Chaminade University

OF HONOLULU

MS COUNSELING PSYCHOLOGY

Inquiry Brief Proposal

Submitted to the

Council for the Accreditation of Educator Preparation

By

The School Counseling Program

Behavioral Sciences Division
Chaminade University of Honolulu

Accepted by CAEP for Audit Review:
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This Inquiry Brief was written by:

Darren Iwamoto, EdD, School Counseling Clinical Director and Deneen Wong, MSCP, School Counseling Internship Director.

This document was discussed with program faculty and staff during the process of its preparation and the draft was reviewed by all M.S. in Counseling Psychology faculty and staff members.

The draft was formally approved by M.S. in Counseling Psychology faculty:

Robert Santee, PhD, Dean of Behavioral Sciences

Harlene Simonelli, PhD, Professor of Psychology

Dale Fryxell, PhD, Professor of Psychology

Timothy Ficklin, PhD, Associate Professor of Psychology

Tracy Trevorrow, PhD, Professor of Psychology

Irene Mulford, PhD, Associate Professor of Psychology

Darren Iwamoto, EdD, Assistant Professor of Psychology

Program Checklist for the Inquiry Brief Proposal

Requirement for the *Brief Proposal*	Find it on page
1. We identify the author(s) of the document.	i
2. We provide evidence that the faculty approved the document.	i
3. We give a brief account of the history and logic of the program and its place within the institution.	1-7
4. We provide some demographics of program faculty and students (e.g., race and gender), broken out by year, by each program option.	10 (students only)
5. We state our claims explicitly and precisely.	12-13
6. We provide evidence to support our claims organized by their relationship to the components of QPI (1.1–1.3).	31-44
7. We provide evidence for all the subcomponents of QPI (I.4): learning how to learn (1.4.1), multicultural perspectives and accuracy (1.4.2), and technology (1.4.3)	31-44
8. We have checked that our claims are consistent with other program documents (e.g., catalogs, websites, and brochures).	Woven throughout the document
9. In the rationale, we explain why we selected our particular measures and why we thought these measures would be reliable and valid indicators of our claims.	15-18
10. In the rationale, we also explain why we think the criteria and standards we have selected as indicating success are appropriate.	15-18
11. We describe our method of acquiring our evidence – the overall design of our approach, including sampling and comparison groups (if applicable).	21-30
12. We provide at least two measures for each claim unless there is a single measure of certain or authentic validity.	19
13. For each measure we include empirical evidence of the degree of reliability and validity.	15-18
14. We present findings related to each claim, and we offer a conclusion for each claim, explaining how our evidence supports or does not support the claim.	Optional for Proposal
15. We describe how we have recently used evidence of student performance in making decisions to change and improve the program.	Optional for Proposal
16. We provide a plan for making future decisions concerning program improvements based on evidence of our students' performance.	45-52
17. We provide evidence that we have conducted an internal audit of our quality control system (QCS), and we present and discuss the implications of the findings from our internal audit (Appendix A).	58-69
18. We provide Appendix C that describes faculty qualifications.	76
19. We provide Appendix D that describes our program requirements and their alignment with state and national standards.	80
20. We make a case for institutional commitment to the program (Appendix B).	70-75
21. We make a case that we have sufficient capacity to offer a quality program (Appendix B).	70-75
22. We list all evidence (related to accreditation) available to the program (Appendix E).	99-103
23. We provide copies of all locally developed assessments in Appendix F.	104-137
24. We provide, if applicable, copies of decisions by other recognized accreditors for professional education programs not covered in the Inquiry Brief (Appendix G).	N/A

*The checklist for the *Inquiry Brief Proposal* need not have entries for rows 6, 7, 13, 14 and 15.

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Section 1: Program Overview

Historical Context of Chaminade University of Honolulu

Chaminade University is named for Father William Joseph Chaminade (1761-1850), a French Catholic priest who lived through the French Revolution and the rise and fall of Napoleon. During the Revolution, the Catholic Church was persecuted: churches and church land were taken over by the state, and clergy who did not cooperate were frequently executed. For five years Father Chaminade ministered to his people in secret, under the constant threat of death by guillotine.

In 1817, Father Chaminade founded the Society of Mary (Marianists). The primary purpose of the Marianists was, and is today, educating leaders for a new age. Father Chaminade, having seen the excesses of the Enlightenment and of secular religions, taught that human reason is not enough and that faith and reason must be combined for human beings to reach their fullest potential. Having experienced the revolution, he also realized that the Catholic Church must become a more positive and egalitarian force for spiritual growth and material well being in the modern world. The hallmark of Marianist education is the development of leaders who have a strong professional background, a mature faith, and ethical sensibility. Today, there are 111,000 students in 106 Marianist schools and universities in 30 countries.

The Marianists first arrived in Hawaii in 1883. They assumed the leadership of St. Anthony's School in Wailuku, Maui; St. Joseph's School in Hilo; and St. Louis College in Honolulu. In September 1955, the Marianists opened St. Louis Junior College on the St. Louis School campus. Under the direction of the Reverend Robert R. Mackey, S.M., it provided a two-year liberal arts program. Two years later the college expanded its programs and became a four-year coeducational college with the name of Chaminade College. In 1967 Chaminade extended its services to the community with the establishment of an evening program. A decade later, Chaminade College became Chaminade University of Honolulu with the addition of graduate programs.

Mission and Commitments of Chaminade University of Honolulu

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The University offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

From Chaminade's mission flows the following Core Commitments, which both amplify and specify the Mission. Chaminade understands that their Core Commitments guide both the service they offer and the formation of their educational community.

Commitments to Service:

- To offer quality academic programs, both those leading to a degree and those focused on continuing education, in a manner responsive to the needs of our students and communities;
- To graduate students who are recognized for their liberal arts learning, preparation for professional careers, facility in the use of information and communication technologies, interest in life-long learning, appreciation of diversity, sense of ethical responsibility, and commitment to leadership through service to affect positively individual lives and the common good;
- To be a community that looks beyond itself and engages in public service, that enriches the life of the wider community;
- To exhibit a strong social consciousness that expressly permeates all curricula;
- To engage in partnerships with the Hawaii community, our Pacific Island neighbors, the church and those with whom we share Marianist sponsorship; and
- To explore critically the intersections of faith and culture and, consistent with our identity, engage our students in this dialogue and participate in the processes of public learning and policy formulation and the building of a more just and peaceful society.

Commitments to the Character of Our Educational Community:

- To be a unified educational community where members are committed to our common mission and their self-development;
- To be a faculty and staff with a primary focus on student learning and the development of the whole person;
- To hold an extensive view of hospitality, meaning cordiality to the ideas and talents of others; to listen with an open mind that enhances our integrity and reasserts our humanity;
- To nurture a culture which honors and promotes open inquiry, reflection, critical dialogue with peers on and beyond the campus and the dissemination of our scholarship;
- To be a scholarly community which explores and encourages connections between disciplines and provides the various experiences necessary to make those connections. This implies intense, dedicated collaboration among colleagues and students;
- To foster an excellent multi-cultural learning environment drawing on our unique Pacific Island location;
- To conduct ourselves with personal integrity, perhaps the most powerful educational tool we possess; to serve as mentors and role models; the way in which we interact with students enables them to work with others in a like manner; and
- To be a community which stays the course through the difficult periods. Patience, self-discipline and sacrifice are necessary to build a strong community. We look within ourselves for solutions and the resolve to work through difficulties.

History of the School Counseling Program

In response to a 1978 needs assessment survey that was conducted by Chaminade University of Honolulu (CUH), the Master of Science in Counseling Psychology (MSCP) was developed for the purpose of preparing counselors for the community. The MSCP program was designed to be consistent with the Humanistic and Marianist Educational Values of CUH. Given the needs assessment and considerable discussion about program structure and logistics, the MSCP program was established in January of 1985 with one emphasis: Human Services (now called Mental Health Counseling). The MSCP program expanded to its current state where it now has three emphases: School Counseling, Mental Health Counseling, and Marriage and Family Counseling. The School Counseling program was given provisional approval by the State of Hawaii Department of Education (DOE) in the Fall of 1987. The DOE granted full approval to the School Counseling emphasis December 31, 1991. The Marriage and Family Counseling emphasis officially began in the Fall of 2000. It was also during the Fall of 2000 that the MSCP program was placed within the newly created Behavioral Sciences Division of CUH.

Overview of the School Counseling Program

The School Counseling program is an emphasis of the MSCP program. The MSCP program is housed within the Behavioral Sciences Division of CUH and falls under the regional accreditation of CUH by the Western Association of Schools and Colleges (WASC). (http://www.wascsenior.org/institutions/chaminade-university-honolulu) The School Counseling program is programmatically accredited and recognized by the Hawaii Teacher Standards Board (HTSB) and has the distinction of being a State Approved Teacher Education Program (SATEP) for School Counseling education. (http://www.htsb.org/wp-content/uploads/2012/10/NBI-09-28-Chaminade-SATE-Approval1.pdf)

The School Counseling program is designed to prepare its candidates as counselors within the K-12 school settings for the purpose of promote
ng and enhancing the learning process relative to helping K-12 students learn to help themselves in adapting to their various interrelated environments. This emphasis promotes and enhances the learning process within the context of academic development, career development, and personal/social development. This learning process, relative to these three contexts, promotes and enhances growth in such areas as the K-12 student becoming a self-directed learner, a community contributor, a complex thinker, a quality producer, an effective communicator and an effective and ethical user of technology.

The vision of the MSCP School Counseling program is to prepare school counselors to be successful in the educational community and, in the process of their educational preparation, to establish and strengthen partnerships with the DOE, independent educational institutions, and interrelated environments supportive of the educational process.

The MSCP School Counseling program is structured so that all candidates have a strong theoretical foundation and developed basic counseling skills before they enter the clinical portion of the program. The clinical portion of the program occurs during the last three terms of the program. Thus, candidates move from common foundation courses through common core courses and then to emphasis-specific courses.

Regarding the clinical phase of the School Counseling program, candidates will be placed in schools, at both elementary and secondary levels, for the required practicum and internships. The program provides considerable opportunity to observe and practice counseling skills under supervision by both site and University personnel. Students who complete the requirements for the School Counseling program will be eligible for the K-12 Hawaii Teacher Standards Board (HTSB) School Counseling license. The School Counseling program requires 60 course credit semester hours.

School Counseling program candidates will demonstrate:
  A. Declarative knowledge (e.g., the foundation, theory, and concepts) of an effective school counselor.
     • Skills and competencies in this area are developed and assessed in all School Counseling emphasis courses: Psy 500 School Counseling and Exceptional Children, PSY 501 The School Counselor in an Educational Context, PSY 771 School Counseling, PSY 646 Practicum, PSY 671 Internship A, PSY 672 Internship B, PSY 720 Psychological and Educational Testing, and PSY 776 Crisis Counseling; and
     • Declarative knowledge is assessed using the following assessment tools:
        o Core Comprehensive Examination
        o School Counseling Comprehensive Examination
        o Praxis II Professional Counselor Examination
  B. Procedural knowledge (e.g., ability to apply the skills) of an effective school counselor Skills and competencies in this area are developed and assessed, primarily
     • Skills and competencies in this area are developed and assessed, primarily in PSY 501 The School Counselor in an Educational Context, PSY 771 School Counseling, PSY 646 Practicum, PSY 671 Internship A, PSY 672 Internship B, and PSY 776 Crisis Counseling; and
     • Procedural knowledge is assessed using the following assessment tools:
        o Site Supervisor's Evaluation of School Counseling Candidate survey
        o Clinical course instructor's evaluation of the School Counseling candidate's case study and video course assignment.

Syllabus repository can be found here
(http://www.chaminade.edu/syllabus_repository/search.php)

The framework for conceptualizing issues, providing coherence, direction, and integrating curriculum, instruction, clinical experience, and assessing student learning outcomes regarding the preparing and development of counselors in the School Counseling program is derived from, and aligned with, various sources including:

  • Faculty input
  • The Standards of the National Board for Certified Counselors (NBCC)
  • The Council for Accreditation of Counseling and Related Activities (CACREP)
  • The American School Counseling Association (ASCA)
  • The American Counseling Association (ACA)

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- The Western Association for Schools and Colleges (WASC)
- Hawaii Teacher Standards Board (HTSB)
- The Hawaii State Department of Education
- The community-based MSCP School Counseling Advisory Board
- The Chaminade University Mission and Strategic Plan, and
- The Five Marianist Educational Values of Chaminade University.

Distinguishing Features of the MSCP School Counseling Program

   Marianist Educational Values. Chaminade University of Honolulu is a Marianist university. Marianists are members of the Catholic Society of Mary. They embrace the idea of education as a mechanism to transform society and have founded many schools and three universities, Chaminade University of Honolulu being one of them. The Marianist spirit is one of openness, mutual respect, and acceptance.

Although Chaminade is a Marianist university approximately 60% of the student body is not Catholic. In fact, many faiths and cultural backgrounds are represented on campus, including, but not limited to Buddhism and Native Hawaiian spirituality. A healthy dialogue among the faith traditions is appreciated and reflected in the coursework and also in campus life. This diversity and acceptance is part of the Chaminade experience.

In 1999 Chaminade University of Honolulu, St. Mary's University, and University of Dayton published *Characteristics of Marianist Universities: A Resource Paper.* Within the publication were the five characteristics of a Marianist education. Each of these characteristics is integrated, to varying degrees, within every course at this university. The five characteristics are as follows:

1. **Educate for Formation in Faith**
   Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. **Provide an Excellent Education**
   In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and

teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. **Educate in Family Spirit**
Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. **Educate for Service, Justice, and Peace**
The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. **Educate for Adaptation to Change**
In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Native Hawaiian-Serving Institution. Historically, St. Louis College (the first Marianist educational institution on the island of Oahu) opened to serve the local Hawaiian population in what is now Honolulu's Chinatown in 1884. The Marianists, with an emphasis on bringing education to those in need and a willingness to adapt to Hawaii's multi-cultural environment, quickly became an integral part of the community. The Marianists were not only friends with the citizens of Oahu, but they were also friends with the Hawaiian ali`i (royalty) of that era. What is now known as St. Louis School and Chaminade University of Honolulu continued that partnership to present day.

Today, Chaminade continues its commitment to the native Hawaiian population and has been designated as a Title III Native Hawaiian Serving Institution by the United States Department of Education due to the University's Native Hawaiian enrollment. Chaminade is extremely pro-active in seeking opportunities for Native Hawaiian students to achieve their academic potential. In addition, Chaminade recognizes the value in preserving the perpetuating the culture and values of Hawaiian culture, especially those values that are closely mirrored by Marianist philosophy.

Holistic Approach to Counseling. The MSCP School Counseling program sets itself apart from other counselor-education programs by incorporating a holistic perspective to counseling that focuses a person's natural adaptation to various environmental contexts. This program emphasizes the relationship between the mind, body, and environment, and transfers that approach into the K-12 academic setting. One core course that particularly stands out is Psy 751 Health, Stress Management and Counseling. This course explores the relationship between health and psychological moods in such areas as stress management, diet, exercise, sleep, mind/body relations, support groups, humor, faith, responsibility, interpersonal relationships, and choice. This course also introduces candidates to western and eastern approaches to health and wellness. Examples of eastern practices that are taught are meditation, mindfulness, Taihequan, and Qigong. School Counseling candidates learn these adjunct practices that add to their counseling repertoire to better meet the emotional needs of their K-12 students and for their own self-care.

Requirements for Admission and Graduation

Admission Criteria. Applicants applying to the MSCP program should have an undergraduate minimum cumulative GPA of 3.0, on a 4.0 scale, from an accredited 4-year college or university. Applicants that have earned their undergraduate degree from a non-United States college or university must send their transcripts to the World Education Services (WES) for an evaluation of the applicant's academic credentials. Applicants with a GPA below 3.0 will be considered for provisional admission when other criteria, such as, recommendations, show evidence of promise for successful graduate study.

Applicants may be admitted to the program at any time during the academic year. The term of admittance, among other factors, will determine when the applicant will enter the Practicum/Internship series. Required admissions materials for the various categories of admissions must be submitted to the program office no later than one month prior to the starting date of classes for the term in which admittance is desired.

- Applicant Recommendation Form: Applicants must submit three academic/professional Applicant Recommendation Forms from university personnel, professionals within the mental health field, or others qualified to comment on the applicant's potential for successful graduate study in psychology. Recommendations should comment on the applicant's intellectual, academic, personal, social, and emotional qualities, which may pertain to graduate study and to success in the field of counseling psychology. (Refer to Appendix H: Application Recommendation Form Rubric)
- TOEFL: An applicant from a foreign country who speaks English as a second language must submit a Test of English as a Foreign Language (TOEFL) score of at least 550 on a paper-based test, or at least 213 on a computer-based test. The TOEFL is waived for foreign students who have graduated from an accredited United States college or university.
- Personal Interview: All degree-seeking applicants, upon receipt of all required admission paperwork, will participate in a formal interview with a member of the

MSCP faculty. The interview must be completed no later than two weeks prior to the start of the term to which the applicant is applying.
- o If the applicant is not recommended for acceptance into the MSCP program a second interview is scheduled with another member of the MSCP faculty.
- o If the applicant is not recommended for acceptance by the second interviewer then the applicant is not accepted into the MSCP program.
- o If the applicant is recommended for acceptance by the second interviewer then the two interviewers must meet and come to an agreement. If an agreement cannot be reached, the MSCP Program Director will make the final decision.
- School Counseling Program Basic Skills Requirement: For School Counseling program applicants only, evidence of basic skills as defined by the Hawaii Teacher Standards Board (HTSB) must be received prior to beginning this licensure track program. Evidence of basic skills can either be the applicant's passing score of the Praxis I Basic Skills test (formally known as Pre-Professional Skills Tests) or an undergraduate degree from a regionally accredited college or university. (http://www.htsb.org/licensing-permits/licensing-permits-overview)
- Assigned Advisor: Applicants who are accepted into the MSCP program either as a provisional or classified candidate are assigned to an advisor. The advisor is a member of the MSCP full-time faculty or qualified staff (i.e., Internship Director).

Table 1.1 provides the aggregated data collected during the admission process by providing the average interview score, average letter of recommendation score, and the classification of accepted applicants for the past three academic years.

Table 1.1 Admission Data

Academic Year	# of School Counseling Applicant Interviews Conducted	Average Interview Score (maximum score is 45)	Average Letter of Recommendation Score (maximum score is 4)	Classification
AY 2013-2014	35	37.77	3.49	Fully Classified = 29 Provisional = 6 Did Not Start = 0
AY 2012-2013	29	36.14	3.50	Fully Classified = 22 Provisional = 2 Did Not Start = 5
AY 2011-2012	29	38.10	3.52	Fully Classified = 23 Provisional = 4 Did Not Start = 2

Degree requirements. The expected sequence of courses for all incoming provisional and fully classified candidates is as follows: foundation courses, core courses (foundation and core courses can be mixed,) special requirements, and practicum/internship. Prior to entering Practicum, candidates must be fully classified, have a minimum program GPA of 3.0, and have successfully completed all foundation courses. Prior to entering internship, all candidates must

have successfully completed Practicum, all core courses, and successfully completed the Praxis II Professional Counselor exam.

The MSCP program at Chaminade University utilizes the Standards of the Council for Accreditation of Counseling and Related Activities (CACREP), the Hawaii Teacher Standards Board's Counselor Performance Standards, the American School Counselor Association (ASCA) National Standards for School Counseling Programs, and the National Board for Certified Counselors (NBCC) curriculum requirements for certification, as the framework for curricular experience and demonstrated knowledge for the school counseling emphasis.

(See Appendix J: MSCP Courses.)

Retention. Prior to Practicum, School Counseling candidates must have earned a B grade or better in all of their coursework up to this point. If a candidate earned a C or below in any of their courses they will be required to meet with their assigned advisor and subsequently placed on probation. The candidate will then be required to retake the course. If the candidate is allowed a third attempt and receives another C or below, the candidate may be dismissed from the program.

The MSCP program has two benchmark courses. A benchmark course is a course that MSCP faculty observes the actual interpersonal skills and competencies of the candidates. The two benchmark courses are Psy 603 Introduction to Counseling Skills and Psy 611 Group Processes. Candidates are only given one opportunity to repeat the course if they receive a C grade or below. If the candidate receives a C or below during their second attempt at the course, their evaluation will be presented to the MSCP faculty to determine a disposition that can result up to their dismissal from the MSCP program.

During Practicum and Internship, if a situation or challenge(s) arises that may prevent a candidate from progressing through their fieldwork program requirements, a Remediation Plan is collaboratively developed by the Site Supervisor, Clinical Director, Internship Director, and candidate to address the developmental and/or situational need(s) of the candidate. The goal is to address the identified situation(s) and/or challenge(s) in a professional and educational context.

A Remediation Plan is defined as an agreed upon plan to correct or alleviate a challenge(s) or situation(s) that may prevent a candidate from progressing to the next level of their fieldwork experience or fulfilling the MSCP School Counseling program requirements for graduation.

(See Appendix K: Remediation Policy and Appendix L: MSCP Remediation Plan Form.)

Requirements for program completion. The candidate will receive the degree as soon as he or she completes the following:

Maintains a grade of "B" or better in all foundation, core, and elective requirements.
Passes a written comprehensive examination, given after the completion of Internship A. All foundation and core courses must be successfully completed prior to taking the comprehensive exam.
Successfully completes the Practicum and Internship courses with a minimum of 700 on-site internship hours, as per program specifications.

- Successfully pass the Site Supervisor(s)' evaluation of the School Counseling candidate.
- Provide evidence of successful completion of the Praxis I Basic Skills test or an undergraduate degree from a regionally accredited college or university, and the Praxis II Professional Counseling exam prior to entering Internship A. Candidates who have not successfully passed the Praxis examination(s) may not be admitted into Internship A.

Table 1.2 illustrates the number of candidates enrolled, completed the School Counseling program, and withdrew prior to program completion, for the past three academic years.

Table 1.2 Enrollment and Program Completion Data

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure	Number of candidates who withdrew from the School Counseling program
AY 2013-2014	33	26	7
AY 2012-2013	28	20	11
AY 2011-2012	41	44	17

Table 1.3 provides the demographic data of the School Counseling program's program completers. It should be noted that Chaminade University's School Counseling program is highly diverse and is well represented by a number of minority groups (e.g., women, African-Americans, Asians, Hispanics, Native Hawaiians, and Pacific Islanders). In fact, the School Counseling program is predominately female and Asian.

Table 1.3 Demographic Data

Academic Year	Number of candidates or completers who were recommended for licensure	Gender	Ethnicity
AY 2013-2014	26	Females = 22 Males = 4	Asian = 15 African-American = 1 Native Hawaiian/Pacific Islander = 5 Two or More = 2 White = 3

| AY 2012-2013 | 20 | Females = 15
Males = 5 | Asian = 11
Hispanic = 2
Native Hawaiian/Pacific Islander = 3
Two or More = 2
White = 2 |
| AY 2011-2012 | 44 | Females = 33
Males = 11 | Asian = 28
Hispanic = 1
Native Hawaiian/Pacific Islander = 6
White = 9 |

Overview of Chaminade University of Honolulu's School Counseling Program Inquiry Brief

In the remaining sections of this Inquiry Brief we will provide valid and reliable quantitative and qualitative evidence for our three program claims that supports the three TEAC Legacy quality principles and the cross-cutting themes. Section 2 will introduce our program claims and assessment tools. In this section, a strong argument will be made as to the rationale of why we rely on certain assessment tools and that its data is valid, reliable, and able to be trusted. Section 3 will focus on the detailed methodology of implementing our program assessments and the analysis of its data. Section 4 will illustrate the results of our claims based on our assessment data. Section 5 is where the meaning of the results (shown in Section 4) is discussed as it pertains to our program claims and the three TEAC Legacy quality principles. Since continuous quality improvement is highly valued by our faculty, an action plan(s) for program improvement will be introduced in this section of the Inquiry Brief. Lastly, Section 6 discusses institutional learning and the impact completing this inquiry brief proposal had on our program.

The faculty of Chaminade University's School Counseling program fully accepts and embraces the goal of preparing competent, caring, and highly qualified School Counselors.

Section 2: Claims and Rationale

Program completers of Chaminade University of Honolulu's School Counseling program are competent, caring, and qualified professionals. The claims listed below were established from extensive faculty conversations that included an analysis and reflection of our student learning outcomes, previous assessment data, community and student feedback, and the Marianist Educational Values. The core outcome of producing competent, caring, and highly qualified School Counselors is the common thread that creates coherence amongst our program's student learning outcomes, the five Marianist Educational Values, the standards of the American School Counseling Association (ASCA), the National Board of Certified Counselors (NBCC), and the Council of Accreditation of Counseling and Related Activities (CACREP), and the School Counseling performance standards of the Hawaii Teacher Standards Board (HTSB).

Claim 1 targets procedural and declarative knowledge, which provides evidence for Quality Principle 1.1 Subject Matter Knowledge and 1.2 Pedagogical Knowledge. In addition, Claim 1 addresses two cross-cutting themes 1.4.1 and 1.4.3 Technology. Claims 2 and 3 adds to Quality Principle 1.1 and 1.2, but also looks at candidate disposition, which falls under Quality Principle 1.3 Caring and Effective Teaching Skill. Claim 3 also addresses the cross-cutting theme 1.4.2 Multicultural Perspectives and Accuracy. By meeting these three program claims we provide evidence that our program completers have acquired the subject matter knowledge, pedagogical knowledge, and caring and effective skills, outlined in Quality Principle 1. In addition, we will also provide evidence that the cross-cutting themes of learning how to learn, multicultural perspectives and accuracy, and competent use of technology, are addressed in our School Counseling program.

Claim 1

To be a competent and qualified counselor, our graduates will understand and demonstrate the skills, techniques, and knowledge of an effective school counselor.

The data used to determine that our graduates meet this claim are as follows:

- MSCP Core Comprehensive Examination
- MSCP School Counseling Comprehensive Examination
- Site Supervisor's Evaluation of School Counseling Candidate survey
- Praxis II Content Examination (School Guidance and Counseling exam or Professional Counselor exam)

Claim 2

To be a competent, qualified, and caring counselor, our graduates will understand and demonstrate positive ethical and professional conduct.

The data used to determine that our graduates meet this claim are as follows:

- MSCP Core Comprehensive Examination (ethics sub-category)

- Site Supervisor's Evaluation of School Counseling Candidate survey (ethics sub-category)
- School Counseling Program Evaluation (ethics sub-category)
- (Secondary source) e-Portfolio narrative
- (Secondary source) Principal Survey (ethics sub-category)
- (Secondary source) Graduate Survey (ethics sub-category)

Claim 3

To be a competent, qualified, and caring counselor, our graduates will understand and demonstrate the value of diversity in meeting the unique needs of others.

The data used to determine that our graduates meet this claim are as follows:

- MSCP Core Comprehensive Examination (cross-cultural sub-category)
- Site Supervisor's Evaluation of School Counseling Candidate survey (cross-cultural sub-category)
- School Counseling Program Evaluation (cross-cultural sub-category)
- (Secondary source) e-Portfolio narrative
- (Secondary source) Principal Survey (cross-cultural sub-category)
- (Secondary source) Graduate Survey (cross-cultural sub-category)

Cross-Cutting Themes

      1.4.1 Learning how to learn. The School Counseling program faculty conceptualized this cross-cutting theme as the candidate's ability to think independently, problem-solve through inquiry and seeking out needed information, and transfer what was learned to the real-world. This directly applies to the Marianist Educational Values of Provide an Excellent Education and Educate for the Adaptation to Change. The Marianists value a candidate's ability to link theory and practice. In addition, with the world constantly changing, candidates must also become agile in navigating through chaotic environments. This is accomplished through their coursework and clinical experience.

More specifically, candidates are required in their pre-clinical class Psy 771 School Counseling to conduct a needs assessment of their clinical site for the purpose of creating an actionable guidance curriculum. This will become an action research study beginning academic year 2015-2016. Candidates are required to collaborate with their placement site, analyze the placement site's needs, and factor in the placement site's mission/vision and demographic population. This project teaching candidates how to perform a need assessment, develop their collaborative skills, and provides them with a real-world problem-solving exercise that will be common once they become a professional School Counselor. Once their Practicum and Internship experiences begin, candidates will be out in the field and there they must demonstrate the transferring of theory to practice by implementing their guidance curriculum.

Prior to 2014, learning how to learn was not directly assessed. After identifying this during our self-audit, assessment modifications were made to address this missing element. Starting in academic year 2015-2016, support for our claim that graduates of the School Counseling

program have learned how to learn will be assessed through (a) The Supervisor's Evaluation of the School Counseling Candidate survey, (b) Graduate survey, and (c) the Psy 672 Internship B Instructor's Evaluation of the School Counseling Candidate survey.

1.4.2 Multicultural perspectives and accuracy. This cross-cutting theme is formally evaluated through Claim 3. As noted in Claim 3, accurate multicultural perspectives is assessed and evaluated through the following:

- MSCP Core Comprehensive Examination (cross-cultural sub-category)
- Site Supervisor's Evaluation of School Counseling Candidate survey (cross-cultural sub-category)
- School Counseling Program Evaluation (cross-cultural sub-category)
- (Secondary source) e-Portfolio narrative
- (Secondary source) Principal Survey (cross-cultural sub-category)
- (Secondary source) Graduate Survey (cross-cultural sub-category)

Although cultural diversity is a student learning outcome in every course School Counseling candidates experience, the course that directly addresses this cross-cutting theme is Psy 736 Cross-Cultural Psychology. The student learning outcomes for this course is:

Students will demonstrate an understanding of:

- Comparing and contrasting independent (individual) and interdependent (collective) approaches to the concept of "self" within the context of cross-cultural counseling.
- How the counselor and client may be seen within the context of a social, cultural, familial, and psychological integrated system.
- Cross-cultural counseling in the contexts of school, community, and marriage and family counseling.
- Their biases, prejudices, values, and expectations relative to the cross-cultural counseling context.
- Ethical issues relative to cross-cultural counseling.
- How Eastern and Western perspectives can be integrated in the counseling context.
- The scientific method, research, and sampling relative to cross-cultural counseling.
- Culture relative to the perspective of evolutionary psychology.
- Cultures in Hawai'i.
- Fundamental concepts in cross-cultural counseling.

1.4.3 Technology. The School Counseling faculty is supportive of and committed to the use of technology in preparing candidates to use technology to help their students help themselves in adapting cognitively, emotionally, and behaviorally to their various inter-related and diverse environments. It must be noted, however, that our faculty believe that counseling is fundamentally a face-to-face relationship between human beings, and while technology must have a place in the counseling process, there is no substitute for interpersonal interaction. Technology in the School Counseling program is implemented in the following ways:

- Upon admission, all candidates are provided with an e-mail address, password and access to specific online sites.
- Each term, all candidates register online.
- Each term, all candidate grades are posted online.
- All faculty, full and adjunct, are provided with an e-mail address.
- All faculty are required to have their e-mail address as part of their syllabus so candidates will be able to contact them.
- All candidates are required to take Psy 616 Statistics, Research and Evaluation. In this class all candidates are taught to use the computer program SPSS for statistical analysis and evaluation.
- All candidates are required to take Psy 627 Career Development. In this class all candidates use computer technology for exploring career development.
- All candidates are required to take Psy 736 Cross Cultural Counseling. In this class all candidates are required to use PowerPoint for their presentation where they compare, across instructor-selected variables, Hawaiian culture with a culture of their choice.
- All candidates in Psy 603 Introduction to Counseling Skills, Psy 611 Group Processes, Psy 646 Practicum, and Psy 671/2 Internships A and B are filmed in a role-play or real counseling exercise, which is used by them, their classmates, and their instructor to monitor their growth and development as counselors.
- All candidates must create an ePortfolio utilizing the technology learned throughout the program.

Prior to 2014, technology was not directly and formally assessed. After identifying this during our self-audit, assessment modifications were made to address this missing element. Starting in academic year 2015-2016, support for our claim that graduates of the School Counseling program have acquired the knowledge to use the basic productivity tools of the profession will be assessed through (a) The Supervisor's Evaluation of the School Counseling Candidate survey, (b) Program evaluation survey, and (c) the Psy 672 Internship B Instructor's Evaluation of the School Counseling Candidate survey.

Rationale for Data Sources

The primary data sources that support the School Counseling program's three claims and Quality Principle I's cross-cutting themes are shown in Table 2.1 below.

Table 2.1 Primary Data Sources and Rationale

Data Source	Rationale
Praxis II Content Examination Scores	- This standardized test that has been developed by the Educational Testing Services (ETS) provides a direct assessment of the content knowledge required by competent School Counselors. - ETS developed tests are considered to be industry standards that are widely held to be reliable and valid measures of content knowledge.

	• For the School Guidance and Counseling content exam, scores at, or above, the established state cut-off score of 580 is used as one of the requirements for licensure for School Counselors in the State of Hawaii. This provides evidence of competency and qualification to be a licensed School Counselor. • For the Professional School Counselor content exam that was released by ETS during the Summer of 2013, scores at, or above, the established state cut-off score of 156 is used as one of the requirements for licensure for School Counselors in the State of Hawaii. This provides evidence of competency and qualification to be a licensed School Counselor.
School Counseling Comprehensive Examination	• Prior to the School Counseling candidate's last term in the program, he or she must pass the School Counseling Comprehensive examination. • The School Counseling Comprehensive examination is a 50 item multiple-choice exam. • The School Counseling Comprehensive examination assesses the candidate's content knowledge of the School Counseling-specific MSCP program courses. • The School Counseling program utilizes the standards of HTSB, DOE, and ASCA as the framework for curricular experience and demonstrated knowledge of the School Counseling-specific areas that are required of all School Counseling candidates. • Reliability is measured using the Reliability Coefficient (KR20). For 2012 N = 48 and the Reliability Coefficient (KR20) = .66, which confirms reliability. For 2013 N = 22 and the Reliability Coefficient (KR20) = .59, which confirms reliability. For 2014 N = 25 and the Reliability Coefficient (KR20) = .57, which confirms reliability. • Validity was established through face validity and through construct validity, by which a correlational analysis assessing the relationship between the Core Comprehensive examination and a previously established standardized examination that was already found to be a valid instrument, the Praxis II content exam. Analyzing 2012-2014 exam scores, the correlation coefficient was .431 (correlation is significant at the .05 level) when the variables were the School Counseling Comprehensive examination and the Professional School Counselor exam (N=25). During 2012-2014, the correlation coefficient was .575 (correlation is significant at the .01 level) when the variables were the Core Comprehensive examination and the School Guidance and Counseling exam (N=67).
Core Comprehensive Examination	• Prior to the School Counseling candidate's last term in the program, he or she must pass the Core Comprehensive examination. • The Core Comprehensive examination is a 125 item multiple-

	choice exam.
	• The Core Comprehensive examination assesses the candidate's content knowledge of the core MSCP program courses.
	• The School Counseling program utilizes the standards of HTSB, NBCC, and CACREP as the framework for curricular experience and demonstrated knowledge of the common core areas that are required of all School Counseling candidates.
	• Reliability is measured using the Reliability Coefficient (KR20). For 2012 N = 47 and the Reliability Coefficient (KR20) = .81, which shows high reliability. For 2013 N = 25 and the Reliability Coefficient (KR20) = .84, which shows high reliability. For 2014 N = 22 and the Reliability Coefficient (KR20) = .80, which shows high reliability.
	• Validity was established through face validity and through construct validity, by which a correlational analysis assessing the relationship between the Core Comprehensive examination and a previously established standardized examination that was already found to be a valid instrument, the Praxis II content exam. Analyzing 2012-2014 exam scores, the correlation coefficient was .752 (correlation is significant at the .01 level) when the variables were the Core Comprehensive examination and the Professional School Counselor exam (N=25). During 2012-2014, the correlation coefficient was .626 (correlation is significant at the .01 level) when the variables were the Core Comprehensive examination and the School Guidance and Counseling exam (N=66).
Site Supervisor's Evaluation of School Counseling Candidate survey	• The School Counseling program utilizes the standards of NBCC and CACREP as the framework for the clinical instruction that is required of all candidates in the program.
	• All School Counseling candidates are required to complete: (a) a 15-hour observation and participation in Psy 771 School Counseling, (b) a 100-hour supervised practicum in Psy 646 Practicum - School Counseling, and (c) a 600-hour supervised internship in two phases, Psy 671 Internship A School Counseling and Psy 672 Internship B School Counseling.
	• School Counseling candidates will demonstrate an integrative understanding and application of clinical skills and competencies in both the classroom and professional setting. The integrative understanding and application of clinical skills and competencies for the professional setting is assessed by the Site Supervisor.
	• The Site Supervisor's Evaluation of School Counseling Candidate is an assessment used to assess the candidate's level of professional and personal competence in the school setting.
	• Reliability of this assessment tool is measured using Cronbach's Alpha reliability coefficient. For 2012 N = 15 items and Cronbach's Alpha reliability coefficient = .9678, which shows

	high reliability. For 2013 N = 15 items and Cronbach's Alpha reliability coefficient = .9745, which shows high reliability. For 2014 N = 15 items and Cronbach's Alpha reliability coefficient = .9748, which shows high reliability. Inter-rater reliability could not be determined as there is currently one assessor per candidate per site. In 2014, the School Counseling program is developing a training tool that can be used to establish inter-rater reliability amongst the site supervisors. Although high consistency was found with how the tool was answered, determining inter-rater reliability is something that the program would like to strive for. This was an area that needed improvement based on the findings of our self-audit. • Validity is measured through face and content validity. Because all of the questions were developed and reviewed by all MSCP faculty and based on the MSCP core curriculum, the School Counseling program's curriculum, and the standards of NBCC and CACREP, face and content validity is considered to be high.
School Counseling Program Evaluation	• During the School Counseling candidate's final term in the program he or she is given the opportunity to provide feedback of their experience in the MSCP School Counseling program. School Counseling candidates are given 202 questions covering the curriculum, fieldwork experience, their assessment of their counseling disposition, and their knowledge of various standards (e.g., HTSB performance standards, ASCA standards, DOE GLOs, and CACREP). • The MSCP School Counseling candidates are provided the following Likert scale to complete the MSCP program evaluation: (a) Strongly Disagree, (b) Disagree, (c) Uncertain, (d) Agree, and (e) Strongly Agree. A passing score would be Agree and Strongly agree. • Reliability is measured using the Reliability Coefficient (KR20). For 2012 N = 45 and the Reliability Coefficient (KR20) = .97, which shows high reliability. For 2013 N = 22 and the Reliability Coefficient (KR20) = .98, which shows high reliability. For 2014 N = 24 and the Reliability Coefficient (KR20) = .99, which shows high reliability. • Validity is measured through face and content validity. Because all of the questions were developed and reviewed by all MSCP faculty and it covers curriculum, fieldwork experience, the candidate's assessment of their counseling disposition, and the candidate's knowledge of various standards, face and content validity is considered to be high.

Section 3: Methods of Assessment

Five primary assessments, three secondary assessments, and two assessments in development were used to evaluate program claims and TEAC cross-cutting themes. The assessments are shown in Table 3.1 School Counseling Program Assessments.

Table 3.1 School Counseling Program Assessments

Assessment	Program Claim(s) Assessed	TEAC Principle(s) Assessed
Primary Sources:		
Core Comprehensive Examination	1, 2, & 3	1.1, 1.2, & 1.4
School Counseling Comprehensive Examination	1	1.1
Site Supervisor's Evaluation of School Counseling Candidate	1, 2, & 3	1.1, 1.2, 1.3, & 1.4
Praxis II Content Examination	1	1.1
School Counseling Program Evaluation	2 & 3	1.3 & 1.4
Secondary Sources:		
Principal Survey	1, 2, & 3	1.3 & 1.4
ePortfolio	2 & 3	1.1, 1.3, & 1.4
Graduate Survey	2 & 3	1.3 & 1.4
Assessments in Development:		
Instructor Evaluation of School Counseling Candidate	1, 2, & 3	1.1, 1.3, & 1.4
School Counseling Action Research Project	1 & 3	1.2 & 1.4

Listed below are the standards for CACREP and HTSB which are referenced, as applicable, in each of the assessments:

CACREP Standards:
- V.1 – CACREP Common Core Area I: Professional Identity
  - Studies that provide an understanding of the development of professional identity, professional roles, and ethical responsibilities.
- V.2 – CACREP Common Core Area II: Social and Cultural Diversity
  - Studies that provide an understanding of the cultural context of relationships, issues and trends in multicultural society.
- V.3 – CACREP Common Core Area III: Human Growth and Development
  - Studies that provide an understanding of the nature and needs of individuals at all developmental levels and in multicultural contexts.
- V.4 – CACREP Common Core Area IV: Career Development

- o Studies that provide an understanding of career development and related life factors.
- V.5 – CACREP Common Core Area V: Helping Relationships
  - o Studies that provide an understanding of counseling process in a multicultural society.
- V.6 – CACREP Common Core Area VI: Group Work
  - o Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods of skills, and other group approaches in a multicultural society.
- V.7 – CACREP Common Core Area VII: Assessment
  - o Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
- V.8 – CACREP Common Core Area VIII: Research and Program Evaluation
  - o Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.
- V.9 – CACREP School Counseling Program Area I: Foundations of School Counseling
  - o Studies that provide an understanding of the relationship of the school counseling program to the academic and student services program in the school, the role, function, and identity of the school counselor, and the multicultural issues related to school counseling.
- V.10 – CACREP School Counseling Program Area II: Contextual Dimensions of School Counseling
  - o Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community.
- V.11 – CACREP School Counseling Program Area III: Knowledge and Skill Requirements for School Counselors
  - o Studies that provide an understanding of program development, implementation, and evaluation; in addition to counseling and guidance knowledge and skill requirements.
- V.12 – CACREP School Counseling Program Area IV: Clinical Instruction
  - o 600 clock hour internship occurs in a school counseling setting, under the supervision of a site supervisor.

HTSB Standards:

- HTSB Standard I: Program organization
  - o The professional School Counselor (candidate) plans, organizes and delivers the school counseling program.
- HTSB Standard II: School guidance curriculum delivered to all students
  - o The professional School Counselor (candidate) is able to implement a school guidance curriculum through the use of effective instructional skills and careful planning of structure group sessions.
- HTSB Standard III: Individual student planning
  - o The professional School Counselor (candidate) implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

- HTSB Standard IV: Responsive services
  - The professional School Counselor (candidate) provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.
- HTSB Standard V: Systems support
  - The professional School Counselor (candidate) provides system support through effective school counseling program management and support for other educational programs.
- HTSB Standard VI: School counselor and administrator agreement
  - The professional School Counselor (candidate) discusses the counseling department management system and the program action plans with the school administrator.
- HTSB Standard VII: Use of data
  - The professional School Counselor (candidate) collects and analyzes data to guide program direction and emphasis.
- HTSB Standard VIII: Student monitoring
  - The professional School Counselor (candidate) monitors the students on a regular basis as they progress in school.
- HTSB Standard IX: Results evaluation
  - The professional School Counselor (candidate) develops a system for evaluating the results of the counseling program.
- HTSB Standard X: Infusing themes
  - The professional School Counselor (candidate) is an advocate for students, a leader, collaborator, and a systems change agent.

Core Comprehensive Examination

Prior to the candidates' last term in the MSCP School Counseling program, candidates are assessed with, among other assessment instruments, a Core Comprehensive Examinations (125 item multiple choice exam). The Core Comprehensive Examination assesses the candidates' content knowledge of the Core MSCP program courses. The category of questions are, (a) Ethics (17 questions), (b) Lifespan Development (10 questions), (c) Counseling Skills (10 questions), (d) Test and Measurements (12 questions), (e) Group Processes (12 questions), (f) Statistics and Research (12 questions), (g) Career Development (10 questions), (h) Counseling Theories (14 questions), (i) Cross-Cultural (13 questions), (j) Health (10 questions), and (k) the Marianist Educational Values (5 questions).

The Core Comprehensive Examination is an assessment used to assess the candidate's content knowledge of the core MSCP program courses. It also aligns with CACREP standards V.1-V.8.

Requirements for taking the Core Comprehensive Exam are:

- Candidate is fully classified;
- All core and foundation courses are successfully completed;
- Practicum is successfully completed; and
- Internship A is successfully completed.

A passing score is determined based on the following:

- The Mean and Standard Deviation is determined.
- The Standard Error of Measurement is determined using the Standard Deviation.
- Using the Standard Error of Measurement, the Standard Error of Difference at the .99 confidence level is calculated.
- The calculated Standard Error of Difference is then subtracted from the Mean score to determine the cut off score for this examination.

Remediation. If a candidate does not receive a satisfactory score on the exam, the candidate will be required to meet with his or her advisor. The candidate will first be given an opportunity to retake the examination. If the candidate is unable to pass the retake, he or she will be given the option of completing an essay for each subsection he/she did not receive at least 70% correct in. The other option would be to retake the exam when it is offered again, which would be the following year.

The Core Comprehensive Examination has the following subsections based on CACREP standards:

- Ethics
- Development
- Testing
- Group
- Research
- Career
- Theory
- Cultural
- Marianist Educational Values

The essay(s) will be reviewed by his or her advisor. If the advisor believes that the candidate has shown a satisfactory level of knowledge on the subsection(s) then he or she will be given a passing score. If the advisor believes that the candidate has not shown a satisfactory level of knowledge then the essay(s) is presented to the entire MSCP faculty for review. The MSCP faculty will then determine if the candidate will be allowed to pass or not. A determination of not passing will require the candidate to retake the examination the following year.

School Counseling Comprehensive Examination

Prior to the candidates' last term in the MSCP program, candidates are assessed with, among other assessment instruments, a School Counseling Comprehensive Examinations (50 item multiple choice School Counseling-specific exam). The School Counseling Comprehensive Examination assesses the candidates' content knowledge of the School Counseling-specific MSCP program courses.

The School Counseling Comprehensive Examination aligns with CACREP standards V.9-V.11.

Requirements for taking the School Counseling Comprehensive Exam are:

- Candidate is fully classified;
- All core and foundation courses are successfully completed;
- Practicum is successfully completed; and
- Internship A is successfully completed.

A passing score is determined based on the following:

- The Mean and Standard Deviation is determined.
- The Standard Error of Measurement is determined using the Standard Deviation.
- Using the Standard Error of Measurement, the Standard Error of Difference at the .99 confidence level is calculated.
- The calculated Standard Error of Difference is then subtracted from the Mean score to determine the cut off score for this examination.

Remediation. If a candidate does not receive a satisfactory score on the exam, the candidate will be required to meet with the School Counseling Clinical Director. The candidate will first be given an opportunity to retake the examination. If the candidate is unable to pass the retake, he or she will be given the option of completing an essay. The other option would be to retake the exam when it is offered again, which would be the following year.

The essay will be reviewed by the School Counseling Clinical Director. If the School Counseling Clinical Director believes that the candidate has shown a satisfactory level of content knowledge then he or she will be given a passing score. If the School Counseling Clinical Director believes that the candidate has not shown a satisfactory level of content knowledge then the essay is presented to the entire MSCP faculty for review. The MSCP faculty will then determine if the candidate will be allowed to pass or not. A determination of not passing will require the candidate to retake the examination the following year.

Site Supervisor's Evaluation of School Counseling Candidate

The MSCP program utilizes the Standards of CACREP as the framework for the clinical (i.e., professional) instruction that is required of all School Counseling candidates in the program. All candidates are required to complete: 1) a 100-hour, supervised practicum (Practicum: Psy 646) in School Counseling. The practicum provides for the development of counseling skills under supervision (CACREP Standard III-H); and 2) one 600-hour supervised internship in two phases (Internship A: Psy 671 (School) and Internship B: Psy 672 (School). The internship provides an opportunity for students to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform (CACREP Standard III-I).

Candidates will demonstrate an integrative understanding and application of clinical skills and competencies in both the classroom and professional setting. The integrative understanding and application of clinical skills and competencies for the professional setting is assessed by the Site Supervisor.

The Site Supervisor's Evaluation of Candidate is an assessment used to assess the candidates' level of professional and personal competence in the school setting.

The Site Supervisor's Evaluation of Candidate aligns with CACREP standards V.1-V.7, V.9-V.12.

School Counseling candidates are instructed to distribute the Supervisor's Evaluation of School Counseling Candidate to their site supervisor during approximately Week 5 of the current term. Site Supervisors are asked to review the completed evaluation with the candidate and subsequently submit the completed evaluation back to the candidate prior to the conclusion of the term.

Site supervisors are asked to provide a rating of the candidate's current level of professional and personal competence at their site.

Site Supervisors as asked to complete an evaluation on the School Counseling candidate once per term (Practicum, Internship A, and Internship B). Site Supervisors are instructed to provide a rating of the candidate's current level of professional and personal competence at their respective site. Site Supervisors are provided the following Likert scale:

- Not Applicable or not enough information to form a judgment
- Far Below Expectations – needs much improvement, a concern
- Below Expectations – needs improvement, a concern
- Acceptable – meets standards at an average level for Practicum student/Intern
- Above Expectations – performs above average level for Practicum student/Intern
- Far Above Expectations – a definite strength, performs well beyond average levels for Practicum student/Intern

Site Supervisors are also asked within this evaluation if they recommend the candidate advance to the next level of fieldwork or entry into the profession.

This evaluation is weighted significantly in the candidate's overall grade for their applicable fieldwork course (e.g., Practicum, Internship A, and Internship B).

Praxis II Content Examination

It is a School Counseling program requirement that all School Counseling candidates must successfully complete the Praxis II School Guidance and Counseling content exam (prior to August 2013) or the Professional School Counselor content exam and provide official documentation of the passing score, prior to entering Internship A.

 The School Guidance and Counseling exam was developed and offered by Educational Testing Services (ETS) and is intended for candidates who are completing a master's-level program for those that intend to become counselors in K-12 public schools. It measures knowledge and skills required of the professional school counselor in relation to those developmental areas that constitute most of the work of the counselor. The exam is designed to measure counselor

functions and skills related to the primary and secondary school levels. A number of questions are applicable across school levels; other questions are especially applicable to the elementary school level, the middle or junior high school level, or the high school level. The content of the exam is focused on questions that relate to the following four major categories, (a) counseling and guidance (55%), (b) consulting (18%), (c) coordinating (18%), and (d) professional issues (18%). The School Guidance and Counseling test consists of 120 multiple-choice questions. Approximately one-third of the questions are based on recorded client/counselor interactions. The minimum passing score is 610.

The Professional School Counselor exam was also developed and offered by ETS and is intended for candidates who are completing a master's-level program for those that intend to become counselors in K-12 public schools. This test was adopted by HTSB and officially replaced the School Guidance and Counseling content exam in August 2013. The Professional School Counseling exam consists of 120 multiple-choice questions. The content of the exam addresses (a) foundations (18%), (b) delivery of services (45%), (c) management (15%), and (d) accountability (22%). This exam measures whether entry-level school counselors have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. Because the questions will call on the candidate's knowledge of research-based counseling practices and their ability to apply knowledge and principles to situations that occur in K-12 schools, candidates will be asked to analyze and respond to situations involving student interactions, classroom situations, and school and community events (Educational Testing Services, 2014). The minimum passing score is 156.

Successful completion of the Praxis II content exam is a School Counseling program requirement and a mandated exam by the State of Hawaii as a requirement for licensure as a School Counselor. This indicates that the State of Hawaii recognizes the Praxis II exam as a valid and reliable measure of a graduate's competence and qualification to practice as a licensed professional School Counselor.

School Counseling Program Evaluation

During the School Counseling candidate's final term in the program they are given the opportunity to provide feedback of their experience in the MSCP School Counseling program. School Counseling candidates are given 202 questions covering the curriculum, fieldwork experience, their assessment of their counseling disposition, and their knowledge of various standards (e.g., HTSB Standards, ASCA Standards, DOE GLO's, NBCC, and CACREP).

The MSCP School Counseling candidates were provided the following Likert scale to complete the MSCP Program Evaluation:
- Strongly disagree
- Disagree
- Uncertain
- Agree
- Strongly agree

The MSCP School Counseling Program Evaluation is an assessment used to obtain feedback from all School Counseling candidates during their last term in the program. This assessment is used to also assess their knowledge and ability to meet the HTSB Standards.

The MSCP School Counseling Program Evaluation aligns with all HTSB standards and CACREP standards V.1-V.11.

Principal Survey

In 2006 and 2008, Principals that hired MSCP School Counseling program completers were provided a survey requesting their feedback about the overall performance of their MSCP School Counseling program School Counselors.

In 2006, 106 Principals were surveyed by mail and by telephone. In 2008, 105 Principals, representing 179 MSCP School Counseling program completers, were sent the survey via the United States Postal Service with a self-addressed stamped return envelope. Of the 105 Principals, 33 responded (31% return rate). In 2014, 133 Principals, representing 227 MSCP School Counseling program completers, were sent the survey via email with the use of Survey Monkey (a secured online Internet application). Of the 133 Principals, 38 responded (29% return rate).

DOE Principals who currently employ at least one MSCP School Counseling program completer (referred to from this point as a graduate) were asked a series of questions (50 questions total) with the purpose to provide the MSCP program feedback on the quality of its graduates as they enter and work as DOE School Counselors.

The 2008 and 2014 Principal survey was presented in three different sections. The first section assessed the post-graduate's ability to comply with best practices. Principals were provided the following Likert scale:

- Does not Meet standards performance
- Below average standards performance
- Meets standards performance
- Above average standards performance
- Exemplar standards performance

The second section assessed the effectiveness of the graduates as a School Counselor. Principals were provided the following Likert scale:

- Poor
- Below average
- Average
- Above average
- Excellent

The Principal Survey is an assessment used to obtain feedback from all DOE Principals that employ a MSCP program completer.

The Principal Survey aligns with all HTSB standards and CACREP standards V.9-V.11.

Note: In 2012, the DOE informed all EPPs that a standardized Principal survey was going to be developed. The goal was to reduce the amount of surveys Principals were being asked to complete. In 2014, this survey is still being discussed and because of the School Counseling program's deadline to complete this Inquiry Brief, it was decided to send out our existing survey to the Principals. DOE informed the School Counseling program that principals were instructed to only complete surveys approved by the Superintendent's office. Subsequently, going forward, the School Counseling program will stop the distribution of this survey and will work collaboratively with the DOE to obtain data on graduate performance. This is why the School Counseling program considers the Principal survey a secondary source.

ePortfolio

The ePortfolio is a performance-based assessment organized around the ten HTSB School Counseling Performance Standards. It contains documentation of the essential skills and dispositions required by these standards. Contents of the ePortfolio also document the candidates' reflective practice as a developing School Counselor.

The ePortfolio is a collection of materials and reflections providing a record of the School Counseling candidate's course work and school based experiences. It encourages the candidate's active involvement in monitoring and reflecting on his or her development as a school counselor. Quality school counseling is both a performance-based profession and an on-going learning process. A significant part of this learning process is the ability to reflect on attitudes, skills, and ideas and to be willing to change and update these ideas through continued learning. The Exit Portfolio is evidence of the candidate's ability to impact student learning.

The ePortfolio is a demonstration of (a) professional and pedagogical knowledge, (b) skills and dispositions. It also shows the candidate (a) developing increase knowledge of school culture, (b) gaining a satisfactory level of expertise concerning systematic and developmentally appropriate practices, and (c) developing and demonstrating his or her liberal arts background with emphasis on issues of diversity, technology, school community relations, oral and written communication, Hawaiian culture and values, and purposeful reflection.

The Exit Portfolio is a requirement for the clinical-phase of the School Counseling program. The ePortfolio is introduced to candidates in Psy 771 School Counseling and concludes in Psy 672 Internship B.

The ePortfolio aligns with all HTSB standards.

Note: Inter-rater reliability could not be established due to the requirements for this assignment changing annually for the past three years. Based on feedback from the candidates, faculty, clinical instructors, and assessing the quality of the ePortfolios, changes were made with the goal of better aligning the ePortfolio with the School Counseling program learning objectives and

with TEAC's Quality Principle I. Because the School Counseling program is adjusting to the requirements and expectations of TEAC, modifications to this assignment could not be helped. This is why the School Counseling program considers the ePortfolio a secondary source.

Graduate Survey

In 2008, 179 MSCP School Counseling program completers were surveyed inquiring about how the overall effectiveness of the MSCP School Counseling program prepared them for the position. It should be noted that only MSCP School Counseling program-completers that were in a counseling position in a DOE school during the 2007-2008 academic year was considered. Out of the 179 surveys sent, 83 were returned (46% return rate).

Graduates of the MSCP School Counseling program who, in the 2007-2008 DOE academic year, was employed by a DOE school as a School Counselor were asked 34 questions with the purpose of providing the MSCP program feedback on it overall effectiveness in preparing its graduates as School Counselors with the DOE.

The 2008 Graduates were provided the following Likert scale:

- Strongly Disagree
- Disagree
- Uncertain
- Agree
- Strongly Agree

In 2014, the School Counseling Graduate survey was completely redone to meet the needs of the program. After consultation with MSCP faculty, it was decided that the current Graduate survey was too long (34 questions) and felt redundant when comparing it to the School Counseling Program Evaluation. Subsequently, Chaminade University began requesting information that our previous Graduate survey did not inquire about. In addition, the newly developed questions focused on how well our graduates met the standards of Quality Principle I.

Moving forward, the Graduate survey will be sent out every two years targeting graduates who completed the School Counseling program no more than 5 years ago from the date the survey is administered. Content validity was established through the implementation of a field study. The 2014 Graduate survey was sent to School Counseling faculty for their feedback. Based on the feedback the survey was refined and content validity was established. Reliability of this assessment tool is measured using Cronbach's Alpha reliability coefficient. For the 2014 Graduate Survey (n = 10 questions) the Cronbach's Alpha reliability coefficient = .9554, which shows high reliability.

Due to the changes made to the School Counseling Graduate survey, the School Counseling program considers this survey as a secondary source.

Instructor/Site Supervisor End-of-Year Evaluation of School Counseling Candidate

The MSCP program utilizes the HTSB performance standards and the TEAC's Quality Principle I as the framework for this end-of-year candidate assessment. All candidates are required to complete: 1) a 100-hour, supervised practicum (Practicum: Psy 646) in School Counseling. The practicum provides for the development of counseling skills under supervision (CACREP Standard III-H); and 2) one 600-hour supervised internship in two phases (Internship A: Psy 671 (School) and Internship B: Psy 672 (School). The internship provides an opportunity for students to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform (CACREP Standard III-I).

Candidates will demonstrate their procedural and declarative knowledge through the integration of their coursework and clinical experience as exhibited by their clinical performance and through the completion of the candidate's ePortfolio. Both the Psy 672 Internship B instructor and the candidate's site supervisor(s) assess the integrative understanding and application of counseling theory, clinical skills, and the candidate's ability to document their learning through this process.

The Instructor/Site Supervisor End-of-Year Evaluation of School Counseling Candidate aligns with all HTSB standards and TEAC Quality Principle 1.

- TEAC Quality Principle I Evidence of Candidate Learning
  - 1.1 Subject matter knowledge
  - 1.2 Pedagogical knowledge
  - 1.3 Caring and effective teaching (counseling) skills
  - 1.4 Cross-cutting themes
    - 1.4.1 Learning how to learn
    - 1.4.2 Multicultural perspectives and accuracy
    - 1.4.3 Technology

This assessment tool is in development and will be first piloted at the conclusion of the 2014-2015 academic year.

School Counseling Action Research Project

Action research, unlike traditional research, places action at the center of research. Its primary goal is to solve a problem that will lead to improvement in individual or organizational practice. For this project, the candidate will engage in the exploration of action research theory and its practical application as related to school counseling. This project provides a foundation for the candidate to become an active inquirer within the context of the school counseling field. The candidate will explore evidence-based techniques and strategies that guide the decision-making process as it pertains to the development and implementation of a guidance program. This project prepares the candidate to conduct an action research study by having the candidate develop a clear and measureable action research question, conduct a needs assessment and an effective review of related literature, develop a plan for data collection, identify sources of

analysis, define an action plan to complete the action research study, and document their learning through reflection and feedback.

The School Counseling Action Research Project also aligns with TEAC Quality Principle I.

This signature assignment and assessment tool is in development and will be first introduced to School Counseling candidates during the 2015-2016 academic year.

Section 4: Results

In this section, the results of our assessments are presented. The assessment tools utilized as evidence for the claims are: (a) Core Comprehensive Examination, (b) School Counseling Comprehensive Examination, (c) Site Supervisor's Evaluation of School Counseling Candidate survey, (d) Praxis II Content Examination, (e) School Counseling Program Evaluation, (f) Principal survey, (g) Graduate survey, and (h) ePortfolio.

Claim 1

To be a competent and qualified counselor, our graduates will understand and demonstrate the skills, techniques, and knowledge of an effective school counselor.

The assessment data used to determine that our graduates meet this claim are as follows:

MSCP Core Comprehensive Examination. Prior to the candidate's last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program's Core curriculum. This examination is a 125-tem multiple choice exam. This assessment tool is considered to be valid and reliable source of data. Refer to Table 4.1 for the MSCP Core Comprehensive Examination Results for School Counseling Candidates.

Table 4.1 MSCP Core Comprehensive Examination Results for School Counseling Candidates

Year	N	Percent Passing*	Low Score (125 total possible points)	High Score (125 total possible points)	Reliability	Mean (125 total possible points)	Standard Deviation
2014	25	96.00%	74	115	.84	96.48	10.32
2013	22	100.00%	79	117	.80	98.45	9.03
2012	47	97.87%	74	118	.81	97.26	9.40

 *Cut off score for passing determined by Mean, Standard Error of Measurement and Standard Error of Difference

Table 4.2 MSCP Core Comprehensive Examination Subfield Pass Rates* for School Counseling Candidates

Year	Ethics (N=17 test items) % of correct responses	Development (N=10 test items) % of correct responses	Counseling Skills (N=10 test items) % of correct responses	Testing (N=12 test items) % of correct responses	Group (N=12 test items) % of correct responses	Research (N=12 test items) % of correct responses	Career (N=10 test items) % of correct responses	Theories (N=14 test items) % of correct responses
2014	82.35%	70.00%	80.00%	75.00%	75.00%	66.67%	70.00%	71.43%
2013	88.24%	70.00%	90.00%	75.00%	83.33%	75.00%	80.00%	78.57%
2012	88.24%	70.00%	80.00%	75.00%	83.33%	66.67%	70.00%	78.57%

Year	Cross Cultural (N=13 test items) % of correct responses	Health (N=10 test items) % of correct responses	Marianist (N=5 test items) % of correct responses
2014	84.62%	80.00%	80.00%
2013	84.62%	80.00%	60.00%
2012	84.62%	80.00%	80.00%

* Passing percentage was calculated by dividing the mean score by the total number of test items per subfield.

In reference to the data provided in Table 4.1 and 4.2, the evidence indicates that the School Counseling candidates' overall performance (mean score and percent passing) on the MSCP Core Comprehensive Examination is consistent over the past three years. The mean score and percent passing the exam are indicative that significant cumulative candidate learning is occurring. Scale analysis indicates the School Counseling program's strengths are in ethics, counseling skills, cross-cultural counseling, group counseling and health and stress management counseling. Understanding of development is a moderate strength. Testing, research and career knowledge are the lowest areas. Scale analysis indicates that the program's common core candidate learning outcomes are being met. Cumulative learning has been demonstrated. The evidence is quite strong. In addition, strong performance in ethics and cross-cultural counseling are in line with integral aspects of the CUH Mission Statement and Marianist Educational Values. School Counseling candidates had a significantly higher rate of passing than candidates in the other counseling emphases. For candidates that did not pass, refer to the remediation description on p. 26.

Based on the evidence provided there is alignment and the meeting of Program Claim I, TEAC Principles 1.1 and 1.4, and CACREP Common Core Area I, II, III, IV, V, VI, VII and VIII.

MSCP School Counseling Comprehensive Examination. Prior to the candidate's last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program's School Counseling curriculum. This examination is a 50-tem multiple choice exam.

This assessment tool is considered to be valid and reliable source of data. Refer to Table 4.3 for the MSCP School Counseling Comprehensive Examination Results.

Table 4.3 MSCP School Counseling Comprehensive Examination Results

Year	N	Percent Passing*	Low Score (50 total possible points)	High Score (50 total possible points)	Reliability	Mean (50 total possible points)	Standard Deviation
2014	25	96.00%	28	42	.57	37.08	4.07
2013	22	100.00%	31	45	.59	38.23	4.04
2012	48	97.92%	22	46	.66	37.67	4.57

*Cut off score for passing determined by Mean, Standard Error of Measurement and Standard Error of Difference

Based on the analyzed data, School Counseling candidates have performed consistently over the past three years and have demonstrated an understanding of the academic material presented in the School Counseling emphasis curriculum. The mean score and percent passing the exam are indicative that significant cumulative candidate learning is occurring. Item analysis indicates that School Counseling candidates scored highest on questions pertaining to ethics and counseling skills. School Counseling candidates scored lowest on questions pertaining to testing and the ability to recall standards. For candidates that did not pass, refer to the remediation description on p. 26.

Based on the evidence provided there is alignment and the meeting of Program Claim I, TEAC Principles 1.1, and CACREP School Counseling Program Area I, II, and III.

Site Supervisor's Evaluation of School Counseling Candidate Survey. Site Supervisors are asked to complete an evaluation on the School Counseling candidate once per term (Practicum, Internship A, and Internship B). Site Supervisors are instructed to provide a rating of the candidate's current level of professional and personal competence at their respective site. Site Supervisors are provided the following Likert scale:

- Not Applicable or not enough information to form a judgment
- Far Below Expectations – needs much improvement, a concern
- Below Expectations – needs improvement, a concern
- Acceptable – meets standards at an average level for Practicum student/Intern
- Above Expectations – performs above average level for Practicum student/Intern
- Far Above Expectations – a definite strength, performs well beyond average levels for Practicum student/Intern

Refer to Table 4.4 for the Site Supervisor's Evaluation of the School Counseling Candidate survey results. To view the instrument, refer to Appendix M: Site Supervisor's Evaluation of School Counseling Candidate.

Table 4.4 Site Supervisor's Evaluation of the School Counseling Candidate Survey Results (Practicum, Internship A, and Internship B combined)

Assessed Competency	2012 N Size	2012 Mean (5 pt Likert Scale)	2012 SD	2013 N Size	2013 Mean (5 pt Likert Scale)	2013 SD	2014 N Size	2014 Mean (5 pt Likert Scale)	2014 SD
Life Span Development	229	3.88	.69	116	3.59	.65	127	3.73	.77
Counseling Theories	227	3.70	.66	112	3.49	.64	125	3.64	.77
Developed Counseling Style	223	3.70	.71	110	3.52	.73	124	3.56	.82
Dynamics of Individual Behavior	232	3.84	.72	117	3.64	.74	129	3.74	.82
Diagnosis and Treatment Planning	216	3.80	.72	104	3.65	.77	126	3.70	.86
Communication	234	4.08	.72	118	3.86	.74	129	3.98	.82
Empathetic	236	4.22	.71	120	4.11	.71	131	4.06	.73
Supportive	234	4.24	.78	120	4.05	.74	130	4.02	.85
Emotional Stability	236	4.12	.79	120	4.00	.84	130	3.80	.96
Recognizes Personal Limitations	235	4.18	.70	120	4.06	.77	129	4.00	.75
Understanding of diversity	236	4.16	.73	120	4.08	.75	129	4.03	.74
Professionalism	237	4.27	.75	120	4.15	.73	131	4.08	.72
Ethical	236	4.19	.74	118	4.04	.81	128	4.07	.73
Documentation	235	4.11	.77	119	4.02	.84	130	4.03	.85
Referrals	190	4.11	.76	104	3.96	.79	107	3.83	.84

The evidence indicates that the School Counseling candidates are demonstrating an integrative understanding through the application of clinical skills and competencies at their respective professional sites. Procedural knowledge is clearly being shown by the acceptable – above expectations range of mean scores per assessed competency. The School Counseling candidates consistently scored high in empathy, being supportive to their students and colleagues, and their professionalism. Areas that need improvement are the School Counseling candidate's understanding of their own counseling style, how to apply theory to real-world, and their overall confidence in diagnosing and creating treatment plans for their students.

Based on the evidence provided there is alignment and the meeting of Program Claim I, TEAC Principles 1.1, 1.2, 1.3, and 1.4, CACREP Common Core Area I, II, III, IV, V, VI, VII, and VIII, and CACREP School Counseling Program Area I, II, and III.

Praxis II Content Examination (School Guidance and Counseling exam or Professional Counselor exam). It is a School Counseling program requirement that all School Counseling candidates must successfully complete the Praxis II School Guidance and Counseling content exam (prior to August 2013) or the Professional School Counselor content exam and provide official documentation of the passing score, prior to entering Internship A. Refer to Table 4.5 for the Praxis II Content Examination data.

Table 4.5 Praxis II Content Examination Data (combined scores)

Testing Year	# of Candidates	% Passing
2011-2012	48	96%
2012-2013	22	95%
2013-2014	25	100%

The evidence indicates that School Counseling candidates have an exceptionally high passing rate. This shows that the School Counseling candidates have met the minimum standards of their understanding of how to be an effective and knowledgeable School Counselor as determined by HTSB's minimum passing score.

Based on the evidence provided, there is alignment and the meeting of Program Claim I, TEAC Principle 1.1, and HTSB's licensure requirement of successful completion of the Praxis II content examination.

Claim 2

To be a competent, qualified, and caring counselor, our graduates will understand and demonstrate positive ethical and professional conduct.

The data used to determine that our graduates meet this claim are as follows:

MSCP Core Comprehensive Examination (ethics sub-category). Prior to the candidate's last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program's Core curriculum. Seventeen of the 125-multiple-choice questions focus on professional and ethical issues in counseling. Refer to Table 4.6 Core Comprehensive Examination Ethics Sub-Category Data for the results.

Table 4.6 Core Comprehensive Examination Ethics Sub-Category Data

Year	Ethics N=17 test items
2014	82.35% correct responses
2013	88.24% correct responses
2012	88.24% correct responses

In reference to the data provided in Table 4.6 the evidence indicates that the School Counseling candidates' overall performance (percent of correct responses) on the MSCP Core Comprehensive Examination Ethics sub-category questions is consistent over the past three years. The percentage of correct responses are indicative of the above average degree of declarative knowledge the School Counseling candidates have of professional and ethical issues in counseling.

Based on the evidence provided, there is alignment and the meeting of Program Claim II, TEAC Principles 1.1, and 1.3, and CACREP Common Core Area I.

Site Supervisor's Evaluation of School Counseling Candidate survey (ethics sub-category). Site Supervisors are asked to complete an evaluation on the School Counseling candidate once per term (Practicum, Internship A, and Internship B). Site Supervisors are instructed to provide a rating of the candidate's current level of professional and personal competence at their respective site. The Professional and Ethical Standards section of the Site Supervisor's Evaluation of the School Counseling Candidate survey consists of four questions. Refer to Table 4.7 for the results.

Table 4.7 Professional and Ethical Standards Data from Site Supervisor's Evaluation

Assessed Competency	2012 N Size	2012 Mean (5 pt Likert Scale)	2012 SD	2013 N Size	2013 Mean (5 pt Likert Scale)	2013 SD	2014 N Size	2014 Mean (5 pt Likert Scale)	2014 SD
Conducts oneself in a professional manner with students; respects the rights of others	237	4.27	.75	120	4.15	.73	131	4.08	.72
Establishes and maintains counseling, relationships consistent with	236	4.19	.74	118	4.04	.81	128	4.07	.73

ethical standards established by the ACA								
Completes assigned responsibilities in a timely and competent manner; maintains accurate records on the student(s) and on own professional practice	235	4.11	.77	119	4.02	.84	130	4.03	.85
Is willing and able to make referrals to other professionals when faced with issues beyond one's level of training and expertise	190	4.11	.76	104	3.96	.79	107	3.83	.84

In reference to the data provided in Table 4.7 the evidence indicates that the School Counseling candidates' ratings in the Professional and Ethical Standards sub-category in the Site Supervisor's Evaluation of the School Counseling Candidate is consistent over the past three years. Site Supervisors consistently rate School Counseling candidates as Above Expectations in this sub-category. This provides evidence that procedural knowledge is high as they are able to apply professional and ethical concepts to their clinical experience.

Based on the evidence provided, there is alignment and the meeting of Program Claim II, TEAC Principles 1.1, 1.2, 1.3, and 1.4, and CACREP Common Core Area I.

  School Counseling Program Evaluation (ethics sub-category). During the School Counseling candidate's final term in the program they are given the opportunity to provide feedback of their experience in the MSCP School Counseling program. School Counseling candidates are given 202 questions covering the curriculum, fieldwork experience, their assessment of their counseling disposition, and their knowledge of various standards (e.g., HTSB Standards, ASCA Standards, DOE GLO's, NBCC, and CACREP). Nineteen questions pertain specifically to ethics. Refer to Table 4.8 to view the results of these questions.

Table 4.8 School Counseling Program Evaluation Ethics Sub-Category

Question	2012 (n=45) % of candidates responding Agree or Strongly Agree	2013 (n=22) % of candidates responding Agree or Strongly Agree	2014 (n=24) % of candidates responding Agree or Strongly Agree
9. An understanding of the ethical issue of confidentiality within a counseling context	100%	95.45%	91.67%
10. An understanding of the ethical issues of client rights within a counseling context	100%	100%	100%
11. An understanding of the ethical issues of informed consent within a counseling context	97.78%	90.91%	91.67%
12. An understanding of the ethical issues of dual relationships within a counseling context	97.78%	95.45%	95.83%
13. An understanding of the ethical issues of professional competence within a counseling context	95.56%	95.45%	91.67%
14. An understanding of the ethical issues of diversity within a counseling context	95.56%	100%	91.67%
15. An understanding of the ethical issues of boundary within a counseling context	95.56%	95.45%	91.67%
29. Recognize that counseling is a confidential process focused on the present relationship between counselor and client(s)	100%	95.45%	100%
33. Recognize that human behavior occurs and must be understood within the context of various interrelated, interpersonal, intrapersonal, educational, familial, community,	97.78%	100%	95.83%

organizational, and societal environments			
34. Recognize that all individuals and groups have the right to be respected, treated with dignity, and evaluated in a fair and just manner irrespective of race, gender, age, ethnicity, disability, sexual orientation, health, religion, and socio-economic status	95.56%	100%	100%
36. Adapt to the unique perspective of each client	95.56%	95.45%	95.83%
37. Recognize the importance of nonmaleficence	91.11%	95.45%	100%
38. Provide all pertinent information to my clients/parents/guardians so they are able to make an informed decision regarding commitment to and continuation in counseling	93.33%	90.91%	91.67%
39. Promote the welfare of my clients	100%	86.36%	100%
118. Competence in the knowledge of legal and ethical issues of counseling	97.78%	95.45%	87.50%
126. The ethical standards and guidelines of ASCA	86.67%	90.91%	75%
127. The policies, laws, and legislation relevant to School Counseling	80%	72.73%	79.17%
165. The ability to use a variety of technologies effectively and ethically	97.78%	86.36%	91.67%
197. The ASCA ethical standards for school counselors	82.22%	90.91%	87.50%

In reference to the data provided in Table 4.8 the evidence indicates that the School Counseling candidates' self-report on ethical issues in the School Counseling Program Evaluation survey is consistent over the past three years. Candidates feel confident in their knowledge and practice of

counseling ethics. This is consistent with the ratings of site supervisors who have in most cases observed the candidates for an entire school year. This provides evidence that declarative and procedural knowledge is high as it pertains to ethical issues in the counseling profession.

Based on the evidence provided, there is alignment and the meeting of Program Claim II, TEAC Principles 1.1, 1.2, 1.3, and 1.4, and CACREP Common Core Area I.

Claim 3

To be a competent, qualified, and caring counselor, our graduates will understand and demonstrate the value of diversity in meeting the unique needs of others.

The data used to determine that our graduates meet this claim are as follows:

   MSCP Core Comprehensive Examination (cross-cultural sub-category). Prior to the candidate's last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program's Core curriculum. Thirteen of the 125-multiple-choice questions focus on diversity and cross-cultural issues in counseling. Refer to Table 4.9 Core Comprehensive Examination Cross-Cultural Sub-Category Data for the results.

Table 4.9 Core Comprehensive Examination Cross-Cultural Sub-Category Data

Year	Cross-Cultural N=13 test items
2014	84.62% correct responses
2013	84.62% correct responses
2012	84.62% correct responses

In reference to the data provided in Table 4.9 the evidence indicates that the School Counseling candidates' overall performance (percent of correct responses) on the MSCP Core Comprehensive Examination Cross-Cultural sub-category questions is consistent over the past three years. The percentage of correct responses are indicative of the above average degree of declarative knowledge the School Counseling candidates have of cross-cultural and diversity issues in in counseling.

Based on the evidence provided, there is alignment and the meeting of Program Claim III, TEAC Principles 1.1, and 1.3, and CACREP Common Core Area II.

   Site Supervisor's Evaluation of School Counseling Candidate survey (cross-cultural sub-category). Site Supervisors are asked to complete an evaluation on the School Counseling candidate once per term (Practicum, Internship A, and Internship B). Site Supervisors are instructed to provide a rating of the candidate's current level of professional and personal competence at their respective site. The Personal and Social Skills section of the Site Supervisor's Evaluation of the School Counseling Candidate survey consists of five questions that focus on diversity and cross-cultural issues. Refer to Table 4.10 for the results.

Table 4.10 Personal and Social Skills Data from Site Supervisor's Evaluation

Assessed Competency	2012 N Size	2012 Mean (5 pt Likert Scale)	2012 SD	2013 N Size	2013 Mean (5 pt Likert Scale)	2013 SD	2014 N Size	2014 Mean (5 pt Likert Scale)	2014 SD
Is empathetic, understanding, and genuine in interactions with students; projects acceptance of student behaviors and value systems even when different from one's own	236	4.22	.71	120	4.11	.71	131	4.06	.73
Develops and maintains supportive relationships with others including staff, supervisors and other professionals	234	4.24	.78	120	4.05	.74	130	4.02	.85
Demonstrates emotional stability, security, confidence and an ability to take initiative	236	4.12	.79	120	4.00	.84	130	3.80	.96
Recognizes personal limitations and is open to appropriate supervision	235	4.18	.70	120	4.06	.77	129	4.00	.75
Demonstrates understanding and respect for diverse cultural, ethnic, sexual, and social backgrounds	236	4.16	.73	120	4.08	.75	129	4.03	.74

In reference to the data provided in Table 4.10 the evidence indicates that the School Counseling candidates' ratings in the Personal and Social Skills sub-category in the Site Supervisor's Evaluation of the School Counseling Candidate is consistent over the past three years. Site Supervisors consistently rate School Counseling candidates as Above Expectations in this sub-category. This provides evidence that procedural knowledge is high as they are able to apply cross-cultural and diversity theory to their clinical experience.

Based on the evidence provided, there is alignment and the meeting of Program Claim III, TEAC Principles 1.1, 1.2, 1.3, and 1.4, and CACREP Common Core Area II.

School Counseling Program Evaluation (cross-cultural sub-category). During the School Counseling candidate's final term in the program they are given the opportunity to provide feedback of their experience in the MSCP School Counseling program. School Counseling candidates are given 202 questions covering the curriculum, fieldwork experience, their assessment of their counseling disposition, and their knowledge of various standards (e.g., HTSB Standards, ASCA Standards, DOE GLO's, NBCC, and CACREP). Sixteen questions pertain specifically to cross-cultural and diversity issues. Refer to Table 4.11 to view the results of these questions.

Table 4.11 School Counseling Program Evaluation Cross-Cultural Sub-Category

Question	2012 (n=45) % of candidates responding Agree or Strongly Agree	2013 (n=22) % of candidates responding Agree or Strongly Agree	2014 (n=24) % of candidates responding Agree or Strongly Agree
2. How cross-cultural issues impact on the counseling context	95.56%	81.82%	95.83%
14. An understanding of the ethical issues of diversity within a counseling context	95.56%	100%	95.67%
21. Attitudes and sensitivities necessary to relate effectively with others in a wide variety of situations/contexts	93.33%	100%	91.67%
22. Interpersonal skills necessary to relate effectively with others in a wide variety of situations/contexts	88.89%	95.45%	100%
23. Critical thinking skills necessary to relate effectively with others in a wide variety of situations/contexts	84.44%	95.45%	87.50%

24. Competencies and skills to effectively provide individual counseling	93.33%	100%	91.67%
25. Competencies and skills to effectively provide group counseling	86.67%	95.45%	75.00%
30. Recognize that in the counseling relationship one must be genuine, empathic, non-judgmental, focus on the whole person, and practice nonmaleficence	100%	100%	100%
33. Recognize that human behavior occurs and must be understood within the context of various interrelated, interpersonal, intrapersonal, educational, familial, community, organizational, and societal environments	97.78%	100%	95.83%
34. Recognize that all individuals and groups have the right to be respected, treated with dignity, and evaluated in a fair and just manner irrespective of race, gender, age, ethnicity, disability, sexual orientation, health, religion, and socio-economic status	95.56%	100%	100%
36. Adapt to the unique perspective of each client	95.56%	95.45%	95.83%
115. Competence in the knowledge of social and cultural issues including family/parent education; human sexuality, child abuse, substance abuse; sex-equity; and socio-economic, ethnic, and racial groups	84.44%	90.91%	70.83%

128. The implications of socio-cultural, demographic, and lifestyle diversity relevant to school counseling	93.33%	95.45%	91.67%
195. Recognize that all students must be treated fairly	100%	100%	100%
196. Recognize that all students can learn	95.56%	100%	95.83%

In reference to the data provided in Table 4.11 the evidence indicates that the School Counseling candidates' self-report on cross-cultural and diversity issues in the School Counseling Program Evaluation survey is consistent over the past three years. Candidates feel confident in their knowledge and practice of cross-cultural counseling. This is consistent with the ratings of site supervisors who have in most cases observed the candidates for an entire school year. This provides evidence that declarative and procedural knowledge is high as it pertains to cross-cultural and diversity issues in the counseling profession.

Based on the evidence provided, there is alignment and the meeting of Program Claim III, TEAC Principles 1.1, 1.2, 1.3, and 1.4, and CACREP Common Core Area II.

Section 5 Discussion and Plan

After reviewing Chaminade University's School Counseling program's assessment data, we feel very strongly that there is evidence supporting our three claims. The School Counseling candidates have shown to be competent, caring, and qualified School Counselors by exhibiting a high level of declarative and procedural knowledge through their performance on summative assessments and evaluations. Consequently, the School Counseling candidates have met TEAC's Quality Principles including the Cross-Cutting Themes, HTSB's Performance Standards, and CACREP Common and School Counseling Standards.

Claim 1

To be a competent and qualified counselor, our graduates will understand and demonstrate the skills, techniques, and knowledge of an effective school counselor.

The understanding of the skills, techniques, and knowledge needed to be an effective, competent, and qualified school counselor was assessed through the use of the MSCP Core Comprehensive examination, the MSCP School Counseling Comprehensive examination, and the Praxis II content examination. Scores and passing rates for all three assessments were consistent over the past three years. The findings, as shown in Table 4.1, 4.2, 4.3, and 4.5, are indicative of significant cumulative candidate learning occurred.

The demonstration of the skills, techniques, and knowledge needed to be an effective, competent, and qualified school counselor was assessed through the use of the Site Supervisor's Evaluation of the School Counseling Candidate survey. The data shown in Table 4.4 provides evidence that School Counseling candidates are able to demonstrate an integrative understanding through the application of clinical skills and competencies at their respective practicum/internship site(s) as evaluated by their respective site supervisor(s).

In summary, through the analysis of the MSCP Core Comprehensive examination, the MSCP School Counseling Comprehensive examination, the Praxis II content exam, and the Site Supervisor's Evaluation of the School Counseling Candidate survey, it can be concluded that a high degree of declarative and procedural knowledge has been achieved and that Claim 1 has been met.

Claim 2

To be a competent, qualified, and caring counselor, our graduates will understand and demonstrate positive ethical and professional conduct.

The understanding of positive ethical and professional conduct needed to be a competent, qualified, and caring counselor was assessed through the use of the ethics sub-category of the MSCP Core Comprehensive examination and the School Counseling Program Evaluation. The data in Table 4.6 shows an above average degree of knowledge pertaining to professional and ethical issues in counseling. In looking at the sub-category data for the MSCP Core Comprehensive examination over the past three years, ethics has been either the highest or

second highest scored sub-category when comparing the 11 sub-categories of the examination. This aligns with the data collected from the ethics sub-category of the School Counseling Program Evaluation. Candidates self-reported a high degree of self-efficacy in their knowledge and practice of professional and ethical issues in counseling. This can be referenced in Table 4.8.

The demonstration of positive ethical and professional conduct needed to be a competent, qualified, and caring counselor was assessed through the Professional and Ethical Standards sub-category of the Site Supervisor's Evaluation of the School Counseling Candidate survey. Table 4.7 shows that School Counseling candidates are consistently rated at the Above Expectations level in this sub-category. Subsequently, it can be said that candidates have a high degree of knowledge and self-efficacy, and are able to apply that knowledge in their respective clinical setting.

In summary, through the analysis of the ethics sub-category in the MSCP Core Comprehensive examination, the School Counseling Program Evaluation, and Site Supervisor's Evaluation of the School Counseling Candidate survey, it can be concluded that a high degree of declarative and procedural knowledge has been achieved and that Claim 2 has been met. In addition, analysis of the Claim 2 data shows that Quality Principle 1.4.2 Multicultural Perspectives and Accuracy have also been met.

Claim 3

To be a competent, qualified, and caring counselor, our graduates will understand and demonstrate the value of diversity in meeting the unique needs of others.

The understanding of the value of diversity in meeting the unique needs of others was assessed through the use of the cross-cultural sub-category of the MSCP Core Comprehensive examination and the School Counseling Program Evaluation. The data in Table 4.9 shows an above average degree of knowledge pertaining to cross-cultural and diversity issues in counseling. In looking at the sub-category data for the MSCP Core Comprehensive examination over the past three years, cross-cultural has been in the top three scored sub-category when comparing the 11 sub-categories of the examination. This aligns with the data collected from the cross-cultural sub-category of the School Counseling Program Evaluation. Candidates self-reported a high degree of self-efficacy in their knowledge and practice of cross-cultural and diversity issues in counseling. This can be referenced in Table 4.11.

The demonstration of the value of diversity in meeting the unique needs of others was assessed through the Personal and Social Skills sub-category of the Site Supervisor's Evaluation of the School Counseling Candidate survey. This sub-category is the section of the evaluation where cross-cultural and diversity-related issues are rated by the respective site supervisor. Table 4.10 shows that School Counseling candidates are consistently rated at the Above Expectations level in this sub-category. It is evident that candidates have a high degree of knowledge and self-efficacy, and are able to apply that knowledge in their respective clinical setting.

In summary, through the analysis of the cross-cultural sub-category in the MSCP Core Comprehensive examination, the School Counseling Program Evaluation, and the Personal and

Social Skills section of the Site Supervisor's Evaluation of the School Counseling Candidate survey, it can be concluded that a high degree of declarative and procedural knowledge has been achieved and that Claim 3 has been met.

Cross-Cutting Themes

1.4.1 Learning how to learn. The School Counseling program faculty conceptualized this cross-cutting theme as the candidate's ability to think independently, problem-solve through inquiry and seeking out needed information, and transfer what was learned to the real-world. This directly applies to the Marianist Educational Values of Provide an Excellent Education and Educate for the Adaptation to Change. The Marianists value a candidate's ability to link theory and practice. In addition, with the world constantly changing, candidates must also become agile in navigating through chaotic environments. This is accomplished through their coursework and clinical experience.

More specifically, candidates will be required in their pre-clinical class Psy 771 School Counseling, starting academic year 2015-2016, to conduct an action research study that will include a guidance curriculum that they will implement during their Practicum and/or Internship semesters at their respective placement. Currently, candidates are required to collaborate with their placement site, analyze the placement site's needs, and factor in the placement site's mission/vision and demographic population as they develop a guidance curriculum (without a research design). Candidates learn how to perform a needs assessment, develop their collaborative skills, and this experience provides them with a real-world problem-solving exercise that will be common once they become a professional School Counselor. When the action research study is implemented, candidates will formulate this project using an action research design, which is a more credible means of presenting their findings. Once their Practicum and Internship experiences begin, candidates will be out in the field and there they must demonstrate the transferring of theory to practice through, but not limited to, the implementation of their guidance curriculum.

Prior to 2014, learning how to learn was not directly assessed. After identifying this during our self-audit, assessment modifications were made to address this missing element. Starting in academic year 2015-2016, support for our claim that graduates of the School Counseling program have learned how to learn will be assessed through (a) The Supervisor's Evaluation of the School Counseling Candidate survey, (b) Graduate survey, and (c) the Psy 672 Internship B Instructor's Evaluation of the School Counseling Candidate survey.

1.4.2 Multicultural perspectives and accuracy. This cross-cutting theme is formally evaluated through Claim 3. As noted in Claim 3, accurate multicultural perspectives is assessed and evaluated through the following: (a) MSCP Core Comprehensive Examination (cross-cultural sub-category), (b) Site Supervisor's Evaluation of School Counseling Candidate survey (cross-cultural sub-category), and (c) School Counseling Program Evaluation (cross-cultural sub-category).

In addition, cultural diversity is a student learning outcome in every course School Counseling candidates experience. The course that directly addresses this cross-cutting theme is Psy 736 Cross-Cultural Psychology. The student learning outcomes for this course is:

Students will demonstrate an understanding of:

- Comparing and contrasting independent (individual) and interdependent (collective) approaches to the concept of "self" within the context of cross-cultural counseling.
- How the counselor and client may be seen within the context of a social, cultural, familial, and psychological integrated system.
- Cross-cultural counseling in the contexts of school, community, and marriage and family counseling.
- Their biases, prejudices, values, and expectations relative to the cross-cultural counseling context.
- Ethical issues relative to cross-cultural counseling.
- How Eastern and Western perspectives can be integrated in the counseling context.
- The scientific method, research, and sampling relative to cross-cultural counseling.
- Culture relative to the perspective of evolutionary psychology.
- Cultures in Hawai'i.
- Fundamental concepts in cross-cultural counseling.

Beginning in academic year 2015-2016, The School Counseling program will deepen its assessment of Quality Principle 1.4.2 by utilizing a revised e-Portfolio signature assignment, a revised Principal survey, and a revised Graduate survey. It should be noted that the Principal survey can no longer be administered by Chaminade University's School Counseling Program. Hawaii Department of Education has informed us in 2014 that all surveys addressed to Principals require Superintendent approval. In our attempt at seeking approval, we were denied and instructed to collaborate with their Office of Strategy, Innovation, and Performance, as this is the department heading data governance and teacher and counselor performance evaluation. The Assistant Superintendent that leads this department is working closely with us so that we can receive counselor performance data for our program assessment needs.

1.4.3 Technology. The School Counseling faculty is supportive of and committed to the use of technology in preparing candidates to use technology to help their students help themselves in adapting cognitively, emotionally, and behaviorally to their various inter-related and diverse environments. It must be noted, however, that our faculty believe that counseling is fundamentally a face-to-face relationship between human beings, and while technology must have a place in the counseling process, there is no substitute for interpersonal interaction.

Technology in the School Counseling program is implemented in the following ways:

- Upon admission, all candidates are provided with an e-mail address, password and access to specific online sites.
- Each term, all candidates register online.
- Each term, all candidate grades are posted online.
- All faculty, full and adjunct, are provided with an e-mail address.

- All faculty are required to have their e-mail address as part of their syllabus so candidates will be able to contact them.
- All candidates are required to take Psy 616 Statistics, Research and Evaluation. In this class all candidates are taught to use the computer program SPSS for statistical analysis and evaluation.
- All candidates are required to take Psy 627 Career Development. In this class all candidates use computer technology for exploring career development.
- All candidates are required to take Psy 736 Cross Cultural Counseling. In this class all candidates are required to use PowerPoint for their presentation where they compare, across instructor-selected variables, Hawaiian culture with a culture of their choice.
- All candidates in Psy 603 Introduction to Counseling Skills, Psy 611 Group Processes, Psy 646 Practicum, and Psy 671/2 Internships A and B are filmed in a role-play or real counseling exercise, which is used by them, their classmates, and their instructor to monitor their growth and development as counselors.
- All candidates must create an ePortfolio utilizing the technology learned throughout the program.

Prior to 2014, technology was not directly and formally assessed. After identifying this during our self-audit, assessment modifications were made to address this missing element. Starting in academic year 2015-2016, support for our claim that graduates of the School Counseling program have acquired the knowledge to use the basic productivity tools of the profession will be assessed through (a) The Supervisor's Evaluation of the School Counseling Candidate survey, (b) Program evaluation survey, and (c) the Psy 672 Internship B Instructor's Evaluation of the School Counseling Candidate survey.

Areas of Improvement/Action Plan

The School Counseling program appreciates the feedback that the Inquiry Brief has provided. A few assessment gaps were discovered and a number of curriculum enhancements were developed directly related to this process. Listed below is our action plan going forward:

- Through the analysis of our School Counseling Comprehensive examination and our Site Supervisor's Evaluation of the School Counseling Candidate survey, we were able to identify an area within the School Counseling curriculum that needs improvement. The School Counseling program needs to improve upon its students' ability to practically apply counseling theories in the real-world. The School Counseling students have shown through their School Counseling Comprehensive exam scores that they understand counseling theories in the context of the university classroom, but evaluation scores of their performance in the field, pertaining to this area, were the lowest when compared to the other areas assessed in that assessment tool. This incongruency was shared with the clinical instructors and will be focused on during the upcoming academic year. In addition, a stronger emphasis on assessment and treatment planning will occur in their clinical classes as well.
- Through the course of establishing reliability and validity of our assessment tools, it was discovered that the candidates are only assessed by one evaluator, their site supervisor, at their respective site(s). Subsequently, we are not able to establish inter-rater

reliability for our Site Supervisor's Evaluation of the School Counseling Candidate survey. We found this to be problematic. Two solutions were developed as a result of this finding.

- o The first was the development of a revised Site Supervisor Orientation. Previously, the orientation was scheduled, but attendance was regularly low. The School Counseling Internship Director would then visit all of the first time Site Supervisors that did not attend the orientation and go over the material in-person. After three years of this practice, the School Counseling program is in the process of developing an online orientation that Site Supervisors can complete at their convenience, but no later than the first day of the Practicum term. A second phase of this orientation is still in the planning stage and that is to develop a series of case studies that are directly related to the candidate evaluation process. It is our goal to establish inter-rater reliability in that manner.
- o The second was the development of a new evaluation tool that assesses candidates against the Hawaii DOE School Counselor Performance Standards, our claims, and the TEAC Quality Principles. Near the end of the candidate's final clinical course (Internship B) the Site Supervisor and clinical course instructor will evaluate the candidate using this tool. The two primary sources of evidence will be the candidate's e-Portfolio and in-person or video observations. This will generate a minimum of two summative performance evaluations on each candidate. In addition, inter-rater reliability can be established using this evaluation tool versus the Site Supervisor's Evaluation of the School Counseling Candidate survey.

- In order to address Quality Principle 1.4.1 Learning to Learn, two signature assignments were created to meet this standard.
  - o For the Action Research study the candidates will engage in the exploration of action research theory and its practical application as related to school counseling. This project provides a foundation for the candidate to become an active inquirer within the context of the school counseling, as well as learn how to learn new information once in the field. The candidate will explore evidence-based techniques and strategies that guide the decision-making process as it pertains to the development and implementation of a guidance program. This project prepares the candidate to conduct an action research study by having the candidate develop a clear and measureable action research question, conduct a needs assessment and an effective review of related literature, develop a plan for data collection, identify sources of analysis, define an action plan to complete the action research study, and document their learning through reflection and feedback.
  - o The completion of the ePortfolio provides a personal repository of evidence and reflections of how the candidates have successfully met and accomplished all of the MSCP School Counseling program claims and the HTSB and Hawaii DOE School Counseling Performance Standards. Through the reflections, candidates will articulate their critical-thinking process and what they have learned through and as a result of their experience. This will be another way of assessing how

candidates have learned how to learn once they become a professional School
Counselor.

- Hawaii DOE has informed us in 2014 that all surveys addressed to Principals require
Superintendent approval. In our attempt at seeking approval, we were denied and
instructed to collaborate with their Office of Strategy, Innovation, and Performance, as
this is the department heading data governance and teacher and counselor performance
evaluation. The Assistant Superintendent that leads this department is working closely
with us so that we can receive counselor performance data for our program assessment
needs. This will take the place of our Principal survey. No estimated time for the first
data report was provided to date.

- After consulting with MSCP faculty, it was decided that the current Graduate survey
was too long (34 questions) and felt redundant when comparing it to the School
Counseling Program Evaluation. Subsequently, it was discovered through the writing of
this Inquiry Brief that questions pertaining to our program claims needed to be added.
Also, Chaminade University began requesting information that our previous Graduate
survey did not inquire about. Starting in academic year 2014-2015, the new Graduate
survey will be sent out every two years targeting graduates who completed the School
Counseling program no more than 5 years ago from the date the survey is administered.

- Through the MSCP Quality Control System and the self-audit, the School Counseling
program discovered a problem that has occurred more times than initially realized.
According to MSCP policy, all candidates must make contact with their faculty advisor
prior to the start of each semester. Compliance was sporadic. It was agreed that in
order to remedy this, advisors will email each of their advisees prior to registration for
the upcoming term for the purpose of checking-in and to promote the importance of
following their academic plan.

- Also through the MSCP Quality Control System and the self-audit, it was discovered
that the enrollment for Psy 720 Psychological and Education Testing's was inconsistent.
There would be semesters when there was a waiting list and others when the class
would have to be closed due to a low enrollment projection. It was discovered that Psy
500 Exceptional Children (a pre-requisite for Psy 720) needed to be taken earlier. This
freed up semesters later in the program resulting in less back log. In order to prevent
future over enrollment challenges, the School Counseling program is discussing ways to
develop a real-time class projection report. This will keep advisors better informed
when developing the candidates' academic plans.

The School Counseling program participates in the MSCP Quality Control System that is
documented in Appendix A. The MSCP Quality Control System consists of a series of
assessments that are analyzed on an annual basis. All examinations used as
assessment/evaluation tools are assessed using an item analysis. The results of the tools and their
respective item analysis are reviewed by the Dean of Behavioral Sciences and all MSCP faculty.
The Clinical Directors of each emphasis, School Counseling being one of them, must respond in
writing their analysis of the assessment tools and what their action plan will be for the upcoming
academic year. The School Counseling program Clinical Director shares the findings and action
plan with all School Counseling clinical faculty for feedback and also for future curriculum
modifications. Appendix A shows how the School Counseling program fully meets the
requirements of Quality Principle II. This is done by illustrating how the School Counseling

program regularly investigates, ensures high quality instruction, monitors all facets of the program systematically and regularly. Through this Quality Control System, faculty is able to use the assessment data for continuous quality improvement through evidence-based decision-making.

Section 6 Evidence of Institutional Learning

The School Counseling program is annually reviewed by the Dean of Behavioral Sciences and the School Counseling faculty and staff. During this review, a summative evaluation of the performance of the School Counseling candidates are assessed using academic examinations and an evaluation of counseling skills demonstrated in practicum and/or internship coursework. The following data and analysis of the data represents the summative evaluation of the 25 School Counseling emphasis students in the 2013-2014 cohort group.

Comprehensive Examination

The same comprehensive examination used with last year's School Counseling cohort was used again in 2014. This exam had previously been subjected to several reliability and item analyses, and was found to be reliable. The mean score of the 50 item multiple-choice exam was found to be 37.08 (N = 25, SD = 4.07, KR-20 reliability coefficient = .57). This compares to a mean score of 38.23 (N= 22, SD = 4.04, KR-20 reliability coefficient = .59) in the previous year 2013. All 25 students passed this exam in 2014. All 22 students passed in 2013, 47 out of 48 passing in 2012, and 27 out of 28 passing in 2011. This data can be interpreted as representative of excellent performance.

Site Supervisor Evaluations

These 25 School Counseling students were also rated by their Practicum, Internship A, and Internship B site supervisors. Ratings across all three field experiences (Practicum, Internship A, and Internship B) were used in the analysis of this cohort group. The Supervisor's Evaluation of Student form has 15 items rated on a 1 to 5 Likert scale as follows: 1. Far Below Expectations; 2. Below Expectations; 3. Acceptable; 4. Above Expectations; and 5. Far Above Expectations. The means and standard deviations for each of the items across all three field experiences were calculated. The results are shown in Table 1 below.

Table 6.1 Means and Standard Deviations of Site Supervisor Ratings

Item	Mean	SD
The student…		
1. Displays understanding of the basic principles of human growth and how this facilitates learning and the counseling process.	3.95	.77
2. Demonstrates a clear and concise understanding of the various counseling theories, techniques and procedures.	3.64	.77
3. Has developed a therapeutic style of counseling that is based in theory.	3.56	.82
4. Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change.	3.74	.82
5. Is able to accurately assess student needs, reach an appropriate diagnosis and develop a coherent treatment plan.	3.70	.86

6. Can communicate effectively with clients and assist students in integrating information into their current lifestyle.	3.98	.82
7. Is empathetic, understanding, and genuine in interactions with students; projects acceptance of student behaviors and value systems even when different from their own.	4.06	.73
8. Develops and maintains supportive relationships with others including staff, supervisors and other professionals.	4.02	.85
9. Demonstrates emotional stability, security, confidence and an ability to take initiative.	3.80	.96
10. Recognizes personal limitations and is open to appropriate supervision.	4.00	.75
11. Demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds.	4.03	.74
12. Conducts oneself in a professional manner with students; respects the rights of others.	4.08	.72
13. Establishes and maintains counseling relationships consistent with ethical standards established by the American Counseling Association (e.g., maintains student confidentiality, obtains appropriate consent, etc.).	4.07	.73
14. Completes assigned responsibilities in a timely and competent manner; maintains accurate records on student(s) and their own professional practice.	4.03	.85
15. Is willing and able to make referrals to other professionals when faced with issues beyond their level of training or expertise.	3.83	.84

Overall, the mean rating on the 15 items ranged from 3.56 to 4.08, indicating student performance in the acceptable to above expectations range. The three highest-rated items included, a) conducts oneself in a professional manner with students; respects the rights of others, b) establishes and maintains relationships consistent with ethical standards established by the American Counseling Association, and c) Is empathetic, understanding, and genuine in interactions with students; projects acceptance of student behaviors and value systems even when different from one's own. The three lowest-rated items included, a) has developed a therapeutic style of counseling that is based in theory, b) demonstrates a clear and concise understanding of the various counseling theories, techniques, and procedures, and c) is able to accurately assess student needs, reach an appropriate diagnosis and develop a coherent treatment plan.

Analysis

Based on the analyzed data, the 2014 School Counseling students have demonstrated an excellent understanding of the academic material presented in the School Counseling emphasis curriculum as exhibited by their School Counseling Comprehensive Exam results. In addition, the School Counseling emphasis cohort successfully demonstrated the practical application of their content knowledge by achieving acceptable to above expectations evaluation scores by their respective site supervisor(s). An area within the School Counseling curriculum that needs improvement is the practical application of counseling theories in the real-world. The School

Counseling students have shown through their School Counseling Comprehensive Exam scores that they understand counseling theories in the context of the university classroom, but evaluation scores of their performance in the field, pertaining to this area, were the lowest. This incongruency will be focused on during this upcoming academic year. In addition, a stronger emphasis on assessment and treatment planning will occur in School Counseling students' practicum and internship classes.

Program Changes Related to Completing the Inquiry Brief Proposal

In completing the Inquiry Brief Proposal, the School Counseling faculty completed an extensive review of the program. During this review, a number of changes were made that filled gaps identified during the Inquiry Brief Proposal process.

1) Through faculty discussion the Student Learning Outcomes where modified to better represent the learning that takes place in the School Counseling program.

(Original Student Learning Outcomes) School Counseling emphasis students will demonstrate an understanding of:

- the foundations of school counseling.
- the school counseling context.
- program development, assessment, implementation, and evaluation within a school counseling context.
- counseling theories and skills relative to the school counseling context.
- consultation relative to the school counseling context.
- exceptional children within a school context.

The revised Student Learning Outcomes are:

School Counseling emphasis students will demonstrate:

a. Declarative knowledge (e.g., the foundation, theory, and concepts) of an effective school counselor.

- Skills and competencies in this area are developed and assessed in all School Counseling emphasis courses: Psy 500 School Counseling and Exceptional Children, PSY 501 The School Counselor in an Educational Context, PSY 771 School Counseling, PSY 646 Practicum, PSY 671 Internship A, PSY 672 Internship B, PSY 720 Psychological and Educational Testing, and PSY 776 Crisis Counseling *(CACREP School Counseling Programs-3), (HTSBCP-III, V, IX, X), (ASCACSCP: Consultation)*.
- Declarative knowledge is assessed using the following assessment tools:
  - Core Comprehensive Examination
  - School Counseling Comprehensive Examination
  - PRAXIS II Professional Counselor Examination

> **b.** Procedural knowledge (e.g., ability to apply the skills) of an effective school counselor Skills and competencies in this area are developed and assessed, primarily
>
> - Skills and competencies in this area are developed and assessed, primarily in PSY 501 The School Counselor in an Educational Context, PSY 771 School Counseling, PSY 646 Practicum, PSY 671 Internship A, PSY 672 Internship B, and PSY 776 Crisis Counseling *(CACREP School Counseling Programs-C-2) (HTSBCPS-I, II, III, IV, V), (DOEGLO), (ASCACSCP: Counseling, Case Management), (ASCANSSCP: I, II, III).*
>
> - Procedural knowledge is assessed using the following assessment tools:
>   - Site Supervisor's Evaluation of School Counseling Candidate survey
>   - Clinical course instructor's evaluation of the School Counseling candidate's case study and video course assignment.

2) The Principal survey was revised to better align with our new program claims.

3) The Graduate survey was revised to better align with our new program claims and the new reporting requirements required of us from the United States Department of Education.

4) An evaluation tool assessing the candidates' ability to meet the HTSB School Counseling Performance Standards and Quality Principle I was created and will be piloted at the end of the 2014-2015 academic year.

5) In assessing the School Counseling program's ability to meet the cross-cutting theme of learning how to learn, the program developed an Action Research study and revised its ePortfolio signature assignment to ensure this cross-cutting theme was met. The target date for initial implementation is the 2015-2016 academic year.

6) Conversations have begun about revising our Site Supervisor's orientation & training requirement to better address the new HTSB School Counseling Performance Standards and our program claims. The target date for initial implementation is the 2015-2016 academic year.

Summary

The writing of the Inquiry Brief Proposal was a very rewarding activity. The actual writing took a lot longer then expected because many conversations were initiated from this process. The question of "why is this done this way?" was the common opening line for these conversations. A lot of good questions were raised and a number of very innovative and thoughtful solutions resulted. A formal internal program review will continue to occur on an annual basis. Feedback from candidates will continue to be collected via the School Counseling Program Evaluation and through our revised graduate survey. Completing the Inquiry Brief Proposal was a very challenging endeavor, but we are very proud of our findings, the changes that were made, and especially of our candidates who are our future School Counselors here in the State of Hawaii.

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Appendix A: Internal Audit Report

Introduction

The process for the internal audit of the Master of Science in Counseling Psychology, School Counseling Program, at Chaminade University of Honolulu was led by Dr. Darren Iwamoto, School Counseling Clinical Director. The audit team consisted of Dr. Robert Santee, Dean of Behavioral Sciences & Program Director of the MSCP program, Mrs. Jan Martin, Assistant to the Director, Mrs. Pamela Silva-Patrinos, Secretary, Ms. Deneen Wong, School Counseling Internship Director, and Dr. Dale Fryxell, Professor of Psychology & School Counseling faculty. Additional input and collaboration was obtained from adjunct faculty members and Hawaii Department of Education school counselors, Ms. Charlene Abe and Mr. Clyde Ibara.

Description of the Quality Control System

The quality control system of the MSCP School Counseling program includes the assessment of its curriculum, faculty, candidates, and resources. These components, and how they interact, are graphically represented in Figure 1 on page 70.

Overview of Quality Control System

The quality control system is driven by its commitment to purposeful, systematic, and on-going evaluation of candidate learning and performance, and program effectiveness. Program effectiveness includes faculty performance, alignment of assessments with the State of Hawaii and national standards, and an assessment system that ensures that all candidates who complete the program possess both declarative and procedural knowledge of an effective school counselor. The types of resources accessible to our faculty and candidates are an essential component to our quality control system. Our program also has well-established relationships with numerous public, charter, and private schools throughout the State of Hawaii and these relationships are essential to creating quality learning environments for our candidates' field experiences. The School Counseling program faculty and staff also work in collaboration with program partners, such as the School Counseling Program Advisory Board and the Hawaii School Counseling Association to ensure that our candidates and graduates are meeting the needs of our stakeholders.

Procedures for the Audit

In order to identify factors that impact candidate learning and are reflective of both our program and institution mission, our audit team started by creating a timeline checklist of a typical candidate's journey through our program. From this checklist, we created a list of inquiry questions (probes) related to the four components of the quality control system.

Our program takes pride in the quality of our faculty, and the curriculum that has developed over time in order to meet state requirements and standards, as well as ensure that our program completers are prepared to effectively serve the diverse population of K-12 students. Therefore, we audited all faculty members who taught courses in the last academic term (Spring 2014) of

our 2014 program completer cohort. The point of entry for this portion of our audit was the faculty member file. We looked at each syllabus for the courses taught. We looked at the student files of all program completers (N=24), from the last academic year 2013-2014 to see whether the first two components of our quality control system, faculty and curriculum, function and work together to efficiently serve our students in order to produce quality counseling candidates. Within the student file, we checked on correct procedures and completion of all items included on the student timeline checklist. The checklist is on p. 72. Completed checklists are located in the office of the School Counseling Internship Director (Behavioral Sciences 117).

Findings

The section below summarizes each mechanism used to assure quality of each component of the quality control system, the probes engaged during the self-audit for each mechanism, and a summary of the findings. Following this section is a narrative of both strengths and weaknesses we found during the audit and recommendations for how we will be addressing them.

2.3.1 Curriculum

Our curriculum for the MSCP School Counseling program adheres to the national ASCA Standards, the HTSB Standards, NBCC, and the CACREP guidelines for graduate master degree programs in school counseling. We also take pride in, and infuse into the curriculum, the institution's Marianist values (description can be found on page 9 of the brief).

Mechanisms used to assure quality curriculum:
- Academic Council: The Academic Council at CUH has several functions, one of which is to review and make recommendations about new courses and programs, and academic policies. It also provides oversight on the ongoing process of academic assessment and academic quality of programs. The council meets once a month except during the winter break and the summer break. The meeting minutes through academic year 2011-2012 can be viewed from the faculty web portal. Minutes from 2013 to present are kept in the Behavioral Sciences administrative office (Behavioral Sciences 105).
- Office of Institutional Research: The CUH Office gathers, organizes, analyzes, and disseminates data about different operations of the University in support of University decision-makers. The Office serves as a major repository for information on enrollment, degrees awarded, and is charged with gathering and organizing institutional data for program and campus-wide planning and reporting needs.
- Hawaii Teacher Standards Board: The HTSB, created by the State Legislature in 1995, is the independent organization which sets licensing standards for Hawaii public school teachers and counselors. The School Counseling curriculum at Chaminade was approved, without any conditions, during its SATEP re-recognition visit conducted by the HTSB in 2009 (http://www.chaminade.edu/assessment/assessment/bs/documents/ HTSBLetter.pdf). All HTSB standards were met. The program self-study and unit self-study report that were submitted on December 31, 2008 to HTSB are kept in the Behavioral Sciences Administrative office (Behavioral Sciences 105).
- MSCP School Counseling Program Advisory Board: The Board was created and held its first meeting in 1999 with the purpose of providing external feedback on the status of our program from both professional and community perspectives. The Board consists of public and private

school counselors, DOE Resource Teachers, a Student Services Coordinator (SSC), a Principal, Chaminade faculty, and is open to attendance by graduates. The board meets annually, and reviews the School Counseling program's design, delivery, and overall effectiveness and evaluation using data analysis and anecdotal feedback.

- Course Evaluations: At the end of each term, students in all classes at Chaminade University fill out the Course and Instructor Evaluation Form. In 2011, a summative analysis was done. The reliability for this form, based on 86,018 evaluations from undergraduate and graduate students is .9566. The form consists of nine questions across five Likert scales. The five scales with their abbreviations and quantitative ratings are: Strongly Agree (StAg)=5, Agree (Ag)=4, Neutral (Neu)=3, Disagree (Dis)=2, and Strongly Disagree (StDis)=1. Overall, this analysis is comparative to averages from each term.

Probes:
- Check course syllabi to confirm that content align with state requirements for licensure.
- Check that student evaluations confirm that students perceive courses as facilitating professional development and learning.
- Check to see if the program partners function effectively and facilitate appropriate support to meet the changing needs of our program.

Summary of Findings:
- Of all the course sections taught during the audit term of Spring 2014 (N=39), 30 syllabi were posted in the syllabus repository located on the CUH public website and were in compliance with university and program policies as required by the State of Hawaii: http://www.chaminade.edu/syllabus_repository/search.php. During the self-audit eight of those instructors who did not submit a syllabus for spring 2014, had taught the same course in a previous term, and the syllabus was found there. One instructor did not post their syllabus per Chaminade's requirement.
- Course evaluations received for spring 2014 indicated overall that the courses are well planned, structured, and delivered. The academic requirements were perceived as challenging to the students and that the instructor is prepared, knowledgeable about the subject, and teaches at a high level. The students also felt they gained a significant amount of knowledge. The overall percentage of responses in the Strongly Agree/Agree scales was comparative to the results of the 2011 summative evaluation of this assessment. The report can be found here on page 6: http://www.chaminade.edu/assessment/assessment/bs/documents/MSCP_Program_Review_8-19-13.pdf. Aggregated course evaluation data can be found in Appendix P.
- Hard copies of the minutes from the Advisory Board Meetings are located in the Behavioral Sciences Administrative Office (Behavioral Sciences 105). Content of the minutes reflect that assessment data is shared, and external feedback on this data has resulted in programmatic changes that seek to improve the delivery of the School Counseling program. For example, a most recent change was a direct result of collaboration that occurs during the board meetings which resulted in lowering the maximum enrollment of students in the Internship classes from ten to six, allowing for a more productive and effective teaching environment for both the instructor and students.
- Mr. Hieu Nguyen, the Director of Institutional Research met with our audit team on several occasions to clarify the types of data and reports we are able to obtain for program purposes.

2.3.2 Faculty

Mechanisms used to assure quality faculty:
- Chaminade University of Honolulu (CUH) Hiring Procedures: Resumes are received by CUH Human Resources. Transcripts, Certifications, and letters of recommendations are also submitted. Qualified applicant files are forwarded to the appropriate department head/hiring committee.
- CUH Faculty Development Committee: The current faculty development committee consists of seven faculty members and considers applications four times throughout the academic year. The maximum award is set at $1500 per person per academic year. Some types of activities supported are presentations of papers at a conference, organization of a panel session at a conference, workshop or conference attendance, research and other academically valid activities, and coursework for completing a terminal degree.
- Monthly Faculty/Department Meetings: All full-time faculty, Director, Assistant to the Director, Secretary, and staff of the MSCP program attend monthly meetings to discuss matters relating to program policies, program improvement, and foreseeable issues that arise that can have an impact on higher education or the counseling profession.
- Annual Reviews/Scholarship/Growth and Development Plans: Growth and Development plans are required of all full-time CUH faculty members. Our program faculty submits their growth and development plan to the Dean of Behavioral Sciences. Upon receiving the plan from each full-time faculty member, the Dean provides feedback, support, and guidance relating to the faculty's scholarship, accomplishments from the past year, and plans for the following year. Both hard copies and electronic copies are kept in the Behavioral Sciences Administrative Office. These copies are also forwarded to the Provost for review and feedback.

Probes:
- Check to see that all faculty member files are complete and that we have documentation of faculty qualifications.
- Check to see that monthly meetings are made available to members.
- Check on faculty development and scholarship endeavors.

Summary of Findings:
- All faculty member files (N=27) were complete and qualification and ranks were verified. All members were hired according to accepted University practices.
- Minutes from monthly department meetings are located in the Behavioral Sciences Administrative Office and reflect ongoing evaluation and assessment of program quality. The minutes also reflect collaboration on addressing current and relevant issues. Some meetings were canceled because of low attendance or on-going issues that have had no progress or development. But overall, the department is consistent with addressing relevant issues at these meetings.
- The MSCP department is consistent with effective communication to the school counseling program regarding training opportunities that funnel through campus-wide email.
- There is no formal record of faculty development participation within our office. Faculty development applications that are awarded are kept in the Office of the Provost. However, through word-of-mouth, it is apparent that faculty members of our program regularly seek development awards from the University to enhance and increase their professional skills at CUH.
- Annual growth and development plans are located in the Behavioral Sciences Administrative Office. All of the plans were accounted for.

2.3.3 Candidates

Mechanisms used to assure quality candidates:
- Application and Admission process: Description of the requirements for admission can be found on page 11 of the brief.
- Academic Advising: Upon admission to the program, students are assigned an Academic Advisor specific to the School Counseling Program and meeting once every term is required. The advisor will assist in course selection, career plans, and other matters in support of the student. Administrative staff assists students in making appointments or advisors communicate directly with the students through phone, email, or in-person.
- Student Support Services: CUH provides a full range of student support services to accommodate the various academic, social, spiritual, medical, emotional, and/or other, and special needs. Information can be found on the CUH website: http://www.chaminade.edu/student_life/sss/
- Benchmark Courses**:** One benchmark course is required within the first three terms of the student's academic plan. The second must follow within three terms. The Introduction to Counseling Skills class (PSY 603) and the Group Processes class (PSY 611) allows faculty to observe the actual interpersonal skills and competencies of the students. Students must pass these experiential courses to progress through the MSCP program.
- Practicum/Internship Orientation: Students who are projected to enter the Practicum/Internship sequence in the Fall are contacted early in the calendar year and are required to attend an orientation. An electronic copy of the Practicum/Orientation Handbook is emailed to prospective school counselor candidates. The orientation is followed by individual meetings with the Internship Director. At this meeting, several forms are due, including internship site preferences, Skills Development Statement, Personal Strengths and Goals Statement, and a current resume. These forms can be found in the Handbook and a copy can be found in the Internship Director's officer. These forms are all utilized to find optimal placement sites for the candidates.
- Site Interviews: Practicum/Internship placements are not automatic and after initial contact by the Internship Director with preferred sites, the candidate is responsible for arranging an interview and obtaining appropriate paperwork to secure the site for their internship requirements and experience.
- Site Visits: The School Counseling Internship Director arranges site visits with the Site Supervisor, school administration, and the candidate early on in the Practicum/Internship sequence to ensure open communication between the school and CUH. During this meeting, all parties are given the opportunity to provide feedback about the school counseling program. It is also a time to express any concerns, ask questions, or report on what is working well. All comments are documented and considered for future program modifications. The Internship Director often has the opportunity during this site visit to also observe the candidate interacting with students. Records of these visits are kept in the Internship Director's office.
- Instructor Contact: The school counselor candidate's instructor regularly contacts the Site Supervisor to establish a partnership in supporting the candidate.
- School Counseling Internship and Clinical Directors: Both Directors make themselves available throughout the year by phone, email, or in person, for informal feedback by unit partners, students, and graduates.
- HTSB and Hawaii DOE Orientation: Both bodies are invited to present licensing and application requirements to secure employment for our School Counseling candidates.
- Complaint policy: The School Counseling Program has a complaint procedure in place. If candidates have questions regarding the conduct of a course, including grading, they submit their complaint in writing to the instructor of the course. If the candidates are not satisfied with the

instructor's handling of the concerns, they then submit complaints in writing to their program advisor. From this point, if still not satisfied, the candidates can take their complaints to the Director of the MSCP program, followed by Assistant to the Provost for Graduate Services, and then to the Executive Vice President and Provost.

Probes:
- Check to see that student files are complete.
- Check to see that program policies are made accessible to students.
- Check to see that Practicum/Internship Orientation requirements were met.

Summary of Findings:
- We looked at all program completers who graduated from the School Counseling program in May 2014 (N=24). The files included application and admission documents, including transcripts, interview scores, benchmark proficiency scores, record of passing PRAXIS II scores, Practicum/Internship Service logs, Site Supervisor evaluations, acknowledgement of receipt of MSCP Description, Policies, and Procedures handbook, and advising records. All files were complete except one student file was missing a benchmark proficiency record form, and almost all had inconsistent records of advising meetings. Many only included a record of the initial advisor meeting.
- All program policies are accessible in the MSCP Description, Policies, and Procedures Handbook that all accepted students receive in the mail.
- For all program completers from May 2014 (N=24), several were missing the Skills Development Statement, Personal Strengths and Practicum Goals Statement, and a resume. However, there was record that all candidates did have individualized meetings with the Internship Director to discuss placement and other practicum matters.
- Site visits and informal open communication between internship site supervisors, school administrators, program directors, instructors, and candidates allowed for early intervention when challenges arose. All but one candidate successfully completed the practicum/internship sequence. This candidate had medical issues arise and is continually being supported in completing requirements for licensure.
- The School Counseling program partnership with Hawaii DOE and the HTSB has allowed for support and assistance in preparation of our candidates as they complete our program. The School Counseling program directors schedule presentations by the Hawaii DOE and the HTSB, whose representatives provide information on such topics as licensing, license renewal, adding fields, national board certification, the application and interview process for the DOE, salary information, hiring statistics, required documentation, etc, all of which is very useful, especially at a time when our candidates feel the stress of completing the program and transitioning into their professional careers. Candidates come prepared with many questions that are effectively answered by our unit partner representatives.
- There were no formal complaints submitted for these student files.

2.3.4 Resources

Mechanisms to assure quality resources:
- CUH Helpdesk System: CUH has a technical services office that has extensive hours, 6 days a week: Monday-Thursday 8:15 a.m. –10:00 p.m., Friday 8:15 a.m.–6:00 p.m., and Saturday 11:00 a.m.-4:00 p.m. At the start of each day, technicians visit every classroom to ensure that all equipment is present and operating.
- CUH Facilities: A description of the facilities can be found on page 64 of the brief and a public listing is also accessible on the CUH web site: http://www.chaminade.edu/about/campus.php

Probes:
- Check that facilities provide a quality learning environment.
- Check to see that facilities are adequate to deliver the curriculum and support instructional activities.

Summary of Findings:
- Classrooms were found to be well-equipped and technology more than adequate to support effective delivery of the curriculum.
- Candidates also have access to computer labs and printing credits in the CUH library
- Candidates are all assigned a CUH student email.

Discoveries of Strengths, Weaknesses, and Recommendations for the QCS

Overall, our internal audit has found that our QCS is working to ensure that we have a quality curriculum, quality faculty, quality resources, which all work and function together to produce quality candidates in the School Counseling program.

The program curriculum has been approved through correct procedures at both the university and state levels. Upon completion of our School Counseling program, students are qualified for licensure as professional school counselors. Student learning objectives and the University mission was infused in all course syllabi audited. We discovered that contrary to our assumption, not all syllabi were uploaded into the CUH web site syllabus repository. An email will be sent to all faculty members to remind them of this necessary action. Unit partnerships, such as the one with the School Counseling Advisory Board, is working to ensure that program changes or policy changes that increase success and effectiveness of our program are addressed. Our established partnership with numerous public, charter, and private school internship sites was found to be a program strength. We are aware that a more effective site supervisor training is necessary to ensure that all sites provide similar experiences despite each site possessing its own unique needs and programs. This is currently in development and we anticipate implementation for the next cohort of candidates who will enter the practicum/internship sequence in summer 2015.

When auditing the faculty, we discovered that regular faculty meetings were inconsistent and at times not held for months at a time. Based on this finding, beginning in September 2014, department meetings have been placed on the department calendar. Improvement has been observed. A strength evident in our faculty is their partnership with the Dean of Behavioral Sciences and the annual

submission of formal growth and development reports. Scholarship and professional development awards are shared at the monthly faculty meeting.

The one document that was consistently lacking in all student files was proper documentation of student advising. The MSCP program handbook of policies and procedures clearly states that students are required to meet with their advisors at least once per term to keep abreast of program progress and upcoming deadlines. Since the audit began, we have created an electronic database to record student advising and have reminded faculty of the importance of this student support service. Each advisor now also has access to a list of their advisees and will get into the practice of stating the advising requirements to the students during their initial advising. The Administrative office has also created a system where academic holds will be placed on candidates' accounts when the candidate does not follow their academic plan that was developed with their advisor. This has prompted more candidates to fulfill their advising requirement. However, it must also be noted that CUH does take pride in the environment that has been created in the MSCP program; candidates always find the school counseling faculty and staff with open doors and it is evident on campus that a "drop-in" relationship has been established with students regularly stopping in for questions and support.

Another weakness that will be addressed as far as the QCS for producing quality candidates, is that although open communication between program directors, instructors, site supervisors, school administration, and students, is encouraged, there is often a disconnect in what is shared between different parties. We have discovered through the audit, by candid collection of random feedback that professionalism or soft skills of our candidates need to be strengthened earlier in the curriculum and prior to the practicum/internship sequence. One way we have addressed this currently, is an added questionnaire section to be used during the site visits conducted by the Internship Director. This added feature seems to open up communication in this area that unfortunately is not always addressed where and when it should be.

The School Counseling program is also looking into developing an effective and formal system of gathering post-graduate data. This task is already charged to the Office of Institutional Advancement at CUH. Our program has decided to informally begin this process by gathering post-graduation contact information during the practicum/internship orientation. Post-graduation inquiries will be made in order to improve preparation of future candidates. During the self-audit, a mass email was sent to all graduates from the last three academic years asking what improvements can be made to our program to better prepare them in their capacity as a school counselor. Limited responses were collected but reflected that overall, limitations of our program were very subjective to the specific experience of the candidate in the school in which they were hired. It has always been apparent that the title of "school counselor" is very broad and as much as our program can prepare a candidate for their professional experiences, it is unreasonable to think we can prepare candidates for every situation and school. It will better prepare our candidates if we first understand what their idea of school counselor is, as well as illustrate for them the numerous "hats" that will be worn during their professional career, that is very dependent on the needs of their specific school. We are implementing a greater emphasis throughout the school counseling-specific courses, the various needs of the diverse populations in each of the schools within the Hawaii DOE system in which our program prepares them for licensure. This year's cohort and on, will be asked to write an anonymous letter with guidance, advice, of unexpected experiences and rewards, and encouragement for our future candidates.

Resources of our program was an area of strength overall. However, we are looking into different platforms to help with better implementation of our required ePortfolio, described on page 30 of the brief. It was noted here that changes were made to the assignment with the goal of better aligning the ePortfolio with the School Counseling program learning objectives and with TEAC's Quality Principle I. This assignment will continue to be a work in progress.

Conclusions:

The internal audit was successful in discovering that the quality control system contains many strengths, and also areas that benefit from ongoing assessment and adjustment. We have created new processes to address our program weaknesses and will continually analyze the results of our modifications. We also acknowledge that some of our program weaknesses have not yet been addressed. The self-audit has revealed what we will address in the future when the timing is appropriate. For example, we are an institution that respects the idea and practice of academic freedom, but also recognize the importance of standardizing sections of courses, especially those more closely related to the school counseling emphasis specifically. As we become more formalized in the open communication we encourage with our unit partners, we will begin to implement an online orientation and standardized trainings to help better serve our School Counseling candidates.

Figure 1. Graphic Representation of the Quality Control System Audit
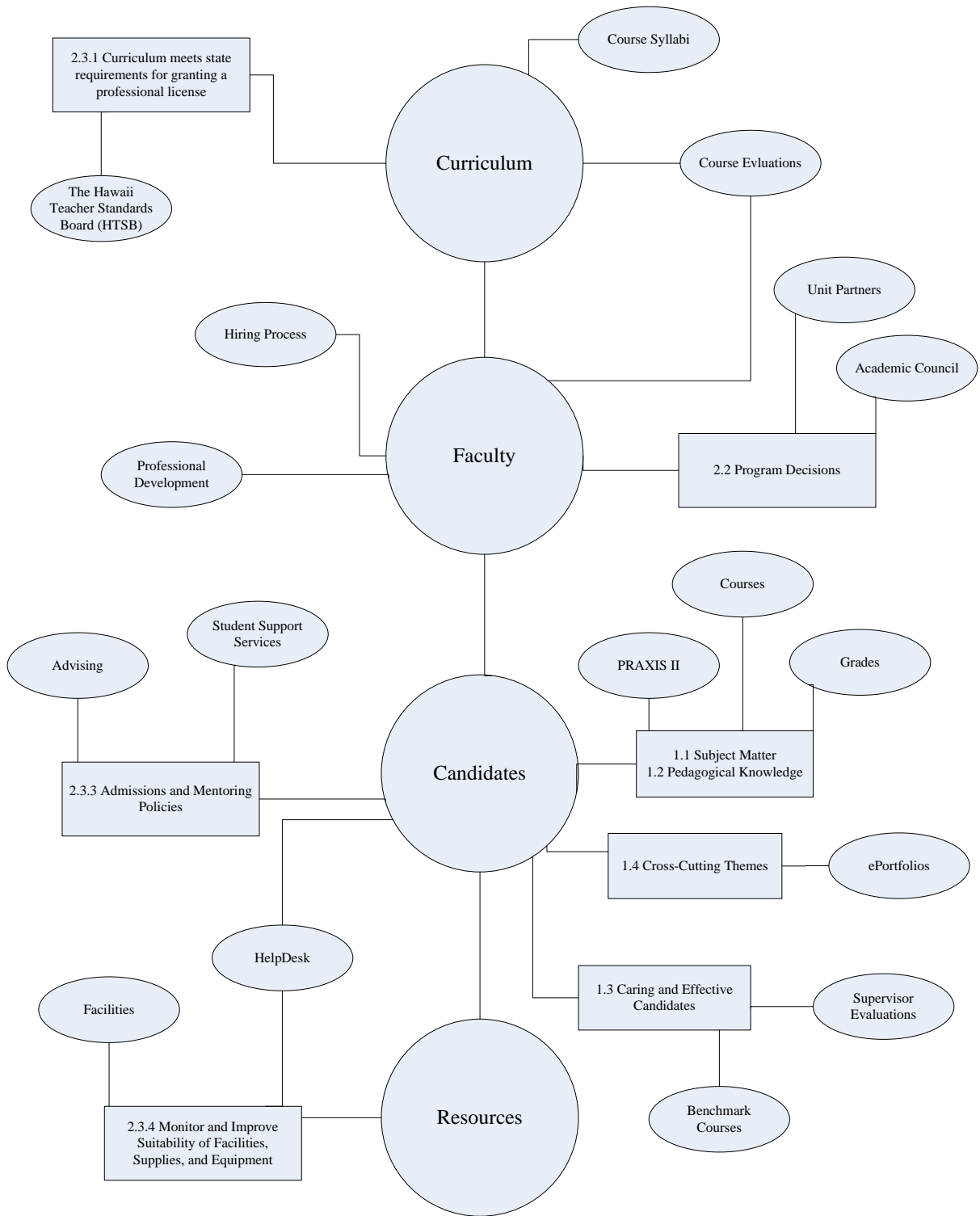
Table A1: Results of the Chaminade University of Honolulu School Counseling Audit

QCS Component	Question	Yes	No	N/A	Comments
Curriculum	Do courses align with state requirements for licensure?	X			
	Are program requirements accessible in the academic catalog and on the CUH website?	X			
	Is a record of HTSB program approval of the degree program accessible?	X			
	Is there access to course syllabi?	X			30/39 course syllabi were posted and accessible
	Do the course syllabi reflect the mission of our program and the university?	X			
Faculty	Is there a record of faculty qualifications?	X			
	Is there an accessible policy manual outlining faculty personnel policies for hiring, evaluation, promotion, tenure, academic freedom, development, and workload?	X			
	Is there a record of faculty scholarship and development?	X			
Student file	Is the student file kept in the MSCP office?	X			
	Is there documentation that requirements for the application process were met?	X			
	Is there a copy of the PRAXIS II score?	X			
	Is there a record of academic advising?	X			Despite policy that students meet with their advisors once per term, records of advising were incomplete.
	Is there documentation that all requirements for practicum orientation were met?	X			7/24 requested appendices were missing.
	Are log sheets accessible?	X			
	Are there records of internship site visits?	X			39 sites were visited. 5 were not, of which 2 were on the neighbor

					islands.
Facilities	Do the facilities provide a quality learning environment?	X			
	Are resources accessible to students?	X			It became evident through word-of-mouth that some students were unaware of printing credits available to them.

Appendix B: Evidence of Institutional Capacity for Program Quality

Table B.1 Capacity for Quality: A Comparison of Program and Institutional Statistics

Capacity Dimension	Program Statistic	Institution Statistics (Norm)	Difference Analysis (Analysis of the differences between the program and the institutional statistics)
3.1.1 Curriculum (number of credits)	To earn the Master of Science in Counseling Psychology (MSCP) degree with an emphasis in School Counseling candidates must complete 60 semester credits.	• Master of Business Administration 36 credits • Master of Arts in Teaching Secondary Education with Licensure 49 credits • Master of Arts in Teaching Early Childhood Education Pk-K 38 credits • Master of Arts in Teaching Special Education (Mild/Moderate) with Licensure 52 credits • Master of Arts in Teaching Early Childhood Education Pk-3 46 credits • Master of Education Instructional Leadership 31 credits • Master of Education Child Development 31 credits • Master of Education Early	In aligning with the policies set forth by CACREP, all community counseling and clinical mental health counseling programs are required to have a minimum of 60 semester hours. http://www.cacrep.org/wp-content/uploads/2012/10/2009-POLICY-DOC-rev.-July-2014.pdf Although the MSCP program has the highest credit requirement for program completion, this requirement cannot be lowered as it is meeting the standard of counseling programs across the nation.

		Childhood Education with Montessori Credential 35 credits	
		• Master of Education Early Childhood Education with Montessori Credential and Master's Degree 44 credits	
		• Master of Education Educational Leadership 33 credits	
		• Master of Science in Criminal Justice Administration 42 credits	
		• Master of Science in Criminal Justice Administration Homeland Security Leadership Development 45 credits	
		• Master of Science in Forensic Sciences 42 credits	
		• Master of Pastoral Theology 33 credits	
3.1.2 Faculty (percentages at ranks; workload)	• Professor – 4 (14%) • Associate Professor – 2 (7%) • Assistant	(Comparable Program – Education) • Professor – 2 (4%) • Associate	When compared to the Education graduate program, the MSCP program has a higher percentage of full-time faculty and utilizes less adjunct professors. Although

	Professor – 1 (3%) • Adjunct Professor – 22 (76%) Professors, Associate Professors and Assistant Professors have a minimum teaching load per academic year of 12 credits undergraduate and 12 credits graduate. Adjuncts are normally contracted for 3 credits per semester, unless the demand requires additional credits.	Professor – 3 (6%) • Assistant Professor – 2 (4%) • Lecturer – 1 (2%) • Adjunct Professor – 41 (84%) Professors, Associate Professors and Assistant Professors have a minimum teaching load per academic year of 12 credits undergraduate and 12 credits graduate. Adjuncts are normally contracted for 3 credits per semester, unless the demand requires additional credits.	the MSCP program has a higher percentage of full-time faculty, the student-to-faculty ratio still falls short of CACREP's requirement of a 10:1 ratio.
3.1.3 Facilities (space & equipment provided)	All classrooms at Chaminade University are equipped with an Internet-accessible computer, projection system, DVD player, VHS player, document camera, and wi-fi. Student workspaces are determined by classroom capacity. Private study rooms with an Internet-accessible computer, flatscreen television, and conference table	All classrooms at Chaminade University are equipped with an Internet-accessible computer, projection system, DVD player, VHS player, document camera, and wi-fi. Student workspaces are determined by classroom capacity. Private study rooms with an Internet-accessible computer, flatscreen television, and conference table are available for reserve at the Sullivan Family Library.	No difference found for this domain.

	are available for reserve at the Sullivan Family Library.		
3.1.4 Fiscal and Administrative (support dollars/faculty member)	Appendix N: 2014-2015 MSCP Budget Allocations Academic Support = $203,787.19 $203,787.19 / 7 full-time faculty = $29,112.46	(Comparable Program - Education) Appendix O: 2014-2015 Education Division Budget Allocations Academic Support = $268,817.42 $268,817.42 / 8 full-time faculty = $33,602.18	When compared to the teacher education program, the MSCP program receives $4,489.72 less per full-time faculty.
3.1.5 Student Support Services (equal access to services)	Chaminade University provides counseling services, career placement, advising, financial aid, assistance in obtaining health insurance, academic tutoring, and technology support for all students.	Chaminade University provides counseling services, career placement, advising, financial aid, assistance in obtaining health insurance, academic tutoring, and technology support for all students.	No difference found for this domain.
3.1.6 Student Feedback (course evaluation means, numbers of complaints)	Refer to Appendix P: Course Evaluation Data Data source: Institutional Advancement & the Office of the Provost.	Refer to Appendix P: Course Evaluation Data Data source: Institutional Advancement & the Office of the Provost.	In analyzing the course evaluation data, the MSCP program (both online and ground courses) were at or exceeding the institutional means in all categories of the evaluation tool.

Table B.2 References to Institutional Documents for Each Requirement

TEAC Requirements for Quality Control of Capacity (3.2)	Program's Reference to Documentation for Each Requirement
3.2.1 Curriculum	
• Document showing credit hours required in the subject matter are tantamount to an academic major • Document showing credit hours required in pedagogical subjects are tantamount to an academic minor	• http://www.chaminade.edu/counseling-psychology/degree-requirements.php • N/A
3.2.2 Faculty	
• Majority of the faculty have a terminal degree (major or minor) in the areas of course subjects they teach	• Appendix C
3.2.3 Facilities	
• Documents showing appropriate and adequate resources	• Table B.1 Section 3.1.3 and additional data available upon request from Chaminade University Department Finance & Facilities
3.2.4 Fiscal and Administrative	
• Documents attesting to the financial health of the institution • Documents showing program administrators are qualified for their positions • Documents showing resources are adequate to administer the program	• http://www.chaminade.edu/publications/documents/CQ_Fall13.pdf (p. 12) • Appendix C • Appendix N
3.2.5 Student Support	
• Documents showing adequate student support services • Documents showing the drop-out and program completion rates	• http://www.chaminade.edu/grad/documents/grad_catalog.pdf (p. 15-18) • Table 1.2 Enrollment and Program Completion Data
3.2.6 Policies	
• Documents showing an academic calendar is published • Documents showing a grading policy is published and is accurate • Documents showing there is a	• http://www.chaminade.edu/grad/schedule.php • http://www.chaminade.edu/grad/documents/grad_catalog.pdf (p.22) • http://www.chaminade.edu/grad/docum

procedure for students' complaints to be evaluated • Documents showing that the transfer of credit policy is published and is accurate • If appropriate, documents showing that the program has the capacity to ensure the timely delivery of distance education and support services and to accommodate current student numbers and expected near-term growth in enrollment and documents showing that a process to verify the identity of students taking distance education courses is used by faculty teaching the distance education courses.	ents/grad_student_handbook.pdf (p.22) • http://www.chaminade.edu/grad/documents/grad_catalog.pdf (p. 61) • Chaminade contracts with an outside provider for hosting of our learning management system, and we work with the partner to monitor load and performance. The hosting can be scaled at any time for additional capacity, and since the costs for the service are based on enrollments, the fees we collect would also scale to cover any additional costs. On the support side, the Chaminade helpdesk is open from 7am - 10pm M-Th,8:15am - 6pm Fri, and 11am - 4pm Sat (all HST) to support distance and on-ground learners and faculty. Our hosting partner also provides help desk services 7x24 directly to students and faculty. • Confirmation of a student's identity is done by the Record's Office or PACE prior to the student being marked as enrolled (you would need to check with them on the exact process they use). Student accounts are only created when our student information system shows them as an enrolled student, and according to our IT acceptable use policy students may not share their login information with others. Our learning platform requires login for access to any course activities or assessments, so that is our confirmation that the actual student is accessing the course material. Source: Dean of Information Technology and the Office of the Provost

Appendix C: Qualifications of the Faculty

LAST NAME	FIRST NAME	TITLE	Rank	DEGREE	Scholarly Publications	Number of Years at the Institution	Number of Assigned Courses Regularly Assigned to Teach
Abe	Charlene	Ms.	Adjunct Professor	MS in Counseling Psychology - SC (Chaminade University)	0	15	1
Augustin	Gary	Dr.	Adjunct Professor	Ph.D. in Psychology of Religion (Southern Baptist Theological Seminary); Master of Theology in Pastoral Counseling (Union Theological Seminary); licensed MFT	0	5	1
Bach	Dorothy	Ms.	Adjunct Professor	MS in Counseling Psychology - HS (Chaminade University)	1	13	1
Bachini	Robert	Dr.	Adjunct Professor	Ph.D. Higher Ed Admin (University of Hawaii), MS in Counseling (School Psy) (California State University Los Angeles) ; SC Cert-HI; S Psy Cred-CA	1	18	1
Burghardt	Marie	Ms.	Adjunct Professor	MS in Counseling Psychology-HS (Chaminade University); Psy Exam-DOE/HI; S Psy DOE/HI	0	16	1

Burtness	Kenneth	Mr.	Adjunct Professor	MA Psy (Cal State Univ at Northridge), ABD	5	18	1
Croucher	Sean	Mr.	Adjunct Professor	MA Psy-MHC (Marist College); Cert of Adv Study Sch Psy (Marist College)	0	6	1
Dantzig	Stephen	Dr.	Adjunct Professor	Psy.D. (Rutgers University)	2	6	1
Ficklin	Timothy	Dr.	Associate Professor	Ph.D. Education-Counseling (University of Kansas), LMFT	19	5	8
Foster Heckman	Elizabeth	Dr.	Adjunct Professor	PhD-Org Sys (Saybrook University)	4	1	1
Fryxell	Dale	Dr.	Professor	Ph.D.-Psy (University of Hawaii), MA-Teaching (St. Thomas University)	17	18	8
Ibara	Clyde	Mr.	Adjunct Professor	MSCP-SC (Chaminade University)	0	11	1
Iwamoto	Darren	Dr.	Assistant Professor	Ed.D. Ed. Ldrship (Capella University); MSCP-CC (Chaminade University); LMHC	1	7	8
Jones	Virginia	Ms.	Adjunct Professor	MA-MFT (American School of Professional Psychology); licensed MFT, MHC; Cert NCC, CSAC, SAP	0	5	1
Kahale	Desrae	Ms.	Adjunct Professor	MSCP-CC (Chaminade University); CSAC	0	3	1
Koch	Silvia	Dr.	Adjunct Professor	Ed.D Ed Ldrshp (University of Southern California); M.Ed.	1	6	1

				Couns/Guid (University of Hawaii)			
Miyagi	Scott	Mr.	Adjunct Professor	M.Ed Counselor Ed (University of Hawaii)	0	4	1
Mobley, Jr.	Joseph	Dr.	Adjunct Professor	Ph.D. Psy (University of Hawaii); MA Psy (California State University at Sacramento)	54	18	1
Mulford	Irene	Dr.	Associate Professor	Ph.D.-Ed Foundations (University of Hawaii), M.Ed. Rehab Counseling & Guidance (University of Hawaii)	5	21	8
Myers	Mary	Dr.	Adjunct Professor	Ph.D. Clinical Psy (Pacific Graduate School of Psychology); MS Clinical Psy (Pacific Graduate School of Psychology); MS Counseling Psy (Northeastern University)	1	18	1
Sakaue	Neal	Mr.	Adjunct Professor	MSCP-SC (Chaminade University)	0	6	1
Santee	Robert	Dr.	Professor	Ph.D.-Philosophy (University of Hawaii); Ph.D.-Ed Psy (University of Hawaii)	11	21	8
Simonelli	Harlene	Dr.	Professor	Ph.D.-Psy (Union Graduate School)	1	31	8
Stidger	Howe	Mr.	Adjunct Professor	MSCP (San Diego State University), LMFT-HI/CA	0	10	1

Sturm	Steven	Dr.	Adjunct Professor	D Min (Theological Seminary); MSCP-HS (Chaminade University)	1	17	1
Trevorrow	Tracy	Dr.	Professor	Ph.D.-Clinical Psy (University of Hawaii)	11	17	8
Wagner	Jeffrie	Mr.	Adjunct Professor	MA Prof Couns (Argosy University); LMFT/CSAC	2	5	1

Appendix D: Program Requirements

Requirements for Admission and Graduation

Admission Criteria. Applicants applying to the MSCP program should have an undergraduate minimum cumulative GPA of 3.0, on a 4.0 scale, from an accredited 4-year college or university. Applicants that have earned their undergraduate degree from a non-United States college or university must send their transcripts to the World Education Services (WES) for an evaluation of the applicant's academic credentials. Applicants with a GPA below 3.0 will be considered for provisional admission when other criteria, such as, recommendations, show evidence of promise for successful graduate study.

Applicants may be admitted to the program at any time during the academic year. The term of admittance, among other factors, will determine when the applicant will enter the Practicum/Internship series. Required admissions materials for the various categories of admissions must be submitted to the program office no later than one month prior to the starting date of classes for the term in which admittance is desired.

- Applicant Recommendation Form: Applicants must submit three academic/professional Applicant Recommendation Forms from university personnel, professionals within the mental health field, or others qualified to comment on the applicant's potential for successful graduate study in psychology. Recommendations should comment on the applicant's intellectual, academic, personal, social, and emotional qualities, which may pertain to graduate study and to success in the field of counseling psychology. **(Refer to Appendix H: Application Recommendation Form Rubric)**
- TOEFL: An applicant from a foreign country who speaks English as a second language must submit a Test of English as a Foreign Language (TOEFL) score of at least 550 on a paper-based test, or at least 213 on a computer-based test. The TOEFL is waived for foreign students who have graduated from an accredited United States college or university.
- Personal Interview: All degree-seeking applicants, upon receipt of all required admission paperwork, will participate in a formal interview with a member of the MSCP faculty. The interview must be completed no later than two weeks prior to the start of the term to which the applicant is applying.
  - If the applicant is not recommended for acceptance into the MSCP program a second interview is scheduled with another member of the MSCP faculty.
  - If the applicant is not recommended for acceptance by the second interviewer then the applicant is not accepted into the MSCP program.
  - If the applicant is recommended for acceptance by the second interviewer then the two interviewers must meet and come to an agreement. If an agreement cannot be reached, the MSCP Program Director will make the final decision.
- School Counseling Program Basic Skills Requirement: For School Counseling program applicants only, evidence of basic skills as defined by the Hawaii Teacher Standards Board (HTSB) must be received prior to beginning this licensure track program. Evidence of basic skills can either be the applicant's passing score of the Praxis Basic Skills test or an undergraduate degree from a regionally accredited college or university.

- Assigned Advisor: Applicants who are accepted into the MSCP program either as a provisional or classified candidate are assigned to an advisor. The advisor is a member of the MSCP full-time faculty or qualified staff (i.e., Internship Director).

Course Requirements

Foundation Courses. The foundation courses set the knowledge base for the core and elective courses.

Foundation courses for the program consist of two graduate psychology courses:
      Psy 521 – Personality
      Psy 524 – Abnormal Psychology

These courses count as part of the program. Students are expected to complete these two courses within the first three terms.

Students entering the program normally take the two foundation courses (Abnormal Psychology and Personality), as well as Ethical and Professional Issues in Counseling, and Introduction to Counseling Skills during the first three terms. After the student has completed these four courses, the student may choose from all other courses contingent upon prerequisites and other stipulations noted in the MSCP program Description, Policies, and Procedures. Exceptions to this policy require written approval from the student's advisor or the program Director.

Certain graduate courses have specific prerequisites, which must be met by unclassified, provisional and classified students in the program. (See Core Courses.)

School Counseling. School Counseling students must take additional foundation course work in:
      Psy 500 – School Counseling and Exceptional Children
      Psy 501 – The School Counselor in an Educational Context

These courses count as part of the 60-hour program

Core Courses. The Core courses prepare the student for the Practicum/Internship series. The Practicum/Internship series synthesizes the material from the Foundation, Core and Elective courses with supervised field experience by a Masters or Ph.D. level counselor in the community.

All candidates are required to take the following MSCP Core Courses (prerequisite in parentheses):
      Psy 601 – Ethical and Professional Issues in Counseling
      Psy 602 – Life Span Development
      Psy 603 – Introduction to Counseling Skills
      Psy 606 – Psychological Tests and Measurements
      Psy 611 – Group Processes (Psy 603)
      Psy 616 – Statistics, Research, and Evaluation
      Psy 627 – Career Development

Psy 636 – Counseling Theories (Psy 521, 524, 601)
Psy 736 – Cross-Cultural Counseling
Psy 751 – Health, Stress Management, and Counseling

Practicum/Internship Courses. The School Counseling Practicum and Internship A and B phase consists of three courses:
1. Practicum (PSY 646S) offered in the Fall term (October-December)
2. Internship A (PSY 671) offered in the Winter term (January-March)
3. Internship B (PSY 672) offered in the Spring term (April-June).

Special Requirements. School Counseling candidates are required to take the following courses (followed by prerequisites):
Psy 720 – Psychological and Educational Testing (Psy 500, 501, 606)
Psy 771 – School Counseling (Psy 500, 501)
Psy 776 – Crisis Counseling

Standards

The Hawaii Teachers Standards Board (HTSB) School Counselor Performance Standards are:

Standard 1: Program organization
Standard 2: School guidance curriculum delivered to all students
Standard 3: Individual student planning
Standard 4: Responsive services
Standard 5: Systems support
Standard 6: School counselor and administrator agreement
Standard 7: Use of data
Standard 8: Student monitoring
Standard 9: Results evaluation
Standard 10: Infusing themes

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.
1.1 A program is designed to meet the needs of the school.
1.2 The professional school counselor demonstrates positive interpersonal relationships with students.
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor is able to implement a school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions.
2.1 The professional school counselor is able to teach school guidance units effectively.

2.2 The professional school counselor is able to develop materials and instructional strategies to meet student needs and school goals.

2.3 The professional school counselor collaborates with staff involvement to ensure the effective implementation of the school guidance curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.

3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.

4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.

4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.

4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.

5.2 The professional school counselor provides support for other school programs.

5.3 The professional school counselor develops and distributes a calendar which identifies counseling activities and programs.

Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and/or school administrator.

6.2 The professional school counselor discusses the anticipated program results when implementing the action plans for the school year.

Standard 7: The professional school counselor collects and analyzes data to guide program direction and emphasis.

7.1 The professional school counselor uses school data to make decisions regarding student choice of classes and/or special programs.

7.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.

7.4 The professional school counselor understands and uses data to establish goals and activities to support academic achievement.

Standard 8: The professional school counselor monitors the students on a regular basis as they progress in school.

8.1 The professional school counselor is accountable for monitoring students' progress.

8.2 The professional school counselor implements monitoring systems appropriate to the individual school.

8.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 9: The professional school counselor develops a system for evaluating the results of the counseling program.

9.1 The professional school counselor collects data and analyzes results attained from school counseling activities.

9.2 The professional school counselor works with members of the counseling team, if applicable, and with the principal to clarify how programs are evaluated and how results are shared.

9.3 The professional school counselor uses program assessment to make changes as needed in the school counseling program and calendar for the following year.

9.4 The professional school counselor shares the results of the program assessment with stakeholders.

Standard 10: The professional school counselor is an advocate for students, a leader, collaborator, and a systems change agent.

10.1 The professional school counselor promotes academic success of students.

10.2 The professional school counselor promotes equity and access for students.

10.3 The professional school counselor takes a leadership role within the school setting and/or community.

10.4 The professional school counselor understands reform issues and works to close the achievement gap.

10.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.

10.6 The professional school counselor is a member of effective teams and encourages collaboration among all school staff.

10.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

Source: http://www.htsb.org/standards/counselor/

Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards:
- V.1 – CACREP Common Core Area I: Professional Identity
  - Studies that provide an understanding of the development of professional identity, professional roles, and ethical responsibilities.
- V.2 – CACREP Common Core Area II: Social and Cultural Diversity
  - Studies that provide an understanding of the cultural context of relationships, issues and trends in multicultural society.
- V.3 – CACREP Common Core Area III: Human Growth and Development

- o Studies that provide an understanding of the nature and needs of individuals at all developmental levels and in multicultural contexts.
- V.4 – CACREP Common Core Area IV: Career Development
  - o Studies that provide an understanding of career development and related life factors.
- V.5 – CACREP Common Core Area V: Helping Relationships
  - o Studies that provide an understanding of counseling process in a multicultural society.
- V.6 – CACREP Common Core Area VI: Group Work
  - o Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods of skills, and other group approaches in a multicultural society.
- V.7 – CACREP Common Core Area VII: Assessment
  - o Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
- V.8 – CACREP Common Core Area VIII: Research and Program Evaluation
  - o Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.
- V.9 – CACREP School Counseling Program Area I: Foundations of School Counseling
  - o Studies that provide an understanding of the relationship of the school counseling program to the academic and student services program in the school, the role, function, and identity of the school counselor, and the multicultural issues related to school counseling.
- V.10 – CACREP School Counseling Program Area II: Contextual Dimensions of School Counseling
  - o Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community.
- V.11 – CACREP School Counseling Program Area III: Knowledge and Skill Requirements for School Counselors
  - o Studies that provide an understanding of program development, implementation, and evaluation; in addition to counseling and guidance knowledge and skill requirements.
- V.12 – CACREP School Counseling Program Area IV: Clinical Instruction
  - o 600 clock hour internship occurs in a school counseling setting, under the supervision of a site supervisor.

Source: http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf

MSCP Course Titles and Descriptions

PSY 500
School Counseling and Exceptional Children (3)
This scope of this course will be an examination of learning disabilities, emotional impairment, speech language disabilities, behavioral disturbances, mental retardation, physical and health impairments, visual and hearing disorders, early childhood learning impairments, child abuse, and alcohol/ substance abuse within the K–12 educational context. The specific focus will be on

the role of the counselor interventions, the special educational referral and diagnostic process, and program evaluation.

PSY 501
The School Counselor in an Educational Context (3)
The scope of this course will be the development of skills and techniques for a counselor to: assist teachers and students within a learning context, kindergarten to grade 12; assist teachers in classroom management; design, assess, implement and evaluate a school counseling and a school guidance program; create a curriculum for a school guidance program; and assess, evaluate, and interpret students' performance on tests within a K–12 educational environment.

PSY 521
Personality (3)
This course provides the study of personality and its theoretical development, including assessment, major theories, history, and continuity and change. The focus is on understanding personality and its relationship to counseling theory and techniques.

PSY 524
Abnormal Psychology (3)
This course provides the study of psychological disorders with an emphasis on DSM IV categories. Biological and environmental determinants of abnormal behavior, symptomatology, assessment, and intervention strategies are also covered in course material. The course focuses on understanding psychological disorders relative to the counseling context; with special emphasis given to the DSM-IV diagnostic process through the format of case studies.

PSY 601
Ethical and Professional Issues in Counseling (3)
This course examines ethical, legal, and professional issues central to the practice of community counseling, school counseling, marriage and family therapy, and group work. Development of professional identity, ethical responsibilities and legal responsibilities, and liabilities are discussed within the context of professional ethical codes and relevant state regulations. It is a program requirement that all students in PSY 601 obtain membership in a professional organization to be maintained throughout their time in the program.

PSY 602
Life Span Development (3)
This course is an in-depth study of the biosocial, cognitive, and psychosocial aspects of development across the span of life beginning with prenatal growth and ending with death. The life-span perspective will focus on relevant counseling issues and concerns, discussing how development and counseling interrelate.

PSY 603
Introduction to Counseling Skills (3)
First Benchmark Course
PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. This course is designed to introduce

students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core CACRE P (Council for Accreditation of Counseling and Related Education Programs) curriculum areas, with extensive emphasis on basic counseling skills development.

PSY 606
Psychological Testing and Measurements (3)
This course analyzes various kinds and uses of tests, gives a history and background for each, discusses their strengths and weaknesses, and develops the student's understanding of the quantitative measurement foundations of tests. Evaluation, selection, and interpretation of psychological tests for guidance and the use of psychometric data in counseling are also covered topics. As part of the course requirement, students will administer, score, and interpret tests.

PSY 611
Group Processes (3)
Second Benchmark Course
PSY 611 is the second benchmark class where the MSCP faculty continues to observe the actual interpersonal skills and competencies of the students. This course explores the theoretical nature of groups and the application of group theory to the group counseling process. In examining and applying theories of group counseling, the student counselor gains self-understanding of peer behavior, group dynamics, and the group building process as a function of participation in the group process. Prerequisite: PSY 603.

PSY 616
Statistics , Research, and Evaluation (3)
This course covers the fundamentals of research design, statistical analysis, and evaluation of research results within the counseling context. Computer applications for statistical analyses are utilized.

PSY 627
Career Development (3)
This course reviews theories of vocational development; types, sources, and uses of occupational and educational information in career counseling and decision making processes in the local, national, and international job market.

PSY 636
Counseling Theories (3)
An overview of the theoretical background and practical application of selected contemporary approaches to counseling, with an emphasis on demonstration and participation.
Prerequisites: PSY 521, 524, 601.

PSY 646S
Practicum in Counseling Techniques,
School Counseling (3)
Third Benchmark Course

Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed school counselor. Prerequisites: PSY 611, 636, 771.

PSY 671
Internship A - School Counseling (3)
This course offers the student an opportunity to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. Internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between Internships A and B. Ideally, there would be an equal distribution for each term. However, given the environment and site needs, the requirement for Internship A should be a "reasonable" amount of hours to be able to meet course and program requirements to proceed to Internship B, at which time the remainder of the 600 hours will be completed. In Internship A students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in both an elementary and a secondary school setting where they will counsel under supervision of a licensed school counselor. Prerequisite: PSY 646S; PRAXIS Exam – Content (School Counseling and Guidance).

PSY 672
Internship B - School Counseling (3)
This course offers the student an opportunity to continue to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. Internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between Internships A and B. Ideally, there would be an equal distribution for each term. During Internship B the remainder of the 600 hours started during Internship A will be completed in both an elementary and a secondary school setting where the student will counsel under supervision of a licensed school counselor.
Prerequisite: PSY 671.

PSY 720
Psychological and Educational Testing (3)
This course is designed for persons working in a school or clinic who have the responsibility for selecting, administering, and interpreting tests. This course includes review of: (1) the principles of test reliability and validity; (2) survey of ability, achievement, and personality tests; and (3) practice in administering, scoring, and interpreting educational and psychological tests. The primary focus of this course is the administration, scoring, interpretation, and application of individual IQ , achievement, personality tests within a school counseling context.
This is a required course for the School Counseling emphasis. Prerequisite: PSY 500, 501, 606.

PSY 736
Cross -Cultural Counseling (3)
This course will be an examination of the theory and processes of counseling persons in community, school, and marriage and family contexts from the perspectives of clients from diverse cultural backgrounds by counselors of equally diverse cultural backgrounds. The focus of

the course will be on the impact of the counselor's prejudices, biases, values, ethics, and social/cultural expectations on the client from a culturally diverse background, and the impact of the client's prejudices, biases, values, ethics, and social/cultural expectations on the counselor from a culturally diverse background. The client must be seen as part of an integrated system of mutually reciprocal components (family, environment, school, social structure, friends, culture, etc.). The counseling context will be viewed from a holistic, integrative perspective rather than an individual perspective.

PSY 751
Health, Stress Management and Counseling (3)
This course is an examination of counseling an individual from a holistic perspective. The course explores the relationship between health and psychological moods in such areas as stress management, diet, exercise, sleep, mind/ body relations, support groups, humor, faith, responsibility, interpersonal relationships, and choice. The emphasis will be on preventive psychology. Students will participate in Taihequan, Qigong, relaxation exercises, meditation, and visualization as part of the course.

PSY 771
School Counseling (3)
Examination of the most important concepts, principles, and techniques of guidance and counseling at different educational levels. This is a required course for the School Counseling emphasis. Prerequisites: PSY 500, 501.

PSY 776
Crisis Counseling: School (3)
Students will become familiar with the crisis intervention approach to the delivery of mental health services. Students will examine various types of life crises and determine appropriate interventions for each. This is a required course for the School Counseling emphasis.

Degree requirements

The expected sequence of courses for all incoming provisional and fully classified candidates is as follows: foundation courses, core courses (foundation and core courses can be mixed,) special requirements, and practicum/internship. Prior to entering Practicum, candidates must be fully classified, have a minimum program GPA of 3.0, and have successfully completed all foundation courses. Prior to entering internship, all candidates must have successfully completed Practicum, all core courses, and successfully completed the Praxis II Professional Counselor exam.

The MSCP program at Chaminade University utilizes the Standards of the Council for Accreditation of Counseling and Related Activities (CACREP), the Hawaii Teacher Standards Board's Counselor Performance Standards, the American School Counselor Association (ASCA) National Standards for School Counseling Programs, and the National Board for Certified Counselors (NBCC) curriculum requirements for certification, as the framework for curricular experience and demonstrated knowledge for the school counseling emphasis.

Retention

Prior to Practicum, School Counseling candidates must have earned a B grade or better in all of their coursework up to this point. If a candidate earned a C or below in any of their courses they will be required to meet with their assigned advisor and subsequently placed on probation. The candidate will then be required to retake the course. If the candidate is allowed a third attempt and receives another C or below, the candidate may be dismissed from the program.

The MSCP program has two benchmark courses. A benchmark course is a course that MSCP faculty observes the actual interpersonal skills and competencies of the candidates. The two benchmark courses are Psy 603 Introduction to Counseling Skills and Psy 611 Group Processes. Candidates are only given one opportunity to repeat the course if they receive a C grade or below. If the candidate receives a C or below during their second attempt at the course, their evaluation will be presented to the MSCP faculty to determine a disposition that can result up to their dismissal from the MSCP program.

During Practicum and Internship, if a situation or challenge(s) arises that may prevent a candidate from progressing through their fieldwork program requirements, a Remediation Plan is collaboratively developed by the Site Supervisor, Clinical Director, Internship Director, and candidate to address the developmental and/or situational need(s) of the candidate. The goal is to address the identified situation(s) and/or challenge(s) in a professional and educational context.

A Remediation Plan is defined as an agreed upon plan to correct or alleviate a challenge(s) or situation(s) that may prevent a candidate from progressing to the next level of their fieldwork experience or fulfilling the MSCP School Counseling program requirements for graduation.

Requirements for program completion

The candidate will receive the degree as soon as he or she completes the following:
- Maintains a grade of "B" or better in all foundation, core, and elective requirements.
- Passes a written comprehensive examination, given after the completion of Internship A. All foundation and core courses must be successfully completed prior to taking the comprehensive exam.
- Successfully completes the Practicum and Internship courses with a minimum of 700 on-site clinical hours (100 practicum hours and 600 internship hours), as per program specifications.
- Successfully pass the Site Supervisor(s)' evaluation of the School Counseling candidate.
- Provide evidence of successful completion of the HTSB basic skills requirement and the Praxis II Professional Counseling exam prior to entering Internship A. Candidates who have not successfully passed the Praxis examination(s) may not be admitted into Internship A.

Professional License Requirements

Source: http://www.htsb.org/licensing-permits/licensing-permits-overview/

The Hawaii Teachers Standards Board has created multiple routes to obtain the Standard Initial License. The route the best fits our School Counseling program is Category A. Category A requires the following:

1. Submit license application to HTSB
   a. https://htsb.ehawaii.gov/htsb-renewals/welcome.html
2. Submit verification of licensure test information
   a. http://www.htsb.org/licensing-permits/licensure-tests/
   b. A Bachelor's degree awarded by a regionally accredited institution of higher education may be used to validate basic skills in lieu of licensure tests. Official transcript is required for verification.
   c. For verification of content knowledge, candidates must achieve a score of 156 or higher on the ETS Praxis II Professional Counselor examination (K-12).
3. Submit verification of completion from a State Approved Teacher Education Program (SATEP)
   a. The School Counseling program submits a completers' list to HTSB and the Hawaii Department of Education once the candidates have successfully completed all program requirements including the successful passing/verification of basic skills and content knowledge. This completers' list is the verification that HTSB requires for this step for initial licensure.

TEAC Quality Principle I Components	Required Courses	Field Work Requirements	Admission Requirements	Specific Course Assignment Requirements Used for Program Assessment	Exit Requirements	State Standard Number	Professional Association Standard Number
1.1 Subject Matter Knowledge	Psy 500, Psy 501, Psy 521, Psy 524, Psy 601, Psy 602, Psy 603, Psy 606, Psy 611, Psy 616, Psy 627, Psy 636, Psy 646SC, Psy 671, Psy 672, Psy 736, Psy 751, Psy 720, Psy 771, & Psy 776	Psy 501 – 4 hour Observation Psy 771 – 15 hour Observation & Participation Psy 646SC – 100 hour Practicum Psy 671 & Psy 672 combined – 600 hour Internship As of academic year 2014-2015 all candidates are placed at a primary and	1. Application form; 2. Three academic/ professional recommendations; 3. TOEFL score of 550 (paper-based) or 213 (computer-based), if applicable; 4. Undergraduate GPA of 3.0; if below 3.0 then applicant will be considered for provisional acceptance; 5. Personal interview; 6. For School Counseling only, evidence of basic skills as defined by HTSB; and 7. For School Counseling only, evidence of content knowledge prior to	Psy 501 – Observation of a school counselor at a school site (minimum 4 hours) Psy 720 – Report on the WAIS-IV, WISC-IV, and WJ III	1. Grade of "B" or better in all foundation and core courses; 2. Passes Core Compre-hensive and School Counseling Compre-hensive exams; 3. Pass Practicum and Internship courses; 4. Completed 100 practicum hours and 600 internship		• V.1 – CACREP Common Core Area I: Professional Identity • V.2 – CACREP Common Core Area II: Social and Cultural Diversity • V.3 – CACREP Common Core Area III: Human Growth and Develop-ment • V.4 – CACREP Common

| | | secondary school site. Prior to, candidates were required to work with students in the K-6 and 7-12 grade levels. | entering Psy 671 Internship A as defined by HTSB. | | hours; 5. Success-fully pass the Site Super-visor's Evaluation of the School Counseling Candidate; and 6. To be eligible for licensure, evidence of meeting the HTSB basic skills and content knowledge require-ments. | | Core Area IV: Career Developme nt • V.5 – CACREP Common Core Area V: Helping Relationshi ps • V.6 – CACREP Common Core Area VI: Group Work • V.7 – CACREP Common Core Area VII: Assessment • V.8 – CACREP Common Core Area VIII: Research and Program Evaluation |

1.2 Pedagogical Knowledge	Psy 603, Psy 611, Psy 646SC, Psy 671, & Psy 672			Psy 603 - Counseling Skills Proficiency Record Psy 611 - Group Process Skills Proficiency Record Psy 771, Psy 646SC, Psy 671, Psy 672 – ePortfolio Psy 771 & Psy 646SC – Guidance Curriculum (this will expand to the Action Research study)		• HTSB Standard I: Program organization • HTSB Standard II: School guidance curriculum delivered to all students • HTSB Standard III: Individual student planning • HTSB Standard IV: Responsive services • HTSB Standard V: Systems support • HTSB	• V.9 – CACREP School Counseling Program Area I: Foundations of School Counseling • V.10 – CACREP School Counseling Program Area II: Contextual Dimensions of School Counseling • V.11 – CACREP School Counseling Program Area III: Knowledge and Skill Requirements for School Counselors • V.12 – CACREP

						Standard VI: School counselor and administrator agreement • HTSB Standard VII: Use of data • HTSB Standard VIII: Student monitoring • HTSB Standard IX: Results evaluation • HTSB Standard X: Infusing themes	School Counseling Program Area IV: Clinical Instruction
1.3 Caring and	Psy 500, Psy 501,			Psy 603 - Counseling		• HTSB Standard	

Effective Teaching Skills	Psy 601, Psy 603, Psy 611, Psy 646SC, Psy 671, & Psy 672			Skills Proficiency Record Psy 611 - Group Process Skills Proficiency Record Psy 771, Psy 646S C, Psy 671, Psy 672 – ePortfolio Psy 646SC, Psy 671, Psy 672 – Site Supervisor's Evaluation of the School Counseling Candidate		X: Infusing themes	
1.4.1 Cross-Cutting Theme: Learning How To Learn	All courses, but in particular Psy 771, Psy 646SC, Psy 671, & Psy 672			Psy 771, Psy 646SC, Psy 671, Psy 672 – ePortfolio Psy 771 & Psy 646SC – Guidance			

				Curriculum (this will expand to the Action Research study)		
1.4.2 Cross-Cutting Theme: Multicultural Perspectives	All courses, but in particular Psy 736.			Psy 736 – Candidate presentation comparing Native Hawaiian culture to another. A cross-cultural student learning outcome is present in all MSCP courses.		
1.4.3 Cross-Cutting Theme: Technology	Psy 603, Psy 611, Psy 616, Psy 627, Psy 646SC, Psy 671, Psy 672, and Psy 736.			Psy 603 and Psy 611 – Candidates will utilize video to analyze their counseling and group facilitation skills		

| | | | | Psy 616 – Conducting data analysis using SPSS

Psy 627 – Learn how to access and utilize various online career databases

Psy 646SC, Psy 671, & Psy 672 – Candidates will utilize video to analyze their counseling skills

Psy 771, Psy 646SC, Psy 671, Psy 672 – ePortfolio | | | |

Appendix E: Full Disclosure of All Relevant and Available Evidence

Type of Evidence	Available and in the Brief	Not Available and Not in the Brief
Grades		
1. Student grades and grade point averages		Not for future use. Grades were found to be unreliable for program assessment purposes.
Scores on Standardized Tests		
2. Student scores on standardized license or board examinations	Relied on. Praxis II content examination. Assessing Claim 1 in Section 4: Results, p. 37	
3. Student scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude		Not for future use. The GRE is not an admission requirement for the MSCP program.
4. Standardized scores and gains of the program graduates' own pupils		Not for future use. This is not applicable to the typical role of a school counselor. In addition, this type of information is not available to our program.
5. Student scores on summative assessment examination tools	Relied on. Core Comprehensive examination: Assessing Claim 1 in Section 4: Results, p. 34 Ethics sub-category assessing Claim 2 in Section 4: Results, p. 38 Cross-Cultural sub-category assessing Claim 3 in Section 4: Results, p. 42 School Counseling Comprehensive examination: Assessing Claim 1 in Section 4: Results, p. 35	
Ratings		
6. Ratings of portfolios of academic and clinical accomplishments		For future use. Due to HTSB changing the performance standards for School Counselors inter-rater

		reliability will need to be assessed. At the time of writing this Inquiry Brief this assessment was not completed. The assessment is scheduled to occur during the summer of 2015. Subsequently, the School Counseling did not feel this was a reliable assessment at this time and did not use it when assessing our claims.
7. Third-party rating of program's students	Relied on. The Site Supervisor's Evaluation of the School Counseling Candidate is relied on in the following sections: Assessing Claim 1 in Section 4: Results, p. 35 Ethics sub-category assessing Claim 2 in Section 4: Results, p. 38 Cross-Cultural sub-category assessing Claim 3 in Section 4: Results, p. 42	
8. Ratings of in-service, clinical, and PDS teaching	Relied on. The Site Supervisor's Evaluation of the School Counseling Candidate is relied on in the following sections: Assessing Claim 1 in Section 4: Results, p. 35 Ethics sub-category assessing Claim 2 in Section 4: Results, p. 38 Cross-Cultural sub-category assessing Claim 3 in Section 4: Results, p. 42	
9. Ratings, by cooperating teacher and college/university supervisors, of practice teachers' work samples.		For future use. This assessment tool is in development and will be first piloted at the conclusion of the 2014-2015 academic year.

10. Ratings, by candidates of the School Counseling program.	Relied on. Program Evaluation: Ethics sub-category assessing Claim 2 in Section 4: Results, p. 40 Cross-Cultural sub-category assessing Claim 3 in Section 4: Results, p. 44	
11. Rates of completion of courses and programs		Not for future use. This information does not directly link to our program's claims.
12. Graduates' career retention rates		For future use. We are currently having conversations with Hawaii DOE to obtain this information from them. In addition, we are in the process of revising our graduate survey with the intent that the revised survey will capture this information.
13. Graduates' job placements		For future use. We are currently having conversations with Hawaii DOE to obtain this information from them. In addition, we are in the process of revising our graduate survey with the intent that the revised survey will capture this information.
14. Rates of graduates' professional advanced study		For future use. We are currently having conversations with Hawaii DOE to obtain this information from them. In addition, we are in the process of revising our graduate survey with the intent that the revised survey will capture this information.
15. Rates of graduates' leadership roles		For future use. We are currently having conversations with Hawaii DOE to obtain this information from them. In addition, we are in the process of revising our graduate

		survey with the intent that the revised survey will capture this information.
16. Rates of graduates' professional service activities		For future use. We are currently having conversations with Hawaii DOE to obtain this information from them. In addition, we are in the process of revising our graduate survey with the intent that the revised survey will capture this information.
Case studies and alumni competence		
17. Evaluations of graduates by their own pupils		Not for future use. Due to low reliability and validity of this type of data, we do not plan on using this for program assessment.
18. Alumni self-assessment of their accomplishments		For future use. We are in the process of revising our graduate survey with the intent that the revised survey will capture this information.
19. Third-party professional recognition of graduates	Not relied on. This is asked of the site supervisor's in their evaluation of the School Counseling candidate. This information is used internally in considering outstanding graduates for commencement, but not used for program assessment.	
20. Employers' evaluations of the program's graduates		For future use. Due to the changes made to the Principal survey, the School Counseling program considers this survey as a secondary source and was not used when assessing our claims. Due to changes in Hawaii DOE's policy with regards to outside surveys, we are having conversations with Hawaii DOE to obtain this information in another manner. At this time, it is unclear what and how this will look like and occur.

21. Graduates' authoring of textbooks, curriculum materials, etc.		Not for future use. This information does not directly link to our program claims.
22. Case studies of graduates' own pupils' learning and accomplishment		For future use. This information will be captured in the revised ePortfolio signature assignment.

Appendix F: Copies of Locally Developed Assessment Instruments Cited in the Brief

MSCP Core Comprehensive Examination

(Because this report will be published on our website and open to the public, I cannot provide you a copy of this assessment tool here. A copy of this examination will be made available for the site visit team and/or upon request.)

MSCP School Counseling Comprehensive Examination

(Because this report will be published on our website and open to the public, I cannot provide you a copy of this assessment tool here. A copy of this examination will be made available for the site visit team and/or upon request.)

Site Supervisor's Evaluation of the School Counseling Candidate

(This can be viewed in Appendix M.)

School Counseling Program Evaluation

CHAMINADE UNIVERSITY OF HONOLULU
MSCP PROGRAM EVALUATION

Please answer the questions using the following scale:

A = Strongly Disagree
B = Disagree
C = Uncertain
D = Agree
E = Strongly Agree

Because of my course work in the MSCP program, I am able to demonstrate:

1. How human growth and development can be applied to the counseling context.

2. How cross-cultural issues impact on the counseling context.

3. Why testing is important within a counseling context.

4. An understanding of the scientific method.

5. An understanding of evaluating the effectiveness of counseling services offered in the community.

6. The importance of counseling theories within a counseling context.

7.   Why research methodology is important within a counseling context.

8.   An understanding of community resources available for referrals.

9.   An understanding of the ethical issue of confidentiality within a counseling context.

10.   An understanding of the ethical issue of client rights within a counseling context.

11.   An understanding of the ethical issue of informed consent within a counseling context.

12.   An understanding of the ethical issue of dual relationships within a counseling context.

13.   An understanding of the ethical issue of professional competence within a counseling context.

A = Strongly Disagree
B =Disagree
C = Uncertain
D =Agree
E = Strongly Agree

Because of my course work in the MSCP program, I am able to demonstrate:

14. An understanding of the ethical issue of diversity within a c;ounseling context.

15. An understanding of the ethical issue of boundary within a counseling context.

16. How career counseling may be applicable in a counseling context.

17. An understanding ofthe DSM-IV and its application to the counseling context.

18. An understanding of group theory and the application to the counseling context.

19. An understanding of individual counseling and its application to the
     counseling context.

20. An understanding of treatment planning and its application to the
     counseling context.

My course work in the MSCP program at Chaminade has allowed me to develop:

21. Attitudes and sensitivities necessary to relate effectively with others in a
     wide variety of situations/contexts.

22. Interpersonal skills necessary to relate effectively with others in a wide
     variety of situations/contexts.

23. Critical thinking skills necessary to relate effectively with others in a
     wide variety of situations/contexts.

24. Competencies and skills to effectively provide individual counseling.

25. Competencies and skills to effectively provide group counseling.

26. An understanding of stress management and how it applies to myself.

27. An understanding of stress management and how it applies to clients.

A = Strongly Disagree
B =Disagree
C = Uncertain
D =Agree
E = Strongly Agree

Program Dispositions - *As a student in the MSCP program I am able to demonstrate an understanding of and:*

28.   Recognize that counseling is both an art and a science.

29.   Recognize that counseling is a confidential process focused on the present relationship between counselor and client/s.

30.   Recognize that in the counseling relationship one must be genuine, empathic, non-judgmental, focus on the whole person, and practice nonmaleficence.

31.   Recognize that learning is a lifelong, continually changing, developmental process wherein children, adolescents and adults discover how to functionally adapt to their ever- changing environments.

32.   Recognize that counseling is an integration of theory to practice and practice to theory.

33.   Recognize that human behavior occurs and must be understood within the context of various interrelated, interpersonal, intrapersonal, educational, familial, community, organizational, and societal environments.

34.   Recognize that all individuals and groups have the right to be respected, treated with dignity, and evaluated n a fair and just manner irrespective of race, gender, age, ethnicity, disability, sexual orientation, health, religion, and socio-economic status.

35.   Accept, respect, support, guide, challenge and assist all my clients in helping them adapt to the many culturally diverse, interrelated, community environments wherein they live and function.

36.   Adapt to the unique perspective of each client.

37.   Recognize the importance of nonmaleficence.

38.   Provide all pertinent information to my clients/parents/guardians to they are able to make an informed decision regarding commitment to and continuation in counseling.

39.   Promote the welfare of my clients.

A = Strongly Disagree
B =Disagree
C = Uncertain
D =Agree
E = Strongly Agree

40. Recognize that counseling is fundamentally about helping (cognitively, affectively, and behaviorally) children, adolescents and adults help themselves relative to functionally adapting to their continually changing interpersonal, intrapersonal, familial, social, cultural, organizational, and educational environments.

41. Recognize that my work is valued by faculty and students with whom I work.

* * * * *

42. My course work in the MSCP program at Chaminade has provided me with a solid foundation in counseling psychology.

43. My course work in the MSCP program at Chaminade has provided me with an understanding of the field of professional counseling.

44. My course work in the MSCP program at Chaminade has prepared me for work as a counselor.

45. I have learned about myself through the MSCP courses I have taken at Chaminade.

46. My course work in the MSCP program at Chaminade has provided me with an understanding of the national standards in counseling and their relationship to the practice of counseling.

47. The academic advising I received through the MSCP program was satisfactory.

48. I would recommend the MSCP program at Chaminade to others.

49. Overall, I would rate the program as

A   Poor
B   Below Average
C   Average
D   Good
E   Excellent

INTERNSHIP DIRECTOR
School Counseling

Please answer the questions using the following scale:

        A = Strongly Disagree
        B =Disagree
        C =Uncertain
        D =Agree
        E = Strongly Agree

The Internship Director

50.   Was easy to contact.

51.   Was easily accessible by phone.

52.   Returned my calls in a timely manner.

53.   Was easily accessible by email.

54.   Returned my emails in a timely manner.

55.   Was present in the office during office hours.

56.   Answered all of my questions relative to practicum.

57.   Answered all of my questions relative to internship.

58.   Placed me at a site in a timely manner.

59.   Was helpful in finding me a site.

60.   Was professional in her interactions with me in all situations.

61.   Was easy to make an appointment with.

62.   Was knowledgeable about requirements for practicum.

63.   Was knowledgeable about requirements for internship.

64.   Was supportive relative to my needs.

65.   Overall, I would rate the performance of the internship director as

A=Poor
B = Below Average
C =Average
D=Good
E = Excellent

PRACTICUM INTERNSHIP-School Counseling

Please answer the questions using the following

scale:
A = Strongly Disagree
B = Disagree
C = Uncertain
D = Agree
E = Strongly Agree

66.   Practicum/Internship orientation was presented in an informative and clear manner.

67.   The manual I received during practicum/internship orientation clearly explained the practicum/internship process and its requirements.

68.   The number of hours required for practicum/internship was clearly stated during orientation.

69.   What constitutes administrative hours and direct service hours for practicum/internship was clearly stated during orientation.

70.   I had the opportunity to ask questions during the practicurn/internship orientation.

71.   The process of obtaining sites was clearly explained during the practicum/internship orientation.

72.   The requirement of obtaining and submitting a valid contract and insurance prior to starting practicum/internship was clearly explained.

73.   The Internship Director placed me at my site/sin a timely manner.

74.   My sites provide me with the appropriate number of administrative hours.

75.   My sites provide me with the appropriate number of direct service hours.

76.   The requirement of notifying the Internship Director of any problems obtaining an appropriate number of administrative and/or direct hours at my sites was clearly explained during the practicurn/internship orientation.

77.   The Clinical Director (Dr. Dale Fryxell) was easily accessible to answer my questions.

78.   The Internship Director, Darren Iwamoto, was easily accessible to answer my questions.

79.   I understand the role of the Practicurn/Internship Instructor.

A = Strongly Disagree
B =Disagree
C =Uncertain
D =Agree
E = Strongly Agree

80.   I understand the role of the Practicum/Internship Site Supervisor.

81.   The practicum class allowed me to further develop basic counseling skills.

82.   The internship classes allowed me to further develop counseling skills.

83.   I received constructive feedback from my practicum instructor.

84.   I received constructive feedback from my Internship A instructor.

85.   I received constructive feedback from my Internship B instructor.

86.   There is a consistency in course objectives and teaching across Internship A and Internship B.

87.   I received appropriate and adequate supervision from my site supervisor during Practicum.

88.   I received appropriate and adequate supervision from my site supervisor during Internship A.

89.   I received appropriate and adequate supervision from my site supervisor during Internship B.

90.   My practicum/internship classes addressed ethical issues relative to my site(s).

91.   My practicum/internship classes addressed professional issues (e.g. my role as a professional counselor) relative to my site(s).

92.   My practicum/internship classes addressed counseling skills specific to my site(s).

93.   Overall, I would rate my MSCP practicum/internship experience as

            A   Poor
            B   Below Average
            C   Average
            D   Good
            E   Excellent

SCHOOL COUNSELING EMPHASIS

Please answer the questions using the following scale:

A = Strongly Disagree
B = Disagree
C = Uncertain
D = Agree
E = Strongly Agree

Because of my course work in the School Counseling emphasis in the MSCP program, I am able to demonstrate:

94.   The skills and competencies to counsel special education students K-12.

95.   The skills and competencies to counsel at-risk students K-12.

96.   The skills and competencies to counsel students K-12.

97.   The skills and competencies necessary to administer, score, interpret, and write a report for standardized IQ tests for students K-12.

98.   The skills and competencies necessary to administer, score, interpret, and write a report for standardized achievement tests for students K-12.

99.   An understanding of the community resources available to student, parents, teacher, and administrators in K-12.

100.   How to teach a guidance class.

101.   How to do a behavioral assessment in a classroom.

102.   Consultation skills to work with parents, teachers, administrators, and outside agencies.

103.   The skills and competencies to intervene in a crisis situation in a K-12 setting.

104.   An understanding of the American School Counseling Association national standards for school counseling.

105.   An understanding of the State of Hawaii Standards for School Counseling.

106.   How to develop and evaluate the effectiveness of a school counseling program in a K-12 setting.

107.   An understanding of the roles and responsibilities of school counselors.

> A = Strongly Disagree
> B =Disagree
> C = Uncertain
> D=Agree
> E = Strongly Agree

Because of my course work in the School Counseling emphasis in the MSCP program, I am able to demonstrate:

108. An understanding of the school counselor's role in working with special education students.

I09. Exposure to and an understanding of rules, forms, and procedures relative to special education.

110. Competence in the knowledge of the philosophy, organization, counseling theory, and professional activities related to the practice of school counseling.

111. Competence in understanding the organization, administration, and evaluation of a school counselor program.

112. Competence of human development theory and research, particularly the stages from pre- school to early adulthood that relate to the educational, social, psychological, physical, and emotional growth of students.

113. Competence in the knowledge of referral agencies and other services outside the school setting.

114. Competence in the knowledge of the nature, needs, and problems of learners, including exceptional students and those with special needs.

115. Competence in the knowledge of social and cultural issues including family/parent education; human sexuality, child abuse, substance abuse; sex-equity; and socio- economic, ethnic, and racial groups.

116. Competence in career counseling, including career development theory, assessment and decision-making techniques, and use of resources.

117. Competence in the knowledge of career guidance as it relates to college, vocational/technical schools, and entry into the work force.

118. Competence in the knowledge of legal and ethical issues of counseling.

119. Competence in individual and group counseling, including the design and implementation of preventative and developmental strategies and services.

A = Strongly Disagree
B = Disagree
C = Uncertain
D = Agree
E = Strongly Agree

Because of my course work in the School Counseling emphasis in the MSCP program, I am able to demonstrate:

120. Competence in consulting with parents, students, professional personnel relative to the assessment of a student's academic, social, cognitive, and physical functioning, and the subsequent planning, development, and implementation of the student's program.

121. Competence in the knowledge of computer-assisted guidance programs.

Because of my course work in the School Counseling emphasis in the MSCP program, I am able to demonstrate an understanding of:

122. The foundations of school counseling.

123. The history, philosophy, and trends in school counseling.

124. The role and function of the school counselor in conjunction with the roles of other professional and support personnel in the school.

125. The knowledge of the school setting and curriculum.

126. The ethical standards and guidelines of the American School Counselor Association (ASCA).

127. The policies, laws, and legislation relevant to school counseling.

128. The implications of socio-cultural, demographic, and lifestyle diversity relevant to school counseling.

129. The contextual dimensions in school counseling.

130. Referral of children and adolescents for specialized help.

131. The coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.

132. The methods of integration of guidance curriculum in the total school curriculum.

133. The use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.

A = Strongly Disagree
B =Disagree
C =Uncertain
D=Agree
E = Strongly Agree

Because of my course work in the School Counseling emphasis in the MSCP program, I am able to demonstrate an understanding of:

134. The methods of planning and presenting guidance-related educational programs for school personnel and parents.

135. The knowledge and skills for the practice of school counseling.

136. Program development, implementation, and evaluation.

137. The use of surveys, interviews, and needs assessments.

138. The design, implementation, and evaluation of a comprehensive, developmental school program.

139. The implementation and evaluation of specific strategies designed to meet program goals and objectives.

140. The preparation of a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program.

141. Counseling and guidance.

142. Individual and group counseling and guidance approaches appropriate for the developmental stage and needs of children and adolescents.

143. Group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks.

144. Approaches to peer helper programs.

145. Issues which may affect the development and functioning of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorder).

146. Developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, vocational. and career options).

147. Consultation.

A = Strongly Disagree
B =Disagree
C =Uncertain
D=Agree
E = Strongly Agree

Because of my course work in the School Counseling emphasis in the MSCP program, I am able to demonstrate an understanding of:

148. The methods of enhancing teamwork within the school community.

149. The methods of consulting with parents, teachers, administrators, support staff and community agency personnel.

Because of my course work ill the School Cou11seling emphasis ill the MSCP program, I am able to demo11strate an understanding of the following Hawaii Teacher Standards Board Performance Standards for School Counselors:

150. The professional school counselor plans, organizes and delivers the school counseling program.

151. The professional school counselor is able to implement a school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions.

152. The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

153. The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.

154. The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

155. The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

156. The professional school counselor collects and analyzes data to guide program direction and emphasis.

157. The professional school counselor monitors the students on a regular basis as they progress in school.

158. The professional school counselor develops a system for evaluating the results of the counseling program.

Because of my course work in the School Counseling emphasis in the MSCP program, I am able to demonstrate an understanding of the following Hawaii Teacher Standards Board Performance Standards for School Counselors:

159.   The professional school counselor is an advocate for students, a
        leader, collaborator, and a systems change agent.

Because of my course work and clinical training in the School Counseling emphasis in the MSCP program, I am able to demonstrate an understanding of assisting students with

160.   The ability to be responsible for one's own learning.

161.   The understanding that it is essential for human beings to work together.

162.   The ability to *perform* complex thinking and problem solving.

163.   The ability to recognize and produce quality performance and quality products.

164.   The ability to community effectively.

165.   The ability to use a variety of technologies effectively and ethically.

Because of my course work in the School Counseling emphasis in the MSCP program, I am able to demonstrate an understanding of how to:

166.   Assist students in academic development.

167.   Assist students in the ability to acquire the attitudes, knowledge, and skills that
        contribute to effective learning in school and across the life span.

168.   Assist students in the ability to complete school with the academic preparation
        essential to choose from a wide range of substantial postsecondary options, including
        col1ege.

169.   Assist students in the ability to understand the relationship of academics to the world
        of work, and to life at home and in the community.

170.   Assist students in career development.

A = Strongly Disagree
B =Disagree
C = Uncertain
D=Agree
E = Strongly Agree

Because of my course work in the School Counseling emphasis in the MSCP program, I am able to demonstrate an understanding of how to:

171.   Assist students in the ability to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

172.   Assist students in the ability to employ strategies to achieve future career success and satisfaction.

173.   Assist students in the ability to understand the relationship among personal qualities, education and training, and the world of work.

174.   Assist students in personal/social development.

175.   Assist students in the ability to acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

176.   Assist students in the ability to make decisions, set goals, and take necessary action to achieve goals.

177.   Assist students in the ability to understand safety and survival skills.

School Counseling Emphasis Program Dispositions -*As a student in the MSCP School Counseling program, I am able to demonstrate an understanding of and:*

178.   Recognize the importance of focusing on the student as a learner.

179.   Recognize that counseling in the schools is to promote and enhance student learning.

180.   Recognize that counseling in the schools is to help the students acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

181.   Recognize that counseling in the schools is to help the students complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

182.   Recognize that counseling in the schools is to help the students understand the relationship of academics to the world of work, and to life at home and in the community.

183. Recognize that counseling in the schools is to help the students acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

184. Recognize that counseling in the schools is to help the students employ strategies to achieve future career success and satisfaction.

185. Recognize that counseling in the schools is to help the students understand the relationship between personal qualities, education and training, and the world of work.

186. Recognize that counseling in the schools is to help the students acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

187. Recognize that counseling in the schools is to help the students make decisions, set goals, and take necessary action to achieve goals.

188. Recognize that counseling in the schools is to help the students understand safety and survival skills.

189. Recognize that counseling in the schools is to help the students help themselves become self-directed learners.

190. Recognize that counseling in the schools is to help the students help themselves become contributors to the community.

191. Recognize that counseling in the schools is to help the students help themselves become complex thinkers.

192. Recognize that counseling in the schools is to help the students help themselves become quality producers.

193. Recognize that counseling in the schools is to help the students help themselves become effective communicators.

194. Recognize that counseling in the schools is to help the students help themselves become effective and ethical users of technology.

195. Recognize that all students must be treated fairly.

196. Recognize that all students can learn.

Because of my course work in the School Counseling emphasis in the MSCP program, I am able to demonstrate an understanding of

197. The ASCA ethical standards for school counselors.

198. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards for School Counselors.

199. The new National Board for Certified Counselors requirements for the National Certified School Counselor credential.

200. The State of Hawaii School Counselor Handbook.

201. I would recommend the MSCP School Counseling program at Chaminade to others.

202. Overall, I would rate the MSCP School Counseling program as

        A   Poor
        B   Below Average
        C   Average
        D   Good
        E   Excellent

Graduate Survey

MSCP School Counseling Program
Graduate Survey

Name: _____ Date: _____

Permanent Street Address, City, State, Zip Code: _____

Email address for future communication:
_____

Are you currently Employed? Full-Time / Part-Time / Unemployed

Current Employer: _____ Position Title: _____

How long have you been with this employer? _____

What year did you graduate from the MSCP program?
_____

Are you currently attending a doctorate program?
       a. Yes – if yes, name of school attending and what discipline
          _____
       b. No
       c. I am planning on applying to a doctorate program in the future

Please answer the following questions based on any employment related to your educational and professional experiences after completing the MSCP program.

1. The coursework during the MSCP program prepared me for my current professional position.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

1----------------2-----------------3--------------4---------------5

2. Which of the following best describes the relationship between your graduate studies in the MSCP program and your current position of employment?

    Not   Indirectly   Somewhat   Directly
Related   Related   Uncertain   Related   Related

    1----------------2------------------3--------------4----------------5

3. The MSCP program prepared me to be a competent and qualified counselor with the ability to demonstrate the skills, techniques, and knowledge of an effective school counselor.
Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

    1----------------2------------------3--------------4----------------5

4. The MSCP program prepared me to be a competent, qualified, and caring counselor based on my ability to demonstrate positive ethical and professional conduct.
Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

    1----------------2------------------3--------------4----------------5

5. The MSCP program prepared me to be a competent, qualified, and caring counselor based on my ability to demonstrate the value of diversity by meeting the unique needs of others.
Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

    1----------------2------------------3--------------4----------------5

6. The MSCP program has prepared me to learn information needed for my profession on my own.

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

    1----------------2------------------3--------------4----------------5

7. The MSCP program prepared me to use technology (basic productivity tools) to enhance my work as a counselor.

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

1----------------2-----------------3--------------4---------------5

8. The MSCP program prepared me with the professional knowledge needed to be a competent, qualified, and caring counselor.

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

    1----------------2-----------------3--------------4---------------5

9. The MSCP program prepared me to meet the emotional and educational needs of my students by being a strategic decision-maker.

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

    1----------------2-----------------3--------------4---------------5

10. The MSCP program prepared me to be a caring and effective leader in my school or organization.

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

    1----------------2-----------------3--------------4---------------5

Principal Survey

Chaminade University - Post Graduate School Counseling Best Practice Survey
May 2014
Part 1

To ensure the continuation of Best Practices and current learning opportunities for our students in the school counseling program, it is important to understand how the Hawaii Teacher Standards Board (HTSB) and the American School Counselor Association (ASCA) standards apply to theory and practice and practice to theory with our former students. Please take a few minutes to complete the following questions using the 1-5 scale ratings below. Additional comments can be made at the end of the numbered questions. Mahalo nui loa for your time and continued professional input to help us maintain a quality training program for our graduates and the school age keiki of Hawaii.

| Does not meet Standards Performance | Below Average Standards Performance | Meets Standards Performance | Above Average Standards Performance | Exemplar Standards Performance |

1-------------------2----------------------3-------------------4---------------------5

_____1.   The school counselor consistently utilizes best practices to engage students in appropriate experiences that support their development of attitudes, knowledge and skills that contribute to effective learning in school and across the life span. (HTSB Standard I; ASCA Standards I & III).

_____2.   The school counselor consistently utilizes best practices to promote an inclusive school community where members feel connected, respected and valued. The school counselor promotes the attitudes, knowledge and interpersonal skills to help the student understand and respect self and others and understand safety and survival skills. (HTSB Standard II; ASCA Standards VII & IX).

_____3.   The school counselor consistently utilizes best practices to provide counseling and guidance opportunities that are inclusive and adapted to diverse learners to improve academic self-concept, acquire skills for improving learning and achieve school success. (HTSB Standard III; ASCA Standard I, II, III).

_____4.   The school counselor consistently utilizes best practices to promote communication in the learning environment to promote student self-knowledge and interpersonal skills. (HTSB Standard IV; ASCA Standard VII).

_____5.   The school counselor consistently utilizes best practices to demonstrate competency in counseling and guidance with students by promoting academic

career and personal/social development to improve student academic self-concept, skills for improving learning, achieving school success, and relating school to life experience. (HTSB Standard V; ASCA Standards I & III).

_____6.   The school counselor consistently utilizes best practices to consistently plan and implement meaningful counseling and guidance experiences based on students needs to enhance integrated social, emotional and behavioral experiences and promote knowledge to assist students in making career and life decisions. (HTSB Standard VI; ASCA Standard V, VI, & IX).

_____7.   The school counselor consistently utilizes best practices to call on a variety of techniques and technologies to develop and promote students' thinking, problem-solving and learning skills. (HTSB Standard VII; ASCA Standard II & VIII).

_____8.   The school counselor consistently utilizes best practices to apply appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner. (HTSB Standard VIII; ASCA Standard II, III & VIII).

_____9.   The school counselor consistently utilizes best practices to evaluate the effects of his/her choices and actions and actively seeks opportunities to grow professionally. (HTSB Standard IX; ASCA Ethical Standards for Counselors pp. 121 – 128).

_____10.   The school counselor consistently utilizes best practices to establish and maintain strong working relationships with parents and members of the school community to support student learning and development. (HTSB Standard X; ASCA Standards III & VII).

COUNSELOR EFFECTIVENESS SURVEY

	Below		Above	
Poor	Average	Average	Average	Excellent

1-----------------2-----------------3--------------4-----------------5

_____ 11.   Demonstrates a professional attitude towards the job in terms of timely completion of work, active participation n school committees, and diligent adherence to fulfilling his/her counseling responsibilities.

_____ 12.   Demonstrates a willingness to learn and to continually develop his/her counseling skills and knowledge.

_____13.   Demonstrates organizational skills.

_____14.   Demonstrates a knowledge of counseling theories relevant to the school setting.

_____15.   Demonstrates a knowledge/application of assessment and counseling techniques.

_____16.   Demonstrates communication/empathy with students.

_____17.   Demonstrates a knowledge of and behaves in accordance with counselor ethics.

_____18.   Recognizes limitations and is able to make referrals to appropriate professionals.

_____19.   Conducts oneself in a professional manner in terms of collegiality with fellow counselors, teachers, and administrators.

_____20.   The school counselor integrates counseling with the DOE General Learner Outcomes (GLO).

_____21.   Overall rating.

As an employer of a MSCP School Counseling program graduate, I feel that the graduate is able to demonstrate an understanding of and:

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

1----------------2------------------3---------------4---------------5

_____22.   Recognize the importance of focusing on the student as a learner.

_____23.   Recognize that counseling in the schools is to promote and enhance student learning.

_____24.   Recognize that counseling in the schools is to help the students acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

_____25.   Recognize that counseling in the schools is to help the students complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

_____26.   Recognize that counseling in the schools is to help the students understand the relationship of academics to the world of work, and to life at home and in the community.

_____27.　　Recognize that counseling in the schools is to help the students acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

_____28.　　Recognize that counseling in the schools is to help the students employ strategies to achieve future career success and satisfaction.

_____29.　　Recognize that counseling in the schools is to help the students understand the relationship between personal qualities, education and training, and the world of work.

_____30.　　Recognize that counseling in the schools is to help the students acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

_____31.　　Recognize that counseling in the schools is to help the students make decisions, set goals, and take necessary action to achieve goals.

_____32.　　Recognize that counseling in the schools is to help the students understand safety and survival skills.

_____33.　　Recognize that counseling in the schools is to help the students help themselves become self-directed learners.

_____34.　　Recognize that counseling in the schools is to help the students help themselves become contributors to the community.

_____35.　　Recognize that counseling in the schools is to help the students help themselves become complex thinkers.

_____36.　　Recognize that counseling in the schools is to help the students help themselves become quality producers.

_____37.　　Recognize that counseling is both an art and a science.

_____38.　　Recognize that counseling is a confidential process focused on the present relationship between counselor and client/s.

_____39.　　Recognize that in the counseling relationship one must be genuine, empathic, non-judgmental, focus on the whole person, and practice nonmaleficence.

_____40.　　Recognize that learning is a lifelong, continually changing, developmental process wherein children, adolescents and adults discover how to functionally adapt to their ever-changing environments.

_____41.   Recognize that counseling is an integration of theory to practice and practice to theory.

_____42.   Recognize that human behavior occurs and must be understood within the context of various interrelated, interpersonal, intrapersonal, educational, familial, community, organizational, and societal environments.

_____43.   Recognize that all individuals and groups have the right to be respected, treated with dignity, and evaluated n a fair and just manner irrespective of race, gender, age, ethnicity, disability, sexual orientation, health, religion, and socio-economic status.

_____44.   Accept, respect, support, guide, challenge and assist all my clients in helping them adapt to the many culturally diverse, interrelated, community environments wherein they live and function.

_____45.   Adapt to the unique perspective of each client.

_____46.   Recognize the importance of nonmaleficence.

_____47.   Provide all pertinent information to my clients/parents/guardians to they are able to make an informed decision regarding commitment to and continuation in counseling.

_____48.   Promote the welfare of my clients.

_____49.   Recognize that counseling is fundamentally about helping (cognitively, affectively, and behaviorally) children, adolescents and adults help themselves relative to functionally adapting to their continually changing interpersonal, intrapersonal, familial, social, cultural, organizational, and educational environments.

_____50.   Recognize that the school counselor's work is valued by faculty and students whom they work with.

Instructor Evaluation of SC Candidate 2014

Candidate's Name:_____   Evaluator's Name: _____

Standard 1	Unsatisfactory	Basic	Proficient	Distinguished
Program Organization	The school counselor does not participate in the design, organization and/or delivery of a school counseling program. The school counselor demonstrates negative interpersonal relationships with students, staff and parents/guardians.	The school counselor participates in the design, organization and delivery of a school counseling program and uses some data to develop goals. The school counselor sometimes demonstrates positive interpersonal relationships with students, staff and parent/guardians.	The school counselor participates/leads the design, organization and delivery of an appropriate school counseling program that uses available data that informs program goals. The school counselor also demonstrates positive interpersonal relationships with students, staff and parent/guardians.	The school counselor effectively leads the design, organization and delivery of a school counseling program that is highly appropriate based on school data that informs program goals and has been developed by a team. The school counselor also demonstrates very positive interpersonal relationships with students, staff and parents/guardians.
Possible Examples of Evidence	*Documentation of student, staff and parent/guardian feedback* *School counseling program action plan* *Data used to determine school needs and develop goals* *School counseling program assessment* *Minutes from meetings with school counseling team, Principal, or work teams* *Copies of emails to stakeholders*			
Standard 2	Unsatisfactory	Basic	Proficient	Distinguished
School Guidance Curriculum Delivered to All Students	The school counselor is not able to implement a school guidance curriculum and does not use effective instructional skills and planning of structured group sessions.	The school counselor implements a school guidance curriculum with assistance from peers and uses instructional skills and planning of structured group sessions that are sometimes effective.	The school counselor is effective in implementing a school guidance curriculum and uses effective instructional skills and planning of structured group sessions.	The school counselor is highly effective in implementing and leading the use of a school guidance curriculum and uses highly effective instructional skills and planning of structured group sessions.
Possible Examples of Evidence	*Pre and Post tests and surveys* *Documentation of student and teacher feedback* *Minutes from meetings with school counseling and guidance advisory council* *Guidance lesson plans*			
Standard 3	Unsatisfactory	Basic	Proficient	Distinguished
Individual Student Planning	The professional school counselor does not participate in student planning for any student.	The professional school counselor assists with implementing the individual planning component for selected students.	The professional school counselor implements the individual planning component by guiding most students and/or their parents and guardians through the development of educational and career plans.	The professional school counselor effectively implements the individual planning component by leading all efforts to guide all students and their parents or guardians through the development of educational and career plans.
Possible Examples of Evidence	*Documentation of student, staff and parent/guardian feedback* *School counseling program action plan/curriculum* *Data used to determine school needs and develop goals* *School counseling program assessment* *Student educational and career plans*			

Standard 4	Unsatisfactory	Basic	Proficient	Distinguished
Responsive Services	The professional school counselor provides responsive services to a few students and is not effective with individual and small-group counseling, consultation and referral skills.	The professional school counselor offers and provides responsive services to some students and is somewhat effective with individual and small-group counseling, consultation and referral skills.	The professional school counselor provides responsive services to most students through the use of effective individual and small-group counseling, consultation and referral skills.	The professional school counselor provides responsive services to all students through the use of highly effective individual and small-group counseling, consultation and referral skills.
Possible Examples of Evidence	*Documentation of student, staff and parent/guardian feedback* *Pre and post test/rating scale data* *School counseling program action plan/curriculum* *Data used to determine school needs and develop goals* *School counseling program assessment* *Minutes from meetings with school counseling advisory council* *Referral forms with documentation of time lines and disposition*			
Standard 5	Unsatisfactory	Basic	Proficient	Distinguished
System Support	The professional school counselor does not have effective school counseling program management and does not integrate the program to create an environment that promotes and supports student success.	The professional school counselor provides somewhat effective school counseling program management and minimally integrates the program to create an environment that promotes and supports student success.	The professional school counselor provides system support through effective school counseling program management by integrating the program to create an environment that promotes and supports student success.	The professional school counselor provides system support through highly effective school counseling program management by thoroughly integrating the program to create an environment that promotes and supports student success.
Possible Examples of Evidence	*Documentation of student, staff and parent/guardian feedback* *School counseling program framework with supporting activities* *Collaboration notes and feedback used to determine counseling programs and scheduling* *School counseling program assessment* *School Counseling Annual Calendar*			
Standard 6	Unsatisfactory	Basic	Proficient	Distinguished
School Counselor and Administrator Agreement	The professional school counselor does not discuss or collaborate with the school administrator to create and implement the school counseling department management system and the program action plans.	The professional school counselor creates and implements a counseling department management system with minimal discussion with the school administrator.	The professional school counselor discusses the qualities of the school counseling department management system and the program action plans with the school administrator.	The professional school counselor leads the discussion and collaborates with the school administrator to create and implement a highly effective school counseling department management system and the program action plans.
Possible Examples of Evidence	*Documentation of staff and administrator feedback* *School counseling program management system* *Program action plan* *Data used to determine school counseling management tasks* *School counseling program assessment*			

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Standard 7	Unsatisfactory	Basic	Proficient	Distinguished
Use of Data	The professional school counselor does not collect or analyze data to guide program direction and emphasis.	The professional school counselor participates in and is somewhat effective in the collection and analysis of data to guide program direction and emphasis.	The professional school counselor is effective in collecting and analyzing data to guide program direction and emphasis.	The professional school counselor is highly effective and consistent in leading the collection and analysis of data to guide program direction and emphasis.
Possible Examples of Evidence	*Assessment reports* *Summary of analyzed data* *School counseling program action plan* *Data used to determine school needs and develop goals* *Documents showing activities that support student achievement* *Minutes from meetings with school counseling team, Principal, or teachers* *IEPs, 504 plans, Personal Transition Plans, Student plans*			

Standard 8	Unsatisfactory	Basic	Proficient	Distinguished
Student Monitoring	The professional school counselor does not monitor the students on a regular basis as they progress in school.	The professional school counselor participates in monitoring the students on a regular basis as they progress in school.	The professional school counselor frequently and effectively monitors the students on a regular basis as they progress in school.	The professional school counselor consistently and effectively leads the monitoring of the students on a regular basis as they progress in school.
Possible Examples of Evidence	*Monitoring system report/action plan* *Results of monitoring system* *Documentation of student, staff and parent/guardian referral/ feedback* *School counseling program assessment* *Minutes from meetings with school counseling team, principal, or data teams* *Copies of emails to teachers, administrators, staff, students, or parents* *FBA/BSPs, Behavior charts, Behavior plans, Implementation plans, Score reports*			

Standard 9	Unsatisfactory	Basic	Proficient	Distinguished
Results Evaluation	The professional school counselor has not developed a system for evaluating the results of the counseling program.	The professional school counselor participates in the development of a system for evaluating the results of the counseling program and shares some of that information with stakeholders.	The professional school counselor leads the development of a system for evaluating the results of the counseling program and shares that information with stakeholders.	The professional school counselor effectively leads the development of a system for evaluating the results of the counseling program and consistently and actively shares that information with stakeholders.
Possible Examples of Evidence	*School Calendars* *Assessment reports* *Documentation of student, staff and parent/guardian feedback* *School counseling program action plan* *Data used to determine school needs and develop goals* *School counseling program assessment* *Minutes from meetings with school counseling team, Principal, or data teams* *Copies of emails to stakeholders*			
Standard 10	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Infusing Themes	The professional school counselor is not an advocate for students, and is not a leader, collaborator, nor a systems change agent	The professional school counselor sometimes is an advocate for students, and is also sometimes a leader, collaborator, and a systems change agent.	The professional school counselor is generally an advocate for students, and generally a leader, collaborator, and a systems change agent.	The professional school counselor is consistently an active advocate for students, and consistently is a leader, collaborator, and a systems change agent. .
Possible Examples of Evidence	*School Calendars* *Assessment reports* *Documentation of student, staff and parent/guardian feedback* *School counseling program action plan* *Data used to determine school needs and develop goals* *School counseling program assessment* *Minutes from meetings with school counseling team, Principal, or data teams* *Copies of emails to stakeholders*			
Narratives	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Journey from Candidate to Graduate	Does not demonstrate in the narrative of the journey from Candidate to Graduate academic analysis and/or reflection of their professional growth and development.	Demonstrates in the narrative, Journey from Candidate to Graduate, a reflection of personal growth and development without academic analysis.	Demonstrates in the narrative, Journey from Candidate to Graduate, academic analysis and reflection of their professional growth and development.	Demonstrates in the narrative, Journey from Candidate to Graduate, academic analysis and reflection of their professional and personal growth and development through tangible experiential recollections.
(Claim 1) To be a competent and qualified counselor, our graduates will understand and demonstrate the skills,	Does not demonstrate Claim 1 in the artifacts or activities and corresponding descriptions as evidenced in the ePortfolio.	Demonstrates Claim 1 in a limited way by failing to analyze and reflect on how the chosen artifacts serve as evidence in meeting this Claim.	Demonstrates Claim 1 in the analysis and reflection of the artifacts and within the narrative paper of this ePortfolio.	Demonstrates Claim 1, including specific examples that illustrate specific and direct points through the narrative and by using a form of multimedia as evidence of mastery.

Standard 9	Unsatisfactory	Basic	Proficient	Distinguished
techniques, and knowledge of an effective school counselor.				
(Claim 2) To be a competent, qualified, and caring counselor, our graduates will understand and demonstrate positive ethical and professional conduct.	Does not demonstrate Claim 2 in the artifacts or activities and corresponding descriptions as evidenced in the ePortfolio.	Demonstrates Claim 2 in a limited way by failing to analyze and reflect on how the chosen artifacts serve as evidence in meeting this Claim.	Demonstrates Claim 2 in the analysis and reflection of the artifacts and within the narrative paper of this ePortfolio.	Demonstrates Claim 2, including specific examples that illustrate specific and direct points through the narrative and by using a form of multimedia as evidence of mastery.
(Claim 3) To be a competent, qualified, and caring counselor, our graduates will understand and demonstrate the value of diversity in meeting the unique needs of others.	Does not demonstrate Claim 3 in the artifacts or activities and corresponding descriptions as evidenced in the ePortfolio.	Demonstrates Claim 3 in a limited way by failing to analyze and reflect on how the chosen artifacts serve as evidence in meeting this Claim.	Demonstrates Claim 3 in the analysis and reflection of the artifacts and within the narrative paper of this ePortfolio.	Demonstrates Claim 3, including specific examples that illustrate specific and direct points through the narrative and by using a form of multimedia as evidence of mastery.

Standard 1	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:
Standard 2	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:
Standard 3	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:
Standard 4	(Circle applicable rating)	Evidence:	Comments:

	Unsatisfactory Basic Proficient Distinguished	ePortfolio Other (please document):	
Standard 5	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:
Standard 6	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:
Standard 7	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:
Standard 8	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:
Standard 9	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:
Standard 10	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:
Journey From Candidate to	(Circle applicable rating) Unsatisfactory	Evidence: ePortfolio	Comments:

Graduate	Basic Proficient Distinguished	Other (please document):	
Claim 1	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:
Claim 2	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:
Claim 3	(Circle applicable rating) Unsatisfactory Basic Proficient Distinguished	Evidence: ePortfolio Other (please document):	Comments:

1. Candidate has demonstrated the ability to learn information needed for the profession on their own.

   Strongly   Strongly
   Disagree   Disagree   Uncertain   Agree   Agree

   1----------------2------------------3--------------4---------------5

2. Candidate has demonstrated that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives.

   Strongly   Strongly
   Disagree   Disagree   Uncertain   Agree   Agree

   1----------------2------------------3--------------4---------------5

3. Candidate has demonstrated the ability to use technology (basic productivity tools) to enhance their work as a counselor.

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

  1----------------2------------------3--------------4----------------5

4. Candidate has demonstrated the professional knowledge and skills needed to be a competent, qualified, and caring counselor.

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

  1----------------2------------------3--------------4----------------5

5. Candidate has demonstrated the ability to meet the emotional and educational needs of their students by being a strategic decision-maker.

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

  1----------------2------------------3--------------4----------------5

6. Candidate has demonstrated the ability to be a caring and effective leader in their school or organization.

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

  1----------------2------------------3--------------4----------------5

7. In accordance with the HTSB Code of Ethics, the candidate has demonstrated a Commitment to Students (Prinicle I).

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

  1----------------2------------------3--------------4----------------5

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8. In accordance with the HTSB Code of Ethics, the candidate has demonstrated a Commitment to the Profession (Prinicle 2).

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

1----------------2------------------3--------------4---------------5

9. In accordance with the HTSB Code of Ethics, the candidate has demonstrated a Commitment to the Community (Prinicle 3).

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

1----------------2------------------3--------------4---------------5

10. The candidate has demonstrated knowledge of their role in supporting the Common Core Standards.

Strongly   Strongly
Disagree   Disagree   Uncertain   Agree   Agree

1----------------2------------------3--------------4---------------5

11. Based on the evidence displayed, I recommend this candidate to enter into the field as a professional school counselor.

Yes _____

No _____ because _____

Reviewed with candidate on (date) _____

Appendix G: Status of Educator Programs Accredited by Other USDE or CHEA Recognized Accreditors

None

Appendix H: Application Recommendation Rubric

Admission into the MSCP Program

Applicant Recommendations

Each potential student is required to have 3 recommendations sent to the MSCP program using the Applicant Recommendation Form. The recommendation form consists of 11 items rated on a 4 point scale:

    4=Superior
    3=Above Average
    2=Average
    1=Below Average

Based on the 11 items, an Average Total Score was obtained for each of the recommendations. The highest obtainable Average Total Score is 4 points. To obtain the norms, an average was obtained from the three Average Total Scores for each student. The highest obtainable Overall Average Total Score (based on 3 letters of recommendations) is 4 points.

A total of 152 students, each with 3 letters of recommendation (456 total recommendations), were used to obtain the norms.

The lowest Overall Average Total Score= **2.65**
The highest Overall Average Total Score= **4.00**

The Mean for the Overall Average Total Score= **3.610**
The Standard Deviation for the Overall Average Total Score=**.276**

One standard deviation (**16th percentile**) below the mean is **3.334**
Two standard deviations (**2nd percentile**) below the mean is **3.058**
Three standard deviations **(.001 percentile)** below the mean is **2.782**

These norms are used to assist in the decision making process regarding admission into the program.

Appendix I: Interviewer Rubric

Interviewer Score
Each potential student during the course of the interview is evaluated by the interviewer on a 15 item
Interviewer Form. The Interviewer Form has 3 ratings

       3=Above Average
       2=Average
       1=Below Average

The highest obtainable Total Score is 45 points. The **mean** Total Score (N=152) is **39.81**. The **standard
deviation** is **4.84**. The lowest score was **29**. The highest score was **45.**
One standard deviation (**16th percentile**) below the mean is **34.97**
Two standard deviations (**2nd percentile**) below the mean is **30.13**
Three standard deviations **(.001 percentile**) below the mean is **25.29**

These norms are used to assist in the decision making process regarding admission into the program.

Appendix J: MSCP Courses

Foundation Courses:

The foundation courses set the knowledge base for the core and elective courses.

Foundation courses for the program consist of two graduate psychology courses:
>   Psy 521 – Personality
>   Psy 524 – Abnormal Psychology

These courses count as part of the program. Students are expected to complete these two courses within the first three terms.

Students entering the program normally take the two foundation courses (Abnormal Psychology and Personality), as well as Ethical and Professional Issues in Counseling, and Introduction to Counseling Skills during the first three terms. After the student has completed these four courses, the student may choose from all other courses contingent upon prerequisites and other stipulations noted in the MSCP program Description, Policies, and Procedures. Exceptions to this policy require written approval from the student's advisor or the program Director.

Certain graduate courses have specific prerequisites, which must be met by unclassified, provisional and classified students in the program. (See Core Courses.)

School Counseling:

School Counseling students must take additional foundation course work in:
>   Psy 500 – School Counseling and Exceptional Children
>   Psy 501 – The School Counselor in an Educational Context

These courses count as part of the 60-hour program

Core Courses:

The Core courses prepare the student for the Practicum/Internship series. The Practicum/Internship series synthesizes the material from the Foundation, Core and Elective courses with supervised field experience by a Masters or Ph.D. level counselor in the community.

All students are required to take the following MSCP Core Courses (prerequisite in parentheses):
>   Psy 601 – Ethical and Professional Issues in Counseling
>   Psy 602 – Life Span Development
>   Psy 603 – Introduction to Counseling Skills
>   Psy 606 – Psychological Tests and Measurements
>   Psy 611 – Group Processes (Psy 603)
>   Psy 616 – Statistics, Research, and Evaluation
>   Psy 627 – Career Development
>   Psy 636 – Counseling Theories (Psy 521, 524, 601)
>   Psy 736 – Cross-Cultural Counseling
>   Psy 751 – Health, Stress Management, and Counseling

Appendix J: MSCP Courses (Cont.)

Practicum/Internship Courses

The School Counseling Practicum and Internship A and B phase consists of three courses:

4. Practicum (PSY 646S) offered in the Fall term (October-December)
5. Internship A (PSY 671) offered in the Winter term (January-March)
6. Internship B (PSY 672) offered in the Spring term (April-June).

Each of these courses is described below.

Practicum

The Practicum course is designed to enable Practicum candidates to receive an initial exposure to the role of the school counselor. PSY 646S is described in the MSCP Program course catalogue as follows:

PSY 646S Practicum in Counseling Techniques in School Counseling - Supervised experience in counseling utilizing videotapes, role-playing, audio tapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Candidates will earn a minimum of 100 hours of supervised service at a practicum site. Prerequisite: PSY 611, 636, 771.

Internship A and B

The Internship A and B phase is designed to promote ongoing and in-depth discussions of Interns' fieldwork experiences and review of counseling theories, assessment models, treatment planning, and counseling techniques. PSY 671 and 672 are described in the MSCP Program course catalogue as follows:

PSY 671 & 672 Internship A and B in School Counseling – Offers the Intern an opportunity to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. Interns will earn a minimum of 600 hours in both an elementary and a secondary school setting where they will counsel under supervision. Prerequisite: PSY646S.

> Psy 646S – Practicum in Counseling Techniques School Counseling (Psy 611, 636, 771)
> Psy 671 – Internship A (Psy 646S)
> Psy 672 – Internship B (Psy 671)

Special Requirements

Depending upon the emphasis chosen, students are required to take the following courses (followed by prerequisites):

> **School Counseling Emphasis**
> > Psy 720 – Psychological and Educational Testing (Psy 500, 501, 606)
> > Psy 771 – School Counseling (Psy 500, 501)
> > Psy 776 – Crisis Counseling

Appendix K: Remediation Policy

A Remediation Plan is defined as an agreed upon plan to correct or alleviate a challenge(s) or situation(s) that may prevent a candidate from progressing to the next level of their fieldwork experience or fulfilling the MSCP School Counseling program requirements for graduation.

A Remediation Plan is created when a challenge(s) is identified by the site supervisor and/or the candidate. The Remediation Plan consists of the following:

- Presenting challenge
- Goal
- Measurable Objective
- Strategies/Intervention
- Timeline for completion

The Remediation Plan is developed in partnership among the candidate, site supervisor, Internship Director, and Clinical Director. If requested, the course instructor can also be invited to participate.

While the Remediation Plan is in process, the site supervisor will be instructed not to complete the candidate's evaluation form until the results of the Remediation Plan has been reviewed by all parties involved.

If the Remediation Plan has not been completed and reviewed by the last day of class, the candidate's course instructor will be instructed to submit an Incomplete grade until the Remediation Plan has been completed, reviewed, and approved as conditions being met.

The site supervisor will be instructed to factor in the candidate's performance with respect to the documented goals and measurable objectives within the Remediation Plan when completing the candidate's evaluation form upon the closure of the Remediation Plan.

The MSCP School Counseling program is committed to preparing each candidate for the School Counseling profession. As a result, MSCP faculty and staff will be contacting the site on a regular basis per term (e.g., course instructor will be contacting each site supervisor via telephone and/or by survey by the 5th week of each term while in Practicum/Internship). It is the MSCP School Counseling program's goal to identify and address possible challenges as early as possible.

Appendix L: MSCP Remediation Plan Form

Date: _____

School Name: _____Site Supervisor's Name: _____

CUH Student's Name: _____
Placement Term: Practicum _____   Internship A _____   Internship B _____

CUH Student's Strengths:	Summary of Presenting Challenges:

Presenting Challenge:	Goal:	Measurable Objectives:	Strategies/Interventions:	Projected Target End Date	Start Date	Completion (End) Date

Appendix L: MSCP Remediation Plan Form (Cont.)

PERSON(S) INVOLVED

Name	Signature	Date	Position/School	Phone #	Email Address

Appendix M: Site Supervisor's Evaluation of School Counseling Candidate

Name of Student:_____ **Date:**_____
Name of Evaluator (Site Supervisor): _____
Practicum/Internship Site: _____

Practicum (Fall) / Internship A (Winter) / Internship B (Spring) **Year:** _____

Instructions: Please provide a rating of the candidate's current level of professional and personal competence at your Practicum/Internship site. Please be aware that your ratings will be discussed with the candidate by you, and shared with the Practicum or Internship course instructor. We encourage you to be candid as possible in your ratings to assist candidates in developing acceptable standards of performance within the counseling field.

NA – Not Applicable or not enough information to form a judgment
FB – Far Below expectations – needs much improvement, a concern
BE – Below expectations – needs improvement, a concern
A – Acceptable – meets standards at average level for Practicum/Intern student
AE – Above expectation – performs above average level for Practicum/Intern student
FA – Far Above expectation – a definite strength, performs well beyond average levels for Practicum/Intern student

Knowledge and Skills Base:

NA	FB	BE	A	AE	FA	
						1. The student displays understanding of the basic principles of human growth and development and how this facilitates the learning and counseling process.
						2. The student demonstrates a clear and concise understanding of the various counseling theories, techniques, and procedures.
						3. Has developed a therapeutic style of counseling that is based in theory.
						4. Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change.
						5. Is able to accurately assess student needs, reach an appropriate diagnosis, and develop a coherent treatment plan.
						6. Can communicate effectively with students and assist students in integrating information into their current lifestyle.

Comments:_____
_____

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Personal and Social Skills:

NA	FB	BE	A	AE	FA	
						7. Is empathetic, understanding, and genuine in interactions with students; projects acceptance of student behaviors and value systems even when different from one's own.
						8. Develops and maintains supportive relationships with others including staff, supervisors and other professionals.
						9. Demonstrates emotional stability, security, confidence and an ability to take initiative.
						10. Recognizes personal limitations and is open to appropriate supervision.
						11. Demonstates understanding and respect for diverse cultural, ethnic, sexual, and social backgrounds.

Comments:_____
_____

Professional and Ethical Standards:

NA	FB	BE	A	AE	FA	
						12. Conducts oneself in a professional manner with students; respects the rights of others.
						13. Establishes and maintains counseling, relationships consistent with ethical standards established by the American Counseling Association (e.g. maintains student confidentiality, obtains appropriate consent, etc.).
						14. Completes assigned responsibilities in a timely and competent manner; maintains accurate records on the student(s) and on own professional practice.
						15. Is willing and able to make referrals to other professionals when faced with issues beyond one's level of training and expertise.

Comments:_____
_____

16. Do you recommend the student advance to the next level of fieldwork, i.e., Internship A, Internship B, or entry into the profession?   Yes_____   No_____ (If not, please explain)

_____

_____

_____

_____

17. Would you recommend this student for an award for superior performance, (to be presented at graduation/baccalaureate ceremonies in May)? If so, please state your reasons below.

_____

_____

_____

_____

18. Have you shared this evaluation with the students?   Yes_____   No_____

Date shared:_____

_____   _____
Supervisor's Signature   Date   Student's Signature   Date

_____   _____
Practicum/Internship Course Instructor's Signature   Date

This evaluation may be returned to the Practicum or Internship instructor by the student or mailed directly to the Practicum/Internship Director c/o Department of Psychology, Chaminade University, 3140 Waialae Avenue, Honolulu, HI 96816-1578.

SITE EVALUATION: SCHOOL COUNSELING

School: _____

Supervisor: _____ Degree: _____ Licensed: _____

Supervisor's: Years of Experience: _____ PH: _____

Student Name: _____

Student's Length of Time at Site: Months _____   Weeks _____

Review of MSCP Program Objectives for School Counseling Candidates (please indicate if the candidate completed the following by checking the applicable line item(s)):

- School Counseling experience at the K-6 level: Individual: _____   Group: _____
- School Counseling experience at the 7-12 level: Individual: _____   Group: _____
- Career counseling (as interpreted at each school level)   _____
- Classroom experience in Guidance Counseling (20 hrs)   _____
- Classroom experience in a regular education classroom   _____
  (Understanding teacher role & needs relative to enhancing student
  learning)
- Exposure to & understanding of rules, forms, and procedures relative to
  special education   _____
- Attending & participation at Student Support Team (SST)   _____
- Attending & participation at a 504 meeting   _____
- Attending & participation at core meetings including the development of
   individual education plans   _____
- Classroom observations of students' behavior in the classroom relative to
  counseling concerns   _____
- Consultation with parents, teachers, and administrators (shadowing
  at minimum)   _____
- Coordination: Liaison between teachers, parents, administrators,
  support personnel, and community resources (making calls, etc. as
  the contact person)   _____
- Case management   _____
- Assessment and evaluation of the effectiveness of the school counseling
  and guidance program (read SID report at minimum)   _____
- Exposure to culturally diverse students   _____

Description of Setting/Population (e.g., # students including special ed, issues encountered, ethnic/SES mix, location, school strengths, areas of expertise, # counselors, facilities, training, intern space, mental health team, privacy for sessions)

Paperwork Requirements (e.g. SPED paperwork exposure, intakes, session notes, case sums, consent forms, access to PC)

Supervisor's Expectations/Desires Re Practicum Students (e.g. # can supervise, duties, background desired, length of practicum desired)

Supervisor's Feedback/Concerns About Student's Performance:

General Impressions and Recommendations by Site Supervisor:

Special Considerations:

Comments:

GENERAL LEARNER OUTCOME (GLO) ASSESSMENT:

What activities did the intern participate in that helped to foster each of the following General Learner Outcomes? Also list relevant GLO principles fostered under each GLO heading (see attached GLOs for reference). Example: For self-directed learner GLO: Intern did individual goal-setting with grade 3 students using self-directed learner principles 1, 2, and 3.

   A. Self-Directed Learner

   B. Community Contributor

   C. Complex Thinker

   D. Quality Producer

   E. Effective Communicator

   F. Effective and Ethical User of Technology

Supervisor's Evaluation of School Counseling Candidate Rubric

Elements of Expectations	Description
Far Below Expectations	Candidates do not have an understanding of their field and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards. Candidates are unable to comply with professional dispositions delineated in professional, state, and institutional standards. They do not model these dispositions in their work with students, families, and communities. *(Where applicable)* Candidates are unable to reflect on their practice and make the necessary adjustments to improve their effectiveness as a counselor. Candidates do not respond to remediation plans. Candidates are not accepted within the site's organizational community. Candidates have an adversarial relationship with his/her site supervisor and those that he/she interacts with while at the site. Candidates require constant and a high level of supervision, exceeding 5 hours a week, for him/her to be able to function minimally at the site.
Below Expectations	Candidates do not have a thorough understanding of their field and can only provide some examples of important principles or concepts delineated in professional, state, and institutional standards. Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. They do not model these dispositions in their work with students, families, and communities. *(Where applicable)* Candidates require constant supervision, exceeding 1 hour per week but no more then 5 hours per week, for him/her to be able to function appropriately at the site.
Acceptable	Candidates know their fields and can explain principles and concepts delineated in professional, state, and institutional standards. Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards. *(Where applicable)* Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so. Candidates are able to reflect on their practice and make necessary adjustments to improve their effectiveness as a counselor. Candidates require the recommended 1 hour per week of supervision for him/her to be able to function appropriately at the site.
Above Expectations	Candidates have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis. Candidates' work with students, families, and communities in ways that reflect the dispositions expected of a professional as delineated in professional, state, and institutional standards. *(Where applicable)* Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so. Candidates are able to reflect on their practice and make necessary adjustments to improve their effectiveness as a counselor. Candidate is open, willing, and able to become accepted within their site's organizational community. Candidate requires minimal supervision per week, less than 1 hour per week, for him/her to be able to function appropriate at the site.
Far Above Expectations	Candidates have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis. Candidates' work with students, families, and communities in ways that reflect the dispositions expected of a professional as delineated in professional, state, and institutional standards. *(Where applicable)* Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so. Candidates are able to reflect on their practice and make necessary adjustments to improve their effectiveness as a counselor. Candidate requires virtually no supervision for him/her to function appropriately at the site. Candidate is open, willing, and able to become accepted within their site's organizational community. Candidates go above and beyond the expectations of intern by showing initiative in inquiring, identifying, and addressing needs in a proactive manner. Candidates are viewed as an asset to the site and is able to contribute to the site's overall betterment.

Appendix N: 2014-2015 MSCP Budget Allocations

	Allocated Budget
MSCP-Instructional:	
10-00-10020-50000 MSCP- Instructional - Faculty - Full Time	224,112.00
10-00-10020-50010 MSCP- Instructional - Faculty - Adjunct	402,390.00
10-00-10020-50020 MSCP- Instructional - Faculty - Overload	0.00
10-00-10020-50040 MSCP- Instructional - Faculty - Independent Study	6,500.00
10-00-10020-51100 MSCP- Instructional - Fringe Benefits Allocation	156,351.49
10-00-10020-52000 MSCP- Instructional - Office Supplies	4,100.00
10-00-10020-52005 MSCP- Instructional - Photocopying	9,000.00
10-00-10020-52007 MSCP- Instructional - Printing	0.00
10-00-10020-52010 MSCP- Instructional - Laboratory Supplies	7,000.00
10-00-10020-54000 MSCP- Instructional - Postage & Shipping	4,180.00
10-00-10020-54100 MSCP- Instructional - Subscriptions	250.00
10-00-10020-54400 MSCP- Instructional - Machine & Software Maintenance	200.00
10-00-10020-54620 MSCP- Instructional - Honoraria & Stipend (Non-Employees onl	11,000.00
10-00-10020-55000 MSCP- Instructional - Staff Travel	5,000.00
	-
Total MSCP-Instructional	**830,083.49**
	-
MSCP-Academic Support:	
10-00-20010-50100 MSCP-Academic Support - Staff - Salary	163,021.00
10-00-20010-50130 MSCP-Academic Support - Staff - Over Time	0.00
10-00-20010-50200 MSCP-Academic Support - Student - Regular Wages	500.00
10-00-20010-51100 MSCP-Academic Support - Fringe Benefits Allocation	40,266.19
	-
Total MSCP-Academic Support	**203,787.19**
	-

Appendix O: 2014-2015 Education Division Budget Allocations FY2014-2015

12000-Education:

10-00-12000-50000 Education - Faculty - Full Time	296958.00
10-00-12000-50010 Education - Faculty - Adjunct	10070.00
10-00-12000-50040 Education - Faculty - Independent Study	3500.00
10-00-12000-50200 Education - Student - Regular Wages	7500.00
10-00-12000-51100 Education - Fringe Benefits Allocation	76700.42
10-00-12000-52000 Education - Office Supplies	4000.00
10-00-12000-52005 Education - Photocopying	4000.00
10-00-12000-53100 Education - Outside Printing	400.00
10-00-12000-54000 Education - Postage & Shipping	310.00
10-00-12000-54400 Education - Machine & Software Maintenance	200.00
10-00-12000-54600 Education - Promotion	500.00
10-00-12000-54610 Education - Professional Development	2000.00
10-00-12000-54620 Education - Honoraria & Stipend (Non-Employees only)	7500.00
10-00-12000-55010 Education - Staff Mileage	1400.00
Total 12000-Education	**415038.42**

12010-MED- Instructional:

10-00-12010-50000 MED- Instructional - Faculty - Full Time	192653.00
10-00-12010-50010 MED- Instructional - Faculty - Adjunct	291930.00
10-00-12010-50040 MED- Instructional - Faculty - Independent Study	4000.00
10-00-12010-51100 MED- Instructional - Fringe Benefits Allocation	120680.00
10-00-12010-52000 MED- Instructional - Office Supplies	3950.00
10-00-12010-52005 MED- Instructional - Photocopying	2600.00
10-00-12010-54000 MED- Instructional - Postage & Shipping	2000.00
10-00-12010-54100 MED- Instructional - Subscriptions	350.00
10-00-12010-54600 MED- Instructional - Promotion	1500.00
10-00-12010-54620 MED- Instructional - Honoraria & Stipend (Non-Employees only	10000.00

12010-MED- Instructional (continued):

10-00-12010-54660 MED- Instructional - Accreditation	11,000.00
10-00-12010-55000 MED- Instructional - Staff Travel	4,000.00
Total 12010-MED- Instructional	**644,663.00**

22000-Education- Academic Support:

10-00-22000-50100 Education- Academic Support - Staff - Salary	84,736.00
10-00-22000-50110 Education- Academic Support - Staff - Hourly Wages	13,635.00
10-00-22000-51100 Education- Academic Support - Fringe Benefits Allocation	24,297.64
10-00-22000-52000 Education- Academic Support - Office Supplies	5,000.00
10-00-22000-52005 Education- Academic Support - Photocopying	1,000.00
10-00-22000-54100 Education- Academic Support - Subscriptions	4,500.00

10-00-22000-54611 Education- Academic Support - Faculty Development	4,300.00
10-00-22000-55000 Education- Academic Support - Staff Travel	5,500.00
Total 22000-Education- Academic Support	**142,968.64**
22010-Ed. Assist./Dual Certification:	
10-00-22010-52000 Ed. Assist./Dual Certification - Office Supplies	600.00
10-00-22010-52005 Ed. Assist./Dual Certification - Photocopying	500.00
10-00-22010-54600 Ed. Assist./Dual Certification - Promotion	100.00
10-00-22010-55000 Ed. Assist./Dual Certification - Staff Travel	1,000.00
Total 22010-Ed. Assist./Dual Certification	**2,200.00**
22015-MED- Academic Support:	
10-00-22015-50100 MED- Academic Support - Staff - Salary	99,157.00
10-00-22015-51100 MED- Academic Support - Fringe Benefits Allocation	24,491.78
Total 22015-MED- Academic Support	**123,648.78**
	1,328,518.84

Appendix P: Course Evaluation Data

Academic Years 2011-2013 Online Evaluation Data

Course Evaluation Question	MSCP Mean Score (out of a 5 point Likert scale)	Institution Mean Score (out of a 5 point Likert scale)
Course requirements were clearly stated	AY2011-2012 = 4.49 AY2012 - 2013 = 4.54 AY2013 - 2014 = 4.48	AY2011-2012 = 4.28 AY2012 - 2013 = 4.25 AY2013 - 2014 = 4.29
The time I spent on this course was worthwhile	AY2011-2012 = 4.42 AY2012 - 2013 = 4.47 AY2013 - 2014 = 4.53	AY2011-2012 = 4.18 AY2012 - 2013 = 4.17 AY2013 - 2014 = 4.28
The instructor was consistent and timely in delivering the course	AY2011-2012 = 4.43 AY2012 - 2013 = 4.44 AY2013 - 2014 = 4.47	AY2011-2012 = 4.25 AY2012 - 2013 = 4.22 AY2013 - 2014 = 4.26
Academic requirements for the course were challenging	AY2011-2012 = 4.35 AY2012 - 2013 = 4.39 AY2013 - 2014 = 4.40	AY2011-2012 = 4.30 AY2012 - 2013 = 4.23 AY2013 - 2014 = 4.32
The instructor demonstrated knowledge of the subject	AY2011-2012 = 4.23 AY2012 - 2013 = 4.34 AY2013 - 2014 = 4.38	AY2011-2012 = 4.33 AY2012 - 2013 = 4.30 AY2013 - 2014 = 4.34
Overall the quality of the instructor's interaction with the class was high	AY2011-2012 = 4.01 AY2012 - 2013 = 4.23 AY2013 - 2014 = 4.18	AY2011-2012 = 4.04 AY2012 - 2013 = 4.07 AY2013 - 2014 = 4.07
I gained a significant amount of knowledge from this course	AY2011-2012 = 4.43 AY2012 - 2013 = 4.55 AY2013 - 2014 = 4.48	AY2011-2012 = 4.19 AY2012 - 2013 = 4.18 AY2013 - 2014 = 4.27
Overall, I felt this was a good course	AY2011-2012 = 4.41 AY2012 - 2013 = 4.54 AY2013 - 2014 = 4.51	AY2011-2012 = 4.15 AY2012 - 2013 = 4.14 AY2013 - 2014 = 4.20

	AY2011-2012 = 4.48	AY2011-2012 = 4.10
I would recommend this instructor's course to another student	AY2011-2012 = 4.48 AY2012 - 2013 = 4.59 AY2013 - 2014 = 4.58	AY2011-2012 = 4.10 AY2012 - 2013 = 4.09 AY2013 - 2014 = 4.15

Academic Years 2011-2013 Ground Evaluation Data

Course Evaluation Question	MSCP Mean Score (out of a 5 point Likert scale)	Institution Mean Score (out of a 5 point Likert scale)
Course requirements were clearly stated	AY2011-2012 = 4.54 AY2012 - 2013 = 4.54 AY2013 - 2014 = 4.48	AY2011-2012 = 4.54 AY2012 - 2013 = 4.54 AY2013 - 2014 = 4.51
The time I spent on this course was worthwhile	AY2011-2012 = 4.42 AY2012 - 2013 = 4.50 AY2013 - 2014 = 4.46	AY2011-2012 = 4.43 AY2012 - 2013 = 4.49 AY2013 - 2014 = 4.47
The instructor was consistent and timely in delivering the course	AY2011-2012 = 4.61 AY2012 - 2013 = 4.58 AY2013 - 2014 = 4.60	AY2011-2012 = 4.60 AY2012 - 2013 = 4.58 AY2013 - 2014 = 4.61
Academic requirements for the course were challenging	AY2011-2012 = 4.55 AY2012 - 2013 = 4.50 AY2013 - 2014 = 4.51	AY2011-2012 = 4.55 AY2012 - 2013 = 4.51 AY2013 - 2014 = 4.51
The instructor demonstrated knowledge of the subject	AY2011-2012 = 4.76 AY2012 - 2013 = 4.75 AY2013 - 2014 = 4.74	AY2011-2012 = 4.74 AY2012 - 2013 = 4.74 AY2013 - 2014 = 4.74
Overall the quality of the instructor's interaction with the class was high	AY2011-2012 = 4.54 AY2012 - 2013 = 4.54 AY2013 - 2014 = 4.52	AY2011-2012 = 4.54 AY2012 - 2013 = 4.54 AY2013 - 2014 = 4.55
I gained a significant amount of knowledge from this course	AY2011-2012 = 4.55 AY2012 - 2013 = 4.54 AY2013 - 2014 = 4.52	AY2011-2012 = 4.54 AY2012 - 2013 = 4.53 AY2013 - 2014 = 4.53

Overall, I felt this was a good course	AY2011-2012 = 4.49 AY2012 - 2013 = 4.49 AY2013 - 2014 = 4.49	AY2011-2012 = 4.48 AY2012 - 2013 = 4.50 AY2013 - 2014 = 4.51
I would recommend this instructor's course to another student	AY2011-2012 = 4.47 AY2012 - 2013 = 4.48 AY2013 - 2014 = 4.48	AY2011-2012 = 4.47 AY2012 - 2013 = 4.48 AY2013 - 2014 = 4.50

Appendix Q: Hawai'i Specific Requirements

In Accordance with NBI 13-24 EPPs must provide evidence that their candidates meet Hawai'i specific requirements. The requirements are listed in the following charts. In the evidence column please record the evidence you have to meet these requirements and where it can be located.

REQUIREMENT	EVIDENCE and LOCATION
Candidates meet the performance standards as adopted by the board.	- ePortfolio assignment on p. 27 – sample ePortfolios will be available in the evidence room - Instructor/Site Supervisor End-of-Year Evaluation of School Counseling Candidate on p. 29 – This newly developed survey will be piloted at the conclusion of Academic Year 2014-2015. - This is also covered early in the candidate's program when they take the School Counseling foundation course Psy 501. The Student Learning Outcomes for that class is shown below: **Student Learning Outcomes for Psy 501** Students will demonstrate an understanding of: 1.The methods of scientific inquiry and the use of principles and theories in educational decision-making. 2.Ethical and legal practice for counselors in the educational context. 3.The developmental sequence for cognition and language, as well as for social, emotional, and moral development, and the implications for academic performance, counseling, and consultation. 4.Motivation and learning theories regarding

	behavior, cognition, and socialization as they apply to students in the educational context.
	5. The fundamentals of classroom management and the implications for consultation to assure student success.
	6. Classroom evaluation, grading, and the interpretation of standardized tests and rating scales.
	7. Various educational arrangements and accommodations, and the provision of assistance in the development of modification plans to support learning.
	8. Modifications in counseling interventions based on cultural and linguistic diversity, and the range of counseling interventions available to students.
	9. The ASCA National Model as the basis for developing an effective guidance program.
	10. The design, assessment, implementation, and evaluation of a school counseling program.
	11. Basic teaching skills for counselors by conducting a guidance class, and development of a curriculum plan for a school guidance program incorporating the Hawaii State Department of Education's Six General Learner Outcomes.
	12. The Ten School Counselor Performance Standards as outlined by the Hawaii Teacher Standards Board.
	13.The Hawaii Teacher Standards Board Code of Ethics.
	14. The provision of the service of consultation with teachers, parents, administrators, and community agency personnel, as well as an understanding of community resources and the process for referral.
Candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.	• This is covered in: PSY601, PSY501, PSY771, PSY646, PSY671, PSY672 • This is assessed in the Instructor/Site Supervisor End-of-Year Evaluation of

	School Counseling Candidate on p. 29 – This newly developed survey will be piloted at the conclusion of Academic Year 2014-2015.
Candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field	The School Counseling program is in alignment with CACREP as noted in Section 4: Results, which begins on p. 31. The School Counseling program is also in alignment with ASCA, whose standards were used as the foundation of the revised HTSB School Counseling Performance Standards. This is assessed through the ePortfolio and the Instructor/Site Supervisor End-of-Year Evaluation of School Counseling Candidate form. Descriptions are on p. 27 and p. 29 respectively.

The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:

REQUIREMENT	EVIDENCE and LOCATION
Hawaiian language, history and culture;	• Quality Principle 1 Claim 3 Cross-cutting Theme 1.4.2 (p. 39) • PSY736 (p. 14)
Student standards adopted by the Department	The Hawaii Department of Education has adapted the Common Core as its standards for students. Although the Common Core does not address School Counseling directly, School Counselors are need to become familiar with the Common Core Standards, its implementation, and how student achievement will be measured (ACA, n.d.). School Counselors must understand Common Core components and implementation so that they may facilitate the inclusion of all students as appropriate and advocate for those who might be excluded from activities needed for

	their success.
	The School Counseling program has not assessed School Counseling candidates' knowledge and support of the Common Core. This assessment will be piloted through the Instructor/ Site Supervisor End-of-Year Evaluation of the School Counseling Candidate survey at the conclusion of the 2014-2015 academic year and included into the ePortfolio signature assignment starting in the 2015-2016 academic year.

In addition, the Hawaii General Learner Outcomes (GLOs) are a Student Learning Outcome in every School Counseling course. The GLOs are assessed in the School Counseling Program Evaluation.

GLO Assessment Data from the School Counseling Program Evaluation

GLO	2012 (n=45; % of students who Agreed or Strongly Agreed)	2013 (n=22; % of students who Agreed or Strongly Agreed)	2014 (n=22; % of students who Agreed or Strongly Agreed)
Self-Directed Learners	100%	100%	95.83%
Community Contributor	100%	95.45%	95.83%
Complex Thinker	97.78%	90.91%	95.83%
Quality Producer	100%	95.45%	95.83%
Effective Communicator	100%	95.45%	95.83%
Technology	97.78%	86.36%	95.83%

The complete School Counseling Program Evaluation dataset can be viewed in the electronic evidence room.

| Teaching of reading including working with students of reading difficulties; | This is covered in Psy 500. More specifically in Student Learning Outcome 2:

Student Learning Outcomes for Psy 500 |

	2. Exceptional children and youth within a school context, including the condition, learning characteristics, personal and social challenges, linguistic, and social diversity of individuals with:
	  a. intellectual disabilities
	  b. speech and language disabilities
	  c. developmental delay
	  d. specific learning disabilities
	  e. emotional disabilities
	  f. vision and hearing impairments
	  g. physical disabilities and health impairments
	  h. Autism/ Asperger's
	  i. ADHD
	
	In Psy 500, School Counseling candidates are taught how to administer Behavioral Assessments that serve as the foundation of assessing difficulties, such as reading. They are also provided the knowledge and appropriate intervention strategies that will help their students learn.

Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;	This is covered in PSY 500
	
	Student Learning Outcomes for Psy 500
	Students will demonstrate an understanding of:
	 1. The Hawaii State Department of Education's Six General Learner Outcomes (GLO's).
	 2. Exceptional children and youth within a school context, including the condition, learning characteristics, personal and social challenges, linguistic, and social diversity of individuals with:
	  a. intellectual disabilities
	  b. speech and language disabilities
	  c. developmental delay
	  d. specific learning disabilities
	  e. emotional disabilities
	  f. vision and hearing impairments
	  g. physical disabilities and health impairments
	  h. Autism/ Asperger's
	  i. ADHD
	
	 3. The impact of the exceptionality on the child/youth and the family in the context
	of school, community, and family supports that may be needed.
	 4. Ethical practices in consultation and collaboration with families, school personnel, and other agency personnel in the

	development and implementation of individualized education programs relative to the school counseling context. 5. The preparation of goals related to the social, emotional, and behavioral needs of students with exceptionalities or disabilities. 6. The legal basis for identifying and educating students with disabilities and the procedures to implement educational programs for them, in particular, Chapter 60/IDEA. 7. Ethics and cross-cultural issues and how they apply to students with exceptionalities or disabilities within the context of counseling. 8. Scientific method and research and how they apply to students with exceptionalities or disabilities within the context of counseling. 9. Research and how it applies to students with exceptionalities or disabilities within the context of counseling. 10. Consultation relative to the school-counseling context.
Working effectively with students who are limited English proficient;	This is covered in Psy 500 (noted above in Student Learning Outcome number 2) and Psy 736 (p. 14).
Working with gifted and talented students;	This is covered in PSY500. More specifically, as noted above in Student Learning Outcomes 3, 5, and 9.
Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.	This is covered in Cross-cutting Theme 1.4.3 (p. 48)