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**Notice of Meeting
UNIVERSITY OF HAWAI'I**

BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Members: Regents Wilson (Chair), Acopan (Vice-Chair), Bal, Haning, and
Tochiki

Date: Thursday, October 6, 2022

Time: 9:00 a.m.

Place: University of Hawai'i at Mānoa
Information Technology Building
1st Floor Conference Room 105A/B
2520 Correa Road
Honolulu, Hawai'i 96822

See the Board of Regents website to access the live broadcast of the meeting and related updates: www.hawaii.edu/bor

AGENDA

- I. Call Meeting to Order**
- II. Approval of Minutes of the August 4, 2022, Meeting**
- III. Public Comment Period for Agenda Items:**

Individuals who are unable to provide testimony at this time will be allowed an opportunity to testify when specific agenda items are called.

All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via the board's website through the testimony link provided on the Meeting Agendas, Minutes and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register [here](#). Given the constraints with the format of hybrid meetings, individuals wishing to orally testify virtually must register no later than 7:30 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

All written testimony submitted are public documents. Therefore, any testimony that is submitted orally or in writing, electronically or in person, for use in the public meeting process is public information and will be posted on the board's website.

IV. Agenda Items

- A. University of Hawai'i System Academic Priorities and Policy Overview
- B. Recommend Board Approval of Provisional Status for the Master of Education in School Counseling at the University of Hawai'i at Mānoa
- C. General Education Redesign Update

V. Adjournment

ATTACHMENT

Attachment A – Personnel actions posted for information only, pursuant to Section 89C-4, HRS. These actions are not subject to approval by the Board of Regents.

Attachment A: Pursuant to §89C-4, Hawai'i Revised Statutes, the following proposed compensation actions for excluded Executive/Managerial are disclosed for purposes of public comment.

DTS 22831

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH System	Rosenfeld	Alan	Associate Vice President for Academic Programs & Policy	Office of the Vice President for Academic Strategy	Appointment	\$15,833	October 17, 2022

22 SEP 30 AM 1:28

UNIVERSITY OF HAWAII
BOARD OF REGENTS

DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE COMMITTEE

MINUTES

**BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS
MEETING**

AUGUST 4, 2022

I. CALL TO ORDER

Chair Wilson called the meeting to order at 11:05 a.m. on Thursday, August 4, 2022, at the University of Hawai'i at Mānoa, Information Technology Building, 1st Floor Conference Room 105A/B, 2520 Correa Road, Honolulu, Hawai'i 96822, with regents participating from various locations.

Committee members in attendance: Chair Ernest Wilson; Regent Eugene Bal; Regent William Haning; and Regent Laurie Tochiki.

Committee members excused: Vice-Chair Kelli Acopan.

Others in attendance: Board Chair Randy Moore; Regent Alapaki Nahale-a; Regent Diane Paloma (ex officio committee members); President David Lassner; Vice President (VP) for Community Colleges (UHCC) Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Academic Strategy Debora Halbert; VP for Research and Innovation Vassilis Syrmos; UH Mānoa Provost Michael Bruno; UH Hilo Chancellor Bonnie Irwin; UH West O'ahu Chancellor Maenette Benham; Leeward CC (LeeCC) Chancellor Carlos Peñaloza; Kaua'i CC (KauCC) Chancellor Joseph Daisy; Windward CC (WinCC) Chancellor Ardis Eschenberg; Interim Honolulu CC (HonCC) Chancellor Karen Lee; Kapi'olani CC (KapCC) Chancellor Louise Pagotto; Hawai'i CC (HawCC) Chancellor Rachel Solemsaas; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF MINUTES

Chair Wilson inquired if there were any corrections to the minutes of the May 5, 2022, committee meeting which had been distributed. Hearing none, the minutes were approved.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office did not receive any written testimony, and that no individuals signed up to provide oral testimony. She also explained that, in accordance with new statutory requirements, public testimony would be accepted during the meeting should an individual sign-up to provide testimony on a specific agenda item.

IV. AGENDA ITEMS

A. Committee Work Plan

Chair Wilson referenced the Committee Work Plan (Work Plan) noting that it would be used as an outline of the work to be performed by the committee during the coming year. He stated that it was a living document that may be modified as needed and asked committee members if they had any questions or comments about the Work Plan. None were raised.

B. Review of the University of Hawai'i Community Colleges Midterm Accreditation Reports to the Accrediting Commission for Community and Junior Colleges (ACCJC) for the following campuses:

- 1. Hawai'i Community College**
- 2. Honolulu Community College**
- 3. Kapi'olani Community College**
- 4. Kaua'i Community College**
- 5. Leeward Community College**
- 6. Windward Community College**

VP Lacro provided background information on the ACCJC midterm reports explaining that they were routine assessments submitted half-way through the seven-year accreditation cycle to apprise the ACCJC on the work that has been done to meet the recommendations that arose during comprehensive campus visits that occurred in 2018. These reports also include information on the progress individual campuses have made on their ACCJC Quality Focus Essays (QFE) which provide the opportunity for institutions to be innovative and to propose new ideas and projects that will improve student-learning and student-achievement. She emphasized that all six colleges are fully accredited by ACCJC in good standing; that the midterm reports were tools to ensure that each institution maintains its excellence in education and remains on a path of continuous improvement with respect to ensuring student success; and that UHCC, as a system, received one recommendation from the ACCJC that focused on improving institutional effectiveness and assessment which is currently being worked on but appears in each midterm report. It was noted that UH Maui College is accredited by a different body – the Accrediting Commission for Schools, Western Association of Schools and Colleges.

Regent Nahale-a arrived at 11:19 a.m.

The Chancellors of the six community colleges presented a synopsis of their respective campus' midterm reports focusing on recommendations made by the ACCJC's comprehensive peer review evaluation team in 2018 and actions undertaken to address these recommendations; efforts to improve institutional performance, such as student learning outcomes, and the results of these efforts; and progress made in

attaining goals that were identified in each campus' QFE. More specifically, the following highlights were noted:

- HawCC received two recommendations related to improving institutional performance with respect to student learning outcomes and institution-set standards, both of which have been addressed; included two action projects within its QFE aimed at improving the college's integrated planning process and student first-year experience with the ultimate goal of increasing student learning and achievement; and has completed ten of the sixteen action plans identified in its 2018 Institution Self-Evaluation Report.
- HonCC received four commendations, as well as four recommendations to improve institutional effectiveness, including suggestions relating to policy communication, the facilities master plan process, and distance education, all of which have been addressed.
- KapCC received four commendations in addition to two compliance recommendations related to the regular evaluation of institutional policies, procedures, and processes to ensure their effectiveness and the analysis and documentation of learning assessment outcomes. A follow-up report regarding steps taken to address these recommendations was accepted by the ACCJC in 2020. Along these lines, KapCC included two action projects within its QFE focusing on improving assessment of student learning outcomes and engagement for student success.
- KauCC received two recommendations for institutional improvement including better utilization of student learning outcome results to improve student learning and achievement and the use of best practices to increase the effectiveness of distance education courses. KauCC has also undertaken two projects as part of its QFE that involve course scheduling and the effective integration of career and academic services.
- LeeCC received a compliance recommendation in its 2018 review that was related to the establishment of a clear cycle to regularly evaluate and update its policies and procedures. A report on actions taken to deal with this issue was provided to, and accepted by, the ACCJCC in 2020. Feedback received on the follow-up report identified two general recommendations for institutional improvement, including enhancement of efforts to analyze, disseminate, and discuss assessment results and the development of a mechanism to inform the college community of its governance structure, both of which have been addressed. Additionally, LeeCC has identified two action projects in its QFE that focus on increasing student retention and persistence and making outcomes assessment more meaningful for faculty and staff.
- WinCC received several commendations, as well as three recommendations to improve institutional effectiveness, including suggestions to improve public accessibility to student learning outcome and student achievement data; formalize planning and processes for distance education offerings; and

increase professional development, technological support, and infrastructure to expand the distance education program. All recommendations have been fully met. Two initiatives were also identified in its QFE that focus on Native Hawaiian and distance education parity.

Regent Paloma left at 11:22 a.m.

VP Lacro reviewed the next steps in the midterm accreditation reporting process stating that the board chair and committee chair are being requested to acknowledge the receipt of each campus's midterm report. It is anticipated that these reports will be submitted to the ACCJC in mid-October of this calendar year.

Regents thanked the chancellors for their comprehensive reports and presentations and congratulated them for understanding and addressing the issues contained in the comprehensive peer review evaluations conducted in 2018.

Noting that each campus appears to be using different computer software to conduct their assessments, Board Chair Moore asked whether a systemwide agreement existed or could be initiated to allow for uniformity across all campuses. VP Lacro replied that each campus has chosen to select and purchase assessment software tools that best suit their individual needs. However, tools such as LauLima are available systemwide.

Board Chair Moore asked whether achievement gaps, as emphasized in WinCC's presentation, were being measured systemwide. VP Lacro stated that while each campus analyzes data on achievement gaps, particularly when conducting deeper dives into the rationale for trends at their individual institutions, UHCC also conducts collection and analysis of this data on a systemwide level.

V. ADJOURNMENT

There being no further business, Chair Wilson adjourned the meeting at 11:56 a.m.

Respectfully Submitted,

Kendra T. Oishi
Executive Administrator and Secretary
of the Board of Regents



UH System Academic Priorities and Policy Overview

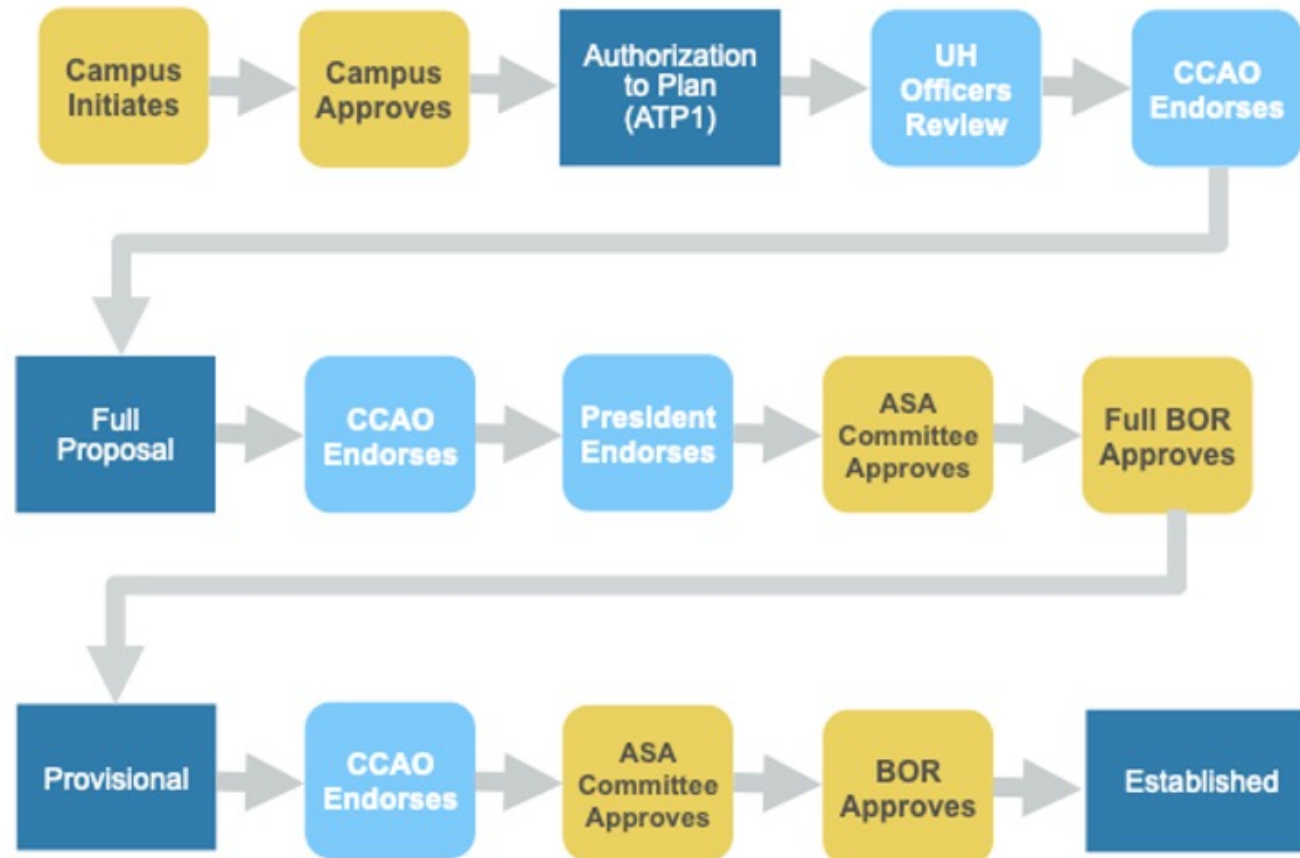
2022-2023

BOR Academic and Student Affairs Committee
October 6, 2022

Debora Halbert
Vice President for Academic Strategy

Academic Program Actions

Current Program Proposal Process



Provisional Programs for 2022-23

Campus	College/School	Credential & Program
UH Hilo	College of Pharmacy	PhD, Pharmaceutical Sciences
UHM	Pacific & Asian Studies	Master of Asian International Affairs
UHM	Shidler College of Business	MS in Finance
UHM	Shidler College of Business	MS in Information Systems
UHM	Shidler College of Business	MS in Marketing Management
UHM	Social Work	UCert, Aging (Gerontology)
HawCC	Creative Media	AS, Creative Media
KapCC	Food Services	APC, Culinary Management
KapCC	Hospitality, Business & Legal Ed	APC, Hospitality Operations Management
KauCC	Creative Media	AS, Creative Media
LeeCC	Integrated Industrial Technology	AS, Integrated Industrial Technology
LeeCC	Sustainable Agriculture	AS, Sustainable Agriculture
UHM	CTAHR	BS, Dietetics
UHM	Architecture	Master of Landscape Architecture
UHMC	Creative Media	AS, Creative Media

General Education Revisions Proposal

- The General Education revisions team will have the final proposal for faculty senate review and vote in Fall 2022. Consultation, including several town halls will take place during Fall 2022 with a vote on the **baseline general education curriculum** to be taken either late Fall 2022 or early Spring semester 2023. There will be a need to update the relevant general education policies as well (but these revisions have not yet been started).
- Update RP 5.213
- Update EP 5.209 and UHCC [5.200](#) (and/or develop a new EP for General Education)

Aligning Curriculum with State Needs in Critical Areas

- Ongoing IT Sector convenings
- Ongoing Health Sector convenings
- Ongoing Education Sector convenings

Prioritizing Transfer and Articulation

- Cross-campus [sharing of classes proposal](#)
- Aligning student fees: [EP 6.208](#)
- System-wide [course repeat policy](#)
- System-wide leave of absence policy

Microcredentials

Microcredentials are already offered for numerous non-credit and faculty development opportunities systemwide. As UH begins to contemplate how to build “stackable credentials” and to issue “microcredentials” there is a need to develop policy and definitions around potential credit-bearing options. A task force began to work on the issue of microcredentials in Spring of 2022. A [Guidance Memo](#) was issued that provides some details for how we will move forward on work related to microcredentials this AY. At this time it is unclear if we will have formal policy ready for consultation but wanted to have this listed.

Policies related to SCR Task Force

The BOR adopted the recommendations of the SCR 201 taskforce last academic year. A committee charged with developing policy revisions and new policies to implement the task force recommendations has met weekly throughout the Spring and Summer. These recommendations will be translated into policy changes and undergo consultation during the 22-23 academic year.

Student Basic Needs

- Building upon the groundwork already existing related to student basic needs.
 - Hired a full-time Student Basic Needs coordinator.
 - Developed the [UH Student Basic Needs](#) website.
 - Creating a Virtual Financial Assistance and Basic Needs Café.
 - Establishing a UH financial literacy program for all students.
 - Applying for grants to support “one-stop” Basic Needs centers.
 - Developing a communication plan to help target UH community.
- Focus on mental health systemwide.

Enrollment Management

- Presentation planned for November 2022 Board of Regents meeting
- In addition to standard information, will include updates on:
 - Non-credit instruction
 - New student recruitment
 - Retention
 - Transfer



UNIVERSITY
of HAWAII*
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

*22 SEP 29 P2:50

~~October 22, 2021~~ rev June 21, 2022

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents
Ernest Wilson
Chair, BOR Academic and Student Affairs Committee

VIA: David Lassner
President

VIA: Michael Bruno *Michael Bruno*
Provost

Pearl Iwoshi for
VIA: Debora Halbert
Vice President for Academic Strategy

VIA: Laura E. Lyons *Laura E. Lyons*
Interim Vice Provost for Academic Excellence

VIA: Krystyna Aune *Krystyna Aune*
Dean, Graduate Division

VIA: Nathan M. Murata *Nathan M. Murata*
Dean, College of Education

FROM: Christopher Stickley *Christopher Stickley*
Department of Kinesiology and Rehabilitation Science

SUBJECT: REQUEST FOR PROVISIONAL STATUS FOR THE MED IN
SCHOOL COUNSELING AT THE UNIVERSITY OF HAWAII
AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents grant provisional status to the Master of Education (MED) in School Counseling in the Department of Kinesiology and Rehabilitation Science (KRS) at the University of Hawai'i at Mānoa. The ATP was approved on April 29, 2021.

Randolph G. Moore

~~October 22, 2021~~ rev June 21, 2022

Page 2

RECOMMENDED EFFECTIVE TERM/YEAR:

Fall 2023.

ADDITIONAL COST:

This program will not require new funding and is expected to use existing College of Education (COE) resources. Additional cost savings and revenues will be generated from offering the program through Outreach College.

PURPOSE:

The MEd in School Counseling is a priority for the COE because it will directly address the workforce needs in Hawai'i and will help to fill the gap in preparing School Counselors statewide to support P-12 students in academics, personal well-being and social and emotional health. There exists no program in the UH system that prepares candidates for licensure in School Counseling.

BACKGROUND:

School counselors provide a unique and important role in the healthy development of school-aged children. They are considered important and contributing members of the education team at all levels, from pre-K to post-secondary transition; and are in positions at the school, district, and state levels. School counselors plan and deliver a comprehensive counseling program that addresses all students; and are adept at helping students in areas of academic achievement, personal well-being, career and college readiness, and social and emotional development. They are able to gather and provide data-driven services aligned with the unique needs of their students, schools, and families. This includes planning and delivering guidance lessons in the classrooms and small group sessions, assisting in assessments, and collaborating with families. School counselors not only provide direct counseling services to students, but also act as a consultant to teachers, administration, and family members. Their positive contribution in the K-12 school systems depends greatly on effective graduate level preparation and opportunity.

The Hawai'i Teacher Standards Board (HTSB) School Counseling Workgroup Report, 2020-2021, found that of 631 current school counselors in the Hawai'i Department of Education (DOE), 586 have a Hawai'i School Counselor license, the remainder of whom were either licensed in another field or unlicensed. This indicates a need to provide 40-50 more licensed school counselors for the State annually. The HTSB now requires that in order for an individual to be awarded a Hawai'i license in school counseling they must complete a state approved school counseling preparation program at the master's degree level.

Randolph G. Moore

~~October 22, 2021~~ rev June 21, 2022

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A steady pipeline into the profession is needed so the DOE is not left with uncertified counselors in counseling positions providing critical services and care to the students. Additionally, school counselors will play an essential role in helping students re-adjust to school and life regarding the trauma of COVID impacting schools, families, and students.

The attached documents provide further background, significance/contribution for the degree, demand projections, accreditation details, program plans/courses/syllabi, and program resources and efficiency.

ACTION RECOMMENDED:

It is respectfully recommended that the Board of Regents grant provisional status to the Master of Education (MEd) in School Counseling in the Department of Kinesiology and Rehabilitation Science (KRS) at the University of Hawai'i at Mānoa. The ATP was approved on April 29, 2021.

ATTACHMENTS:

1. Proposal for Master of Education in School Counseling
2. ATP MEd in School Counseling
3. MFS Resolution of Support
4. Letters of Support

c: Executive Administrator and Secretary of the Board Kendra Oishi



UNIVERSITY
of HAWAII®
SYSTEM

September 1, 2022

MEMORANDUM

TO: David Lassner
President

FROM: Debora J. Halbert
Vice President for Academic Strategy

A handwritten signature in black ink that reads 'Debora Halbert'.

SUBJECT: Delegation of Authority

This is to inform you that I will be on vacation from September 7, 2022, through September 20, 2022. I will be back in the office on Wednesday, September 21, 2022.

In my absence, Pearl Iboshi, Director, Institutional Analysis, Research and Planning Office, will act on my behalf and having signing authority.

c: Officers
OVPAS Managers
Board of Regents Office
Blanche Fountain

**Guidelines for Proposals for New Academic Programs
(15-Page Limit)**

Proposal: Master of Education in School Counseling

The program proposal for provisional status should follow the guidelines below. Programs are provisional for 150% of the proposed degree length. Once the college-level review has been completed, please submit the proposal and cover memo to April Goodwin at agoodwin@hawaii.edu.

I. Executive Summary

The University of Hawai'i at Mānoa, College of Education, Department of Kinesiology and Rehabilitation Science (KRS) is proposing a Master of Education in School Counseling, further known as the *MEd in School Counseling*. Once approved, the program will be submitted to the Hawai'i Teacher Standards Board (HTSB) for licensure approval in the specialty area of School Counseling (K-12). The University of Hawai'i System does not currently offer a school counseling licensure program. The MEd in School Counseling will be offered as an online graduate program and fills the need to provide a cost-efficient, quality education to students statewide. This program will also help to fill school counseling positions with licensed school counselors in the Hawai'i Department of Education; and will address the growing social and emotional needs of K-12 students. This 6-semester, 48-credit program closely aligns with the KRS Rehabilitation Counseling in Education Program (RCEP) and utilizes shared resources. More than half of the courses in the School Counseling program are also required courses in the RCEP. The program plan outlines online coursework along with supervised practicum and internships to provide real life experiences. Starting in the Fall of 2023, the program will admit a cohort of between 10-15 students each year. In years 3+, it is expected the program will have an enrollment between 30-45 students and a retention rate of 82%, consistent with the KRS RCEP retention rate. All graduating students will be recommended for licensure through the Hawai'i Teacher Standards Board (HTSB). The proposed MEd in School Counseling will not require new funding and is expected to use existing COE resources. Additional cost savings and revenue will be generated from offering the program through Outreach College.

II. Program Purpose and Outcomes

A. Why is this program a priority for the unit? Describe how the program will meet the needs of students, the local community, and the state. Include a market analysis detailing how the program will respond to the social, economic and workforce needs of the nation and state.

The MEd in School Counseling is a priority for the COE because it will fill the gap in preparing School Counselors statewide to support K-12 students in academics, personal well-being, and social and emotional health. The objectives of the MEd in School Counseling are to

1. Provide a graduate level education in school counseling, which is currently not offered in the University of Hawai'i system.
2. Address a State of Hawai'i workforce and community need by providing a new entry point for prospective school counselors to obtain HTSB licensure.
3. Assist the State of Hawai'i by providing another option for residents to obtain a high quality and cost-efficient graduate level degree in School Counseling.
4. Deliver an online graduate program statewide to allow students on O'ahu as well as the neighbor islands to enroll in the program.

School counselors provide a unique and important role in the healthy development of school aged children. They are considered important and contributing members of the education

team at all levels, from pre-K to post-secondary transition; and are in positions at the school, district, and state levels. School counselors plan and deliver a comprehensive counseling program that addresses all students; and are adept at helping students in areas of academic achievement, personal well-being, career and college readiness, and social and emotional development. They gather and provide data-driven services aligned with the unique needs of their students, schools, and families. This includes planning and delivering guidance lessons in the classrooms and small group sessions, assisting in assessments, and collaborating with families. School counselors not only provide direct counseling services to students, but also act as a consultant to teachers, administration, and family members. Their positive contribution in the K-12 school systems depends greatly on effective graduate level preparation and opportunity.

There are no school counseling programs within the state that are totally online and serve the outer islands and rural areas. In Hawai'i, the *HTSB School Counseling Workgroup Report 2020-2021* indicated that approximately 45 practicing counselors were unlicensed in the field of School Counseling and indicated a need to offer a high-quality school counseling program statewide. Recruitment of this identified group will be pursued. The proposed program will seek approval from the Hawai'i Teacher Standards Board to fully license graduates in the specialty area of School Counselor, K-12 (see section C, page 4, that **provides further evidence of the need for the program**).

While UH Mānoa provided a School Counseling and Guidance (EDCG) program in the past, due to personnel issues, accreditation was withdrawn, and the School Counseling program was subsequently stopped out. Past personnel issues were resolved, and current accreditation is addressed in Section V of this proposal. At present, The COE is undergoing a re-envisioning of the unit, and engaged in possible re-organization of existing departments, because of the new COE Strategic Plan. The COE is prepared to reinstate and is positioned to house the program. The proposed program also addresses one of the stated critical gaps identified as a **community priority**, Health and Wellness, as school counseling is commonly described under the umbrella or aligned with the profession of counseling. **A steady pipeline into the profession is needed so the DOE is not left with non-certified counselors in counseling positions providing critical counseling services and mental health care to the students.**

B. Describe how the program aligns with the UH academic master plan and strategic priorities.

The proposed graduate program aligns with the UH Strategic Directions (2015-2021) in the following areas:

Hawai'i Graduation Initiative (HGI)

1. *HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.*

The proposed program provides an online format which will **expand opportunities statewide** for Native Hawaiian students, under-represented populations, military/veterans and their families, returning adults, and online students. Summer sessions are incorporated in the design to best support student success.

2. *HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.*

This proposed program will **address the workforce and community needs** in the Hawai'i DOE in the area of school counseling and in the community priority and identified critical gap areas of Health and Wellness (see below in Sections d, 3, and 4).

3. *HGI Action Strategy 4: Increase delivery of online courses and degrees, while maintaining other distance delivery modes (interactive TV, cable TV, and off-campus face-to-face instruction.)*

The proposed program will be **designed to deliver online courses targeting graduate students statewide through Outreach College**. Professional development and distance teaching support, if needed, for faculty in the COE will be provided to deliver quality and effective courses and services. Additionally, online student services will be provided to support academic success in various forms from application to program completion.

Hawai'i Innovation Initiative (HII)

4. *HII Action Strategy 3: Invest internal resources and seek external resources for strategic infrastructure requirements and hires that leverage our location and strength as well as address critical gaps.*

- *Health and Wellness*

The program addresses one of the stated critical gaps identified as a **community priority**, Health and Wellness, as school counseling is commonly described under the umbrella or aligned with the profession of counseling. The program will seek approval from the Hawai'i Teacher Standards Board to fully license graduates in the specialty area of School Counseling, K-12.

High Performing System (HPS)

5. *HPS Action Strategy 1: Employ best practices in management, administration and operations.*

The proposed program supports best practices in management, administration, and operations by utilizing current structures in place. It is modeled after the successful graduate level KRS RCEP offered through Outreach College. The online format provides students statewide access to gain school counselor licensure and opportunities for education, training, and employment in rural and neighbor islands. The proposed MEd in School Counseling program is implementing common core and elective classes with the current KRS RCEP program and will therefore save the University on some instructor and overhead costs, as well as maintaining a robust student class size. Currently, there are no competing, existing, or duplicate programs for the specialty area of School Counseling in the University of Hawai'i system.

C. Provide evidence of the need for the program including projected number of students and graduates, career and graduate education opportunities, etc.

According to the U.S. Bureau of Labor Statistics, school counseling as a profession has a national employment projected growth rate of 11% between 2020- 2030, faster than the average of all other occupations with a projection of about 35,000 openings each year on average, over the next 10 years. Nationally, most colleges of education within public universities offer a graduate school counseling program as part of their service commitment to K-12 schools. Currently, there are no

programs that provide licensure for the specialty area of School Counseling in the University of Hawai'i System. The only program in the state of Hawai'i providing licensure for School Counselors approved by the Hawai'i Teacher Standards Board is Chaminade University, which under normal circumstances (pre-COVID) offers an in-person based program only to serve the island of O'ahu. Based on the 2018 Hawai'i Teacher Standards Board report, in 2016-2017 21 students graduated from the Chaminade school counseling program, and 18 completed the program in 2017-2018. [ANNUAL STATE APPROVED TEACHER EDUCATION PROGRAM REPORT 2018 Section I. – EPP Profile](#)

The proposed program will seek approval from the Hawai'i Teacher Standards Board to fully license graduates in the specialty area of School Counseling K-12 to address the constant need for school counselors in the DOE. Although it has not been deemed a shortage area, vacancies in school counseling continue to go unfilled. According to Hawai'i DOE Assistant Superintendent Cindy Covell (personal communication 8/10/20), as of August 10, 2020, the DOE had 571 school counselor positions statewide and 18 existing vacancies. Additional information found in the *HTSB School Counseling Workgroup Report, 2020-2021* indicated that approximately 45 practicing counselors were unlicensed in the field of School Counseling and indicates a need to offer a high quality School Counseling program statewide. The Report stated:

- Qualifications of current practicing, licensed school counselors are inconsistent regarding program completion, assessments, and clinical experience, especially those who were either trained out of state or added the field of school counseling utilizing a licensure test and experience.
- The one state approved school counseling preparation program in Hawaii cannot prepare enough school counselors to meet the state's needs, especially for Neighbor Islands.
- The issues that students and families are facing now are more complex than ever and require specialized knowledge and clinical experience.
- School counselors need high-quality training prior to becoming a school counselor as well as appropriate mentoring and placement.
- Counselors also need on-going training to support continuing professional growth and development.
- There is a need to have specialized knowledge for the counselor position in counselor theory and social emotional learning to support student achievement.
- Staff reductions are resulting in counselors being placed in classrooms, potentially without pedagogy training, creating the same dilemma as non-trained individuals in school counseling positions (pages 1-2).
- Approximately 45 current school counselors are not licensed in the field of school counseling.

The Report recommended that for an individual to be awarded a Hawai'i license in school counseling they must complete a state approved school counseling preparation program at the master's degree level. **A steady pipeline into the profession is needed so the DOE is not left with unlicensed counselors in counseling positions providing critical services and care to the students.** Additionally, school counselors will play an essential role in helping students re-adjust to school and life regarding the trauma of COVID impacting schools, families, and students.

The proposed MEd in School Counseling responds to the national and local need to better address a growing population of culturally and linguistically diverse students and their families and speaks directly to the COE's Strategic Planning Framework Principle: Native Hawaiian Place of Learning

and Teaching (college-wide presentation by Dr. Murata, 8-20-20). The unique quality of the University of Hawai'i at Mānoa is the ability to provide graduate students with an education immersed in Native Hawaiian culture and diversity. The demographic make-up of the student population in KRS includes a culturally-diverse student body, faculty, and staff. The outcome of this type of experience is graduates who are better equipped to work in schools with students representing diverse backgrounds and beliefs. **By offering the program online through Outreach College, we offer the opportunity for those living and working in the outer islands and rural areas to become licensed school counselors.**

Additionally, the program will utilize local public and charter schools for school counseling internships, which allow for authentic experiences in a culturally diverse school setting and grounds the COE's commitment to actualize a Native Hawaiian place of learning and teaching. The School Counseling internship embeds collaboration and instruction between the DOE faculty, UH faculty, and students. **This addresses the COE's 2nd Strategic Planning Principle of Collaboration, Partnerships and Community.** The internship collaboration with the DOE and online format prepares students from all geographic areas, including outer islands and rural areas, to train and eventually work and serve in the communities they live in. **This provides the state DOE with licensed counselors who live in hard to fill areas.**

The proposed MEd in School Counseling also responds to the local and national need of identifying and addressing student mental health and wellness and this is reflected in the COE's 3rd Strategic Planning Principle of Innovate and Inspire. According to the CDC ([Data and Statistics on Children's Mental Health](#)), youth behavioral and mental health issues are on the rise, including depression and anxiety. According to recent data ([Mental Health in America - Youth Data](#)), 59% of youth with major depression do not receive mental health treatment across the nation. **In Hawai'i, 58% or about 6,000 youth with major depression do not receive any mental health services.** The 2017 Youth Risk Behavior Survey indicates 10% of the high school youth surveyed in Hawai'i attempted suicide, 16% seriously considered attempting suicide, and 29.5% of high school youth felt sad or hopeless for almost every day for 2 weeks or more that they stopped doing some normal activities ([Youth Online: High School YRBS - United States 2017 Results | DASH](#)). **School counselors are considered a vital part in recognizing and addressing youth mental health and wellness appropriately in the K-12 setting and are needed more than ever.** The pandemic's impact on youth has taken a huge toll, and includes increased anxiety and depression among school aged children. As stated by Courtney, D., Watson, P., Battaglia, M., Mulsant, B. H., & Szatmari, P. (2020), "Children and youth are highly vulnerable to the impact of sustained stressors during developmentally sensitive times, and thus, their mental health during and after the pandemic warrants special consideration." Researchers also point to the underfunding of youth mental health services as a problem and is exacerbated during the pandemic as resources get diverted and identification, assessment, and providing services become more challenging (Courtney et al., 2020). Key findings from the Institute of Education Sciences study released in April 2022 ([2022 School Pulse Panel](#)) indicate **70% of public schools are seeing an increase in students seeking counseling services since the start of the pandemic; 76% of public school faculty and staff expressed concerns about depression, anxiety and trauma in students; and only 56% of public schools reported that their school is able to effectively provide counseling services to students in need.** Locally, Hawai'i public schools continue to struggle with the lack of resources to address rising behavioral and mental health issues among school children. Civil Beat recently reported the increase of K-12 behavior incidents and mental health needs post-pandemic indicate a need for more mental health and trauma counseling at the school level. ([Fights At Hawaii Schools Highlight The Need For More Mental Health Support - Honolulu Civil Beat](#)). According to Dean Murata's College-wide address, the COE is committed to providing novel and new

ways to inspire and provide constructive change towards a more just and equitable society. **The university and specifically the COE is in a unique position to provide a much-needed graduate level degree to address this urgent national and local need.**

The School Counseling program will accept 10-15 students to start the program in the Fall of 2023. We expect to have our first graduates in the Spring of 2026. Based on the closely aligned and successful MS in KRS for Rehabilitation Counselor Education Program (RCEP), we expect a retention rate of 82% or higher (the average retention rate from 2009-2016 for the MS KRS in RCEP), which amounts to 8-12 students graduating in 2026. The typical length of time spent obtaining the RCEP degree is 36 months and is the expected amount of time for the MEd in School Counseling. Based on the RCEP data, we also expect a 94% or higher employment rate within 6 months of graduating from the program. **This addresses the COE's 4th Strategic Planning Principle - Research to Improve Educational Outcomes and demonstrates the COE's commitment to innovate, improve, or influence the knowledge base of diverse learners who can contribute to a just society.** Additionally, the COE's School Counseling program provides the opportunity to obtain an MEd in a financially feasible, online format that appeals to non-traditional students who may be returning to school, changing careers, and balancing family and work responsibilities.

D. Describe the profile of students who will likely enroll in the program and provide evidence of student demand (i.e., needs assessment).

Currently, there are approximately 45 current practicing school counselors who are not licensed in the field of school counseling. Recruitment of this identified group will be pursued. In addition, the proposed program will likely attract primarily in-state and some out-of-state students from the Pacific Rim and West Coast wishing to obtain a graduate level degree in the field of School Counseling, and who are interested in flexible online learning environments. This format is appealing for both working professionals and recent graduates who want to continue their education. In upholding the University of Hawai'i's academic mission, prospective students will gain a quality graduate education rich in diverse knowledge and experiences. Additionally, the proposed program provides an opportunity for students to gain a graduate degree in School Counseling at a competitive cost. Since this is a new program, it will attract students to the Mānoa campus that would have chosen either Chaminade or other universities on the continent to acquire a degree in school counseling. We expect to see Hawai'i residents make up the majority of the student population in this degree.

According to the licensing entity for the Hawai'i DOE, the Hawai'i Teacher Standards Board, the only other graduate level program that offers this specialty area located in Hawai'i is at Chaminade University. According to the 2021-2022 Chaminade Graduate Catalog (<https://catalog.chaminade.edu>), Chaminade offers a Master of Science in Counseling Psychology in a campus-based format. Their School Counseling specialty area is a 60-credit degree at a cost of \$1,030 per credit. This amounts to approximately \$61,800 for degree completion at Chaminade. The proposed MEd in School Counseling will be 48 credits. 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 \$31,200 plus fees. **This cost savings will make this graduate degree affordable and attractive to residents and non-residents alike.** The program will seek approval from the Hawai'i Teachers Standards Board for licensure in School Counseling.

E. Includes enrollment and completion estimates with an explanation on how

these numbers were derived.

As presented in the Program Outcomes earlier, we estimate the number of this graduate level program will accept 10-15 students to start the program in the Fall of 2023. We expect to have our first graduates in the Spring of 2026. Based on the closely aligned KRS RCEP program, we expect a retention rate of at least 82% (the average retention rate from 2009-2016 in RCEP), which amounts to 8-12 students graduating in 2026.

F. Please complete tables 1 and 2 below.

Table 1. Enrollment Projects: Provisional Years

	Year 1 ¹	Year 2 ²	Year 3 ³	Year 4	Year 5	Year 6	Current Year
Projected Enrollment	10-15	20-30	30-45	30-45	30-45	30-45	

Notes: ¹In Year 1, one cohort of 10-15 students will be admitted in each track; ²In Year 2, a second cohort of 10-15 students will be admitted. Two cohorts of 20-30 students will run concurrently in Year 2; ³In Year 3, a third cohort will be admitted; three cohorts of 30-45 students will run concurrently from Year 3 forward.

Table 2. Program Completion Projection

	Year 1 ¹	Year 2 ¹	Year 3 ²	Year 4	Year 5	Year 6	Current Year
Projected Program Completion (annual)	0	0	8-12	8-12	8-12	8-12	

Notes: ¹The MEd in School Counseling is a three-year program and will not have any graduates at the end of Years 1 and 2; ²Beginning in Year 3, one cohort will graduate every year. A retention rate of 82% or higher (the average retention rate from 2009-2016 for the MS KRS in RCEP) is expected.

III. Program Organization

A. Provide a description of curriculum organization, total credits to complete the program including all prerequisites requirements, admission policies, advising, and other aspects of the program, with reference to its goals/outcomes. Provide additional justification if the program is more than 120 credits (bachelor's).

The proposed graduate level degree is a distance education program leading to a Master of Education in School Counseling. Nationally, school counseling programs range from 48-60 credits and include Master of Arts in Education, Master of Science in Education, Master of Education, Master of Arts, and Master of Science degrees. A Master of Education degree often includes the following majors: curriculum and instruction, counseling, school psychology, and administration. The Master of Arts degree is a degree option that is focused on areas such as the humanities. The Master of Science degree option is usually for programs that are more focused on scientific and mathematical subjects.

This School Counseling (SC) program will share core requirements with the graduate level KRS RCEP (see appendix). Sharing core requirements across different counseling specialty areas is a common practice for graduate level counseling programs nationally. This SC program will share 9 core courses with RCEP that include common curricular areas in counseling: Professional counseling and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, practicum, crisis intervention, and research and program evaluation. In alignment with the KRS department, the mission of the program is to offer graduate level training that is designed to promote practical implementation of essential knowledge, skills, and attitudes necessary to produce knowledgeable and skillful practitioners in the field of school counseling. The RCEP and SC programs differ in the areas of specialty and target population and will offer courses to address these specialty requirements. RCEP produces graduates who are prepared to work as a Rehabilitation Counselor in the community as part of state or federal vocational rehabilitation agencies, private or non-profit support agencies, substance abuse treatment agencies, mental health agencies, correctional facilities and in post-secondary settings, such as disability services on college campuses. Rehabilitation Counselors work with adults. By contrast, School Counselors work with the K-12 school population including students with disabilities, students from military families, and linguistically diverse students and their families. A strong theoretical foundation as well as a hands-on, in-depth practicum and internship will provide the framework for the proposed program. We propose a high-quality graduate school counseling education program that meets the ethical, curriculum, and performance Standards of the Hawai'i Teacher Standards Board (HTSB), the American School Counselor Association (ASCA), and the Association for Advancing Quality in Educator Preparation (AAQEP) national standards. The ASCA national standards are also embodied in the program outcomes as outlined:

- To prepare students with knowledge and techniques in school counseling;
- To prepare students with knowledge of research and development in counseling and with skills for applying, conducting, and evaluating school counseling programs;
- To provide opportunities for students to develop understanding of ethical practices in school counseling through demonstration, research, program development, faculty consultation, and in-service practicum in education;
- To increase student's level of multicultural and linguistic diversity awareness, knowledge, and skills, especially as applied to school counseling.

Overview:

The proposed 48-credit distance education program leads to a Master of Education in School Counseling. The program consists of 16 3-credit courses, nine of which are already offered in the Rehabilitation Counselor Education Program (RCEP), and seven 3-credit courses that are not currently being offered. 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 (see attached 3-Year Program Plan). A new cohort of students (10-15) will be admitted each fall. Therefore, from the 3rd year forward, three cohorts of students (30-45) will be enrolled in the program.

Licensure:

The curriculum in the MEd in School Counseling is proposed to meet licensure requirements of the Hawai'i Teacher Standards Board (HTSB). The HTSB "school counselor performance standards align with the American School Counselor Association (ASCA) National Model and contain basic standards of practice expected from counselors" (htsb.org NBI 11-53). The HTSB has approved a Letter of

Intent to Plan a School Counseling program at UHM (see NBI 20-15 in attachments). Once the program is approved at UHM, a proposal will be submitted to HTSB for approval. Once approved, graduates of the program will be eligible to apply to HTSB for a license as a School Counselor, K-12.

Delivery Options:

The program will be delivered entirely online in both synchronous (typically meeting once a week) and asynchronous formats. Synchronous graduate classes in the COE often begin at 4:30 pm HST to accommodate working students; however, other time slots will be considered. In addition, students will participate in 3 semesters of field experiences in a K-12 school.

Alternate Time Frames:

The program offers various electives synchronously and/or asynchronously during the summer for students to complete course requirements.

Program Components:

In alignment with the framework of the American School Counseling Association (ASCA) and the Hawai'i Teacher Standards Board (HTSB), the proposed program will include graduate level courses on the following topics, as well as additional departmental requirements:

- Foundational knowledge and competency in the professional specialty of school counseling, including: (a) normal and abnormal developments in physical, cognitive, emotional, social, and personality areas; (b) theories of counseling; (c) individual and group counseling methods; (d) career development, career guidance, and vocational counseling; (e) differences related to ethnicity, culture, sex-membership, and lifestyle; (f) professional literature and research; (g) theories and procedures in assessment and evaluation; and (h) ethical and legal principles of counseling.
- In-service learning requirements:
The program must include significant supervised experiences, a minimum of 600 hours across at least two semesters. At least 40 percent of the supervised experiences should be direct contact hours. Students who fail to attain a grade of B or better in practicum/internship will not be allowed to continue in the program. Supervisors must be appropriately credentialed (commensurate with program goals and relevant state requirements). Faculty supervisor to student ratio must allow for sufficient oversight and meet accreditation requirements (if any). The accrediting body AAQEP does not specify any student to faculty ratio for supervision. It is left to the institution to justify that they have adequate faculty (see section V. B. Page 17 for further accreditation information).

Supervised practicum/internship include:

- 100 hours of supervised practicum over 1 semester
- 600 hours of supervised internship over 2 semesters
- Candidates may elect to follow either Plan A (Thesis) or Plan B (Portfolio) to complete their program of studies.
- Admissions Requirements
The proposed MEd in School Counseling admission is based on previous preparation and background, intellectual and affective potential for graduate study, and personal qualifications that contribute to success as a school counselor. As defined by UH Mānoa's Graduate Division, "To be eligible, 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. Because the number of qualified applicants exceeds the number of spaces available, admission is competitive. Meeting minimum admissions standards does not guarantee admission." If applicable, specific exams or other options approved by the HTSB must be passed prior to the application deadline to meet license requirements and national accreditation requirements.

- Required documents should show evidence that an applicant's personal qualifications, motivation, and academic preparation indicate competence and potential success in school counseling. These include: Three letters of recommendation relating to the candidate's personal qualifications and/or professional background; one official transcript for each institution of higher education attended; statement of objectives; writing sample; and interview.
- Upon acceptance, all practicum and internship students are required to submit proof of liability insurance prior to their prospective course start dates. In addition, each student must go through the Hawai'i DOE screening and fingerprinting process prior to all field-based classes where graduate students are in a DOE school setting.

For a full list of required courses, practicum/internship courses, and possible elective courses see: *School Counseling List of Courses* for a complete description of the courses and alignment with ILOs and Standards). All course syllabi have been updated to reflect current research and best practices.

Courses Required in School Counseling and offered in Rehabilitation Counseling (9 of 16)

KRS 605 Human Growth and Development—Life Span (3)

KRS 606 Counseling: Theory and Practice (3)

KRS 626 Introduction to Practicum (3)

KRS 627 Career Development and Vocational Counseling (3)

KRS 628 Research and Evaluation in Rehabilitation (3) (UHM Form 2 submitted to reflect focus on school counseling and rehabilitation counseling)

KRS 629 Counseling: Group Theory and Practice (3)

KRS 633 Crisis Intervention (3)

KRS 637 Cross-Cultural Counseling (3)

KRS 685 Ethical Issues for the Helping Profession (3)

Courses Required in School Counseling Only (6 of 16)

KRS 600 Counseling in the Schools (3)

KRS 630 Tests and Inventories in Guidance (3)

KRS 703 (Alpha) Practicum in Counseling (V) Supervised clinical experience

KRS 733 (Alpha) Internship I (V) Supervised post-practicum experience in counseling and guidance

KRS 734 (Alpha) Internship II (V) Supervised post-internship I experience in counseling and guidance

KRS 741 Seminar in School Counseling (3)

One Elective Course Required (3): Examples include:

KRS 631 Problems of School Adjustment (3)

KRS 632 Theory and Assessment of Intelligence (3)

KRS 684 Psychopathology in Counseling (3) (UHM Form 2 submitted to accurately reflect the school counseling program and to remove the prerequisite)

B. Describe provisions for articulation with UHCCS.

Articulation agreements with community colleges in Hawai'i will not be needed as this is a graduate program.

C. Relevant program/academic plans

- 3-Year Academic Plan
- School Counseling List of Courses
- Courses with ILOs and Standards
- NBI 20-15: HTSB Approval of Intent to Plan a Program in School Counseling
- Course Syllabi

CI. Please complete Table 3 below.

Table 3 displays the number of new courses that will be offered, the number of new sections, and the annual SSH for the program. New courses were identified if they are not currently being offered in any program. At present, 9 of the 16 courses in the School Counseling program are being offered to students in the Rehabilitation Counseling program; therefore, not considered new. Therefore, seven new courses will be offered over the three years of the program; multiple sections of the practicum and internship courses will be offered. Section numbers exceed the number of new courses offered.

Table 3: Anticipated Courses, Sections, SSH

	Year 1	Year 2	Year 3 ¹	Year 4	Year 5	Year 6	Current Year
Number of new courses offered	2	4	7	7	7	7	
Number of new sections offered	2	7	10	10	10	10	
Annual SSH(Total cr taken by Ss x # Ss)	216 (18 cr. x 12 Ss)	432 (18 cr. x 24 Ss)	648 (18 cr. x 36 Ss)	648 (18 cr. x 36 Ss)	648 18 cr. x 36 Ss)	648 (18 cr. x 36 Ss)	

(Projected 10-15 students admitted yearly; average of 12 students per cohort used for this chart

¹Yr. 3 and all subsequent years, 36 students x 48 cr. = 648 SS

IV. Program Resources and Efficiency

A. What operating and instructional resources will the program need and where will they come from? What are the program's facilities needs?

The proposed MEd in School Counseling will not require new funding and is expected to use existing COE resources. Additional cost savings and revenue will be generated from offering the

program through Outreach College. It is aligned closely with the KRS RCEP program and differs in specialization. The opportunity to utilize elements of the successful KRS RCEP program allows for the best use of resources and creates a wealth of knowledge for the students to tap into. There are 9 courses that overlap between the two programs. Current tenured faculty can teach these shared courses in both programs utilizing this format, which is common practice in most other counseling programs, including national and benchmark institutions. Examples of accredited Rehabilitation and School Counseling programs using shared courses are Northeastern Illinois University, Kent State University, and Wright State University. This format maximizes student enrollment and faculty utilization. Additionally, using Outreach College as the venue for this program provides consistency between both online programs, allows for statewide access, and offers low overhead costs to operate the program.

Two additional faculty will eventually be needed to support the MEd in School Counseling, particularly the specialized courses. The College plans to provide them incrementally in the time frame required through internal reallocation based on current and expected retirements and through funds generated by program enrollment. We will need the campus to approve these hiring actions within existing COE resources. These faculty will contribute to both the SC and the RCEP master's programs.

The proposed program is an online program that does not require the use of classrooms or other facilities, thus saving the University on operating costs. New faculty hires can be accommodated through existing office spaces.

B. What are the risks associated with this program?

The College of Education is experienced in implementing successful teacher preparation programs. Potential risks are routinely reviewed and include practices such as requiring practicum and internship students to obtain liability insurance and requiring all faculty who supervise counseling candidates to pass a background check. In addition, the Hawai'i DOE institutes screening and fingerprinting of graduate students completing internship hours in a DOE school setting. As illustrated by personnel and operating costs in Tables 4 and 5 (below), the MEd in School Counseling is a resource-generating program. If enrollment numbers are not as anticipated, there is a risk that personnel costs will exceed revenue. No additional risks are anticipated. Given the shortage of school counselors in Hawai'i, and the lack of a statewide program at present, there is little to no risk that there will be employment difficulties for program graduates.

C. What impact will developing this program have on resource (re)allocation in the unit?

There will be minimal impact on resources in developing this program. Current faculty will teach shared courses between the proposed program and KRS RCEP. The two additional positions needed for this program will be reallocated from current and expected retirements in alignment with the COE's reorganization plans. As previously stated, we will need the campus to approve these hiring actions within existing COE resources. These faculty members will contribute to both the School Counseling and the Rehabilitation Counselor Education master's programs. These positions are needed to teach shared courses between School Counseling and KRS RCEP, as well as specialized courses in School Counseling. Additionally, funds generated through Outreach College are projected to exceed the costs of the program from Year 3 forward to support unanticipated expenses.

D. List similar programs that currently exist in the UH system. Describe how this program

compares and provide a justification for a new program in this field.

There are no programs available in the University of Hawai'i system that offer the specialty area of school counseling. UH Hilo offers a Master of Arts in Counseling Psychology with a specialization in clinical mental health counseling, which differs from a school counseling program. School counselors focus on the academic, emotional, social, and behavioral issues that impact learning in schools. They provide career and college, individual, group, and classroom guidance and counseling sessions. A school counseling program focuses on these school specific interventions and strategies in a K-12 educational setting. The UH Hilo MA in Counseling Psychology program provides graduate training in clinical mental health counseling and not in school counseling. Their program is designed to train students to become therapists who will be able to help those in need of therapy and clinical counseling services, which is not aligned with school counseling. Additionally, **the UH Hilo MA in Counseling Psychology is not approved by the Hawai'i Teachers Standards Board; therefore, graduates are not eligible for licensure as a School Counselor in Hawai'i.**

The HTSB website lists the preparation programs approved in Hawai'i: [Preparation Programs](#). **For School Counseling, the only program approved by HTSB is with Chaminade University: Behavioral Sciences Division** in the field of School Counselor (K-6, 6-12, K-12).

The need for this program is evidenced by the limited opportunities for prospective students to attend a graduate level program in the specialized area of School Counseling located in Hawai'i and approved by the Hawai'i Teachers Standards Board. The cost to attend the school counseling program will also fill a need to offer a financially feasible program for Hawai'i resident students to attend since it will cost half of what it costs to obtain the Chaminade degree in school counseling.

E. Has there been consultation at the program level between campuses and within the originating campus? Please provide documentation of who was consulted, in what capacity, and when? Provide a summary of the results of the consultation.

The school counseling proposal emerged from conversations with the UH Mānoa administration to address the statewide need for licensed school counselors. Prior to February 2020, VP Don Straney approached the Dean of the College of Education and inquired about the COE's ability and willingness to offer a graduate level School Counseling program. Since School Counseling was previously offered in the COE, it was reasonable to consider reviving the program with current resources. It was discussed that UH West O'ahu also was interested in offering a School Counseling program and was in conversation with the UH system. Since Mānoa is already a graduate degree granting institution and previously offered School Counseling as a graduate level program, the UHM COE was asked to consider reviving the program.

Between February and September 2020, the Dean initiated and held ongoing conversations within the COE with the chairs of all departments, at the Dean's Council meetings, and in KRS with the chair and faculty. After receiving feedback and support from the COE [i.e., COE Faculty Senate, Committee on Curriculum and Program Planning (CCPP)], the ATP was submitted in September 2020 and approved in April 2021. Based on the feedback of the Council of Chief Academic Officers (CCAO), Dr. Murata consulted with UH Hilo to discuss the possibility of shared resources between the UH Hilo MA in Counseling Psychology program and the proposed School Counseling (SC) program. Due to programming challenges, cost sharing was not feasible at that time. Furthermore, the faculty at the UH Hilo Counseling Psychology program are licensed and trained in a different focus (clinical) and have limited or no experience in school counseling. This may impact accreditation for both

programs.

In February 2022, based on the recommendation of the Graduate Council, additional consultation and letters of support were received by Dr. Murata from Dr. Bryan Kim, the former Director of the UH Hilo MA in Counseling Psychology program and current Chair of the Division of Social Sciences in the College of Arts and Sciences at UH Hilo, and Nicole Colello, President of the Hawai'i Association of School Counselors (see attached). Both outlined support for the COE's proposed SC program to address the need for licensed school counselors. Also, on January 31, 2022, Dr. Jessica Miranda from the COE consulted with AAQEP staff to determine necessary steps for accreditation (see more in Section V below).

F. Please complete tables 4-6 below.

A cohort of 10-15 students will be admitted yearly; an average of 12 students per cohort was used to generate data for Table 4. As a new cohort is admitted, across their first year (Fall, Spring, and Summer semesters) the students will enroll in a total of 18 credits. With an Outreach College graduate tuition rate of \$650/credit and a total of 12 students, this will generate **\$140,400 in tuition in Year 1**. In Year 2, a second cohort will begin, yielding 24 new students. Students in the two cohorts will enroll in 18 credits each for Year 2 of the program. With two cohorts running, 24 students x 18 credits x \$650/cr = **\$280,000 will be generated as tuition revenues in Year 2**. In Year 3 we will reach capacity with three concurrent cohorts, from that year forward. In Year 3, 36 students will enroll in 18 credits each, and **\$421,200** in tuition revenues will be generated yearly from that point forward. If a maximum of 15 students per cohort are admitted, the revenues will exceed those listed in Table 4. At present, Outreach College retains 27% of the revenues, returning 73% to the College of Education. From Year 3 forward, this would result in revenue of approximately **\$113,724 for Outreach College** and **\$307,476 for the College of Education** annually. These program revenues will exceed the costs to fund this new program.

Table 4. Existing Resources and Funding (Funding Generated through Outreach College)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Cu Yr
Existing Resources	1 tenure track full professor - RCEP and SC	1 tenure track full professor - RCEP and SC	1 tenure track full professor - RCEP and SC	1 tenure track full professor - RCEP and SC	1 tenure track full professor - RCEP and SC	1 tenure track full professor - RCEP and SC	
Combined Tuition/Summer/Course Fees	12 students x 18 cr x \$650 = \$140,400 COE: \$102,492	24 students x 18 cr x \$650 = \$280,800 COE: \$204,400	36 students x 18 cr x \$650 = \$421,200 COE: \$307,476	36 students x 18 cr x \$650 = \$421,200 COE: \$307,476	36 students x 18 cr x \$650 = \$421,200 COE: \$307,476	36 students x 18 cr x \$650 = \$421,200 COE: \$307,476	
Other Allocation (Grants)							

Outreach College tuition = \$650/cr. resident

As previously mentioned, two additional faculty will be needed to support the MEd in School Counseling. The College plans to provide them incrementally in the time frame required through internal reallocation based on current and expected retirements and expected revenue through Outreach College. The first faculty position will be through internal reallocation. The College expects funds generated through Outreach College from Year 3 on out to be applied towards the second faculty position (see Table 4 and 5). These faculty will contribute to both SC and RCEP programs.

Table 5. Anticipated NEW Personnel (supported by funds generated through Outreach College and by internal reallocation of positions in the COE)

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current Year
New Tenure Track Faculty	1 new \$65,000	1 new & 1 continuing \$130,000	2 continuing \$130,000	2 cont. \$130,000	2 cont. \$130,000	2 cont. \$130,000	
Total Cost	\$65,000	\$130,000	\$130,000	\$130,000	\$130,000	\$130,000	

Other program costs: Instructional and office supplies are minimal and can be absorbed by the College. There will not be new **library** costs associated with the MEd in SC. Most of these resources are electronic and can be used by multiple students concurrently. Because the MEd in SC is to be delivered primarily on-line, **classroom space** is not required. There will be additional costs for mileage and travel expenses to conduct practicum supervision, which will be covered by funds generated through Outreach College. Virtual observation tools, such as GoReact, will also be considered to supplement face-to-face supervision, and lower travel/mileage costs.

Table 6. Anticipated NEW Operating Costs (funds available generated through Outreach College)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current Year
New Operating Costs- mileage & travel for practicum supervision	\$5000	\$7500	\$10,000	\$10,000	\$10,000	\$10,000	

V. Program Effectiveness

A. Briefly describe (one paragraph or less) the plan for assessing the quality of student learning.

The proposed program will adhere to the guidelines of the KRS department in assessing student learning, including embedded student assessments in each course, end-of-course evaluations for all courses, and required end-of-semester student reflection activities. Student learning will also be assessed through field work observation evaluations from site supervisors and instructors. Internship site supervisors and instructors will have the opportunity to provide feedback and guidance to students on a regular basis. To gather additional feedback about student learning and program responsiveness, we plan to assess students via an online survey after their first year of the program. We also hope to conduct a follow up survey upon graduation to understand the impact of the graduate degree on their professional and personal life. The data will be analyzed, and the findings will be presented to faculty, students, and other stakeholders. The findings of the data will help shape future direction of course development and program implementation to support a high-quality education and experience for the students. The assessment plan will include multiple assessment measures from program entry to post-completion, including both direct measures of student performance through course and clinical observation assessments, as well as indirect measures through

end-of-course evaluations and surveys administered during the program, at the time of completion, and post-graduation.

B. Identify relevant program accreditation and plans to meet accreditation requirements.

The program will seek national accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP). The program is being designed to align with AAQEP's standards to ensure that the program meets all accreditation requirements set forth by AAQEP. In June 2021, sixteen of the College of Education's (COE) academic programs were awarded full national 7-year accreditation (through June 30, 2028) by AAQEP with no conditions or concerns cited. The COE was the first institution to be awarded national AAQEP accreditation of doctoral programs. AAQEP was founded by educators in 2017 to promote the preparation of effective educators and other school professionals in innovative, outcome-focused programs that engage education's toughest challenges directly and in context. AAQEP's comprehensive standards for educator preparation specify aspects of completer performance and program practice that identify effective programs and that qualify those programs for AAQEP accreditation. AAQEP currently has awarded accreditation to two school counseling programs: Utah State University and Northwest Missouri State University. In addition, the University of the Virgin Islands has a school counseling program in the pipeline for AAQEP accreditation review.

Once approved by the University, the program will seek approval from the Hawai'i Teacher Standards Board to fully license graduates in the specialty area of School Counseling. The School Counseling program faculty and the COE's Director of Assessment, Accreditation, and Accountability, Jessica Miranda, met with AAQEP staff on January 31, 2022, to determine the necessary steps to pursue AAQEP accreditation for a new program when the institution currently holds AAQEP accreditation for other programs. They informed us that once the School Counseling program is approved both by the university and by the HTSB, then we can submit the AAQEP Substantive Change Request Form, which will officially notify them of our new program and initiate the process of determining when full accreditation review of the new program will take place. Faculty hired for the SC and RCEP Program will have met minimum requirements in specialty areas. There were no issues surrounding a minimum number of qualified faculty required for accreditation.

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Center for Disease Control and Prevention. Children's Mental Health. Available at: <https://www.cdc.gov/childrensmentalhealth/data.html>. Retrieved on 02/20/2020.

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UNIVERSITY
of HAWAII
MĀNOA

MEMORANDUM

November 24, 2020

TO: David Lassner
President

VIA: Michael Bruno *Michael Bruno*
Provost

VIA: Laura Lyons *Laura Lyons*
Interim Associate Vice Chancellor for Academic Affairs

VIA: Krystyna Aune *Krystyna Aune*
Dean, Graduate Division

FROM: Nathan M. Murata *Nathan M. Murata*
Dean

SUBJECT: Request Approval of ATP for a Master of Education in School Counseling

SPECIFIC ACTION REQUESTED:

It is requested that the President approve the Authorization to Plan (ATP) for a Master of Education in School Counseling, College of Education, Department of Kinesiology and Rehabilitation Science (KRS), University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE DATE:

Upon approval, first cohort to enter Fall 2024.

ADDITIONAL COST:

Two additional faculty positions will be needed. The College plans to provide them in the time frame required through internal reallocation based on current and expected retirements. We will need the campus to approve these hiring actions within existing COE resources.

PURPOSE:

The College of Education proposes to offer a Master of Education in School Counseling further known as *MEd in School Counseling*. The mission of the program is to offer graduate level training that is designed to promote practical implementation of essential knowledge, skills, and attitudes necessary to produce knowledgeable and skillful practitioners in the field of school counseling

BACKGROUND:

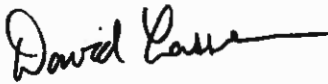
School counselors are considered a vital part in recognizing and addressing youth mental health and wellness appropriately in the K-12 setting. The University is in a position to provide much needed graduate level specialization to address this urgent national and local need. There are no programs available in the University of Hawai'i system that offers the specialty area of School Counseling. The opportunity to utilize elements of the successful KRS program allows for the best use of resources and creates a wealth of knowledge for the students to tap into.

ACTION RECOMMENDED:

It is recommended that the President approve the Authorization to Plan (ATP) for a Master of Education in School Counseling, College of Education, Department of Kinesiology and Rehabilitation Science (KRS), University of Hawai'i at Mānoa.

UPDATED: Officers (meeting date): 04/19/2021
 CCAO (meeting date): 04/21/2021

APPROVED ~~DISAPPROVED~~: w/COE revision to "Additional Cost" in memo and "New Resources" in ATP submitted 3/31/2021.



David Lassner
President

April 29, 2021

Date

Attachments:

1. ATP – MEd in School Counseling

ATTACHMENT

Authorization to Plan MEd in School Counseling

1. Campus, school/college and department/division proposing the new program

The University of Hawai'i at Mānoa, College of Education, is proposing a Master of Education in School Counseling.

2. Degree proposed and program objectives

We propose a Master of Education in School Counseling, a specialized field of study. Once approved, the program will be submitted to the Hawaii Teacher Standards Board (HTSB) for approval in School Counseling (K-12). The objectives of the proposed program are to:

- Provide a graduate level education in school counseling, which is currently not offered in the University of Hawaii system.
- Assist the State of Hawaii by providing a new entry point for prospective school counselors to obtain HTSB licensure.
- Assist the State of Hawaii by providing another option for residents to obtain a high quality and cost-efficient graduate level degree in School Counseling.
- Deliver an online graduate program statewide to allow students on Oahu as well as the neighbor islands to enroll in the program.

The proposed graduate level degree is a distance education program leading to a Master of Education in School Counseling. Nationally, school counseling programs range from 48-60 credits and include MEd, MS, and MA degrees. A Master of Education degree often includes the following majors: curriculum and instruction, counseling, school psychology, and administration. The Master of Arts degree is a degree option that is focused on areas such as the humanities. The Master of Science degree option is usually for programs that are more focused on scientific and mathematical subjects. School counseling programs vary across IHEs; including Master of Arts in Education, Master of Science in Education, Master of Education, Master of Arts, and Master of Science.

This School Counseling program will share core requirements with the graduate level KRS Rehabilitation Counselor Education Program (RCEP). In alignment with the KRS department, the mission of the program is to offer graduate level training that is designed to promote practical implementation of essential knowledge, skills, and attitudes necessary to produce knowledgeable and skillful practitioners in the field of school counseling. Our graduates will be prepared to effectively work with a diverse K-12 student population, including students with disabilities, students from military families, and linguistically diverse students and their families. A strong theoretical foundation as well as a hands-on, in-depth practicum and internship will provide the framework for the proposed program. We propose a high-quality graduate school counseling education program that meets the ethical, curriculum, and performance Standards of the Hawaii Teacher Standards Board (HTSB), and the American School Counselor Association (ASCA) and the Association for Advancing Quality in Educator Preparation (AAQEP) national standards. The ASCA national standards are also embodied in the program outcomes as outlined:

- To prepare students with knowledge and techniques in school counseling;
- To prepare students with knowledge of research and development in counseling and with skills for applying, conducting, and evaluating school counseling programs;

- To provide opportunities for students to develop understanding of ethical practices in school counseling through demonstration, research, program development, faculty consultation, and in-service practicum education;
- To increase student's level of multicultural and linguistic diversity awareness, knowledge, and skills, especially as applied to school counseling.

3. Alignment with the Campus and UH system mission, strategic plan and the Integrated Academic and Facilities Plan

(https://www.hawaii.edu/offices/aa/IAFP_BOR_Approved_April17.pdf).

The proposed graduate program aligns with the UH Strategic Directions (2015-2021) in the following areas:

Hawai'i Graduation Initiative (HGI)

- a. HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.*

The proposed program provides an online format which will expand opportunities statewide for Native Hawaiian students, under-represented populations, military/veterans and their families, returning adults, and online students.

Summer sessions are incorporated in the design to best support student success.

- b. HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.*

This proposed program will address the workforce and community needs in the Hawai'i DOE in the area of school counseling and in the community priority and identified critical gap area of Health and Wellness (see below).

- c. HGI Action Strategy 4: Increase delivery of online courses and degrees, while maintaining other distance delivery modes (interactive TV, cable TV, and off-campus face-to-face instruction.)*

The proposed program will be designed to deliver online courses targeting graduate students statewide. Professional development and distance teaching support for faculty from the COE will be provided to deliver quality and effective courses and services. Additionally, online student services will be provided to support academic success in various forms from application to program completion.

Hawai'i Innovation Initiative (HII)

- d. HII Action Strategy 3: Invest internal resources and seek external resources for strategic infrastructure requirements and hires that leverage our location and strength as well as address critical gaps.*

- *Health and Wellness*

The proposed program addresses one of the stated critical gaps identified as a community priority, Health and Wellness, as school counseling is commonly described under the umbrella or aligned with the profession of counseling. The proposed program will seek approval from the Hawai'i Teacher Standards Board to fully license graduates in the specialty area of School Counseling (K-12).

High Performing System (HPS)

- e. *HPS Action Strategy 1: Employ best practices in management, administration and operations.*

Currently, there are no competing, existing, or duplicate programs for the specialty area of School Counseling in the University of Hawai'i system. Additionally, the proposed program supports best practices in management, administration, and operations by utilizing current structures in place to provide students with a new opportunity. The proposed MEd in School Counseling program is implementing common core and elective classes with the current KRS Rehabilitation Counseling program and will therefore save the University on some instructor and overhead costs, as well as maintaining a robust student class size.

- 4. **Justification of need** that includes a clear rationale for the new program with as much direct evidence as possible. If justification is not tied to employment or industry need, the rationale should include evidence that the proposed program is linked with high priority initiatives of the campus or system.

According to the U.S. Bureau of Labor Statistics, school counseling as a profession has a national employment projected growth rate of 8% between 2018- 2028, faster than the average of all other occupations. Nationally, most colleges of education within public universities offer a graduate school counseling program as part of their service commitment to P-12 schools. Currently, there are no programs that provide licensure for the specialty area of School Counseling in the University of Hawai'i System. The proposed program will seek approval from the Hawai'i Teacher Standards Board to fully license graduates in the specialty area of School Counseling K-12 to address the constant need for school counselors in the DOE. Although it has not been deemed a shortage area, vacancies in school counseling continue to go unfilled. According to Hawai'i DOE Assistant Superintendent Cindy Covell (personal communication 8/10/20), as of August 10, 2020, the DOE has 571 school counselor positions statewide and 18 existing vacancies. The only program in the state of Hawaii providing licensure for School Counselors approved by the Hawaii Teacher Standards Board is Chaminade University, which under normal circumstances (pre-COVID) offers an in-person based program only to serve the island of O'ahu. Based on the 2018 Hawaii Teacher's Standards Board report, in 2016-2017 21 students graduated from the Chaminade school counseling program, and 18 completed the program in 2017-2018. ANNUAL STATE APPROVED TEACHER EDUCATION PROGRAM REPORT 2018 Section I.

– EPP Profile

The proposed program also addresses one of the stated **critical gaps identified as a community priority**, Health and Wellness, as school counseling is commonly described under the umbrella or aligned with the profession of counseling. A steady pipeline into the profession is needed so the DOE is not left with uncertified counselors in counseling positions providing critical services and care to the students. Additionally, school counselors will play an essential role in helping students re-adjust to school and life regarding the trauma of COVID impacting schools, families, and students.

The MEd in School Counseling responds to the national and local need to better address a growing population of culturally and linguistically diverse students and their families and speaks directly to the COE's Strategic Planning Framework Principle: Native Hawaiian Place of Learning

and Teaching (college-wide presentation by Dr. Murata, 8-20-20). The unique quality of the University of Hawai'i at Mānoa is the ability to provide graduate students with an education immersed in Native Hawaiian culture and diversity. The demographic make-up of the student population in KRS includes a culturally-diverse student body, faculty, and staff. The outcome of this type of experience is graduates who are better equipped to work in schools with students representing diverse backgrounds and beliefs. By offering the program online, we offer the opportunity for those living and working in the outer islands and rural areas to become licensed school counselors. Additionally, the program will be utilizing local public and charter schools for school counseling internships, which allow for authentic experiences in a culturally diverse school setting and grounds the COE's principle to commit to actualize a Native Hawaiian place of learning and teaching. The School Counseling internship embeds collaboration and instruction between the DOE faculty, UH faculty, and students. **This addresses the COE's 2nd Strategic Planning Principle of Collaboration, Partnerships and Community.** The internship collaboration with the DOE and online format prepares students from all geographic areas, including outer islands and rural areas, to train and eventually work and serve in the communities they live in. **This provides the state DOE with certified counselors who live in hard to fill areas.**

The proposed MEd in School Counseling also responds to the local and national need of identifying and addressing student mental health and wellness and this is reflected in the COE's 3rd Strategic Planning Principle of Innovate and Inspire. According to the CDC ([Data and Statistics on Children's Mental Health](#)), youth behavioral and mental health issues are on the rise, including depression and anxiety. According to recent data ([Mental Health in America - Youth Data](#)), 59% of youth with major depression do not receive mental health treatment across the nation. In Hawai'i, 58% or about 6,000 youth with major depression do not receive any mental health services. The 2017 Youth Risk Behavior Survey indicates 10% of the high school youth surveyed in Hawai'i attempted suicide, 16% seriously considered attempting suicide, and 29.5% of high school youth felt sad or hopeless for almost every day for 2 weeks or more that they stopped doing some normal activities ([Youth Online: High School YRBS - United States 2017 Results | DASH](#)). **School counselors are considered a vital part in recognizing and addressing youth mental health and wellness appropriately in the K-12 setting and are needed more than ever.** While too early to determine with certainty, one can predict the pandemic's impact on youth include increased anxiety and depression among school aged children. As stated by Courtney, D., Watson, P., Battaglia, M., Mulsant, B. H., & Szatmari, P. (2020), "Children and youth are highly vulnerable to the impact of sustained stressors during developmentally sensitive times, and thus, their mental health during and after the pandemic warrants special consideration." Researchers also point to the underfunding of youth mental health services as a problem and is exacerbated during the pandemic as resources get diverted and identification, assessment, and providing services become more challenging (Courtney et al, 2020). According to Dean Murata's College-wide address, the COE is committed to providing novel and new ways to inspire and provide constructive change towards a more just and equitable society. **The university and specifically the COE is in a unique position to provide a much needed graduate level specialization to address this urgent national and local need.**

The School Counseling program will accept 10-15 students to start the program in the Fall of 2024. We expect to have our first graduates in the Spring of 2027. Based on the closely aligned and successful MS in KRS for Rehabilitation Counselor Education Program (RCEP), we expect a retention rate of 82% or higher (the average retention rate from 2009-2016 for the MS KRS in RCEP), which amounts to 8-12 students graduating in 2027. The typical length of time spent obtaining the RCEP

degree was 36 months, and is the expected amount of time for the MEd in School Counseling. **Based on the RCEP data, we also expect a 94% or higher employment rate within 6 months of graduating from the program.** This addresses the COE's 4th Strategic Planning Principle - Research to Improve Educational Outcomes and demonstrates the COE's commitment to innovate, improve, or influence the knowledge base of diverse learners who can contribute to a just society. **Additionally, the COE's School Counseling program provides the opportunity to obtain an MEd in a financially feasible, online format that appeals to non-traditional students who may be returning to school, changing careers, and balancing family and work responsibilities.**

5. **Demand for the program provides data/evidence that there is sufficient unmet demand in one or more of the following areas: student demand, demand for services or intellectual property of the program and/or employer demand.**

As stated previously, **there are no programs available in the University of Hawai'i system that offer the specialty area of School Counseling.** UH Hilo offers a Master of Arts in Counseling Psychology with a specialization in clinical mental health counseling.

According to the licensing entity for the Hawai'i DOE, the Hawai'i Teacher Standards Board, the only other graduate level program that offers this specialty area located in Hawai'i is at Chaminade University. According to the 2019-2020 Chaminade Graduate Catalog (pp. 72-86), Chaminade offers a Master of Science in Counseling Psychology in a campus-based format. Their School Counseling specialty area is a 60-credit degree at a cost of \$1,000 per credit. This amounts to approximately \$60,000 for degree completion at Chaminade. The proposed MEd in School Counseling will be 48 credits. The cost is approximately \$663 per credit via Outreach College and will amount to about \$31,824 plus fees. **This cost savings will make college affordable and attractive to local and non-residents alike.** Chaminade University under normal circumstances (pre-COVID) offers an in-person based program only to serve the island of O'ahu. Based on the 2018 Hawaii Teacher Standards Board report, in 2016-2017 21 students graduated from the Chaminade school counseling program, and 18 completed the program in 2017-2018. [ANNUAL STATE APPROVED TEACHER EDUCATION PROGRAM REPORT 2018 Section I. – EPP Profile](#)

The proposed program will seek approval from the Hawaii Teachers Standard Board (HTSB) for licensure in the specialty area of School Counseling K-12 to address the constant need for school counselors in the DOE. Although it has not been deemed a shortage area, vacancies in school counseling continue to go unfilled. According to Hawai'i DOE Assistant Superintendent Cindy Covell (personal communication 8/10/20), as of August 10, 2020, **the DOE has 571 school counselor positions statewide and 18 existing vacancies.** A steady pipeline into the profession is needed so the DOE is not left with uncertified counselors in counseling positions providing critical services and care to the students. Additionally, school counselors will play an essential role in helping students re-adjust to school and life regarding the trauma of COVID impacting schools, families, and students.

School Counseling programs can be regionally or nationally accredited from various bodies. The nationally accredited bodies include AAQEP, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and Masters in Psychology and Counseling Accreditation Council (MPCAC), all of which currently require a minimum of 48 credits. Our proposed program adequately addresses the minimum requirements to seek national accreditation. The School

Counseling curriculum is also aligned with the KRS Rehabilitation Counselor Education Program (RCEP) curriculum, which is currently accredited by CACREP. In order to continue CACREP accreditation, the COE must have three fulltime faculty devoted to counseling programs. Once there are sufficient faculty and support staff resources for the counseling programs, the COE will reassess accreditation. In addition, CACREP is changing the minimum number of credits from 48 to 60. This School Counseling program will initially be a 48-credit program; not all accreditation bodies require 60 credits (AAQEP). The credit requirements will be reconsidered when national accreditation is pursued.

List of Accredited School Counseling Programs (2020):

AAQEP:

[Accredited Programs](#)

CACREP:

[Directory](#)

MPCAC:

[Accredited Programs](#)

6. **Non-duplication of programs** is addressed by listing all programs with the same degree level offered at other UH institutions. There are currently no programs offering the specialty area of School Counseling in the UH system and the proposed program will seek approval from the Hawai'i Teacher Standards Board to fully license graduates in the specialty area of School Counseling.

As previously mentioned, UH Hilo offers a Master of Arts in Counseling Psychology, however that program is not comparable to the proposed program. UH Hilo's program specializes in mental health counseling for licensure as a Licensed Mental Health Counselor. This is not the same as a School Counseling program, which focuses on knowledge and practical skills in the field of School Counseling and seeks licensure with the HTSB.

According to the HTSB website, these are the approved preparation programs for hire in the HIDEOE: <https://hawaiiteacherstandardsboard.org/content/preparation-programs-2/>

For School Counseling, the only approved HTSB program approved is:

Chaminade University: Behavioral Sciences Division

Preparation Program Level

Master's Degree with Licensure

License Fields and Grade Levels

School Counselor (K-6, 6-12, K-12)

The proposed MEd in School Counseling shares many of the core requirements and select elective courses of the KRS RCEP program. The opportunity to utilize elements of the successful KRS program allows for the best use of resources and creates a wealth of knowledge for the students to tap into.

Consultation with both KRS and Dr. Nathan Murata, Dean of the COE, occurred on or before February 25, 2020 regarding this ATP application.

7. **List potential risks** (e.g., insurance, vendor contracts, off-site management) associated with the new program. These potential risks will be fully assessed in the new program proposal.

The College of Education is experienced in implementing successful teacher preparation programs. Potential risks are routinely reviewed and includes practices such as requiring practicum and internship students to obtain liability insurance and requiring all faculty who supervise counseling candidates to pass a background check. In addition, the Hawaii DOE institutes screening and fingerprinting of graduate students completing internship hours in a DOE school setting.


8. **New Resources.** If new resources will be necessary, please identify from where those resources will come.
Two additional faculty positions will be needed. The College plans to provide them in the time frame required through internal reallocation based on current and expected retirements. We will need the campus to approve these hiring actions within existing COE resources.
9. **Timeline** for submission of new program proposal.

Pending expedited review and approval of the proposal, the timeline is as follows:

Spring 2023	Advertise the program and recruit
Fall 2023	Student applicatioin period open
Spring 2024	Acceptance into the program
Fall 2024	Program starts

Signature Page

Signature indicates that the person has reviewed the ATP and supports the proposed program. Signature page is to be completed prior to submission to the VPAPP.

 Nathan Murata October 30, 2020

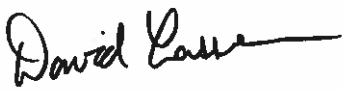
Dean/Department/Division Chair Print Name Date

 Krystyna S. Aune October 30, 2020

Dean, Graduate Division (grad only) Print Name Date

 Michael Bruno

Provost Print Name Date

 David Lassner 04/29/2021

President Print Name Date



Presented to the Mānoa Faculty Senate by the Graduate Council for a vote of the full senate on April 20th, 2022, a resolution supporting the proposal for provisional status for the Master of Education degree in School Counseling. Approved by the Mānoa Faculty Senate on April 20, 2022 with 48 votes (97.96%) in support; 1 vote (2.04%) opposed; and 4 abstentions.

**RESOLUTION SUPPORTING THE PROPOSAL FOR PROVISIONAL STATUS FOR THE
MASTER OF EDUCATION (MEd) IN SCHOOL COUNSELING**

WHEREAS, the Department of Kinesiology and Rehabilitation Science (KRS) in the College of Education has proposed to establish a Master of Education (MEd) in School Counseling to better meet the needs of students who seek to become school counselors licensed by the Hawai‘i Teacher Standards Board (HTSB); and

WHEREAS, the Department of KRS currently offers a MS degree in KRS with a concentration in Rehabilitation Counseling in Education (RCE), and the proposed MEd in School Counseling is designed to share resources by requiring most of the same courses as for the degree in RCE; and

WHEREAS, until 2008 the College of Education offered a 60-credit MEd degree in School Counseling and Guidance; and

WHEREAS, the newly proposed MEd would offer a 48-credit path in School Counseling, and by offering the degree in an online format through Outreach College, KRS aims to make the degree more available to students living and working away from the Mānoa campus and to provide funding for additional positions needed to support the program in the long term; and

WHEREAS, most colleges of education in public universities in the U.S. offer a graduate school counseling degree as part of their service commitment to K-12 schools, at this time the only other program in the state to offer a similar degree is at Chaminade University, while the University of Hawai‘i at Hilo offers an MA in Counseling Psychology with a clinical rather than a K-12 focus; and

WHEREAS, according to the U.S. Bureau of Labor Statistics, the profession of School Counseling has a national employment projected growth rate of 8% between 2018-2028, and the HTSB School Counseling Workgroup Report 2020-2021 found that approximately 45 practicing counselors in Hawai‘i schools were not licensed in the field of School Counseling; and

WHEREAS, the proposal has been reviewed and endorsed by the KRS faculty, the Faculty Senate of the College of Education, the dean of the College of Education, and the Graduate Council; therefore,



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MĀNOA FACULTY SENATE

BE IT RESOLVED, that the Mānoa Faculty Senate approves the proposal to grant provisional status to the Master of Education degree in School Counseling in the Department of Kinesiology and Rehabilitation Science in the College of Education.

Supporting document:

[Final Action Memo for the School Counseling \(Revised March 24, 2022\)](#)

[Final School Counseling Proposal \(Revised March 24, 2022\)](#)

Feb 5, 2022

Nathan M. Murata
Professor & Dean
College of Education, University of Hawaii at Manoa
1776 University Avenue, Everly Hall 128
Honolulu, HI 96822

Nicole Colello
President, Hawaii School Counselor Association
PO Box 894034
Mililani, HI 96789

Dear Mr. Nathan M. Murata,

I am writing in support of the development of a school counseling program at the University of Hawaii, through the College of Education. I believe that the development of this counseling program will inspire future educators to continue to further their own education to help the keiki of Hawaii. School counselors at every level are beneficial in creating safe environments where students can thrive academically, behaviorally, socially and emotionally. We owe it to our keiki to provide them with licensed school counselors who can support their needs and let their voices be heard.

Living through the pandemic the past few years has shown how important school counselors are in listening to students and teaching them how to manage their emotions in a healthy and productive way. If they are not given the tools and opportunities to express themselves then we are not giving them the ability to succeed. The world has seen the value of us prioritizing our mental health and we need to start to prioritize our students' mental health as well.

I am hoping that with the development of the school counseling program people on outer islands are given the opportunities to learn and grow on the islands that they call home. People who are part of the program would be able to support the keiki on their islands during their internships. There will be no need for students to travel to Oahu for their education and move their livelihoods. Connecting virtually with others the past few years has shown us that we are able to be together even though we are far apart.

I would love to see at least one licensed school counselor at every school who can dedicate their day to helping students achieve their highest potential. An even crazier idea would be to have a school counselor for every 250 students, as suggested by the American School Counselor Association. You can help us get there by allowing and supporting the creation of the

school counselor program at the University of Hawaii. The decisions you make today will help the keiki of Hawaii tomorrow.

Sincerely,
Nicole Colello
President, Hawaii School Counselor Association
School Counselor, Sunset Beach Elementary



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HILO

February 3, 2022

Nathan M. Murata, Professor & Dean
 College of Education
 University of Hawaii at Manoa
 1776 University Avenue, Everly Hall 128
 Honolulu, HI 96822

Dear Dean Murata:

My name is Bryan Kim, Ph.D., and I am writing to offer my strongest support for starting a master's program in school counseling at the University of Hawaii at Manoa's College of Education. I am a professor of psychology and the chairperson of the Division of Social Sciences at the University of Hawaii at Hilo. I am also a core faculty in the MA Program in Counseling Psychology (Specialization: Clinical Mental Health Counseling) and was its director for 12 years from 2008 to 2020. Given my experiences in our MA raining program, I feel that I can speak knowledgeably about the need for a school counseling program at UH Manoa.

In our MA program, we train our students to become clinical mental health counselors and to eventually obtain the license in mental health counseling in the state of Hawaii. We typically admit 20 students each year and we have been receiving far more applications than we can accept; last year, we received over 150 applications. This demonstrates a great interest in the mental health counseling and more broadly in the field of counseling for which school counseling is one of the allied sub-disciplines.

More specific to school counseling, when I was the director of the program, I received numerous inquiries about whether our program offers training in school counseling. Unfortunately, given the different certification requirements for school counselors, compared to mental health counselors, I have had to turn away these potential students. In Hawaii, Chaminade University is the only entity that offers a school counseling program. However, the program is very small and it cannot meet the demand. If UH Manoa implemented a school counseling program, I would expect it to help meet this high-level demand from interested applicants.

Psychology Department

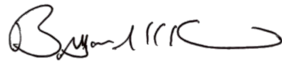
200 W. KAWILI STREET
 HILO, HAWAII 96720-4091
<http://hilo.hawaii.edu/~psych/>

PHONE: 808-933-3198
 FAX: 808.974.7737

From the service consumer side (i.e., K-12 students), given the ongoing pandemic and its negative effects on the students' socio-emotional development, the need for services from school counselors has and will continue to increase. A school counseling program at UH Manoa would certainly help to meet this important need for our keiki.

To conclude, I hope you will start a school counseling program at UH Manoa's College of Education. I believe the demand and need are such that the program will be a strong and vibrant one. Please do not hesitate to contact me at 808-238-4943 or bryankim@hawaii.edu if you have any questions about this letter.

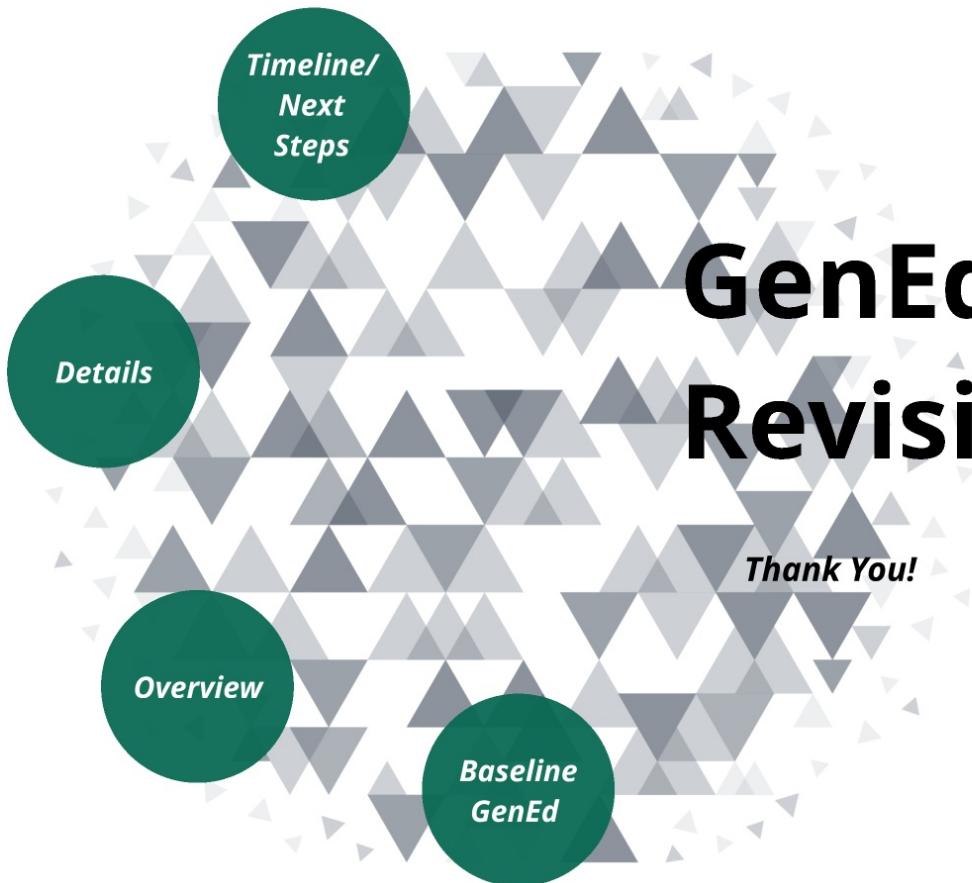
Sincerely,



Bryan S. K. Kim, Ph.D.
 Chair, Division of Social Sciences
 Professor of Psychology and Core Faculty of the MA Program in Counseling Psychology
 College of Arts and Sciences
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<https://cms.uhh.hawaii.edu/faculty/kim/>

Editor, *The Counseling Psychologist* (2020-2025)
 Associate Editor, *Measurement and Evaluation in Counseling and Development* (2008-Present)
 Past Editor, *Asian American Journal of Psychology* (2014-2019)
 Past Associate Editor, *The Counseling Psychologist* (2007-2013)
 Past Associate Editor, *Cultural Diversity and Ethnic Minority Psychology* (2007-2009)

Fellow, American Psychological Association (Divisions 17, 29, & 45)
 Fellow, Asian American Psychological Association
 Fellow, International Academy of Intercultural Research



GenEd 2.0: Revisions Draft

Thank You!



Baseline GenEd

- * Grounded in the national literature on competencies based education.
- * Focused on what is best for students, not what is best for departments.
- * Creates a process where any interested program can contribute meaningfully to the curriculum.
- * Proposes a baseline, or “skeletal” set of requirements that the 10-campus system will share while creating the opportunity for each UH campus to take up the mantle of designing a signature Gen Ed program with these requirements

What's new, what's not new

Retained from Current GenEd	Retained from Revisions Proposal
<ul style="list-style-type: none">• Basic Structure	<ul style="list-style-type: none">• New Hawai'i Foundations Course
<ul style="list-style-type: none">• Competency designations	<ul style="list-style-type: none">• Reinforcement (but not called touchpoints)
<ul style="list-style-type: none">• Breadth Requirements	<ul style="list-style-type: none">• The guiding principles

*What it
does*

*What it
does not
do*

What the Proposal Does

- Provides a core consistent baseline curriculum for the entire system.
- Allows campuses to creatively build high impact practices into how they achieve the core curriculum.
- Smooths out transfer and articulation issues by sharing the foundations and diversification components across all campuses.
- Creates critical scaffolding of learning for those students achieving a 4-year degree.
- Decreases the bureaucracy of the current system by changing how courses are approved and included in the gen ed curriculum.
- Grounds our curriculum in Hawai'i and its place as an indigenous serving institution.

What it does not do

Using the existing designation approach means that the proposed baseline requirements can be developed by individual UH campuses as is appropriate for their students' needs and faculty interests. ***We are not proposing the exact same set of Gen Ed courses for all ten UH campuses, but all campuses need to start with the same core designations.***

Proposed Changes: Foundations

Breadth

Focus

Advantages

Current Requirements	Proposed Requirements: Transfer degrees	Proposed Requirements: BA/BS degrees
Foundations		
1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course
1 Foundations Written Communication (FW) course <ul style="list-style-type: none"> Includes information literacy in SLOs 	1 Foundations Written Communication (FW1) course <ul style="list-style-type: none"> Includes information literacy in SLOs 	1 Foundations Written Communication (FW1) course <ul style="list-style-type: none"> Includes information literacy in SLOs
N/A (UHWO has 3 writing courses requirement)	1 Foundations Writing in the Disciplines (FW2) <ul style="list-style-type: none"> Prerequisite is FW1 Note that for terminal 2-year degrees, this should not be a blanket requirement; individual programs may include this requirement, but not all should. 	1 Foundations Writing in the Disciplines (FW2): e.g., ENG 200 (Composition II), Intro to Business Writing, Intro to Social Science Writing <ul style="list-style-type: none"> Includes information literacy in SLOs Prerequisite is FW1
N/A (some campuses require Speech 151/152)	1 Foundations Oral Communication (FO) course	1 Foundations Oral Communication (FO) course
2 Foundations Global and Multicultural Perspectives (FG) courses	1 Foundations Global and Multicultural Perspectives (FG) course	1 Foundations Global and Multicultural Perspectives (FG) course
N/A	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107, HAW 100	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107, HAW 100 <ul style="list-style-type: none"> Includes introduction to ethical issues

Diversifications/Breadth		
Current Requirements	Proposed Requirements: Transfer degrees	Proposed Requirements: BA/BS degrees
2 courses from different categories: Diversification Arts (DA), Diversifications Humanities (DH), Diversifications Literature (DL)	1 DA, DH or DL course	1 DA, DH or DL course
2 Diversifications Social Sciences (DS) courses	1 DS course	1 DS course
1 Diversifications Biological Sciences (DB), 1 Diversifications Physical Sciences (DP), 1 Diversifications Laboratory (DY)	1 DB or DP science course and 1 lab	1 DB or DP science course and 1 lab

Reinforcement

Focus/Reinforcement		
Current Requirements	Proposed Requirements: Transfer degrees	Proposed Requirements: BA/BS degrees
1-5 Writing Intensive (WI) courses (varies by campus)		2 WI courses <ul style="list-style-type: none"> • Include information literacy in SLOs
1 Oral Communication (OC) course		1 OC course
1 Contemporary Ethical Issues (E) course		1 E course
1 Hawaiian, Asian & Pacific Issues (HAP) course		1 HAP course <ul style="list-style-type: none"> • Includes civic and community engagement in SLOs
31 credits of Foundations + Diversifications 12-24 credits of Focus	28 credits of Foundations and Diversifications*	28 credits of Foundations + Diversifications 9-15 credits of Reinforcement (limited double-dipping allowed)



Advantages

- * Update the current GenEd.
- * Create an efficient way to introduce and reinforce other important competencies.
- * Better transfer and articulation.
- * Intentionally scaffold skills.
- * Inspire creation of signature GenEd programs.

Proposed Changes: Foundations

Breadth

Focus

Advantages

Current Requirements	Proposed Requirements: Transfer degrees	Proposed Requirements: BA/BS degrees
Foundations		
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Timeline

Fall 2022: Consultation on baseline Gen Ed

Spring 2023: Ongoing consultation and votes

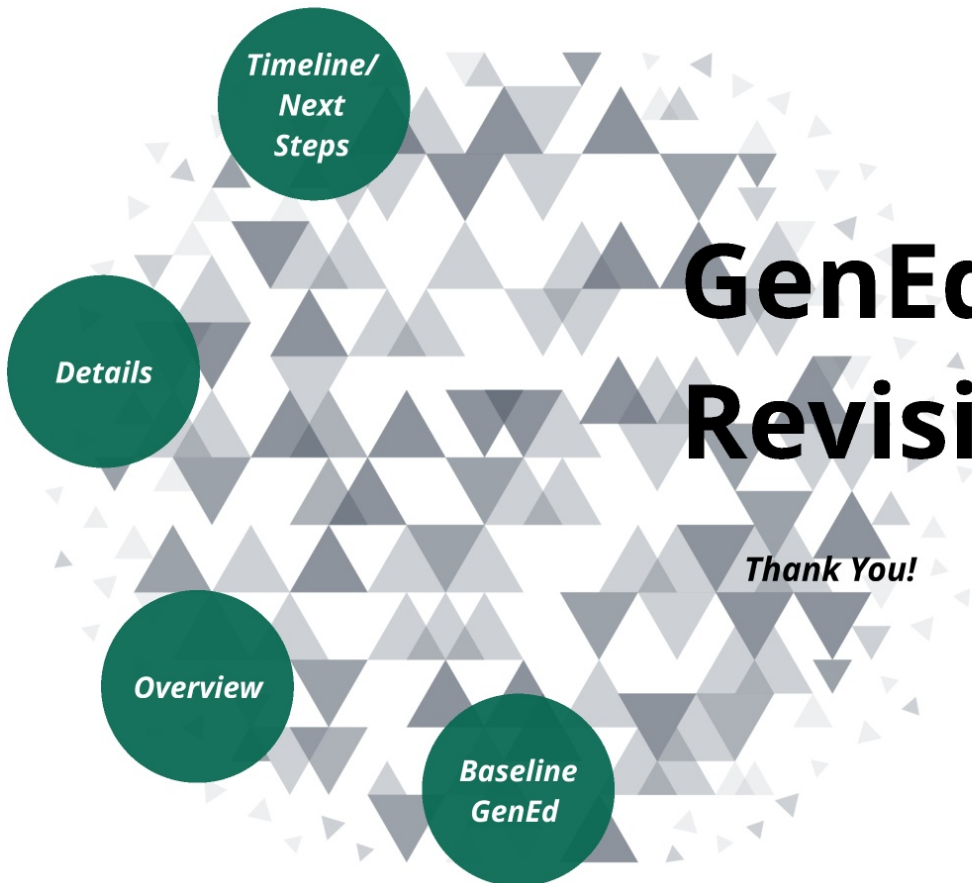
Late Spring 2023-Summer 2023: BOR Approval and Transition Work Begins

Summer 2023-Summer 2024: Implementation Work

Fall 2025: Transition

Fall 2026: Assessment

Fall 2029: Complete Transition



GenEd 2.0: Revisions Draft

Thank You!