

Memorandum

March 17, 2020

From: Director of Online & Continuing Education
To: Academic Department Chair
Academic Dean
Associate VPAA

Subj: PROFESSIONAL LICENSURE/CERTIFICATION DISCLOSURE

Please review the Professional Licensure/Certification requirements for School Counselor () in the state of Vermont below. At the end of the document, please indicate if NSU Counseling: Clinical Mental Health Counseling (MSEd) and School Counseling (MSEd) degree/certificate program(s) meets or do not meet these pre-education requirements.

State	Vermont
Professional Licensure/Certification Title	School Counselor
Professional Licensure/Certification Short Title/Acronym	
PLC Agency	Vermont Standards Board for Professional Educators
PLC Agency Address (Address)	1 National Life Drive, Davis 5
PLC Agency Address (Address2)	
PLC Agency Address (City), (State, Zip Code)	Montpelier VT 05620-2501
PLC Agency Contact Name	
PLC Agency Point of Contact Title	
PLC Agency Contact Phone	(802) 828-1130
PLC Agency Contact Email	aoe.edinfo@vermont.gov
PLC Agency Website URL	https://education.vermont.gov/educator-licensure/professional-standards/vsbpe
Link to Rules/Regulations/Statutes	https://education.vermont.gov/sites/aoe/files/documents/Rules%20Governing%20the%20Licensing%20of%20Educators_9_20_2019.pdf
Link to Agency Regulations	https://education.vermont.gov/educator-licensure/become-a-vermont-educator
Parent Agency Name	Vermont Agency of Education
Reciprocity Agreement?	Other
Is the PLC Agency a member of a Reciprocity or Regional/National Compact	Individual application
Does the PLC Agency require educational institutions be approved in	No

the state where the individual will apply for PLC?	
URL for approval process information	
Accreditation required for Degree-Granting Institutions	Yes - Regional (HLC, SACS, MSCHE, etc.)
Degree Requirements to be eligible for Professional Licensure/Certification	Master Degree
The PLC Agency requires specific type of Education Hours to be eligible for PLC	
Total Credit Hours above/Post Education Hours Required to be eligible for PLC	Not specified
Specific Education Undergraduate Requirements	
Specific Education Graduate Requirements	<p>***NOTE: Basic Ed Requirement: 6. Master's degree, with a concentration in school counseling or the equivalent. 7. A supervised internship experience (600 clock hours) in counseling with a minimum of 60 hours of experience in school counseling at both the elementary (PK-6) AND the middle/secondary level (7-12), under the supervision of a licensed school counselor. ***Note: Other standards: 5440-64 School Counselor (Revised August 2015) The holder is authorized to provide school counseling services in grades PK-12. 1. School Counseling Programs School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program. 1.1. Knowledge Standards 1.1.1.</p>

The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model 1.1.2. Barriers to student learning and use of advocacy and data-driven school counseling practices to close the information, opportunity, and achievement gaps 1.1.3. Leadership principles and theories 1.1.4. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student 1.1.5. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student 1.1.6. Legal, ethical and professional issues in pre-K-12 schools 1.1.7. Developmental theory, learning theories, multicultural competency theory, social justice advocacy theory, counseling theories, and career counseling theories 1.1.8. The continuum of mental health services, including prevention and intervention strategies to enhance student success 1.2. Performance Standards 1.2.1. 1.2.2. 1.2.3. 1.2.4. 1.2.5. 1.2.6. 1.2.7. 1.2.8. Licensing Rules Revised September 2019 Plans, organizes, implements and evaluates a school counseling program Serves as a leader in the school, district/supervisory union, and community Advocates for student success at the student, school and public arena levels of intervention Acts as a systems change agent to create an environment promoting and supporting student success Students from traditionally under-represented groups face systemic inequities that need to be identified and interrupted Every student should graduate from high school and be prepared for employment or college and other post-secondary education School counselors are cultural beings with internalized biases that need to be identified and interrupted The effectiveness of school counseling programs should be measurable using process, perception and outcome data Page 169 of 212. 2. Foundations School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program. 2.1. Knowledge Standards 2.1.1. Beliefs and vision of a school counseling program that align

with school improvement and student success initiatives at the school, district, and state level and reflect the structure and governance of the American educational system 2.1.2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation 2.1.3. Learning theories 2.1.4. History and purpose of school counseling, including traditional and transformed roles of school counselors 2.1.5. Human development theories and developmental issues affecting student success 2.1.6. District, state and national student standards and competencies, including ASCA Mindsets and Behaviors for Student Success and other student standards that may complement and inform the comprehensive school counseling program 2.1.7. The domains of academic achievement, career planning and personal/social development 2.1.8. Multicultural and Social Justice Advocacy Competencies 2.1.9. Macro-systemic forces that marginalize students from traditionally under- represented groups such as: classism, abilityism, Heteronormativity, color-blind modern racism, cis-normativity, sexism and sizeism. 2.2. Performance Standards 2.2.1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level 2.2.2. Develops a school counseling mission statement aligning with the school, district and state mission 2.2.3. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor 2.2.4. Has an impact on every student rather than a series of services provided only to students in need 2.2.5. Is an integral component of student success and the overall mission of the school and school district 2.2.6. Promotes and supports academic achievement, career planning and personal/social development for every student 3. Management School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program. 3.1. Knowledge Standards Licensing Rules Page 170 of 212 Revised September 2019. 3.1.1. Leadership principles, including sources of power and authority and formal and informal leadership 3.1.2.

Organization theory to facilitate advocacy, collaboration and systemic change 3.1.3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards 3.1.4. Time management, including long- and short-term management using tools such as schedules and calendars 3.1.5. Data-driven decision making 3.1.6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems 3.2. Performance Standards 3.2.1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan 3.2.2. Familiarity and understanding of the value of a diverse advisory council 3.2.3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement 3.2.4. Assesses use of time in direct and indirect student services and program management and school support 3.2.5. Develops calendars to ensure the effective implementation of the school counseling program 3.2.6. Designs and implements action plans support activities aligning with school and school counseling program goals and conduct self-appraisals 3.2.7. A school counseling program/department must be managed like other programs and departments in a school 3.2.8. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor 3.2.9. Management of a school counseling program must be done in collaboration with administrators 4. Delivery School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program. 4.1. Knowledge Standards 4.1.1. 4.1.2. 4.1.3. 4.1.4. 4.1.5. 4.1.6. Licensing Rules Revised September 2019 The distinction between direct and indirect student services The concept of a school counseling core curriculum Counseling theories and techniques that work in school, such as solution-focused brief counseling, cognitive behavioral theory, narrative theory, play theory and interventions, person-centered counseling, group work theory and family systems Counseling theories and techniques in

different settings, such as individual planning, group counseling and classroom lessons Classroom management Principles of career planning and college admissions, including financial aid and athletic eligibility Page 171 of 212. 4.1.7. Principles of working with students from traditionally under-represented social locations, i.e. students of color, New Americans, English language learners, students with a (dis)ability, lesbian, gay, or bisexual (LGB) students, students from non-dominant religious traditions, gender non-conforming students, and students from poor and working class families. 4.1.8. Principles of multi-tiered approaches within the context of a comprehensive school counseling program 4.1.9. Responsive services (counseling and crisis response) including grief and bereavement 4.2. Performance Standards 4.2.1. Implements the school counseling core curriculum 4.2.2. Facilitates individual student planning 4.2.3. Provides responsive services 4.2.4. Understands how to make referrals to appropriate professionals when necessary 4.2.5. Shares strategies that support student achievement with parents, teachers, other educators and community organizations 4.2.6. Partners with parents, teachers, administrators and education stakeholders for student achievement and success 4.2.7. Engages in broaching conversations with students and families from traditionally under-represented groups, i.e. students of color, New Americans, students with (dis)abilities, transgender students, Lesbian, Gay, or Bisexual (LGB) students, and students who identity as poor or working class. 4.2.8. School counseling is one component in the continuum of care that should be available to all students 4.2.9. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need 4.2.10. School counselors engage in developmental counseling and short-term responsive counseling 4.2.11. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders 4.2.12. School counselors have an integral role in interrupting societal inequities that marginalize students from traditionally under-represented groups. 5. Accountability School counselors should possess

	<p>the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model. 5.1. Knowledge Standards 5.1.1. Basic concepts of results-based school counseling and accountability issues 5.1.2. Basic research sampling, methodology and analysis concepts to understand research outcomes 5.1.3. Use of data to evaluate program effectiveness and to determine program needs 5.1.4. Culturally sensitive school counseling program assessments and results reports Licensing Rules Page 172 of 212. 5.2. Performance Standards 5.2.1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs 5.2.2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program 5.2.3. School counseling programs should achieve demonstrable results 5.2.4. School counselors should be accountable for the results of the school counseling program 5.2.5. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results 5.2.6. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance 5.2.7. School counselors use data to identify systemic barriers for students from traditionally under-represented groups. 6. Master's degree, with a concentration in school counseling or the equivalent. 7. A supervised internship experience (600 clock hours) in counseling with a minimum of 60 hours of experience in school counseling at both the elementary (PK-6) AND the middle/secondary level (7-12), under the supervision of a licensed school counselor.</p>
Does the PLC Agency regulate Post-Licensure/Certification programs?	
Advanced Degree PLC Information	
URL to agency responsible for approving Post Education Licensure degree programs	

Does PLC Agency approval of a program for an advanced degree indicate eligibility to practice in that capacity	Yes
Agency Name and URL responsible for determining eligibility to practice	
What additional PLC Agency/State requirements must be met in order to practice in that capacity	
PLC Agency requires faculty/instructors to be licensed in the Licensing/Certification state to teach	
Does PLC Agency require Practicum/Internships/Field Work/Clinicals (PIFWC)?	Yes
PIFWC Required to be eligible for PLC	A supervised internship experience (600 clock hours) in counseling with a minimum of 60 hours of experience in school counseling at both the elementary (PK-6) AND the middle/secondary level (7-12), under the supervision of a licensed school counselor.
PIFWC Requirement Details	A supervised internship experience (600 clock hours) in counseling with a minimum of 60 hours of experience in school counseling at both the elementary (PK-6) AND the middle/secondary level (7-12), under the supervision of a licensed school counselor.
Does the PLC Agency or State require prior notification for PIFWC	No
Do Clinical instructors need to be licensed to supervise PIFWC?	Yes
PIFWC hours	600 clock hours
PIFWC setting	At least 60 hours in both elementary and middle/secondary levels
PIFWC period	Not specified
PIFWC Supervisor requirements/qualifications	Licensed school counselor
Examinations Required	Yes
1. Examination Title	Praxis Core Academic Skills
2. Examination Title	
3. Examination Title	
4. Examination Title	
5. Examination Title	
6. Examination Title	

7. Examination Title	
8. Examination Title	
9. Examination Title	
10. Examination Title	
PLC Agency Requires:	Fingerprints

The NSU Counseling: Clinical Mental Health Counseling (MSEd) and School Counseling (MSEd) program(s).

Meets Vermont School Counselor () PLC pre-education requirements.

DOES NOT meet Vermont School Counselor () PLC pre-education requirements.

Additional information is needed to make determination:

Vermont School Counselor () PLC pre-education requirements reviewed by Northern State University Academics .

Department Chair Review:

APPROVAL CHAIR 03/24/20

Dean Review:

APPROVAL DEAN 03/25/20

Associate VPAA Review:

APPROVAL GRAD/VPAA 03/26/20

Website disclosure pages updated.

Director, Online & Continuing Education Review