

Additional Questions Regarding New School Counselor Preparation Programs Designed to Meet Commissioner's Regulations Part 52.21(d)

1. Since every program is basically a new program with a new code, do existing programs need external review in order to resubmit for registration under the new regulations.

Answer: NYSED's interpretation of the question:

Do new program proposals in school counseling designed to lead to initial and/or professional certification, and meet Part 52.21(d), need an external review?

The answer to this question depends upon the institution submitting the proposal for a new program in school counseling.

For institutions that currently have school counseling programs registered to lead to provisional and/or permanent, **no external review is required** for the new program proposal.

For institutions that DO NOT currently have school counseling programs registered to lead to provisional and/or permanent, **an external review is required** for the new program proposal.

2. Is there a need for a master plan for existing programs?

Answer: NYSED's interpretation of the question:

Is there a need for a master plan amendment (MPA) for new program proposals in school counseling designed to lead to initial and/or professional certification, and meet Part 52.21(d)?

Again, the answer to this

For institutions that currently have school counseling programs registered

on February 2, 2023. See

<https://www.regents.nysed.gov/common/regents/files/521hed2.pdf>

The proposal is currently in the public comment period and is expected to be presented to the Board of Regents for adoption at its meeting in

Bridge Program for School Counseling Certification

8. Does the faculty have to be Full-time in the School Counseling/Counseling Department to be counted as meeting the (viii) Faculty.(a) Institutions shall provide sufficient numbers of qualified, full-time faculty in order to foster and maintain continuity and stability in school counselor programs and policies and ensure the proper discharge of all instructional and other faculty responsibilities.
9. For this standard in the regulation(b) Staffing requirements. (1) Except as provided in subclause (2) of this clause, institutions shall meet the following staffing requirements: Institutions shall ensure that the majority of credit-bearing courses in the program are offered by full-time teaching faculty. Does this mean I can count my Mental Health Counseling faculty in the staffing nu (i)6 (ng)alng[e sttto414 (el)6 (

hours of direct student contact in group counseling, individual counseling, and school counseling core curriculum lesson delivery and a minimum of 60 clock hours on developing, implementing and evaluating key school counseling program elements.”

11. Regarding table H, do we need to have a K-8 and a 9-12 internship class, so that it is indicated on the student’s transcript?

Answer: We realize the guidance document may have led institutions to believe that each of the 300 hours experiences were to be individual internships. This is not the case.

The regulations require a 600-hour internship; a 300-hour experience in grades K-8 and a 300-hour experience in grades 9-12. How the internship is represented on the student’s transcript is an institutional decision.

Please note: The guidance document has been revised for clarity.

12. Do the amounts of K-8 and 9-12 practicum and internship experience need to be even or is there latitude for students to have more in the areas that they seek to pursue employment in?

Answer: Commissioner’s regulations provide flexibility for grade level distribution

laws, policies, and regulations governing school counseling. School counselors engage in continuous professional growth and development, advocate for appropriate school counselor identity and roles, and adhere to ethical practices;

2) Career development and college readiness including the subareas of use of a variety of research-based school counseling approaches to provide services to meet the career needs of all students;

3) Supportive school climate and collaborative work with school, family and community including the subareas of collaborating with colleagues, families, and community members to cultivate an inclusive, nurturing, and physically safe learning environment for students, staff, and families; 4) Equity, advocacy and diversity in programming and in support of students including the subareas of understanding cultural contexts in a multicultural society, demonstrating fairness, equity and sensitivity to every student, and advocating for equitable access to instructional programs and activities;

5) Child growth, development and student learning including the subareas of using knowledge of child development, individual differences, learning barriers, and pedagogy to contribute to and support student learning; 6)

Group and individual counseling theories and techniques including the subareas of using a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the

academic, personal, social and career (v)4 (e s)4ut lov1gpredlopm 012 Tw (h)9.9

If we already have CACREP School Counseling certification, does that allow any reduction in having to re-register the program with the state?

14. CACREP core areas and the areas that NYS expects differ in some ways, how much latitude is there for programs that are CACREP accredited in school?

Answer: All new programs proposed in school counseling, designed to lead to initial and/or professional certification must meet the applicable standards set forth in Commissioner's Regulations, including Part 52.21(d), regardless of whether the program is CACREP accredited or accredited by any other national accrediting body.

15. Best practices is not defined by the state nor by CACREP, CAEP, or MPCAC. How best to proceed?

Answer: Best practices change over time. Commissioner's regulations require all faculty members who teach within a curriculum leading to a graduate degree to possess earned doctorates or other terminal degrees in the field in which they are teaching or to demonstrate their special competence in the field in which they direct graduate students. It is therefore expected that qualified faculty will be familiar with best practices in their discipline and that institutions have policies in place to evaluate the knowledge and success of their faculty in preparing their graduate students in their discipline.

NYSED also requires that programs leading to certification as a school counselor meet Commissioner's Regulations Part §52.21(d)(5) regarding program accreditation. All school counseling programs first registered to lead to initial and/or professional certification must be accredited by an acceptable professional education association, within seven years of the date of their Initial registration, and continuously accredited thereafter. The requirement for accreditation further ensures institutions will remain current and meet or exceed current discipline standards of best practices.

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