of Education has developed an assessment framework that merges ASCA School Counselor Professional Standards & Competencies with five core Hawaiian cultural values: Kuleana, Pilina, Alu Like, Ha'awina No'ono'o, and Aloha 'Āina. This culturally responsive approach adheres to both ASCA and HIDOE Ethical Guidelines. Candidates will be evaluated on their demonstration of these professional dispositions at |

| Standard | Program Review Comments | UHM School Counseling Responses |
|--|---|--|
| | | <p>multiple points throughout the program, specifically during their practicum and internship courses, to ensure they meet ASCA standards and possess the professional competencies needed for successful school counseling practice.</p> <p>4. The UH's School Counseling program develops counseling soft skills through an integrated approach across coursework and field experiences. Early courses like KRS 606 (Counseling Theory and Practice) and KRS 685 (Ethics) build foundational interpersonal and decision-making skills through role-play, case studies, and self-reflection assignments. These skills are then practiced and refined during the 700 hours of field experience, where candidates receive regular supervision and feedback from both site supervisors and faculty.</p> <p>5. Throughout the program, students will engage in ongoing assessment and reflection activities. These may include participating in classroom discussions, writing in journals, and composing self-reflection papers.</p> |
| <p>Standard 4: Governance and Resources The educator preparation program has sufficient faculty, financial, physical, and technological resources and capacity to support and sustain</p> | <p>Comments</p> <ul style="list-style-type: none"> • Governance and resources were addressed in the Application Sections 2 and 3 and the appendices. | |

| Standard | Program Review Comments | UHM School Counseling Responses |
|---|---|---|
| the quality of its educational program. | | |
| <p>Standard 5: Hawaii Specific Requirements The educator preparation program ensures it meets all requirements in Hawaii Administrative Rules governing the approval of Educator Preparation Programs (HAR) §8-54-19, Appendix A.</p> | <p>Comments</p> <ul style="list-style-type: none"> ● KRS 741 allows students to apply their Plan B project to use technology to collect and analyze data about students (HAR §8-54-19-3(F)). <p>Questions</p> <ul style="list-style-type: none"> ● The HA framework is included in several courses. But, the HA is one aspect of Hawaiian culture and needs to be more descriptive in the courses. What opportunities will students learn and demonstrate HAR §8-54-19 (3)(A) The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching? On application, p.31, KRS 637 states working with Native Hawaiian students, but the course syllabus does not have this information. ● Since School Counselors are not teachers per se and do not teach the content areas, how can the Hawai'i Specific Requirements §8-54-19-3(B-F) be braided throughout the courses so they are proficient? For example, how do counselors work with students needing remedial assistance or reading tutoring? How can more specificity be added to learning about Individualized Education Programs and 504 Plans? | <ol style="list-style-type: none"> 1. The School Counseling program integrates Hawaiian language, history, and culture (HAR §8-54-19-3A) throughout its curriculum and experiences. A key example is KRS 637 Cross-Cultural Counseling, where school counseling candidates engage with Native Hawaiian history, culture, and research-based strategies for supporting Native Hawaiian students. Through experiential learning projects like Community Cultural Mapping and cultural immersion assignments, candidates participate directly in cultural practices. The instructor collaborates with the Native Hawaiian Place of Learning Advancement Office at the University of Hawai'i at Mānoa to ensure authentic cultural integration. Hawaiian perspectives are woven throughout the curriculum, including discussions of Hawaiian educational history and culturally responsive practices in KRS 600, and exploration of development through both Western and Hawaiian cultural lenses in KRS 605. During practicum and internship (KRS 703, 733/734), candidates practice culturally grounded counseling approaches in their school placements. 2. School counselors are trained in the ASCA domains of academic, |

| Standard | Program Review Comments | UHM School Counseling Responses |
|----------|-------------------------|--|
| | | <p>social/emotional, and career development to support student success through collaboration with classroom teachers and other educational professionals. Rather than providing direct academic instruction or tutoring, school counselors focus on helping students develop effective study skills, identify learning strategies, and overcome barriers to academic achievement through appropriate resource referrals. Some examples of these would be: analyzing student assessment data and making appropriate academic support recommendations, gaining hands-on experience by observing and participating in Student Support Team meetings, 504 meetings, and Individualized Educational Program (IEP) meetings during practicum and internship experiences, and addressing post-secondary planning for students with disabilities and English language learners to help identify appropriate pathways aligned with their abilities and interests. This comprehensive preparation ensures school counselors understand their vital role as collaborators and advocates who work within their scope of practice while effectively connecting students with specialized academic support services when needed.</p> |

Program Review Committee Biography

Krislyn Hara is a School Counselor at Admiral Arthur W. Radford High School, with over 11 years of experience. She earned her Master's Degree in Counseling Psychology, with a concentration in School Counseling, from Chaminade University in 2013. Krislyn has an Advanced License in School Counseling from the Hawai'i Teacher Standards Board.

Norine Ishii is a School Counselor at Henry J. Kaiser High School. Her previous roles include 504 Coordinator, Testing Coordinator, International Baccalaureate Middle Years Personal Project Coordinator, Registrar, and Elementary School Counselor. Norine earned her Master of Science in Counseling Psychology degree from Chaminade University in 2012.

Silvia Koch, Ed. D., is a Professor in the Psychology Department of Chaminade University of Honolulu. She has been an adjunct faculty member since 2008 and is currently the Clinical Director of School Counseling in the Masters of Science in Counseling Psychology program. Dr. Koch earned her doctoral degree in administration and leadership from the University of Southern California. She retired from the Hawai'i Department of Education after 33 years as a school counselor and holds a Standard License from the Hawai'i Teacher Standards Board.

Jennifer F.M. Padua, Ph.D., is a Licensing Specialist at the Hawai'i Teacher Standards Board. Jennifer earned her doctoral degree in Curriculum and Instruction at the University of Hawai'i at Mānoa, where she was a faculty member for 11 years in the College of Education Elementary Education Program. Her experiences include working as a Senior Literacy Specialist throughout the United States Affiliated Pacific Region and as a classroom and resource teacher in the Hawai'i Department of Education.



January 15, 2025

To: Hawai'i Teacher Standards Board

From: Lois A. Yamauchi, PhD
Professor and Chair, Educational Psychology

Madiha Jamil, PhD
Assistant Professor, Coordinator of the School Counseling Program

Judy Daniels, EdD
Professor and Director of the Rehabilitation Counseling Program

Re: **Testimony in opposition to NBI 24-21**

Meetings: January 17, 2025 HTSB Education Committee Meeting, Agenda item III d (NBI 24-21, UHM School Counseling Program Review) and General Business Meeting, Agenda item III f (NBI 24-21, UHM School Counseling Program Review)

We are writing as representatives of the University of Hawai'i at Mānoa's School Counseling Program to **oppose New Business Item 24-21 (NBI 24-21)** to not approve the University of Hawai'i at Mānoa's (UH Mānoa) School Counseling Program for initial P12 licensure. NBI 24-21 does not accurately describe our program and our responses to program reviewers' requests. In this testimony, we explain these misrepresentations, ask for changes to the NBI to correct inaccuracies, and ask for your no vote on NBI 24-21. Below are our seven points of clarification.

1. **NBI 24-21 inaccurately states that "The UHM School Counseling faculty decided not to revise the program, citing academic freedom, and would like their future faculty to make revisions."**
 - a. At the November 25, 2024 meeting with the Review Committee and the HTSB Executive Director **no one asked the University of Hawai'i Mānoa School Counseling team to revise the program.** No revisions were requested then or afterwards.
 - b. Dr. Yamauchi never stated that academic freedom was a reason why we would not revise our program. Revisions had not been requested.
 - c. To be accurate, Dr. Yamauchi explained that academic freedom allows faculty to adjust instructional activities stated on a syllabus template to meet course objectives. Academic freedom is granted in the majority of universities nationally and is used by faculty to modify activities to meet specific learner needs. Dr. Yamauchi also stated that course assignments and assessments are

different from program assessments. Program assessments in the University of Hawai‘i Mānoa School Counseling are standardized and uniformly administered. Program assessments have been provided in the application.

- d. The issue raised in this point is one example of many inaccuracies in NBI 24-21. During the November 25^a meeting one of the reviewers admitted that she had not read all of the documents that we provided. This raises serious concerns about the thoroughness and accuracy of the review process.
- e. **Request:** We request the removal of the statement in the NBI 24-21 “The UHM School Counseling faculty decided not to revise the program, citing academic freedom, and would like their future faculty to make revisions.” The program faculty has always been willing to make any necessary changes; however, no additional revisions were requested after final responses to the Hawaii Teacher Standards Board Program Review Commentary on November 26, 2024.

2. The University of Hawai‘i Mānoa School Counseling team has been responsive to the program review committee’s requests for evidence showing that the program meets HAR §8-54-19(1-5) Standards.

- a. HAR §8-54-19(1-5) states that the program must provide evidence that students will meet performance standards, including the 10 School Counseling standards and professional and ethical dispositions.
- b. As evidence, we provided syllabi for all courses and sample assignments, assessments, and evaluations. There are examples of how the program demonstrates that it meets the performance standards (p. 31 of the application, course syllabus found in Section 4, and Syllabi for all coursework), ethical disposition (p. 29 of application, Section 6 Professional Disposition) and evaluations (Section 5, Clinical Experience Handbook, p. 57).
- c. The program has consistently responded to requests for revisions, demonstrating exemplary engagement throughout the review process, maintaining consistent communication and timely responses. Our willingness to make changes began with our initial program application on August 27, 2024 and continued through the November 25^a meeting.
- d. For example, on October 2024, we responded to the Review Committee’s requests for additional material and submitted 18 comprehensive assessment rubrics that demonstrated **evidence showing that the program meets HAR §8-54-19(1-5) Standards (see Section 4, Rubrics)**. At the November 25, 2024 meeting, we responded to all questions asked by the Review Committee, followed by detailed written responses to remaining inquiries on November 26, 2024. **No additional material or modifications were requested related to how the program meets the HAR §8-54-19(1-5) Standards.**

3. **NBI 24-21 inaccurately states that there are "No face-to-face courses for the entire two-year program."**

- a. **The University of Hawai‘i Mānoa School Counseling Program has been approved by the University of Hawai‘i as a hybrid program.**
- b. The University of Hawai‘i (2025) defines a hybrid program as “a program of study consisting of a mix of credit-bearing program requirements that include both online and in-person activities. In person activities may take place on a UH campus or at a designated location.”
- c. **The University of Hawai‘i Mānoa School Counseling Program includes 700 hours of supervised in person and in the field experiences, including 100 hours of practicum and 600 hours of internship in school settings.**
- d. During these field experiences, candidates engage in-person and directly with licensed school counselors, students, school communities, and when needed or requested, professors will meet in person and provide supervision.
- e. These supervised hours facilitate hands-on application of counseling techniques and development of professional competencies.
- f. Our program design ensures that while coursework may be delivered online synchronously for accessibility, students receive extensive face-to-face professional preparation through their fieldwork experiences. **The program also features two mandatory in-person intensives--one at program entry and another at completion.**
- g. The HTSB has approved a similar hybrid school counseling program at Chaminade University, where students take their practicum and internship courses in person and in school settings, and students do not have to come to campus for other classes.
- h. **There is a shortage of qualified P-12 school counselors statewide, with approximately 50 counselors in the public schools who do not have a school counseling license. A statewide hybrid program makes the program accessible to students in rural areas and on the neighbor islands who are not able to come to Honolulu for counselor preparation.**
- i. If we want our counselor workforce to reflect the student populations they serve, we need to be accessible to these potential candidates. Research indicates students from underrepresented groups, including ethnically diverse and low-income candidates, tend to enroll in hybrid and online counselor preparation programs. When counselors come from similar backgrounds as the students they serve, they tend to be more successful in their work.
- j. **Request:** The NBI statement “No face-to-face courses for the entire two-year program” be changed to: “Practicum and internship courses provide face-to-face interaction, supervision, and field-based experiences. In addition, the program has two required in person intensive day-long opportunities for students to interact with professors, classmates, and other relevant professionals. The program is designed to promote programmatic accessibility through courses that are delivered synchronously online.”

4. **NBI 24-21 states, “The committee is concerned about how, after learning in an online program, the graduates will transition to an in-person situation, especially if they are hired at a school with only one or two School Counselors.”**
 - a. This concern overlooks the extensive field-based in person practical preparation our program provides.
 - b. Throughout their training, candidates complete 700 hours of supervised field experience in school settings, working directly with diverse student populations and school staff. These experiences are supervised in person by a school counselor in their school or complex. During practicum and internship, students actively participate in all aspects of school counseling, including individual and group counseling and collaboration with teachers and administrators.
 - c. Our program structures these in-person experiences to build professional confidence and competence with direct supervision.
 - d. Students learn to: (a) navigate school systems; (b) develop professional networks; and (c) handle the complex responsibilities of school counseling. They meet weekly to obtain supervision and feedback.
 - e. The combination of supervised practice, mentoring from experienced counselors and faculty, and gradual exposure to increasing professional responsibilities ensures our graduates are well-prepared for independent practice, even in settings with limited on-site counseling staff.
 - f. **Request:** Given the information provided in this testimony and in the proposal, we request that the statement: “The committee is concerned about how, after learning in an online program, the graduates will transition to an in-person situation, especially if they are hired at a school with only one or two School Counselors.” be removed from NBI 24-21.

5. **NBI 24-21 inaccurately states that "There was a lack of school-based activities in the program's first year."**
 - a. Our program systematically integrates school-based experiences throughout the first year of study. Students will engage in school site visits and observations, conduct professional interviews with practicing counselors, and participate in school-based events. They will develop and implement classroom guidance lessons while receiving supervision and feedback. An example of a classroom lesson focusing in school-based activities was submitted for KRS 600, a course taken in students’ first year.
 - b. Within the first year and in the KRS 627 Career Development and Vocational Counseling course the program provides opportunities for engagement in career development activities and practical application of the ASCA National Model.
 - c. **Request:** Since there are examples of school-based activities in the first year, we request the following statement be deleted from NBI 24-21: “There was a lack of school-based activities in the program's first year.”

6. NBI 24-21 states that “Professional Dispositions Assessment addresses important skills but is not specific to School Counseling Skills such as flexibility, empathy, or situational decision-making.”

- a. University of Hawai‘i Mānoa School Counseling Program’s approach to professional dispositions assessment is both comprehensive and specifically tailored to school counseling competencies.
- b. The program's professional disposition assessment goes beyond traditional measures to evaluate not only technical skill competence, but also the development of culturally responsive counseling skills and dispositions essential for Hawai‘i's diverse student population. Our assessment framework integrates ASCA standards with culturally responsive practices, particularly incorporating Hawaiian values. Evidence of this can be found in Section 6, Professional Disposition.
- c. Through mock counseling sessions, students demonstrate and receive feedback on essential counseling skills including empathy, flexibility, and situational judgment. Evidence of counseling skills demonstration exercise can be found on the KRS 626 course syllabus.
- d. Each semester field supervisors, in conjunction with a UH Mānoa faculty member, conduct regular evaluations for practicum and internship experiences, assessing students' ability to apply not only skills but also counselor dispositions as exemplified in real-world contexts.
- e. Class activities such as case study analyses require students to demonstrate clinical reasoning and decision-making capabilities. Evidence of a case study assignment can be found in the KRS 606 syllabus.
- f. **Request:** As demonstrated above and in the materials submitted to the Review Committee, we provided examples of how skills such as flexibility, empathy, or situational decision-making are an integral part of the program and as such, we request that the statement, “Professional Dispositions Assessment addresses important skills but is not specific to School Counseling Skills such as flexibility, empathy, or situational decision-making.” be removed from NBI 24-21.

7. NBI 24-21 states that "There are no written plans or evidence to support School Counseling graduates during their first year in the profession."

- a. For all of our preparation programs, the University of Hawai‘i College of Education partners closely with the Hawai‘i Department of Education to support our graduates as they begin their careers in public schools.
- b. The College of Education has a proven track-record of fostering lasting professional relationships between students and faculty that extend well beyond graduation.
- c. Through our cohort-based structure, candidates develop strong peer networks that provide mutual support throughout their careers.
- d. We will actively encourage students’ participation in the Hawai‘i School Counselor Association (HSCA), connecting graduates to a broader professional community and ongoing development opportunities.

- e. The combination of sustained faculty mentorship, cohort connections, and professional association involvement ensures our graduates have a robust support system as they advance in their careers.
- f. **Request:** Since this issue raises concerns that extend beyond the scope of initial licensure requirements, we request that the sentence “There are no written plans or evidence to support School Counseling graduates during their first year in the profession.” be deleted from NBI 24-21.

In conclusion, the UH Mānoa School Counseling hybrid program addresses the statewide shortage of qualified P-12 school counselors. It is similar in format to another hybrid program that the HTSB approved. The UH Mānoa School Counseling team has been responsive to HTSB requests for revisions and responses and particularly those that show that the program meets HAR §8-54-19(1-5) standards. NBI-24-21 does not accurately reflect the University of Hawai‘i Mānoa School Counseling program. **We strongly urge your opposition to this NBI.** Thank you for your time and consideration.

UHM Program Review Committee Response to Testimony
March 7, 2025

The Hawai'i Teacher Standards Board (HTSB) Board members deferred [New Business Item \(NBI\) 24-21](#) The University of Hawai'i at Mānoa's School Counseling Program Review on January 17, 2025. The Board asked the University of Hawai'i at Mānoa (UHM) College of Education (COE) School Counseling Faculty to continue the review process with the HTSB Program Review Committee.

This response addresses points from the [written](#) and oral testimony submitted to the Board and provides guidance on supporting UHM COE Faculty through the program review process.

First, it is important to recognize that the UHM and the HTSB are different agencies with their own approval processes. UHM program approval does not ascertain HTSB approval. HTSB's requirements are based on [Hawai'i Administrative Rules](#) (HAR) §8-54-19(1-5), §8-54-20(a-d) and HTSB policies.

Written testimony expressed, *"During the November 25th meeting one of the reviewers admitted that she had not read all of the documents we provided. This raises serious concerns about the thoroughness and accuracy of the review process"* (Testimony 1d).

Each member had access to all documents. While courses were assigned to specific members, each member participated in discussions about each course and reread documents before and after the November 25, 2024, meeting. In addition, all Board members were given access to the UHM School Counseling documents to read before the January 17, 2025, meeting.

The committee confirms there was no bias in their review based on their association with Chaminade University. All committee members are UHM alumni who earned undergraduate or graduate degrees from the University of Hawaii. One member graduated from UHM's Master's of School Counseling program before the UHM program was discontinued. Three committee members with Hawai'i Advanced License in School Counseling serve as subject and practitioner experts. The committee members have over 50 years of combined experience as School Counselors in the Hawai'i Department of Education (HIDOE). Their first-hand account working alongside public school students, faculty, and new and veteran School Counselors is invaluable. The committee agrees with the Board members and believe there is a need and space for other Hawai'i-approved School Counseling licensure programs.

Written testimony stated, *"At the November 25, 2024 meeting with the Review Committee and the HTSB Executive Director **no one asked the University of Hawai'i Mānoa School Counseling team to revise the program. No revisions were requested then or afterwards"*** (Testimony, p. 1).

On October 17, 2024, Licensing Specialist Dr. Jennifer Padua emailed Dr. Jamil requesting copies of assessments and assignments since they were not provided with the course syllabi per written directions on Application p. 17.

After the November meeting, the only files in Google Drive were from October 2024. On Monday, December 2, 2024, Licensing Specialist Dr. Jennifer Padua emailed Dr. Jamil requesting any revised copies.

Dear Dr. Jamil,

I hope you had a wonderful holiday weekend. At our meeting last week, you mentioned that some assignments/assessments were being revised. I did not see any in the shared Google Folder. Would the committee members be able to see the revised copies? I have included the Google Link folder below.

https://drive.google.com/drive/folders/1EBeswNG8i_ahthsINeq4D48tpNQ7nQMC?usp=drive_link

Dr. Jamil responded to Licensing Specialist Padua's email request for revisions with the following:

"To address your question, the assignments will be revised by the professors who will be teaching the courses in the future. The only additional piece I shared with the committee was the lesson plan I created to provide more detailed context regarding one of the assignments."

While documents (e.g., "18 comprehensive rubrics" [Testimony, p. 2]) were provided, the committee did not find evidence of how teacher candidates met the standards.

For example, in the KRS 600 lesson plan, the committee did not find evidence of American School Counselor Association (ASCA) standard 6.2 (*Demonstrate leadership, advocacy, and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession*) in the assignment description and the standards portion of the rubric. The descriptors are vague and do not show clear alignment with the standard.

| Criteria/Score | Exemplary (90% and above) | Proficient (80-90%) | Developing (70-79%) | Need to Improve (Below 70%) |
|--------------------------------------|--|--|--|---|
| Standards Alignment (25%) | Demonstrates clear alignment with both ASCA Mindsets & Behaviors and Hawaii teacher performance standards; includes specific standard references | Shows alignment with most relevant standards; some connections could be stronger | Basic alignment with standards present but lacks detail or clear connections | Poor or missing alignment with required standards |

In the Hawai'i Teacher Standards Board Program Review Commentary, the committee asked for copies of the assignment (Standard 1) and assessments (Standard 3). UHM faculty responded, "The course instructor will create a detailed overview of the assignment" and "As discussed in the committee meeting, course instructors will create clear, student-focused rubrics for each assignment."

Based on Dr. Jamil's email response, the commentary response, and no other evidence was uploaded to Google Drive, the committee agreed to allow the Board to make a decision on the UHM School Counseling Program, which resulted in deferment.

The committee requests that the UHM faculty bring suggestions on the following topics for the in-person meeting. Everyone's clarity on these topics will guide the next steps in the review process.

1. Evidence of how the ASCA standards and the Hawai'i Specific requirements are being met throughout the program. Although the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards are listed in program documents, they are not HTSB-approved national standards (see [HTSB-approved Content Standards](#)).
2. The UHM Program Review Committee understands the value and importance of academic freedom in pursuing knowledge and exchanging ideas. In relation to this are the assignments given by instructors and how they play a critical role in the learning process. To ensure that students gain the maximum benefit from these assignments, it is essential that the course and program learning outcomes, as well as the ASCA standards, are closely aligned. This alignment ensures that each assignment is purposeful, contributes to the course's overall objectives, and supports students in achieving the desired competencies.
3. After reviewing the course syllabi, the committee still feels that "There was a lack of school-based activities in the program's first year" (Testimony, p. 2). The committee defines school-based activities as teacher candidates working in P-12 classrooms with students and collaborating with site supervisors/school counselors. In reference to the examples from the testimony, none of the KRS 600 and KRS 627 state assignments must be implemented in a P-12 school-based setting. During the in-person meeting, everyone can look through 1-2 course syllabi.
4. Based on written testimony, "The program's professional disposition assessment goes beyond traditional measures to evaluate not only technical skill competence, but also the development of culturally responsive counseling skills and dispositions essential for Hawai'i's diverse student population" (Testimony, p. 2). The committee would like to understand what aspects of the Professional Dispositions measure School Counseling technical skills in relationship to the ASCA and Hawai'i Teacher Performance Standards. It will also be helpful to understand the other evaluations in the School Counseling Handbook, pp. 58 - 67.
5. UHM's hybrid delivery model and the difference between "two mandatory in-person intensives - one at the program entry and another at completion" (Testimony, p. 3) versus no face-to-face courses or in-person course meetings. Chaminade University

offers a hybrid model where counseling students can enroll in online or in-person classes. During the November 25, 2025, meeting, Dr. Silvia Koch mentioned that Chaminade faculty travels to the neighbor island to provide support, engage in activities, and build relationships with school counseling students. UHM faculty have no written plans to travel to the neighboring islands or offer in-person courses for students living on O'ahu. The concern remains how an online program adequately prepares School Counselors for an in-person profession.

6. Any comments from the Hawai'i Teacher Standards Board Program Review Commentary, NBI 24-21, or the Program Review Process.

The committee will bring copies of all UHM School Counseling documents to the in-person meeting to guide the discussion. If you would like to suggest topics for discussion, please contact Licensing Specialist Dr. Jennifer Padua via email at jennifer.padua@hawaii.gov

Hawai'i Teacher Standards Board Program Review Standards Evaluation Commentary
University of Hawai'i at Mānoa School Counseling
April 11, 2025

The Hawai'i Teacher Standards Board Program Review Committee reviewed the University of Hawai'i at Mānoa (UHM) School Counseling Initial and Add a Teaching Field Licensure Program. The UHM faculty submitted revisions to its program application and course syllabi. The revisions were significant and addressed many questions and missing information.

HTSB staff and UHM faculty met on April 11, 2025. Comments from the meeting are written in the red font. Below are questions and corrections for the UHM Faculty to complete by Tuesday, April 15, 2025, 4:30 p.m. Revised documents should be submitted to the Google Drive [UHM School Counseling Folder](#). The word "revised" or "date" should be included in the file name to avoid confusion from previous versions.

Standard 5: Hawai'i Specific Requirements

The educator preparation program ensures it meets all requirements in Hawaii Administrative Rules governing the approval of Educator Preparation Programs. (HAR) §8-54-19.

1. Some course syllabus has a table of the HAR that sometimes does not align with the course objective table. The statement is:

"This course addresses HAR §8-54-19(1-5) Requirements"

In the course syllabi, change the statement to explain that not all HARs are listed in the course (e.g., Here is a list of the HAR §8-54-19(1-5) Requirements". Or highlight the HARs learned in the course (see sample syllabi).

04/11/25 mtg: The UHM faculty will include the revised statement in each syllabus.

Standard 3: Assessment and Evaluation

Educator preparation programs have criteria for and monitor candidate progression from admissions, to student teaching, through completion and recommendation for licensure. They gather, analyze, and interpret data for continuous improvement of the program.

Through their work with P-12 students, the candidate understands and uses multiple methods of assessment to monitor learner progress and to inform their practice. Candidates can demonstrate positive impact on P-12 learners' growth and development.

HAR §8-54-19(1) Provided evidence that their candidates meet the performance standards as applicable.

1. The assignment rubrics have many ASCA standards. More clarity is needed with understanding what standard is assessed for each criterion. In the course syllabi, write the ASCA standard in parenthesis next to each criterion that will show how candidates are assessed (see course syllabi).

04/11/25 mtg: HTSB and UHM faculty worked on the KRS 733 Counseling Session Analysis rubric to show the alignment. UHM faculty will revise each course syllabus and add the ASCA standards on rubrics with four or more standards next to each criterion.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement of clinical experience.

HAR §8-54-19 (5)(A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or

HAR §8-54-19 (5)(B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or

HAR §8-54-19 (5)(C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

2. KRS 733 Internship I and KRS Internship II require 300 hours of field placement (clinical experience) and account for 10% of the course grade. According to the grade scale, if candidates fail the field placement assignment, they can still pass the course since 90% is an A-.
 - a. How is the quality of the field placement measured? Currently, the requirement is to complete 300 hours.
 - i. 04/11/25 mtg: Evaluations are completed.
 - b. Can candidates fail the field placement assignment and be recommended for licensure?
 - c. Can you add a statement stating that passing field placement is a licensure requirement? For example, Successful completion of field practicum (clinical experience) is required to receive a licensure recommendation.
 - i. 04/11/25 mtg: UHM faculty will add a statement about licensure requirements.
 - d. Is passing KRS 733 required to move on to KRS 734?
 - i. 04/11/25 mtg: Yes
3. KRS 733 and 734 Portfolio and Evaluations
 - a. What evaluations are being referred to in the School Counselor Portfolio assignment?
 - i. 04/11/25 mtg: Evaluations vary depending on 733 or 734. UHM faculty will write the proper titles (see question)
 - b. Since the Portfolio and evaluation are due at the end of the semester, how are teacher candidates made aware if they are not progressing throughout the semester? Or if they will fail KRS 733 and 734?
 - i. 04/11/25 mtg: A UHM COE committee monitors teacher candidates' progress.
 - c. Since Portfolio and Evaluation is 10% of the course grade. Can teacher candidates fail this assignment and be recommended for licensure?
 - i. 04/11/25 mtg: HTSB staff provided examples of how course syllabi must have clear statements to prevent teacher candidates from appealing that passing the course or passing a grade does not mean licensure recommendation. Currently, the syllabi do not have any statement about licensure requirements. UHM staff plans to add a statement.
4. What evaluations from the School Counseling Program Student Handbook are used in courses? Can the proper title of the evaluation form be written in the course/ assignment/handbook to ensure candidates and faculty know specific evaluations?
 - a. Graduate Counseling Student Performance Evaluation
 - b. School Counseling Practicum Student Evaluation
 - c. School Counseling Internship Student Evaluation
 - d. Practicum Student Evaluation of Site Supervisor
 - e. Internship Student Evaluation of Site Supervisor

04/11/25 mtg: UHM faculty will add evaluation titles to ensure clarity.
04/15/25: I did not see these titles in KRS 733 and KRS 744



HAWAI'I TEACHER
STANDARDS BOARD

Educator Preparation Provider Program Application

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SECTION 1: INTRODUCTION

The Hawai'i Teacher Standards Board (HTSB) is the state-authorizing agency that approves and oversees educator preparation programs in Hawai'i (Hawaii Administrative Rules [HAR] §8-54-18).

The purpose of the Educator Preparation Provider (EPP) Program application is for institutions to demonstrate their planning and implementation of their licensure program as written in the Letter of Intent (LOI) and New Business Item (NBI) as approved by the HTSB.

According to HAR §8-54-20:

(a) When applying for approval of a first-time provisional unit or program review, the following requirements shall be met:

(1). The letter of intent and preconditions must be submitted for consideration no less than one (1) year prior to the date of proposed program implementation; and

(2). Within two (2) years of acceptance of the letter of intent and preconditions, the unit must submit one (1) unit report and a program report for each program that will prepare educators for initial licensure.

(b) The board staff will convene a review team and conduct a virtual provisional review of the unit and programs within three (3) months of acceptance of the unit and program reports after staff review and board approval.

(c) The board will review the review team's recommendation and issue a decision upon recommendation of the board's Teacher Education Committee.

(d) A unit must receive board approval before advertising programs for initial licensure, implementing programs, and accepting candidates into any educator preparation program.

Please direct any inquiries about the process to the following HTSB staff:

Executive Director: Felicia Villalobos
Email: felicia.villalobos@hawaii.gov

Licensing Specialist: Jennifer Padua, Ph.D.
Email: jennifer.padua@hawaii.gov

Directions

1. Please read the entire application and complete all prompts. All questions must be answered. Incomplete applications and/or missing appendices will be returned.
2. This application is designed for initial licensure, to add a teaching field program, or to add a specific grade band. If you have an existing Hawai'i-approved program and are making changes, please contact the HTSB Executive Director to determine if you should submit a Program Modification application.
3. You may see identical prompts from the LOI. If substantive changes were made to these LOI prompts, you may be asked to resubmit an LOI for HTSB full board approval.
4. Links to templates will be provided by email request.
5. HTSB will provide a Dropbox account to upload PDF files to support your application. An appendix is embedded in this application for you to list the names of supporting files. All appendices will be submitted to Dropbox.
6. Save the application file as InstitutionName_ProgApp_LicenseFieldName_date.
7. Please submit a copy of the LOI in Microsoft Word and PDF to the email below. Submit all appendices as a PDF file.

Executive Director: Felicia Villalobos
Email: felicia.villalobos@hawaii.gov

Licensing Specialist: Jennifer Padua, Ph.D.
Email: jennifer.padua@hawaii.gov

Overview of Educator Preparation Provider Program Review Process

Educator Preparation Program Review Process: Initial Licensure and Add a Teaching Field

(Hawaii Administrative Rules [§8-54-20](#))



HAWAII TEACHER
STANDARDS BOARD
(as of 11/2023)



Key Terms

| Term | Definition |
|-----------------------------------|---|
| Add a Field Program | Add a Field programs are designed to prepare existing licensed educators to add another licensure field to their current license (§8-54-24). |
| Alternative Certification Program | Alternative certification program is a for-profit or non-profit organization offering a teacher licensure program for individuals who have earned a baccalaureate degree. |
| Alternative Route | A teacher preparation program at an institution of higher education that offers a pathway to initial teacher licensure for individuals who have earned a baccalaureate degree. |
| Clinical Experience | The culminating activity of extended teaching practice for teacher candidates. Clinical experience may be referred to as student teaching, internship, or residency. |
| Educator Preparation Provider | An organization, college, or university that provides a teacher licensure program for future or current teachers. |
| Emergency Hire | An unlicensed employee of a public or public charter school paid under the salary schedule contained in the Unit 05 collective bargaining agreement. An Emergency Hire teacher is usually the teacher of record. |
| Institute of Higher Education | An institution of higher education (IHE) is a college or university that offers post-secondary courses for individuals interested in earning an academic degree. |
| National Accreditor | An agency that accredits schools or programs offering certification or degrees in the United States (US). |
| Program Accreditor | An agency that evaluates the quality of professional preparation programs. |
| Regional Accreditor | An agency that focuses on the quality of academic programs in state-owned or non-profit colleges or universities in a specific region of the US. |
| Teacher Candidate | A college student or an Emergency Hire Teacher enrolled in a teacher education program and pursuing a teacher license. |
| Teacher of Record | An educator who has been assigned the lead responsibility for a student's learning and performance. |
| Traditional Program | A traditional program at an IHE that offers a state-approved teacher education program where teacher candidates will earn an academic degree and teacher licensure recommendation upon successful program completion. |

Abbreviations

| Abbreviation | Meaning |
|--------------|--|
| ACP | Alternative Certification Program |
| BA. | Bachelor of Arts |
| BS | Bachelor of Science |
| BEd | Bachelor of Education |
| EPP | Educator Preparation Provider |
| HAR | Hawai'i Administrative Rules |
| HTSB | Hawai'i Teacher Standards Board |
| HIDOE | Hawai'i Department of Education |
| HIPCS | Hawai'i Public Charter School |
| IHE | Institution of Higher Education |
| HRS | Hawai'i Revised Statute |
| LOI | Letter of Intent |
| MA | Master of Arts |
| MEd | Master of Education |
| MEdT | Master of Education in Teaching |
| MS | Master of Science |
| NBI | New Business Item |
| PB-Cert | Post-baccalaureate Certificate |
| SATEP | State Approved Teacher Education Program |
| TECC | Teacher Education Coordinating Committee |
| US | United States |

SECTION 2: PROGRAM INFORMATION

| | |
|---|---|
| Institution Name | University of Hawai'i - Mānoa, College of Education |
| Mailing Address* | 1776 University Avenue Honolulu, HI 96822 |
| Public URL/Website | https://coe.hawaii.edu/ |
| *If your institution does not have a <u>physical presence</u> in Hawai'i, explain how teacher candidates will receive prompt in-person support (§16-255-2). | N/A |

| | |
|---------------------------|--|
| Institution Administrator | David Lassner |
| Title | President, University of Hawai'i-Mānoa |
| Email Address | david@hawaii.edu |
| Phone Number | 808-956-8207 |

| | |
|--|----------------------------|
| EPP Administrator Name (if different from Institution Administrator) | Nathan Murata |
| Position | Dean, College of Education |
| Phone | nmurata@hawaii.edu |
| Email | 808-956-7703 |

| | |
|------------------------------------|--|
| EPP Liaison for HTSB Communication | Dean's Office |
| Name | Cecily Ornelles |
| Position | Interim Associate Dean, College of Education |
| Phone | (808) 956-7704 |
| Email | cecily@hawaii.edu |

National, Regional, State, and Program Approvals

| Please read the following prompts and mark an X in the Yes or No column. | YES | NO |
|---|-----|----|
| Is your institution approved by the Council for Higher Education Association? | X | |
| Is your institution registered with the Hawai'i Post-secondary Education Authorized Program? | X | |
| Is your IHE or Alternative Certification Program (ACP) currently approved by the HTSB? | X | |
| Does a United States regional accreditor approve your institution? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date. | X | |
| Does a US teacher educator program accreditor approve your educator preparation program? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date. | X | |
| Are any of your programs accredited by the Distance Education Accrediting Commission? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date. | | X |
| Is any of your programs accredited by other US accreditors not listed above? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date. | X | |
| Has your program received approval as a Hawai'i Department of Education (HIDOE) Affiliate Program to place teacher candidates in its school? If yes, please attach a copy of your HIDOE Educator Affiliation Agreement. | X | |

Describe any changes made to the Program Information since the approval of your Letter of Intent. Write "none" if no changes were made.

- Vision, mission, and goals.
- History and development of the EPP.
- Approval of EPPs in other US states or jurisdictions.
- Summary of demographics of faculty and students.

There were some changes since the letter of intent. The School Counseling program has been moved from the Department of Kinesiology and Rehabilitation Science to the Department of Educational Psychology.

SECTION 3: PROGRAM FRAMEWORK

Mark an X next to the license program review for this application. You will be asked to resubmit a revised LOI for board approval if the licensure program and field are different from the original LOI.

| Licensure Program | Select One |
|---|------------|
| <p>Initial Licensure – IHE Traditional Route Teacher candidates will earn an academic degree from an accredited IHE and be recommended for a teaching license upon successfully completing the EPP. Teacher candidates will earn college credits.</p> | X |
| <p>Initial Licensure - IHE Alternative Route Teacher candidates have earned an undergraduate degree from an accredited IHE and will be recommended for a teaching license upon successfully completing the program. Teacher candidates will earn college credits.</p> | |
| <p>Initial Licensure – ACP Teacher candidates enrolled in an ACP program. They have earned an undergraduate degree from an accredited IHE and will be recommended for a teaching license upon completing the ACP. Teacher candidates do not earn college credits.</p> | |
| <p>Add A Field Program - IHE Teacher candidates hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon completing the program, they will receive a recommendation for a specific licensure field. Teacher candidates earn college credits.</p> | |
| <p>Add A Field Program - ACP Teacher candidates hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon completing the ACP, they will receive a recommendation for a specific licensure field. Teacher candidates do not earn college credits.</p> | |

| List the licensure field for approval. List of HTSB-approved licensure fields | List the grade level span for the licensure field. | If IHE, list the academic degree or certificate the completers will earn. Write N/A if needed. |
|--|--|--|
| School Counseling | PreK-12 | MEd |

| Mark an X in the Yes or No column on the program instructional delivery modes. | YES | NO |
|--|-----|----|
| Face-to-face: in-person at a physical location | | X |
| Blended: face-to-face and online learning | | X |
| Online: synchronous learning | | X |
| Online: asynchronous learning | | X |
| Online Hybrid: synchronous and asynchronous Note: Most of the instruction is designed to be delivered synchronously using an online platform (e.g., Zoom, Google Meet) in order to enroll students on all islands. Students are required to travel to Honolulu once every other semester for a Saturday meeting of selected courses. Initial cohorts will be small; however, as the program grows and we have larger numbers of students on the same islands, we are willing to have instructors fly to different islands so that students can experience more in-person instruction. | X | |
| Other (please describe): | | X |

Briefly describe your proposed program, licensure program, and grade level span (300 words maximum).

The MEd in Counseling, School Counseling track is a priority for the COE because it will directly address the workforce needs for licensed school counselors in Hawai'i. This program will have a statewide focus to prepare school counselors to work with students PreK-12.

If you are an EPP, explain how this licensure program will enhance your existing licensure programs and not compete with similar licensure programs being implemented. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

The College of Education (COE) currently provides initial and add-a-field teacher licensure programs. Since we don't offer a School Counseling program at present, introducing one would expand our offerings without competing with our existing licensure tracks.

What time of the year will candidates apply to the program (e.g., rolling admission, admission due date)?

To begin the cohort, we will enroll students in an off-cycle semester in the Spring of 2025, pending approval by the HTSB. For the Spring Cohort, candidates will apply to the school counseling program, with applications due October 1 for spring 2025 admission.

Subsequent to that, candidates will apply to the school counseling program once per year, with applications due March 1 for admission for a fall semester start.

What time of the year will teacher candidates start the program (e.g., semester, ongoing starting dates)?

The first cohort will be an 'off-cycle' cohort beginning in spring 2025, pending HTSB approval in fall 2024. Subsequent to this first cohort, new cohorts of candidates will begin the program in the Fall semester.

Describe the admission requirements for a teacher candidate to be accepted into your program (e.g., official transcript, fingerprint, background check, SAT/ACT scores, recommendation, essay, grade point average, interview, college credits)

To be accepted into the MEd in School Counseling program, candidates must meet both the University of Hawai'i at Mānoa's Graduate Division Admission Standards and the Department of Educational Psychology requirements.

Graduate Division policies require that an applicant must hold or expect to hold prior to matriculation a bachelor's degree from a regionally accredited U.S. college or university, or an equivalent degree from a recognized non-U.S. institution of higher education. At minimum, the applicant needs to demonstrate above average academic performance (B average, usually a 3.0 on a 1.0-4.0 scale) for undergraduate course work and for any post-baccalaureate or graduate course work.

The Department of Educational Psychology's admission requirements for the MEd in School Counseling program include:

- Graduation from an accredited, four-year institution of higher education recognized by the University of Hawai'i at Mānoa (UHM), prior to beginning the program.
- An Undergraduate Cumulative GPA of 3.0 or higher.
- Submission of transcripts from each post-secondary institution attended.
- A personal statement.
- Applicant's resumé or CV.
- Three (3) letters of professional recommendation.
- GRE scores are optional and may be submitted as supplementary documentation if desired.
- Non-native English speakers may need to submit TOEFL or IELTS (Academic) test scores.
- International students must provide a copy of their identification documents (i.e., Passport or Identification Card) upon admission.
- International applicants must show proof of sufficient funding to cover all educational and living expenses.
- An in-person interview with faculty.

What evidence will be used to verify teacher candidates' basic skills and content knowledge according to HTSB policies ([§HAR 8-54-9](#), [NBI 12-29 Revised](#))?

Basic skills proficiency will be demonstrated by candidates meeting one or more of the following options:

- Bachelor's degree awarded by an accredited institution of higher education
- Passing scores on the Praxis Core Academic Skills for Educators exam in Reading, Writing, and Mathematics
- Qualifying scores on the ACT or SAT in Reading, Writing, and Mathematics sections as specified in NBI 12-29 Rev

Content knowledge will be verified through one or more of the following options:

- National Board for Professional Teaching Standards certification in the content field
- Content major consisting of a minimum of thirty (30) semester hours in counseling or a related field for a bachelor's degree awarded by an accredited institution of higher education
- A minimum of thirty (30) semester hours in counseling or a related field from an accredited institution of higher education, at least fifteen (15) of which must be upper-division level
- A master's, specialist, or doctoral degree in counseling or a related field awarded by an accredited institution of higher education

The school counseling program will use these approved options to verify that candidates meet basic skills and content knowledge requirements as specified in the NBI 12-29-Rev.

SECTION 4: PROGRAM PROGRESSION

Describe how your instructional program is designed (e.g., courses, modules, lessons) for teacher candidates to obtain content and pedagogical knowledge.

The School Counseling (SC) program curriculum consists of courses that are categorized into four types: Core, Specialization, Field Experience and Seminar, and Electives. The program is designed to be completed in three years, with courses offered in a specific sequence each term (Fall, Spring, Summer).

Core courses, shared between the SC program and the Rehabilitation Counseling in Education Program (RCEP), provide foundational knowledge and skills in counseling theory, research, human development, and cross-cultural counseling. These courses include KRS 606, KRS 628, KRS 605, KRS 685, and KRS 637.

Specialization courses focus on content specific to school counseling, such as counseling in schools, career development, testing and assessment, group counseling, crisis intervention, and a school counseling seminar. These courses (KRS 600, KRS 627, KRS 630, KRS 626, KRS 629, KRS 633, and KRS 741) are designed to provide candidates with the necessary pedagogical knowledge and skills to work effectively as school counselors.

Elective courses offer candidates the opportunity to explore additional topics relevant to school counseling, such as school adjustment, intelligence assessment, and psychopathology. These courses (e.g., KRS 631, KRS 632, KRS 684) provide supplementary knowledge and skills that can enhance candidates' understanding of student needs and their ability to provide comprehensive school counseling services.

Field Experience and Seminar courses (KRS 703 and KRS 733/734) provide candidates with opportunities to apply their knowledge and skills in practical settings under supervision. The practicum (KRS 703) and internship (KRS 733/734) experiences are essential components of the program, allowing candidates to develop and demonstrate their competencies in real-world school counseling environments.

During their internship, candidates will also complete a Plan B project that integrates and applies the knowledge and skills they have acquired throughout the program. The Plan B serves as a culminating experience, enabling candidates to demonstrate their mastery of school counseling content and pedagogy, and their readiness to enter the profession.

The sequence of courses is designed to scaffold learning, with foundational courses in the first year, followed by increasingly specialized and applied courses in the second and third years. This structure allows candidates to gradually build their content knowledge and pedagogical skills, culminating in the internship experience and Plan B where they can demonstrate their readiness for professional practice as school counselors.

Are teacher candidates expected to complete the instructional program in a specific sequence?

Yes

What is the process if a teacher candidate does not complete a course/module successfully? How many courses/modules can a teacher candidate fail?

The Department of Educational Psychology follows the UHM Graduate Division for probation and dismissal policies. Students will be placed on academic probation if they fail to (a) maintain the required GPA of 3.0 after earning eight credits or more, (b) make adequate academic progress, including having too many incompletes or exceeding the time allowed for completing degree requirements. If the student does not meet minimum academic standards after the end of the probationary semester, the student will be dismissed. A student may only be placed on academic probation one time. Therefore, if the candidate fails to meet academic standards again, the candidate will be dismissed from the program.

Course Syllabi

Please provide a syllabus for each course or module (including module lessons) as an appendix. Each syllabus shall include the following:

1. Course description, purpose, and objectives.
2. Any policies (e.g., attendance, academic integrity, Title IX, late submission, grading, online learning expectations, diversity support).
3. Course meeting dates and times.
4. Teacher candidate expectations.
5. Assignments.
 - a. Each assignment shall include a description, assignment value, and a copy of the assessment tool (e.g., rubric, points, percentage scale) to assess teacher candidate learning.
 - b. A statement explaining if the teacher candidate is required to implement the assignment in a P-12 classroom setting with students.
6. Alignment of course objectives, national content standards, and Hawaii Teacher Performance Standards (HTPS). ([click template](#))
7. Alignment of course objectives and assignments to determine if teacher candidates met the course objectives. ([click template](#))
8. Course grading scale.
9. Reference list of assigned/recommended reading, text, and multimedia (include author, title, publication year, and publisher).

Save each course syllabus by the course/module name and number (e.g., SPED340) and in PDF. Include each syllabus as an appendix.

Content Knowledge and Pedagogy Requirements (Coursework)

This table is intended for programs using a course alphabet and numbering system to organize courses (e.g., ED360). In the table below, write the alphabet and number, course title, estimated completion time, and number of credits that will be earned. If available, please create a hyperlink on the title to any information about the course on your program website. Add more rows if needed. Write N/A if your program does not use a course alphabet and numbering system.

| Former Course Alpha and Number | Current Course Alpha and Number* | Course Title | Estimated Completion Time (Duration: weeks/semester) | Course Credits |
|--------------------------------|----------------------------------|---|---|----------------|
| KRS 606 | EDEP 635 | Counseling: Theory and Practice | Semester | 3 |
| KRS 600 | EDEP 633 | Counseling in the Schools (Foundations of School Counseling) | Semester | 3 |
| KRS 628 | EDEP 639 | Research and Evaluation in Counseling (Research Evaluation in Counseling) | Semester | 3 |
| KRS 605 | EDEP 634 | Human Growth and Development—Life Span (Human Development Across the Lifespan) | Semester | 3 |
| KRS 627 | EDEP 638 | Career Development and Vocational Counseling | Semester | 3 |
| KRS 630 | EDEP 641 | Tests and Inventories in Guidance (Assessment and Appraisals in Counseling) | Semester | 3 |
| KRS 685 | EDEP 652 | Ethical Issues for the Helping Profession (Ethical and Legal Issues in Counseling) | Semester | 3 |
| KRS 626 | EDEP 637 | Introduction to Practicum | Semester | 3 |
| KRS 703 | EDEP 703 | Practicum in Counseling | Semester | 3 |
| KRS 629 | EDEP 640 | Counseling: Group Theory and Practice | Semester | 3 |
| Electives | | Sample of Electives: <ul style="list-style-type: none"> • KRS 631 (EDEP 642) Problems of School Adjustment (School Counseling Approaches to Transition and Adjustment) • KRS 632 (EDEP 643) Theory and Assessment of Intelligence • KRS 684 (EDEP 651) Psychopathology in Counseling | Semester | 3 |
| KRS 633 | EDEP 644 | Crisis Intervention (Trauma and Crisis Counseling) | Semester | 3 |
| KRS 733 | EDEP 733 | Internship I | Semester | 3 |
| KRS 637 | EDEP 645 | Cross-Cultural Counseling (Multicultural Counseling) | Semester | 3 |
| KRS 734 | EDEP 734 | Internship II | Semester | 3 |
| KRS 741 | EDEP 741 | Seminar in School Counseling | Semester | 3 |

*Note: All courses recently moved to the Department of Educational Psychology (EDEP), Some course titles have also been updated (they are noted in parentheses).

Content Knowledge and Pedagogy Requirements (Modules)

This table is intended for programs using a module system to organize courses. If a module has several lessons, please use a decimal number system to distinguish each lesson. For example, if Module 1 has five lessons, then the lessons would be labeled as 1.1, 1.2., 1.3., 1.4. 1.5. Please write the title for each module (and lesson if applicable) and the estimated completion time. If available, please create a hyperlink on the title to any information about the course on your program website. Write N/A if your program does not use a module system.

| Module/ Lesson number | Title | Estimated Completion Time (Duration: days/weeks) |
|-----------------------------|-------|--|
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Hawai'i DOE Requirements and Initiatives

| |
|--|
| List the courses and assignments that will help teacher candidates demonstrate an understanding of HIDOE's General Learner Outcomes . |
| Based on the provided HIDOE 2023-2029 Strategic Plan and the School Counseling program course sequence, here are examples of courses and assignments that may be required and will help school counseling candidates demonstrate an understanding of HIDOE's General Learner Outcomes (GLOs): 1. KRS 627 Career Development and Vocational Counseling <ul style="list-style-type: none">○ Resume Writing Workshop and GLOS: Students will design a Resume Writing Workshop for high school students (grades 9–12) that integrates at least three of the six General Learner Outcomes (GLOs). The lesson plan should |

include: a title, grade level, duration, learning objectives, materials, step-by-step procedures, an assessment plan, and a reflection prompt.

2. KRS 626 Introduction to Practicum (Aligns with Goal 3.3)

- Students will develop a 2-3 page proposal for a leadership or advocacy project that addresses a specific issue or need within the school counseling program or profession. The proposal should demonstrate an understanding of the ASCA National Model's themes of leadership, advocacy, collaboration, and systemic change, while aligning with ASCA Standards for School Counselor Preparation Programs. Students will start by identifying a specific problem or need within their school counseling program, school, or the broader profession (e.g., academic achievement, college/career readiness, social/emotional development, equity, or access). Support their identification with data, such as school-wide data, student surveys, or needs assessments. They will define their target audience and stakeholders (e.g., students, parents, teachers, administrators, community members), and explain their roles in the project's success.

3. KRS 703 Practicum in Counseling

- Classroom Guidance Lesson Plan and Video: Students will design a 30-minute lesson that is developmentally appropriate and focused on one of the ASCA Mindsets & Behaviors standards. They will choose a topic that is aligned with the developmental needs of their chosen student group. They will consider their grade level, the Hawai'i State student standards and the specific academic, career, or social/emotional needs they may have.
- Lesson Plan Development: Candidates will design a 30-minute lesson that is developmentally appropriate and focused on one of the ASCA Mindsets & Behaviors standards. They will choose a topic that is aligned with the developmental needs of their student group. They will consider their grade level, the Hawai'i State student standards and the specific academic, career, or social/emotional needs they may have.

4. KRS 733 (Alpha) Internship I and KRS 734 (Alpha) Internship II

- Students will develop, implement, and evaluate a 30-minute classroom lesson plan that is aligned with the ASCA (American School Counselor Association) Mindsets & Behaviors. This assignment is designed to help them practice designing and delivering a developmental guidance curriculum while also giving them the opportunity to critically reflect on their teaching performance and student engagement. Candidates will not only create a detailed lesson plan but also implement it in their practicum site, video record the lesson, and reflect on their experience. The assignment encourages them to critically evaluate their teaching methods, identify areas for growth, and enhance their overall counseling practice.
- The Plan B Project provides an opportunity for students to identify a specific

need within their internship site and develop a data-driven intervention proposal. This comprehensive project allows students to engage in the practical application of counseling theory, research, and data analysis to create a solution-focused plan aimed at improving outcomes for students within the school counseling program. The project will unfold over multiple phases, allowing students to systematically develop their ideas, consult with school personnel about Hawai'i student standards, plan for implementation, and reflect on their professional growth throughout the process. Students will work on this project in both Internship I and II.

By incorporating these assignments throughout the School Counseling program, candidates will develop a deep understanding of the HODOE GLOs and other student standards and counselors' roles in promoting student success. They will be prepared to implement comprehensive school counseling programs that support the achievement of these outcomes for all students.

List the courses and assignments that will help teacher candidates demonstrate an understanding of HODOE's [Nā Hopena A'o \(HĀ\)](#).

Based on the School Counseling program course sequence, the following are examples of courses and assignments that may be required and will help school counseling candidates demonstrate an understanding of HODOE's Nā Hopena A'o (HĀ) framework:

1. KRS 600 Counseling in the Schools

- School Counseling Lesson Plan: Incorporating the HĀ Framework In this assignment, candidates will develop a comprehensive classroom guidance lesson plan that meaningfully incorporates the HĀ framework (Na Hopena A'o), which focuses on developing students' sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawai'i ("BREATH"). This lesson plan should demonstrate students' ability to create culturally responsive, developmentally appropriate guidance activities that support the holistic development of all students while aligning with both ASCA Mindsets & Behaviors standards and Hawai'i teacher performance standards.

The lesson plan should be designed for a specific grade level (P-12) and address identified student needs. The plan must include clear learning objectives, detailed procedures, required materials, assessment methods, and follow-up activities. Additionally, candidates will include a reflective component that explains how their lesson promotes equity, access, and success for all students, with particular attention to culturally responsive practices that honor the diverse backgrounds of Hawai'i's student population. This assignment challenges students to integrate school counseling best practices with Hawai'i's unique educational values, demonstrating their ability to create meaningful learning experiences that develop students' academic, career, and social/emotional competencies while honoring Native Hawaiian cultural values and practices.

2. KRS 637 Cross-Cultural Counseling
 - Community Cultural Mapping and School Advocacy Plan For this project, candidates will explore the cultural communities surrounding a local public school, including its Native Hawaiian context, and propose an advocacy plan to better serve diverse students and families, based solely on research and hypothetical scenarios.
3. KRS 733 (Alpha) Internship I and KRS 734 (Alpha) Internship II
 - For the Plan B project planned and implemented in KRS 733 and 734 candidates will collect and analyze data, and present their findings. This project is the culmination of their School Counseling graduate program, allowing them to apply their knowledge, refine their skills, and make a meaningful impact in a real school setting that integrates knowledge of Hawai'i State student standards and the Hawaiian culture.

By incorporating these assignments throughout the School Counseling program, candidates will gain a deep understanding of the HĀ framework and its relevance to their role as school counselors. They will be prepared to implement culturally responsive practices that support the holistic well-being and success of all students in alignment with the HIDOE's vision and values.

List the courses and assignments that will help teacher candidates meet HIDOE's requirement of 6 credits or equivalency of Teaching English to Speakers of Other Languages (TESOL) Sheltered Instruction Qualifications ([read memo](#)).

Program faculty will work with the Department of Education to submit KRS 637/EDEP 645: Multicultural Counseling to meet three credits of the Sheltered Instruction Qualification (SIQ). We will also consider developing an additional elective course that fulfills the other three credits needed for SIQ.

List the courses and assignments that will help teacher candidates demonstrate an understanding of [HIDOE's Computer Science Education Act 158](#).

1. KRS 631 Problems of School Adjustment. Digital Storytelling Project—Create a 10 minute digital story that portrays the journey of an English Language Learner (ELL) student navigating the challenges of adjusting to a new school environment. Students will learn how to incorporate digital literacy into their practices.
2. KRS 741 Seminar in School Counseling. Current issues discussion. As part of this course, each student will take on the responsibility of leading a weekly discussion on

a current issue or trend in the field of school counseling. One of the topics covered may be the role of technology in school counseling.

3. KRS 632 Theory and Assessment of Intelligence. Assessment Accommodations Website Review

In this assignment, students will explore the websites of major test publishers to investigate the accommodations available for students with disabilities. The purpose of this activity is to increase students' knowledge of accommodations provided for standardized testing and to critically analyze the accessibility of information on these accommodations. Through this process, students will gain a better understanding of how schools and counselors can advocate for students' needs during the testing process. The assignment will involve reviewing at least three different test publishers (e.g., Pearson, ETS, ACT, College Board), evaluating the clarity and comprehensiveness of the accommodations information, and writing a detailed review. Students will then share their findings and engage in a discussion on an online forum, encouraging collaborative learning and feedback from peers.

As part of this assignment, students will evaluate and write a review of a website that includes assistive technology accommodations. Following the completion of the review, students will share their findings and reflections on the online discussion board.

4. In KRS 733 Internship 1 and KRS 627 Career Development and Vocational Counseling students will read about and discuss issues related to technology in counseling.

5. During the orientation, all school counseling candidates will receive a presentation on digital literacy and Act 158, as it relates to technology in education.

SECTION 5: CLINICAL EXPERIENCE/STUDENT TEACHING

Clinical Experience

How and when is content knowledge verified before a teacher candidate can start the clinical experience?

The school counseling (SC) candidate will complete 30 credits of content prior to beginning their year-long internship. Prior to the internship, the SC candidate will be required to take a pre-practicum class and one practicum course. During the practicum course, the SC candidate will be shadowing a licensed school counselor and supervised by a UHM faculty member.

Describe the process used to place teacher candidates in their recommended licensure field and in accordance with the [NBI 12-27 Revised](#).

SC candidates will need to pass at least 30 credits of content with a grade of B or better. UHM faculty will contact the DOE for a list of licensed, tenured, and recommended school counselors to place SC candidates with their recommended level that aligns with the HTSB requirements (e.g., PreK-3; K-6 or 7-12). SC candidates will complete all required documents and items as set forth by the DOE procedures to complete their internship in a DOE PreK-12 school setting.

If teacher candidates are employed as Emergency Hire Teachers, how will your program ensure teacher candidates (1) are hired in the teaching line for which they will be recommended and (2) are teaching in a licensure field approved by your program?

Please read the [Individuals with Disabilities Education Act \(IDEA\) Sec. 300.156 Personnel qualifications](#) to ensure teacher candidates who accept Emergency Hire positions are in compliance with federal law.

Any current SC candidates employed as Emergency Hire Teachers in the DOE will be asked to submit appropriate documentation regarding their current field of employment.

How often does the EPP faculty (e.g., field supervisor) provide in-person visits to the teacher candidate's classroom? What happens during these visits?

UHM faculty will perform a minimum of 3 direct observations per semester, which will include at least 1 in-person visit for both practicum and internship for each candidate. During these visits, UHM faculty will observe school counseling candidates participating in counseling activities, assess their skills and capabilities alongside licensed School Counselors, and strategize additional support measures as needed. Additionally, some visits will utilize virtual technologies such as GoReact.

Clinical Experience Options

Describe the process and criteria that will be used to verify the teacher candidates will meet the minimum of 450 hours of supervised clinical experience in student teaching, internship, or residency (§HAR 8-54-19-5A). Include the type of documentation used to assess the quality of the clinical experience, such as observation instruments/tools that will be used, the number of observations and minutes, lesson plan criteria, and pre and post-observation conferences. Submit lesson plan templates, observation instruments/tools, and assessments as an appendix.

School counseling candidates will fulfill a total of 700 supervised clinical hours, comprising 100 hours of practicum and 600 hours of internship. The internship hours will be divided with 300 hours dedicated to PreK-6 settings and another 300 hours in grades 7-12, through their internship courses (KRS 733 & 734). To ensure accurate documentation, candidates will maintain time logs, which will be authenticated and endorsed by their designated site supervisor. UHM faculty members will conduct site visits each semester to assess candidates' progress, ensure they are meeting the necessary requirements, and evaluate their performance using observation tools that align with ASCA standards. The clinical hours will be measured and monitored using the following tools:

- Time logs for practicum and internship
- Evaluation forms completed by site supervisors
- Observation tools utilized by UHM faculty

Describe the process and criteria that will be used to verify the teacher candidates will demonstrate teaching proficiency through a combination of documented satisfactory work experience, and observation by the EPP (§HAR 8-54-19-5B). Include the type of documentation used to assess the quality of the clinical experience, such as observation instruments/tools that will be used, the number of observations and minutes, lesson plan criteria, and pre and post-observation. Submit lesson plan templates, observation instruments/tools, and assessments as an appendix. Write "N/A" if not applicable.

The University of Hawai'i at Mānoa's School Counseling Program verifies teaching proficiency through a comprehensive process combining documented work experience and Educator Preparation Program (EPP) observation. Candidates are required to complete 700 hours of field experience, comprising 100 hours of practicum and 600 hours of internship. Throughout their field experiences, candidates maintain detailed time logs to record their activities. Both university and site supervisors conduct regular observations during the practicum and internship phases. The program employs various evaluation forms to assess candidate performance, including the Graduate Counseling Student Performance Evaluation, School Counseling Practicum Student Evaluation, and School Counseling Internship Student Evaluation.

As part of their professional development, candidates create a portfolio and complete a Plan B Project, demonstrating their capacity to design, implement, and evaluate school

counseling interventions. The portfolio includes lesson plans for classroom activities, which are evaluated based on criteria aligned with American School Counselor Association (ASCA) standards. The observation process involves pre-observation meetings where supervising faculty discuss goals and review lesson plans with candidates. Following the observation, post-observation meetings focus on reflecting upon strengths and identifying areas for improvement.

Describe the process and criteria will be used to verify that the teacher candidates will pass a board-approved performance assessment normed in Hawaii in combination with other requirements (§HAR 8-54-19-5C). Include the type of documentation used to assess the quality of the clinical experience, such as the type of observation instruments/tools that will be used, the number of observations and minutes, lesson plan criteria, and pre and post-observation. Submit lesson plan templates, observation instruments/tools, and assessments as an appendix. Write "N/A" if not applicable.

A board-approved performance assessment is not currently required for school counselor licensure in Hawaii.

Please include the Clinical Field Experience Handbook as an appendix.

School Partnerships

Describe how you plan to select and prepare partnership schools to train teacher candidates (300 words maximum).

The school counseling program will collaborate with the Hawaii Department of Education (HIDOE) and Hawaii Association of School Counselors (HASC) to identify schools with experienced, licensed school counselors who can serve as effective site supervisors. Criteria for selection will include:

- Licensed school counselor
- 3 years of experience or equivalent combination of training and experience.
- Demonstrated skills in leadership, collaboration, and counseling
- Commitment to mentoring and training future school counselors
- Willingness to provide regular supervision and feedback
- Endorsement by school administrator

UHM faculty will provide an orientation and training for site supervisors to review program expectations, evaluation criteria, and strategies for effective supervision. Ongoing support will be provided through regular check-ins and professional development opportunities.

Describe how you plan to select support and retain school partnerships (300 words maximum).

The school counseling program will foster strong, mutually beneficial partnerships with placement sites by:

- Collaborating with administrators and counselors to identify needs and goals
- Providing high-quality candidates who can contribute to the school community
- Offering professional development for site supervisors
- Maintaining regular communication to address any concerns
- Seeking feedback to continuously improve the placement process
- Publicly recognizing partner schools and site supervisors for their contributions

Existing partnerships will be evaluated annually based on candidate feedback, site supervisor input, and alignment with program goals. New partnerships will be developed as needed to ensure a diverse range of placement opportunities.

Provide a list of existing HIDOE, HIPCS, and private school partnerships. Write none if you do not have any partnerships.

| Island | Complex Area | School Name |
|---------|-------------------------------------|----------------------|
| Hawai'i | K-12 Counseling POC | HI Complex Area List |
| Kaua'i | | |

| | | |
|----------|--|--|
| Lānaʻi | | |
| Maui | | |
| Molokaʻi | | |
| Oʻahu | | |

Cooperating/Mentor Teacher

Describe the criteria or minimal qualifications required to be a cooperating/mentor teacher (300 words maximum).

- Licensed School Counselor
- 3 years of experience or equivalent combination of training and experience.
- Demonstrated skills in leadership, collaboration, and counseling
- Commitment to mentoring and training future school counselors
- Willingness to provide regular supervision and feedback
- Endorsement by school administrator

What process will be used to ensure teacher candidates are assigned to a cooperating/mentor teacher with the same licensure field? (300 words maximum).

The school counseling program will work closely with the HIDOE to identify licensed school counselors who meet the criteria for serving as a cooperating counselor/site supervisor. Placement decisions will be made collaboratively to ensure that candidates are matched with a supervisor who holds the School Counselor license and has experience at the grade levels the candidate is being prepared for (PreK, elementary, middle, and/or high school). The program coordinator will verify licensure status and confirm appropriate grade level experience before finalizing placements.

Describe the training or professional development strategies on mentoring that you will provide to cooperating/mentor teachers. Include how the training will be delivered, the content topics, the type of support to be given, and the number of hours (300 words maximum).

The school counseling program will provide cooperating/mentor counselors with comprehensive training to prepare them for their mentoring role. This may include:

- Orientation to program goals, curriculum, and expectations
- Overview of supervision models and strategies
- Training on providing effective feedback and evaluation
- Resources on adult learning theory and mentoring best practices
- Opportunities to collaborate with other site supervisors

Training will be delivered through a combination of synchronous or asynchronous options. Ongoing professional development will be offered through guest speakers and webinars on relevant topics. The program will also facilitate a professional learning community where cooperating counselors can share ideas and support one another.

Content will focus on developing mentoring skills, understanding program assessments, addressing common challenges, and fostering a supportive learning environment. Compensation will be provided as aligned with what is provided to HIDOE teachers supporting UHM students for practicum and internship experiences.

Describe how you will evaluate and retain cooperating/mentor teachers (300 words maximum).

Maintaining quality mentored experiences is critical to supporting preparation of school counselors. The following procedures will be used to identify, maintain partnerships, and evaluate the appropriateness of partnerships with cooperating/mentor counselors: (a) communication with HIDOE to identify qualified mentors, (b) feedback from candidate regarding their induction and mentoring experiences, (c) feedback from UHM supervisors and from HIDOE mentors regarding their partnership experiences. The following are examples of how we will support retention of HIDOE cooperating/mentor counselors: (a) proactively providing training for the role of supervisor (b) providing resources for their work with the candidate but also for their work at school (c) fostering a community of school counseling professionals

Describe how much input/influence the cooperative/mentor teacher has on recommending teacher candidates for licensure (300 words maximum).

While cooperating counselors provide critical input, final licensure recommendations are made by the UHM faculty based on a holistic review of each candidate's performance across courses, field experiences, and key assessments. Cooperating counselor evaluations are triangulated with faculty observations, student feedback, and other evidence of candidate learning. In the rare case of a discrepancy, the program would gather additional documentation and engage in further consultation to make an appropriate recommendation decision. Ultimately, the university maintains responsibility for recommending candidates for licensure based on all available data.

How will your cooperating/mentor teachers be compensated (e.g., financial, professional development courses)? (300 words maximum).

Cooperating Counseling Mentors will receive the following compensation for their service:

- Professional development resources and materials
- Additional incentives may be offered based on available resources and individual needs. Compensation will be provided as aligned with what is provided to HIDOE teachers supporting UHM students for practicum and internship experiences.

Include any teacher candidate evaluation instruments used by the cooperating/mentor teacher as an appendix.

SECTION 6: HAWAII SPECIFIC REQUIREMENTS

This section addresses the Hawaii specific requirements as outlined in §8-54-19 *When applying for approval of an educator preparation program the following requirements shall be met.*

- (1) The unit must provide evidence that their candidates meet the performance standards as applicable, that are contained in Appendix A, B, C, and incorporated at the end of this chapter;
- (2) The unit must provide evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;
- (3) The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:

Professional and Ethical Dispositions

Describe the criteria used to verify teacher candidates have successfully demonstrated professional dispositions (§HAR 8-54-19-2). Include the type of documentation, such as the observation or evaluation tools, how often teacher candidates will be assessed, and who will assess the teacher candidate.

The University of Hawaii'i at Mānoa College of Education uses Assessment D: Professional Dispositions to evaluate school counseling candidates. This form assesses five key dispositions: Kuleana, Pilina, Alu Like, Ha'awina No'ono'o, and Aloha 'Āina. These reflect essential professional values and behaviors for school counselors. The assessment supports candidate growth throughout the program, aiming to develop counselors who embody professional norms while honoring Hawaii's cultural context.

Describe the criteria used to verify teacher candidates have successfully demonstrated the Model Code of Ethics (§HAR 8-54-19-2) ([NBI 23-04](#)). Include the type of documentation, such as observation or evaluation tools, how often teacher candidates will be assessed, and who will assess the teacher candidate.

The KRS 685 ethics course, along with additional program components, provides strong evidence that teacher candidates in the school counseling program will successfully learn and apply the Model Code of Ethics as required by the Hawaii Department of Education (HIDOE) and Hawaii Administrative Rules (HAR) 8-54-19-2. The ethics course provides comprehensive training in ethical reasoning and decision-making specific to the school counseling profession. Candidates study the American School Counselor Association (ASCA) Ethical Standards in depth, complete assignments requiring them to analyze ethical dilemmas, apply ethical standards to realistic scenarios through role-plays, and create personal plans for ethical leadership as future school counselors. In addition, candidates' ethical competence is assessed through field experience evaluations, where site supervisors rate them on dimensions including ethical behavior, handling of confidential student information, maintenance of appropriate boundaries, and consultation with supervisors regarding ethical dilemmas.

Furthermore, the program utilizes Assessment D: Professional Dispositions to evaluate candidates' development of key professional values and behaviors, including those related to ethical practice. This assessment complements the ethics coursework and field evaluations by focusing on dispositions such as Kuleana (responsibility) and Ha'awina No'ono'o (reflection), which are crucial for ethical decision-making. Ultimately, to be recommended for school counseling licensure, candidates must pass the KRS 685 ethics course, receive satisfactory evaluations in their field experiences, and demonstrate appropriate professional dispositions.

Include any teacher candidate evaluation instruments of their professional or ethical dispositions as an appendix.

Hawaiian Language, History, and Culture

Provide a list of the course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to incorporate the integration of Hawaiian language, history, and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching (§HAR 8-54-19-3A).

The school counseling program at the University of Hawaii incorporates multiple courses and learning experiences to prepare candidates to integrate Hawaiian language, history and culture into their future work, as required by Hawaii Administrative Rules (HAR) 8-54-19-3A. Some examples of these assignment may include:

1. In KRS 600 Counseling in the Schools, a Hawaiian Culture and History Module will be integrated into the course discussion boards. This module includes assigned readings and videos that explore the historical and present-day educational experiences of Native Hawaiian students. Candidates will engage in reflective discussions about the content, considering how the unique cultural context of schooling for Native Hawaiian learners influences school counseling practices. Through this analysis, candidates will draw implications for their roles as school counselors working with Native Hawaiian students and communities. The School Counseling Lesson Plan: Incorporating the HĀ Framework, candidates will develop a comprehensive classroom guidance lesson plan that meaningfully incorporates the HĀ framework (Na Hopena A'o), which focuses on developing students' sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawai'i ("BREATH"). This lesson plan should demonstrate candidates' abilities to create culturally responsive, developmentally appropriate guidance activities that support the holistic development of all students while aligning with both ASCA Mindsets & Behaviors standards and Hawai'i teacher and student performance standards.
2. The KRS 637 Cross Cultural Counseling course provides an in-depth exploration of multicultural competencies, with several assignments focused on Native Hawaiian considerations. The Community Cultural Mapping and School Advocacy Plan requires candidates to research the cultural backgrounds and needs of Native Hawaiian students and families in order to develop responsive counseling program

plans. For the Cultural Autobiography, candidates examine their own intersecting identities, which may include Native Hawaiian ancestry, and consider how their backgrounds shape their approach to counseling. The Cross-Cultural Immersion encourages candidates to engage in Native Hawaiian cultural practices and reflect on their experiences to inform culturally sensitive counseling.

During the culminating KRS 733/734 Internship, candidates apply their knowledge and skills in working with Native Hawaiian students and families in real-world settings. The Cultural Competence Case Conceptualization requires interns to demonstrate proficiency in using culturally relevant assessments, interventions and community collaborations to serve Native Hawaiian clients. Their performance is evaluated by site supervisors and faculty based on professional standards.

Student Standards

Provide a list of the course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to incorporate the student content area state standards (§HAR 8-54-19-3B). Please refer to the [HIDOE Subject Standards](#).

Although school counseling (SC) does not directly address the HIDOE Subject standards, SC candidates will be working collaboratively with teachers to design and implement small group or whole class lessons, as appropriate. These lessons may address and support academic, career, and social/emotional development of students.

1. KRS 600 Counseling in the Schools, School Counseling Lesson Plan. Incorporating the HĀ Framework, candidates will develop a comprehensive classroom guidance lesson plan that meaningfully incorporates the HĀ framework (Na Hopena A'o), which focuses on developing students' sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawai'i ("BREATH"). This lesson plan should demonstrate their ability to create culturally responsive, developmentally appropriate guidance activities that support the holistic development of all students while aligning with both ASCA Mindsets & Behaviors standards and Hawai'i teacher and student performance standards. The lesson plan should be designed for a specific grade level (P-12) and address identified student needs and content standards. The plan must include clear learning objectives, detailed procedures, required materials, assessment methods, and follow-up activities. Additionally, candidates will include a reflective component that explains how their lesson promotes equity, access, and success for all students, with particular attention to culturally responsive practices that honor the diverse backgrounds of Hawai'i's student population. This assignment challenges students to integrate school counseling best practices with Hawai'i's unique educational values, demonstrating their ability to create meaningful learning experiences that develop students' academic, career, and social/emotional competencies while honoring Native Hawaiian cultural values and practices.
2. KRS 626 Introduction to Practicum, Leadership and Advocacy Project Proposal. Develop a 2-3 page proposal for a leadership or advocacy project that addresses a specific issue or need within the school counseling program or profession. The proposal should demonstrate an understanding of the ASCA National Model's themes of leadership, advocacy, collaboration, and systemic change, while aligning with ASCA Standards for School Counselor Preparation Programs and Hawai'i Student Content Standards.
3. KRS 703 Practicum in Counseling, Classroom Lesson Plan and Video. Students will develop, implement, and evaluate a 30-minute classroom lesson plan that is aligned with the ASCA (American School Counselor Association) Mindsets & Behaviors and Hawai'i Student Content Standards. This assignment is designed to help candidates practice designing and delivering a developmental guidance curriculum while also giving them the opportunity to critically reflect on their teaching performance and student engagement. Candidates will not only create a detailed lesson, but also implement it in their practicum site, video record the lesson,

and reflect on their experience. The assignment encourages them to critically evaluate their teaching methods, identify areas for growth, and enhance their overall counseling practice.

4. KRS 733 Internship I and KRS 734 Internship II. The Plan B Project provides an opportunity for students to identify a specific need within their internship site and develop a data-driven intervention proposal. This comprehensive project allows students to engage in the practical application of counseling theory, research, and data analysis to create a solution-focused plan aimed at improving outcomes for students within the school counseling program. The project will unfold over multiple phases, allowing students to systematically develop their ideas, consult with school personnel about Hawai'i Content Standards, plan for implementation, and reflect on their professional growth throughout the process. Students will work on this project in both Internship I and II.

If teacher candidates are placed at a private school, how will they demonstrate the student content area state standards (§HAR 8-54-19-3B)? Please refer to the [HIDOE Subject Standards](#).

Students placed in the private schools will still need to complete the assignments described above that incorporate the Hawai'i State Content Standards. Relevant ASCA Mindsets & Behaviors standards for school counseling programs address academic, career and social-emotional development. While not required, many Hawaii private schools aim to align with these research-based standards. KRS 628 and KRS 627 prepare candidates to apply ASCA standards to promote student growth in any school context.

Candidates in private school practicum/internships complete the research project and career unit assignments, analyzing how ASCA standards align with their school's expectations. They adapt goals, lessons and interventions to infuse standards-based practices in a site-responsive way. In papers and presentations, candidates consider strategies to advocate for standards-based approaches while honoring their school's philosophy. They reflect on using data to identify needs and tailor the standards to their student population.

Site supervisor evaluations and work samples verify that candidates effectively apply standards-aligned practices to support students, regardless of placement. Candidates are assessed on analyzing context, collaborating with stakeholders, and implementing data-driven, equitable programs grounded in professional standards.

Teaching of Reading

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to teach reading, including working with students of reading difficulties (§HAR 8-54-19-3C).

While school counseling candidates do not directly teach reading, their coursework prepares them to support literacy development.

KRS 741 Seminar in School Counseling, School Counseling Case Studies and Action Plans. Students will work in pairs to develop an Action Plan that addresses the academic, emotional, and social needs of two students, Sam and Emily. The plan should focus on specific interventions, strategies to address social and emotional barriers, and measurable goals to track progress. In Scenario 1, the child is gifted and talented student who consistently performs well above grade level in math and reading, demonstrating exceptional intellectual ability and a keen interest in learning. In Scenario 2, the child is struggling with reading comprehension and fluency since the start of the academic year. Despite receiving some assistance through small group interventions, she continues to face considerable challenges with decoding words and reading fluently. She frequently stumbles over basic words, leading to frustration as she is unable to read as smoothly as her peers. Her lack of fluency hampers her comprehension, as she expends much of her mental energy on decoding words rather than understanding the content of the text. Emily's reading anxiety has become a significant barrier to her progress. She often feels embarrassed when asked to read aloud in front of others and is quick to give up, believing she is "bad at reading" or "not smart enough." This belief is negatively impacting her self-esteem, which, in turn, is affecting her motivation to improve. When she encounters difficulty, Emily becomes easily discouraged and avoids reading tasks. The combination of emotional distress and academic challenges has created a negative feedback loop, exacerbating her difficulties with reading.

Students with Diverse Needs

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to work effectively with students with disabilities, including training related to participation as a member of individualized education program teams (§HAR 8-54-19-3D).

A comprehensive school counseling preparation program focused on working effectively with students with disabilities and participating in individualized education program (IEP) teams. An example may include:

1. KRS 627 Career Development and Vocational Counseling, Career Counseling Session and Reflection Paper. Students will reflect on their experience administering a career assessment to an adolescent. Candidates will discuss the youth's strengths, areas for growth, and how the session informed their understanding of career development for young learners. Include insights into how they adapted their approach to meet the developmental needs of the child and how they ensured the session was engaging and meaningful. Explain the process of administering the assessment, including how they prepared the child and interpreted the results. As part of this assignment, they will reflect on how this experience might inform their

future practice as a school counselor. Candidates will consider how they might adapt their approach to meet the needs of diverse learners, including those in special education, and foster meaningful career exploration.

2. KRS 632 Theory and Assessment of Intelligence, Assessment Accommodations Website Review. In this assignment, students will explore the websites of major test publishers to investigate the accommodations available for students with disabilities. The purpose of this activity is to increase students' knowledge of accommodations provided for standardized testing and to critically analyze the accessibility of information on these accommodations. Through this process, students will gain a better understanding of how schools and counselors can advocate for students' needs during the testing process. The assignment will involve reviewing at least three different test publishers (e.g., Pearson, ETS, ACT, College Board), evaluating the clarity and comprehensiveness of the accommodations information, and writing a detailed review.
3. KRS Practicum 703, IEP Meeting Observation and Reflection. Candidates shadow an experienced school counselor during an IEP meeting. They observe the counselor's role in the process, including how they advocate for the student, contribute relevant information, and collaborate with other team members. Following the observation, candidates reflect on the experience, discussing how they would apply what they learned in their future practice.

Students with Limited English

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to work effectively with students who are limited English proficient (§HAR 8-54-19-3E).

A comprehensive school counseling preparation program focused on working effectively with students with Limited English. An example may include:

KRS 637 Cross-Cultural Counseling

- English Language Learner (ELL) Module - Readings, videos and discussions on the unique challenges and needs of students with limited English proficiency. Covers second language acquisition, cultural considerations, assessment issues and strategies for supporting language development. Assessed through a quiz and application activity.

Gifted and Talented Students

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to work effectively with gifted and talented students (§HAR 8-54-19-3F).

A comprehensive school counseling preparation program focused on working effectively with each and every student, including those in the gifted and talented program. An example may include:

1. KRS 631 Problems of School Adjustment, Digital Storytelling Project–Cultural Adjustment Journey. Students will create a 10 minute digital story that portrays the journey of an English Language Learner (ELL) student navigating the challenges of adjusting to a new school environment. This story should explore the student's experiences, struggles, and cultural background, and include insights drawn from research-based information about language acquisition, cultural adjustment, and social-emotional development. The digital story should aim to create an emotional connection with the audience while educating them on the complexities of the ELL experience. Students will include interventions and strategies that could help the ELL student overcome these challenges. They should weave in research-based insights into the story's narrative or presentation, focusing on both academic and personal dimensions of the ELL experience. These could include challenges such as language barriers, cultural differences, identity conflicts, social isolation, and the impact of familial background. At the end of the project, students will submit a written reflection that addresses the process they followed in creating the story, the insights they gained from both research and creativity, and how this will influence their future practice as a school counselor working with ELLs.

2. KRS 637 Cross-Cultural Counseling, Cross-Cultural Immersion. Students will immerse themselves in a cultural community distinctly different from their own background by attending cultural celebrations, community events, religious services, visiting ethnic enclaves or neighborhoods, or participating in cultural practices. After the immersion, students will write a 3-5 page reflection paper analyzing their experience as an outsider engaging with an unfamiliar culture. In the paper, students will describe the cultural community or event they attended, the people they interacted with, the languages spoken, and the activities they participated in. They will reflect on the new perspectives and insights gained from the experience and discuss any discomfort, challenges, or barriers encountered as they engaged with this culture. Students will also connect their experience to how this might impact their approach to the counseling process when working across cultural and linguistic differences. The paper should highlight how cultural humility and cultural competence play a role in developing effective therapeutic relationships and discuss how the immersion experience has contributed to their personal growth and development as a counselor working with culturally and linguistically diverse populations.

Integrating Technology into Curricula

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning (§HAR 8-54-19-3F).

The School Counseling program prepares candidates to utilize technology by embedding it into the lessons and assignments. Candidates will use technology for their professional development and with the students.

6. KRS 631 Problems of School Adjustment. Digital Storytelling Project–Create a 10 minute digital story that portrays the journey of an English Language Learner (ELL) student navigating the challenges of adjusting to a new school environment. Students will learn how to incorporate digital literacy into their practices.
7. KRS 741 Seminar in School Counseling. Current issues discussion. As part of this course, each student will take on the responsibility of leading a weekly discussion on a current issue or trend in the field of school counseling. One of the topics covered may be the role of technology in school counseling.
8. KRS 632 Theory and Assessment of Intelligence. Assessment Accommodations Website Review
In this assignment, students will explore the websites of major test publishers to investigate the accommodations available for students with disabilities. The purpose of this activity is to increase students' knowledge of accommodations provided for standardized testing and to critically analyze the accessibility of information on these accommodations. Through this process, students will gain a better understanding of how schools and counselors can advocate for students' needs during the testing process. The assignment will involve reviewing at least three different test publishers (e.g., Pearson, ETS, ACT, College Board), evaluating the clarity and comprehensiveness of the accommodations information, and writing a detailed review. Students will then share their findings and engage in a discussion on an online forum, encouraging collaborative learning and feedback from peers.

As part of this assignment, students will evaluate and write a review of a website that includes assistive technology accommodations. Following the completion of the review, students will share their findings and reflections on the online discussion board.
9. In KRS 733 Internship 1 and KRS 627 Career Development and Vocational Counseling students will read about and discuss issues related to technology in counseling.

Technology for Data Information and Analysis

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to use technology to effectively collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement (§HAR 8-54-19-3F).

The School Counseling program is designed in accordance with the American School Counseling Association (ASCA) model, emphasizing a data-driven approach to student

support. Candidates are trained to utilize data effectively to develop and implement impactful interventions when working with all students.

1. KRS 626 Introduction to Practicum, Leadership and Advocacy Project Proposal. Students will develop a 2-3 page proposal for a leadership or advocacy project that addresses a specific issue or need within the school counseling program or profession. They will start by identifying a specific problem or need within their school counseling program, school, or the broader profession (e.g., academic achievement, college/career readiness, social/emotional development, equity, or access). They will support their decisions with data, such as school-wide data, student surveys, or needs assessments. Define their target audience and stakeholders (e.g., students, parents, teachers, administrators, community members), and explain their roles in the project's success.
2. KRS 733 Internship I and KRS 734 Internship II. The Plan B Project provides an opportunity for students to identify a specific need within their internship site and develop a data-driven intervention proposal. This comprehensive project allows students to engage in the practical application of counseling theory, research, and data analysis to create a solution-focused plan aimed at improving outcomes for students within the school counseling program. The project will unfold over multiple phases, allowing students to systematically develop their ideas, consult with school personnel about Hawai'i Content Standards, plan for implementation, and reflect on their professional growth throughout the process. Students will work on this project in both Internship I and II.

Hawai'i Teacher Performance Standards

Use the standards and course alignment matrix to show how teacher candidates will meet the performance standards before program completion. Click on templates for [teachers](#), [school counselors](#), or [school librarians](#).

Upload the performance standards matrix as an appendix.

SECTION 7: TEACHER CANDIDATE SUPPORT AND SERVICES

How many months do you anticipate a teacher candidate will need to complete your licensure program?

The suggested course sequence shows students will take 3 years to complete the program. In practice, this means full-time attendance or 6 credits in 6 regular semesters and 2 summer sessions and includes both online courses and fieldwork.

What are the anticipated costs a teacher candidate will pay annually and the total cost upon program completion?

The cost is approximately \$650 per credit via Outreach College ([Tuition and Fees | University of Hawai'i at Mānoa Outreach College](#)) and will amount to about \$10,400 plus fees annually, and \$31,200 plus fees for program completion (48 credits).

Will this licensure program provide tuition assistance for teacher candidates? If yes, please explain the funding source, requirements to receive funding, and any payback obligations (e.g., teaching for specified years or exiting the program without successful completion).

At this time, there is no tuition assistance identified for School Counseling candidates. We are actively seeking means for providing partial or full tuition support for this program.

Describe the process of how your candidates are informed about what license field they will be recommended for upon successful completion.

This program offers the opportunity to be licensed at PreK-12 in School Counseling. The final licensure recommendation will be dependent upon the candidate their final internships at respective grade levels. For example, if a candidate internships at solely 7-12 grade, they will only be recommended for the 7-12th grade licensure. If a candidate completes the recommended placements of both PreK-6 and 7-12th, they will be recommended for the PreK-12 licensure.

What wrap-around services will be provided for teacher candidates who may struggle academically, emotionally, financially, or socially?

The College of Education provides wrap-around services through the Malama Plan of Care to address academic, emotional, social, and financial challenges that teacher candidates may face. These services include:

- Academic Support:
 - Proactive advising with regular progress monitoring and early intervention
 - Peer-led tutoring and study groups
 - Accommodations for students with disabilities
- Emotional and Social Support:
 - Individual and group counseling through the UHM Counseling Center
 - Cohort-building activities and social events
 - Integration of mindfulness and stress management techniques into coursework
- Financial Assistance:
 - Referrals to the Office of Financial Aid Services for scholarship and grant opportunities
 - Access to UH Manoa Financial Aid Front Desk virtual office hours
 - Paid graduate assistantships when available

Each student is assigned a faculty advisor who meets with them at least once per semester to review academic progress. If a student struggles, a collaborative Plan of Support is developed, offering strategies for time management, task prioritization, and additional faculty mentorship.

The program maintains strong connections with campus and community resources to ensure prompt support for struggling candidates. Faculty members actively monitor student well-being and make referrals as needed. Additional UHM student resources include:

- Kokua Program: provides academic access services to students with disabilities. Services include academic advising, campus intervention, disability access counseling, early registration, faculty liaison, testing accommodations, note taking, sign language interpreting, and transportation. The Kokua program will be a helpful resource to scholars with disabilities.
- Native Hawaiian Student Services: supports Native Hawaiian students in their academic and professional development. Their Lāhui Hawai'i Research Center offers resources for critical thinking and dialogue on Hawai'i-focused issues.
- LGBTQ+ Center: strives to create an inclusive campus environment and provides educational and advocacy programs for LGBTQ+ students.
- Counseling and Student Development Center (CSDC): offers support to students to assist with mental health, personal, and academic concerns. CDSC staff focus on individual goals and staff use culturally sensitive approaches. Remote services, including video and phone appointments, are offered making services accessible to students across the state and in rural areas. They also offer immediate walk in appointments for urgent or emergency/crisis services during their regular daily hours.

Describe the process used when a teacher candidate no longer shows the potential to be recommended for licensure.

When serious concerns arise about a candidate's suitability for the profession, the following process is implemented:

1. Observe and Document - Faculty and/or field supervisors identify concerns and gather specific examples related to academic performance, skill development, professional conduct and/or ethical behavior. Documentation may come from course assignments, field evaluations, and interactions with peers, faculty or clients.
2. Notify and Meet - The candidate is notified in writing of the concerns and invited to meet with their advisor and the program director. The purpose is to gain the candidate's perspective, provide feedback, review program expectations, and collaboratively develop a remediation plan.
3. Remediate - Specific activities are implemented to address identified weaknesses, such as additional coursework, tutoring, counseling, or intensive supervision. A timeline and benchmarks for improvement are established.
4. Monitor and Evaluate - The candidate's progress is closely monitored and regularly evaluated by the advisor and program director. If sufficient improvement is demonstrated, the candidate is restored to good standing.
5. Counsel Out - If the candidate does not meet remediation goals and continues to display a lack of competence or suitability for the profession, they may be counseled out of the program. This involves a face-to-face meeting to discuss reasons, explore alternative career paths, and provide support for the transition. The candidate may choose to withdraw voluntarily at this stage.
6. Dismiss - If the candidate refuses to withdraw voluntarily and the issues are deemed irreparable, the program may move to dismiss the candidate. This follows the process outlined in the UHM Student Conduct Code, with opportunities for due process and appeal.

The program strives to identify problems early, provide ample support, and reach collaborative resolutions whenever possible. Counseling out or dismissal only occurs when necessary to protect client welfare and align with professional standards. Care is taken to uphold student rights while prioritizing the integrity of the program and profession.

What support/s will be provided for teacher candidates who need to pass licensure exam/s?
What actions are taken if a teacher candidate cannot pass the licensure exam/s?

The School Counseling program will not require candidates to take the licensure exam. All candidates will fulfill 30 credits of content knowledge prior to beginning their internship.

What professional liability insurance do you anticipate teacher candidates will need to obtain throughout the program?

School counseling candidates are required to maintain professional liability insurance throughout their field experiences (practicum and internship). This is to protect them in the event of a lawsuit related to their professional activities. The program recommends

obtaining coverage through membership in the American School Counselor Association (ASCA), which provides complimentary liability insurance to students. Alternatively, candidates may purchase individual policies through other reputable providers.

Candidates must submit proof of coverage to the field placement coordinator prior to beginning practicum and renew annually for internship. The minimum coverage amounts are \$1,000,000 per incident and \$3,000,000 aggregate. Site supervisors also verify that candidates are covered by their site's liability insurance for the duration of the placement. In addition to liability insurance, candidates must also pass a criminal background check and sign a statement of good moral character as part of the field placement process. These requirements are detailed in the practicum and internship handbooks and reviewed during the mandatory field placement orientations.

While liability claims against school counseling graduate students are relatively rare, the program believes that maintaining insurance coverage is an important professional responsibility and risk management strategy. It also helps candidates understand the legal and ethical dimensions of their work and take appropriate precautions to protect themselves and their clients.

Please include the Teacher Candidate Handbook as an appendix.

SECTION 8: PROGRAM FACULTY

HTSB Annual Report

Please provide information about the faculty or staff who will attend the HTSB Annual Meeting and submit the Annual Report. An additional box is provided if needed.

| | |
|----------|--|
| Name | Cecily Ornelles |
| Position | Interim Associate Dean, College of Education |
| Phone | (808) 956-7704 |
| Email | cecily@hawaii.edu |

| | |
|----------|--|
| Name | Jamie Simpson Steele |
| Position | Interim Director of Assessment, Accreditation and Accountability |
| Phone | 808-956-4154 |
| Email | jamiesim@hawaii.edu |

HTSB Program Recommendation Lists

Please provide information about the faculty or staff who will need access to HTSB's learning management system to upload recommendation lists for student teacher permits and/or program completers. An additional box is provided if needed.

| | |
|----------|------------------------|
| Name | Kori Ricci |
| Position | Administrative Manager |
| Phone | 808-956-4276 |
| Email | kori@hawaii.edu |

Teacher Education Coordinating Committee

Please provide information about the faculty or staff who will attend the Teacher Education Coordinating Committee in accordance with HAR [§304A-1202](#). Additional boxes are provided if one or more people will attend.

| | |
|----------|----------------------------|
| Name | Nathan M. Murata |
| Position | Dean, College of Education |
| Phone | 808-956-7703 |
| Email | nmurata@hawaii.edu |

| | |
|----------|--|
| Name | |
| Position | |
| Phone | |
| Email | |

Title II

Please provide information about the faculty or staff who will be responsible for Title II data collection, reporting, or other requirements. An additional box is provided if needed.

| | |
|----------|---|
| Name | Madiha Jamil |
| Position | Director of School Counseling Program/Assistant Professor |
| Phone | 808-956-4281 |
| Email | mjamil@hawaii.edu |

| | |
|----------|--|
| Name | Jamie Simpson Steele |
| Position | Interim Director of Assessment, Accreditation and Accountability |
| Phone | 808-956-4154 |
| Email | jamiesim@hawaii.edu |

Instructional Faculty/Staff Qualifications

Please provide the curriculum vitae for each faculty/staff who will teach courses and/or serve as field supervisors. The curriculum vitae should include their academic degrees (include college/university, major), teaching experience at the PreK-12 level (include the number of years of teaching at each grade level, subject areas, and school name), any post-secondary teaching experience (include position title, course title, course number, university/college campus), professional presentations, memberships, or publications, and any information supporting their qualifications as an instructional faculty/staff.

Save the file as lastname_firstname_CV.pdf

Instructional Course Load

Provide the number and name of each module/course and the name of the faculty/staff member who will teach the course. Next to the instructor's name, identify if the person is full-time (FT) or part-time (PT) status in your program.

| Module/Course Name and Number | Instructor Name | Instructor Name | Instructor Name |
|---|-------------------|---------------------|---------------------|
| KRS 606: Counseling Theory and Practice | Rick Houser (FT) | Judy Daniels (FT) | Christine Park (PT) |
| KRS 600: Counseling in the Schools | Madiha Jamil (FT) | Christine Park (PT) | Mary Martinson (PT) |
| KRS 628: Research and Evaluation in Counseling | Leslie Okoji (FT) | Rick Houser (FT) | Christine Park (PT) |
| KRS 605: Human Growth and Development – Life Span | Rick Houser (FT) | Judy Daniels (FT) | S. Fitzgerald (PT) |
| KRS 627: Career Development and Vocational Counseling | Rick Houser (FT) | Leslie Okoji (FT) | S. Fitzgerald (PT) |
| KRS 630: Tests and Inventories in Guidance | Madiha Jamil (FT) | Leslie Okoji (FT) | Christine Park (PT) |
| KRS 685: Ethical Issues for the Helping Profession | Madiha Jamil (FT) | Leslie Okoji (FT) | S. Fitzgerald (PT) |
| KRS 626: Introduction to Practicum | Madiha Jamil (FT) | Leslie Okoji (FT) | Christine Park (PT) |
| KRS 703: Practicum in Counseling | Madiha Jamil (FT) | Leslie Okoji (FT) | Mary Martinson (PT) |
| KRS 629: Counseling Group Theory and Practice | Rick Houser (FT) | Judy Daniels (FT) | Mary Martinson (PT) |
| KRS 631: Problems of School Adjustment | Madiha Jamil (FT) | Mary Martinson (PT) | Christine Park (PT) |
| KRS 632: Theory and Assessment of Intelligence | Madiha Jamil (FT) | Rick Houser (FT) | Christine Park (PT) |
| KRS 684: Psychopathology in Counseling | Madiha Jamil (FT) | Rick Houser (FT) | S. Fitzgerald (PT) |
| KRS 633: Crisis Intervention | Madiha Jamil (FT) | S. Fitzgerald (PT) | Mary Martinson (PT) |

| | | | |
|---------------------------------------|-------------------|---------------------|---------------------|
| KRS 733: Internship I | Madiha Jamil (FT) | Leslie Okoji (FT) | Christine Park (PT) |
| KRS 637: Cross-Cultural Counseling | Madiha Jamil (FT) | Leslie Okoji (FT) | S. Fitzgerald (PT) |
| KRS 734: Internship II | Madiha Jamil (FT) | Leslie Okoji (FT) | Mary Martinson (PT) |
| KRS 741: Seminar in School Counseling | Madiha Jamil (FT) | Mary Martinson (PT) | Christine Park (PT) |

SECTION 9: COMPLETER AND GRADUATE FOLLOW-UP

EPPs are required to collect data about their licensure program as part of the program accreditation process.

If you are a Hawaii-approved program, please provide quantitative data on the number of program completers who have received a teacher license from the HTSB within the past six years and are currently teachers in the HIDOE or HIPCS.

| Completer Year | Number of program completers | Number of teachers currently employed in the HIDOE | Number of teachers currently employed in the HIPCS | Number of teachers currently employed in a Hawai'i private school |
|----------------|------------------------------|--|--|---|
| 2017-2018 | 218 | 187 | no data | no data |
| 2018-2019 | 242 | 182 | no data | no data |
| 2019-2020 | 296 | 200 | no data | no data |
| 2020-2021 | 202 | 208 | no data | no data |
| 2021-2022 | 243 | 195 | no data | no data |
| 2022-2023 | 227 | 223 | no data | no data |

These data reflect all of our teacher education programs (BEEd, PB, MEdT). Charter schools run independently and don't provide us with data. We don't keep track of data for charter and private schools; therefore, 'no data' has been entered for these fields.

Source: Title II reports

Source: Hawai'i State Department of Education Employment Reports (2017-2023): These data reflect newly employed teachers with HIDOE who had completed a teacher preparation program at UHM. These individuals may have completed their program prior to or during the respective school year.

What are your accreditor's requirements to determine licensure program quality? (500 words).

Based on the AAQEP Guide, here are the key requirements for determining licensure program quality for UH Manoa's School Counseling Program:

- 1) Evidence of candidate/completer performance (Standard 1):
 - a) The program must provide evidence that completers demonstrate the knowledge, skills, and professional dispositions needed to perform as effective school counselors.

- b) Evidence must come from multiple measures and multiple perspectives, including program faculty, P-12 partners, program completers, and completers' employers.
 - c) At least one direct measure of candidate performance in a field/clinical setting is required.
 - d) Evidence must address all six aspects of Standard 1 related to content knowledge, understanding of learners, culturally responsive practice, assessment, creating positive learning environments, and professional dispositions.
- 2) Evidence of completer professional competence and growth (Standard 2):
 - a) The program must show that completers can adapt to working in diverse contexts and grow as professionals.
 - b) Evidence should demonstrate completers' ability to engage with school communities, use culturally responsive practices, create productive learning environments, support global perspectives, engage in professional growth, and collaborate with colleagues.
 - 3) Quality program practices (Standard 3):
 - a) The program must demonstrate it has the capacity to ensure completer quality through coherent curricula, quality clinical experiences, stakeholder engagement, monitoring processes, continuous improvement efforts, and sufficient resources/institutional commitment.
 - 4) Program engagement in system improvement (Standard 4):
 - a) Evidence that the program engages with partners to support high-need schools, meets workforce needs, supports completer entry into the profession, investigates completer outcomes, meets state obligations, and examines its own effectiveness.
 - 5) Data quality:
 - a) The program must investigate and report on the validity, reliability, trustworthiness, and fairness of measures used as evidence.
 - 6) Disaggregation of data:
 - a) Evidence must be disaggregated by licensure program, location, and mode of delivery.
 - 7) Multiple years of data:
 - a) Evidence should include data from at least 3 years/cohorts of completers.
 - 8) Annual reporting:
 - a) Once accredited, programs must submit annual reports with updates on program performance indicators and continuous improvement efforts.

The overall goal for the program is to make a comprehensive, evidence-based case that they are preparing effective school counselors and continuously improving. The AAQEP process emphasizes context-appropriate evidence, stakeholder engagement, and innovation in addition to meeting foundational quality expectations.

What process will be used to determine completer rates and program satisfaction? (500 words).

Completer rates are determined by a formula: $\text{Completion Rate} = \frac{\text{Candidates who completed the program}}{\text{Candidates who entered the program}}$. In addition, with our new Comprehensive Candidate Support System, we will collect data on students who leave the program, and their reasons for doing so.

To determine completer satisfaction, we administer two surveys:

1. Program Completer Surveys are administered upon graduation; and
2. Alumni Surveys are administered annually for the first five years after graduation (see Appendix X for example of the completer survey and alumni survey).

These surveys include Likert scale prompts such as the following series that appear on our program completer survey:

- At the end of your program experience, to what extent are you prepared to....
 - Demonstrate professionalism as a new counselor?
 - Take responsibility for student success?
 - Work with parents and families to better support students?
 - Engage in professional reflection to become a stronger counselor?
 - Understand your specific strengths as a new counselor?
 - Target areas of need for your own professional growth?

All items in the surveys are aligned to the accreditation standards and expectations. Responses provide us with specific information about areas in which the new counselors are satisfied and those areas where the program might be examined for potential improvement. The alumni surveys ask similar questions, however, with time, growth, and experience in the profession, alumni may respond with a new perspective. In addition to Likert scale questions, we ask completers and alumni a series of open-ended questions, such as:

- The most helpful aspects of my counselor education program were....
- The least helpful aspects of my counselor education program were....
- I recommend these specific changes for improvement...

For the purposes of program improvement, we seek understanding about our own strengths and areas for improvement. Prompts such as these provide a deeper explanation about the aspects of the program that deserve to be either amplified or revisited.

In addition, we will run candidate completer focus groups as a part of the AAQEP accreditation process. In these focus groups, we will ask students who have just graduated additional open-ended questions to better understand the components of the program that either met, or did not meet their needs. These focus groups are conducted with a flexible protocol that allow participants to discuss the program components that resonate the most for them.

What process will be used to communicate with completers and determine their success in teaching after leaving your licensure program? (500 words).

The alumni survey is a strong component of our assessment strategy, and we follow up with all graduates for five years after they complete our program (see Appendix for example of

alumni survey.) These surveys include Likert scale prompts such as the following series that appear on our program completer survey:

- My most recent COE program helped me...
- Become a more knowledgeable teacher.
- Become a more effective teacher.
- Become a more caring teaching.

In addition, we will run alumni focus groups as a part of the AAQEP accreditation process. In these focus groups, we will ask alumni additional open-ended questions to better understand the challenges and successes they face as new teachers, and the ways the program supported their success. These focus groups are conducted with a flexible protocol that allow participants to discuss the program components that resonate the most for them.

What process will be used to collect employers' satisfaction of completers' preparation for their assigned responsibilities in the preK-12 setting? (500 words).

In determining employer satisfaction, we consult with the [Hawaii Data Exchange Partnership \(DXP\)](#) website to show us information about University of Hawaii graduates who majored in Counselor Education. Through their dashboard, we are able to see how many of our graduates have joined the workforce over the years.

We also plan to conduct stakeholder focus groups twice a year through the Teacher Education Committee (TEC). This committee is composed of community members who employ our graduates, such as school principals. They discuss prompts such as:

- What do you think are the strengths of the COE's program in counselor education?
- What are the needs and/or areas for improvement?
- What do you feel are current challenges within counselor preparation here in Hawaii?
- If you could recommend one thing for this committee to focus on to support candidate success in the next year- what would it be?

Finally, we plan to analyze graduate success by looking at data provided by HODOE Talent Management. Through the DOE's Educator Evaluation System (EES) we intend to look at areas where our alumni are demonstrating strong proficiencies, and those which might need more attention.

SECTION 10: LIST OF APPENDICES

Please write a list of appendices to support each section of your application. The appendices shall be saved as individual PDF attachments and uploaded to the designated Dropbox.

Save each file starting with the section number and abbreviated title name. For example. S2. WASC accreditation letter

Section 2: Program Information Appendices

Required: Accreditation letters, HIDOE Affiliate Program Approval, any Program Information Changes

- S2 [WASC Accreditation Letter](#)
- S2 [AAQEP Accreditation Letter](#)
- S2 [Affiliation Agreement](#)
- S2 [HTSB Letter of Intent](#)
- S2 [UHM State Approval EPP](#)

Section 3: Program Framework Appendices

Required: References to academic literature, data resources

Optional: admission information or program brochures

- S3 [ASCA National Model: Equity in Action](#)
- S3 [ASCA Ethical Standards for School Counselor Education Faculty](#)
- S3 [ASCA Ethical Standards for School Counselors](#)
- S3 [ASCA Mindsets and Behaviors for Student Success](#)
- S3 [ASCA National Model Implementation Journal Article](#)
- S3 [ASCA Role of School Counselor Educators/Practicum and Internship Supervisors](#)
- S3 [ASCA Role of School Counselor](#)
- S3 [ASCA School Counselor Professional Standards & Competencies](#)
- S3 [ASCA Standards for School Counselor Preparation Programs](#)
- S3 [ASCA The Essential Role of Elementary School Counselors](#)
- S3 [ASCA The Essential Role of Middle School Counselors](#)
- S3 [ASCA The Essential Role of High School Counselors](#)
- S3 [HTSB Code of Ethics](#)
- S3 [School Counseling and Student Outcomes: Summary of Six Statewide Studies](#)
- S3 [School Counselor' Use of the ASCA Closing-the-Gap Action Plan Template to Address Educational Disparities Article](#)
- S3 [A Brief History of School Counseling](#)
- S3 [School Counselor Preparation to Support Inclusivity, Equity, and Access for Students of Color with Disabilities](#)
- S3 [2024 CACREP Standards](#)

Section 4: Program Progression Appendices

Required: For each course/module: syllabus, alignment of course objectives and standards matrix, alignment of course
objhttps://drive.google.com/file/d/16xYiRfkfg1VSKFpOY_Jw-IEgpr0anoRo/view?usp=drive_linkectives
and assignments, assessment instruments

S4 [Program Syllabus](#)

Section 5: Clinical Experience/Student Teaching Appendices

Required: Clinical experience observation tools/instruments, lesson plan templates, clinical experience handbook, cooperating/mentor teacher evaluations

S5 [Clinical Field Experience Handbook](#)
S5 [K-12 Counseling Complex Area Contact List](#)
S5 [Candidate Evaluation Instrument - Appendices 10.2](#)
S5 [SC Lesson Plan Template - ASCA](#)

Section 6: Hawai'i Specific Requirements Appendices

Required: Evaluation instruments for professional and ethical dispositions, performance standards alignment matrix

S6 [Professional Disposition D](#)
S6 [Behavior Expectation Alignment Matrix](#)
S6 [Alignment SCPS Course Matrix Counselors](#)

Section 7: Teacher Candidate Support and Services Appendices

Required: Teacher candidate handbook

S7 [School Counseling Handbook](#)

Section 8: Program Faculty Appendices

Required: Curriculum vitae for program staff

S8 [Judy Daniels CV](#)
S8 [Rick Houser CV](#)
S8 [Madiha Jamil CV](#)
S8 [Mary Martinson CV](#)
S8 [Leslie Okoji CV](#)
S8 [Christine Park CV](#)
S8 [Sandra Fitzgerald CV](#)

Section 9: Completer and Graduate Follow-up Appendices

S9 [TEC Report Template](#)

S9 [Alumni Survey](#)

S9 [Completer Survey](#)

SECTION 11: EDUCATOR PREPARATION PROVIDER VERIFICATION

Preparer's Information

| | |
|------------------|---|
| Name | Madiha Jamil |
| Position | Director of School Counseling Program/Assistant Professor |
| Telephone Number | 808-956-4281 |
| Email | mjamil@hawaii.edu |

Contact Person should there be any questions about the application.

| | |
|------------------|---|
| Name | Madiha Jamil |
| Position | Director of School Counseling Program/Assistant Professor |
| Telephone Number | 808-956-4281 |
| Email | mjamil@hawaii.edu |

I verify that the contents of this application are complete, accurate, and approved by the institution/organization administrator. Please use an ink or digitally stamped signature.

| | |
|------|--|
| Name | Nathan M. Murata, Dean, College of Education |
| Date | |