

DOWNLOAD PDF THE NEW YORK STATE MODEL FOR COMPREHENSIVE K-12 SCHOOL COUNSELING PROGRAMS

Chapter 1 : School Counseling Graduate Programs & Schools in New York

The New York State Model for Comprehensive K12 School Counseling Programs: How to work smarter, not - PowerPoint PPT Presentation The presentation will start after a short (15 second) video ad from one of our sponsors.

By maintaining CACREP accreditation, the program strives to provide the highest quality of faculty and curriculum standards. The program prepares students to work with young people from a developmental perspective to clarify goals, to overcome behavioral and social obstacles, and to enhance the learning experience. Graduates of this program help students cope with a myriad of problems. They learn effective individual and group counseling techniques and gain practical field experience through internships at all levels elementary, middle and high school. This credit program, plus two years of experience as a school counselor in New York, leads to permanent New York State certification as a school counselor. For Current Student Resources please click here. Applications are accepted for the Fall semester only. All applications and requested materials i. To apply for admission: You can also request that a graduate application be mailed to you by calling or emailing post-enroll liu. Please write your name on the check or money order, if that is your preferred method of payment. International applicants must pay the fee in U. You can also pay by credit card by printing the Credit Card Authorization form on the Bursar website or by calling Cash, international postal money orders or Eurochecks are not accepted. Such applicants may be accepted pending receipt of their final degree noted transcripts. Submit one copy of official transcripts from all other institutions attended, including other graduate programs. Letters of recommendation should be from an academic source, preferably a professor or academic official who is familiar with your academic history and achievement. If you have been out of school for several years, recommendations may come from your employer or supervisor. The references should be given the Letter of Recommendation signed by you, along with a stamped envelope addressed to: Box , Randolph, MA Personal Statement Submit a statement of approximately to 1, words describing your reason for pursuing graduate study at LIU, your personal and academic background, relevant experience, and your professional goals. You may submit this statement as part of the Online Application for Admission, or follow at a later date as a hard copy. Inquiries concerning this testing program and application to take the test should be addressed to the Graduate Record Examinations, Educational Testing Service at www. The institution code for the LIU Post is International students whose native language is English, or who have attended for at least two years an accredited College or University where the only medium of instruction is English, may have the English Language proficiency requirement waived. If you have any questions about the admissions application process or requirements, please contact the Department of Counseling and Development graduate advisors at or email Daniel Heller or call the LIU Post Graduate Admissions Office at or email post-enroll liu. Every semester, the student may consult with an assigned faculty advisor on course selection and completion of the study plan. All students are required to meet with their faculty advisor upon completion of 12 credits for an Interim Assessment. Students will take the exam the semester before the semester in which they graduate. There is an examination fee which covers the cost for administration and scoring of the exam. This fee is set by the CCE and is subject to change. Please check with the department for the current fee. Upon completion of 12 credits, all students are required to meet with their faculty advisor for an Interim Assessment. This course is an introduction to preventive education and counseling for mental and emotional health as uniquely available in mental health centers. The course prepares students to work in counseling teams and enrichment programs, to handle referral procedures, community relations and teamwork, and to deal with mental health problems in terms of their etiology and the innovations in the field. The Graduate Handbook is required reading for the course. This foundation course in school counseling prepares students to apply basic counseling skills in an elementary, middle or high school setting. Emphasis is placed on the expanded role of the school counselor in curriculum, instruction, assessment, and consultation as well as providing training in the ASCA National Model of School Counseling. Focus is placed on the various roles

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of the elementary, middle and secondary school counselor, tools and strategies appropriate in those settings, and consultation and collaboration with other school personnel. The course will also cover concepts and techniques of the counseling process in the school setting, behavioral and developmental problems, and enhancing the creative capabilities of students. It will help to prepare prospective school counselors to develop, plan, and implement a comprehensive school counseling program, including the college admission process, and to understand their roles as professional school counselors in helping students reach their academic, career, social, and personal potential. The course will focus on understanding the etiology, prevalence and incidence, signs and symptoms of the various mental disorders delineated in the DSM. A focus will also be placed on learning the criteria necessary to provide a differential diagnosis. There will also be an emphasis on increasing understanding of clinical issues and current research in development and maladaptive behavior and on comparing and contrasting different theoretical perspectives on each mental disorder. Ethical issues and limitations related to current diagnostic systems will be discussed. This course is a weekly seminar focused on introducing clinical mental health counseling student trainees to the process of empirically informing their psychotherapy treatment plans. Empirically supported treatments EST are treatments whose efficacy has been demonstrated through clinical research. The course will cover: EDC Spring only EDC Trauma Counseling Elective This course validates and addresses the emergent new field of trauma studies and the growing body of trauma related best practices. It provides mental health counselors and other mental health practitioners with a comprehensive review of the various types of trauma experiences, the human vulnerability for traumatic experiences a cross the life span, and the intersections among trauma, crisis and disaster events. It discusses pertinent diagnostic and case conceptualization issues as well as presents individual systems interventions and collaborations. The course offers and presents a rich array of trauma related resources which includes websites, films, manuals, DVDs, and a variety of other useful tools. This course will also examine the impact of the sociocultural viewpoint on contemporary concepts of adaptive and maladaptive human behavior and related mental health issues. Students become familiar with the primary functions of the developmental counselor: Students will examine the developmental theories of Piaget, Erikson, Vygotsky and others. They will examine the cognitive, physical, social and emotional development of the individual during early childhood, middle childhood, adolescence and adulthood. In addition to an overview of developmental stages and developmental tasks which children face, the course includes exploration and experimentation with various and unique methods used in developmental counseling. Students will explore various developmental crises and impediments to optimum development and, in small groups, do an oral report of their findings. They will compile a developmental portfolio, presenting characteristics of each developmental milestone, and develop a comprehensive guidance plan to address the developmental needs during the school years. Students gain an understanding of the major theories of counseling and psychotherapy, e. In addition, the counselor as a person and a professional is explored as well as ethical issues in counseling and therapy. Included in the course is a survey of some major trends and problems associated with individual adjustments, adaptations and other reactions within family and social settings. The difference between this form and individual, group or family counseling will be examined in order to understand the clinical issues involved. Both the object relations and the systemic theories will be studied with emphasis on the clinical application to help couples change, according to their therapeutic goals. The course will provide a comprehensive overview of the full spectrum of addictive disorders and their consequences. Approaches to the assessment and evaluation of alcoholism and substance abuse will be reviewed, discussed and analyzed, as well as, cross cultural concerns and considerations. Training in tobacco use and nicotine dependence will also be covered. This course continues the study of addictions counseling and substance abuse by building upon the concepts of accurate assessment and diagnosis. Students will become familiarize with the processes of treatment planning and the various approaches to treatment including psychotherapeutic, group, pharmacotherapy, and step programs, as well as maintenance and relapse prevention. The course will covered the various treatment populations including families, persons with disabilities, children, adolescents, college

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students and the LGBT population. Co-occurring disorders to addiction treatment will also be reviewed. This course will provide the counselor trainee with essential information on these critical mental health issues so that they will develop a solid foundation from which to develop competencies and skills necessary to effectively treat clients manifesting such issues. This course is intended to enhance awareness on important mental health issues that will promote professional competence, as well as provide sufficient basic information about the treatment options available and recommendations for resources to consult. Topics of discussion include the processes of educational planning, the college admissions process, family community partnerships, students with special needs and varying exceptionalities, the impact of current special education regulation, and current educational standards. Pre-requisite EDC Spring only EDC Practicum in Psychological Testing for Counselors CMHC This course is a laboratory experience designed to develop adequate understandings and competencies with respect to concerns, issues, and implementation factors related to administration, scoring, recording and interpretations of aptitude, intelligence tests, as well as interest and personality inventories. Students learn the basics in terms of the active listening skills and the use of appropriate counseling techniques through role-play and other activities. These tape recorded sessions will serve as material for in-class discussions on how to utilize basic counseling techniques in a simulated therapeutic encounter. Interview summaries, detailed analysis, and other relevant counseling experiences are a part of the course. Orientation to the role of the professional counselor and ethical concerns are discussed. Pre-requisite or co-requisite of EDC or , EDC 3 credits Fall and Spring EDC Counseling Practicum CMHC and SC This course is an in depth counseling laboratory course designed to provide supervised practical counseling experience from a life span and multicultural perspective through successful completion of hours of to witch sixty 60 hours of observation, interaction, and supervision at a school or mental health agency site; thirty 30 hours of direct service via individual and group counseling to clients at that site; and ten 10 hours off site with clients who will be audio-taped. The purpose of the sixty hours, which can be interspersed throughout the semester, is to acclimate the practicum students to the environment in which the counseling experience occurs. Interview summaries, detailed analyses, and other relevant counseling experiences are a part of this course. Again, it must be emphasized that Practicum students in must provide forty 40 hours of direct service to clients of which thirty 30 hours take place at a school or agency site and ten 10 hours are provided to non-site clients. With on-site clients, practicum students are to document and describe each individual and group counseling experience, which are to be shared with the cooperating counselor and reflected in the logs given to the University professor. These clients are supervised by and remain the primary responsibility of the cooperating counselor. The remaining ten 10 hours with non-site clients are audio recorded and shared only with the University professor and the other students in EDC Practicum students meet in group seminar with the University professor every week. In addition, the University professor provides an hour of individual or triadic supervision i. While the professor and the two students are interacting, the other practicum students observe the supervision being given by the professor. After the triadic supervision occurs, the observing students will be asked to offer their comments and suggestions, immediately after the triadic supervision or during the group class. The appropriate roles of the professional counselor, based upon the Ethical Guidelines of the American Counseling Association, are covered. Health insurance required for Clinical Mental Health Counseling students. Hours may not accrue until the signed permission form is submitted to the course professor. EDC ; Pre-requisite or Co-requisite: In addition, time will be devoted to the New York State Learning Standards, and the assessments which will accompany the higher graduation requirements. Emphasis is placed on practical counseling techniques, psychoeducational approaches, and evaluation of resources used in career counseling and education. Attention is given to psychological, sociological, economic, and educational dynamics; multicultural, gender, and disability perspectives of career development are also discussed. Technological and other current trends as they relate to career counseling and education are reviewed. The student is required to attend seminar meetings, to prepare weekly logs directed toward observation, insight, and evaluation of activities in the field setting.

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Chapter 2 : National School Counseling Model and Standards - Resources (CA Dept of Education)

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Our efforts as student advocates and school leaders can facilitate making the school community an educational beacon in the lives of our students. Performing those counselor responsibilities in a timely and planned manner assist us in maintaining a professional and sane perspective. We in the school community all say that before you know it, the school year will be over. Of course, we all have days when it cannot be over soon enough! But on a more serious note, yes, another school year is winding down. As educators we ask ourselves: Have we reached the goals we set in September for our students? Have we achieved our objectives in some measurable way? Have we made an impact on student achievement? As school counselors we use our many talents and skills to monitor how the school counselor program advances the educational mission of the school and fosters student growth. We answer these weighty questions with the ever-present pressure of time at our office doors. Over the years as a school counselor working in the New York City Public Schools, I have found some guidelines to help me set priorities during this busy, end-of-year period. Also, The New York State Model for Comprehensive K-12 School Counseling Programs is an excellent resource to help counselors work within the framework of the three school counseling domains: The model also recommends time frames to implement strategies to achieve the goals listed in each domain. Continue student interviews and annual reviews Interview students who failed subjects Notify parents of failing seniors. Their child will not participate in graduation ceremonies if they do not meet all graduation requirements No March Policy. Career Development K-5 assist teachers in organizing activities. Invite speakers, prepare bulletin boards, guideline articles June: These suggestions tend to be preventative and developmental rather than solely remedial and reactive. A Crisis Intervention Plan should be on file and implemented during such times.

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Chapter 3 : Search the NYSED Site | New York State Education Department

The New York State Model for Comprehensive K School Counseling Programs Program planning for the school year Freshmen through juniors attended the presentation titled, Program, Career & College Planning in mid-December.

Prepares you to work with highly diverse and disadvantaged students in urban settings; requires no additional credits with strategic choice of electives. The additional credits required for permanent certification can be chosen to count toward our Bridge Program from School to Mental Health CB2 , if interested in eventually also obtaining NYS license as a mental health counselor. The programs embrace the view of the counselor as a systems change agent, as well as an individual advocate. Warner graduates learn how to drive and implement transformation, both among individual students and across broader educational environments. Our unique integrative approach grounds our students in the research and theory of human development and counseling, while also providing effective clinical experiences that help build essential school counseling skills. Counseling students are grounded in knowledge of human development, with a particular understanding of how environmental factors shape the developmental processes that lead to student success. The Warner approach balances theoretical knowledge and experiential learning where students develop critical skills in communication, listening, empathetic understanding, and conflict mediation, as well as other individual and group counseling skills. In addition, all school counseling students are trained in restorative practices. Clinical placements and internships prepare students for school settings and play a central educational role in these programs, helping students to bridge theory and practice while honing their counseling skills. Coursework is informed by research, grounded in a human development framework, and takes a holistic approach to change that integrates individual developmental and systemic orientations. In addition, our students are immersed in the principles set forth by the American School Counseling Association ASCA National Model, which prepares them to play an important role in inter-professional school leadership teams. A diverse array of instructional methods is utilized in our counseling classrooms including: Our vision for school counseling leaves behind antiquated notions of school guidance counselors primarily involved in course scheduling and other clerical duties. More broadly, Warner graduates are prepared for a role in which they are facilitators of healthy human development through a holistic approach that considers and advocates for change within school systems. Warner will give you the highest-quality preparation as an effective and cutting-edge school counselor. Be challenged to become an innovator, thought leader, and agent of personal and systemic change by learning the necessary dispositions and skills to be an effective school counselor. Learn how to help create a bright future for all students. Understand how to serve complex and diverse populations in order to meet the needs of all students and create more equitable educational experiences. Be prepared for the 21st century through a curriculum informed by cutting-edge research. Benefit from real-life practical experiences working in school settings with seasoned, gifted counseling professionals. Leverage the reputation of a leading research university to give your degree even more recognition. Learn from an accessible, supportive faculty of researchers and accomplished practitioners. Network with the best and the brightest future school counselors. Shorten your path to a doctoral degree by earning transferable credits. Benefit from scholarships that can significantly reduce tuition costs. Start the program in any semester. Go at your own pace, by choosing either part-time or full-time options. Use your electives and one of the credit options to specialize in your area of interest. Are you a University of Rochester employee? Make sure you make full use of your tuition benefits. Beyond K schools, our graduates will also be prepared to succeed in other educational roles and careers, including: Acting as school counselors in other school settings. Working in advising and career development centers in higher education. Working with children and youth in community programs.

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Chapter 4 : Comprehensive Model |

Comprehensive K School Counseling Programs () takes a similar approach, but specifically links counselors' work to the New York State Learning Standards. The New York State Education Department also recognizes the importance of.

Candidates with expired provisional certificates who apply for permanent certificates in the title school counselor on or after September 2, or who do not meet these conditions shall be subject to the requirements of Subpart of this Part, unless otherwise specifically prescribed in this Part. Subparagraph iii of paragraph 1 of section The program will provide appropriate college-supervised field experience in the certificate area in a bilingual context. Subparagraph iii of paragraph 2 of section The title of Subpart of the Regulations of the Commissioner of Education is amended, effective July 1, , to read as follows: A new section The initial certificate shall be valid for five years from its effective date. The candidate shall meet each of the following requirements: The candidate shall meet the education requirement by meeting the requirements in each of the following clauses: Candidates applying for certification on or after September 2, shall submit evidence of having achieved a satisfactory level of performance on the New York State examination for school counselors or other equivalent examination as approved by the Commissioner, if available. The professional certificate for school counselors shall be continuously valid. The candidate shall have successfully completed, in addition to the requirements for the initial certificate, the following requirements: The candidate shall have successfully completed three years of school counseling experience in New York State public or non-public schools K, or its equivalent. The candidate who completes this requirement in total or part through experience in New York public schools shall be required to participate in a mentored program in the first year of employment. This section prescribes requirements for meeting the education requirements for school counselor certificates through individual evaluation. A candidate must have achieved a 3. The candidate shall possess a baccalaureate degree from a regionally or nationally accredited institution of higher education or from an institution authorized by the Regents to confer degrees and whose programs are registered by the Department. The candidate shall satisfactorily complete: Mentoring and supervision may be provided by other qualified school personnel only if the employing school district cannot provide a certified school counselor in the school building in which the internship occurs. For individuals called to active duty in the Armed Forces, the validity period of the internship certificate may be extended for the time of active service and an additional 12 months from the end of such service, provided that the holder is a candidate in a registered or approved graduate program of teacher education, school leadership or school counseling program. The Commissioner may endorse the certificate of another state or territory of the United States or the District of Columbia for service as a school counselor, provided that the candidate meets the following requirements: Candidates shall have achieved a 3. Any candidate applying for professional certification as a school counselor through endorsement of a certificate of another state or territory pursuant to the provisions of this section on or after September 2, , shall achieve a satisfactory level of performance on the New York State school counselor examination or other equivalent examination as approved by the Commissioner, if available. Subdivision j of section Each school district shall have a guidance program for all students. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades

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Chapter 5 : School Counseling and Support Services | Canajoharie Central School District

School counselors design and deliver comprehensive school counseling programs that improve a range of student learning and behavioral outcomes (Carey & Dimmitt,). These programs are comprehensive in scope, preventive in design and.

The answer may be zero. The term "guidance counselor" has been retired by leaders in the field, and directors of "school counseling" programs say they are in the process of reinventing their office operations. While the term "guidance" implies the function is one of steering students toward college and vocational choices, counselors say they are focusing on three main areas: The State Education Department is drafting new regulations on counseling based on a national model, and counselors say an update is badly needed. New York last updated its school guidance and counselor certification regulations in the s. For instance, the state currently requires virtually no ongoing professional development for school counselors to retain their certification. There also are opportunities to make sure best practices are more widely used, said Gloria Jean, president of the New York State School Counselor Association. The model looks at the work of school counselors as part of an overall educational program to help support district goals. The idea is that counselors should be resources for all students, not just those selecting a college or dealing with a personal crisis. Since changes are afoot, now is an ideal time for school board members to review counseling programs in their districts, said Linda Bakst, NYSSBA deputy director for policy services. Some questions Bakst recommends board members ask: How many students are served by each counselor? How are counselors spending their time? Ideally, what should counselors be doing? In presentations to the Regents, State Education Department staff members have reported that student-to-counselor ratios in New York schools routinely exceed recommended caseloads. The American School Counselor Association recommends a maximum of students per counselor, and the ideal ratio is closer to students per counselor. With a K student population of 2. Among administrators and counselors who responded to an SED survey last year, more than half 54 percent reported student ratios of to per counselor. Nearly 8 percent said counselors were responsible for to students each, and some respondents said the ratios per counselor were as high as students or more. Less than a third, 29 percent, said the ratios were within the range of to students per counselor. Another issue is whether staff are being used effectively. Several New York districts using the National Model, sometimes called a "comprehensive" model, report better efficiency and better results. For instance, graduation rates have improved in Middletown, a small city district in Orange County. Now, incoming ninth-graders come in on a Wednesday before school opens to learn the ropes, and counselors hold small-group sessions with parents to discuss academic expectations and other topics. Since the changes, typical parent participation has grown from to more than , Hall said, and students are far more prepared for their first day of high school. Regular evaluations provide "a good way for us to see what is working well and what we need to improve," Hall added. Somers school counselors interact with students in an array of settings. They attend school plays and sporting events, greet children as they step off buses and generally make themselves visible and familiar. Hardy said a counselor might present a classroom lesson on good study habits or the college application process, plan a small "lunch bunch" group session about SUNY college websites or schedule a one-on-one office session with a student sharing personal concerns about going away to college. Hardy noted that a Somers health teacher is piloting a new curriculum focused on empathy, mindfulness and decision-making. At Beekmantown in Clinton County, School Counselor Jennifer Duffy said the process of implementing the national model began about seven years ago. It started, she said, with educating administrators and school board members about what modern-day school counselors can do. Jean, the counseling association president, said board members and administrators need to understand how counselors can be integrated with the academic program to provide value to all students.

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Chapter 6 : Custom The New York State Model essay writing

New York State Comprehensive School Counseling Program: Kindergarten through Elementary School Activity Book Sep 1, by Counselor Association, New York State School.

School counseling graduate programs prepare aspiring school counselors to help students thrive in and out of the classroom. Because school counselors tend to work within an individual school directly with students, graduate program content may focus on the roles and responsibilities inherent to that type of setting. Students might study issues related to classroom success, such as behavioral and learning disabilities. Or they might explore one-on-one counseling strategies, and even discuss the legal and practical considerations of providing special education services at the school and district level. School counseling graduate programs may also vary by degree level and program focus. Choosing School Counseling Graduate Programs There may be as many types of school counseling graduate programs as there are students. Your choice may hinge on a few key factors. First, consider what areas of school counseling most interest you. Do you want to study in a program that is more theoretical, with an academic and research focus? Or look at practical applications of counseling theory within a school setting? Additionally, some school counseling graduate programs might concentrate on a specific population. That could be an age group, or a certain type of behavioral, physical, or learning disability. For example, the kinds of things a school counselor might need to know in an elementary school may vary considerably from a high school setting. Elementary school counselors might focus on helping students develop certain behavioral and emotional skills like organization, making positive decisions, and developing strategies to cope with behavior challenges. At the high school level, school counselors might still help students cope with emotional challenges and other personal issues. But beyond that, they may also guide students through the planning process to move on from high school, such as deciding on a career path, applying to colleges, or attending a vocational school. Someone aiming to jumpstart a new career may want the chance to observe in the field. Obtaining guided, hands-on experience in real-world settings could be a major consideration. Others may look for programs with research in areas of interest, or opportunities to design and conduct their own studies. Every program is different, so read descriptions carefully and contact schools directly for details. Types of Schools Counseling Graduate Programs Another important factor to finding a perfect school counseling program is the type of degree you choose to pursue. School counseling graduate programs may be available at a variety of levels, each with their own requirements and goals. School counseling masters programs may offer a few different degrees, each with their own unique approach to the subject matter. Types of masters degrees you might consider include the following. These degree programs are generally associated with a school of education, and as such, may emphasize educational principles and values as they apply to a school counselor role. They may develop more generalized education knowledge and skills in addition to clinical counseling techniques. In a general sense, there tends to be little difference between MA and MS programs in school counseling. However, often, an MA or MS in School Counseling might focus somewhat more heavily on the psychology and counseling side of school counseling, compared to more education-centric MEd programs. An EdS in School Counseling is technically a step between a masters and doctorate, requiring additional coursework beyond what is generally required for a masters. Educational Specialist programs in school counseling, like MEd programs, tend to be offered by schools of education, and as such emphasize educational techniques, knowledge, and principles in their curricula. Unlike the EdS, however, these programs are generally associated with schools of psychology, and as such, the course content may focus more heavily on clinical counseling practice. One consideration to keep in mind when choosing your masters program is the thesis requirement. If you are planning to go on and earn your doctorate, choosing a program including a thesis may be an advantage for you. On the other hand, if you hope to go straight into the field, a program focused on gaining more practical experience may be a preferable. School Counseling Doctoral Programs School counseling doctoral programs tend to be designed to support a specific objective or

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career path. For example, one might be designed for current and aspiring school and district administrators, while another might emphasize research practices. As a result, a variety of unique doctoral programs may be available, which could support your specific educational and professional goals. Types of doctorate degrees you might pursue include the following. For example, an EdD program may often be offered through a school of education, and focus on educational principles and how they relate to counseling, and vice versa. Similarly, a PsyD program would be associated with a psychology school and may emphasize clinical skills and psychology research. Meanwhile, a PhD may be a little broader in scope, and might spend more time focusing on research methodologies and similar topics. For more information on degree types and what they entail, reach out to the school in question. Graduate Certificates in School Counseling School counseling graduate certificate programs may be offered at the masters level or higher. They tend to require fewer courses than their respective degrees, and thus might be earned in somewhat less time. Some graduate certificates might be designed to accommodate those with a relevant education and career background, but who are new to school counseling. These may provide a brief overview of the field and act as a gateway to a longer masters program. Others might aim to build on school counselor education and experience with additional skills or specialization. Sometimes, the latter might be referred to as an endorsement or an extension. For more information on what options are available to you in a specific program, reach out to them for more information. School Counselor Programs Example Curriculum School counseling graduate programs span a broad spectrum. However, many different school counseling graduate programs might share a few essential topics. This topic could include the basics of designing and conducting educational research, as well as understanding findings and applying them in real-life scenarios. Some programs may even include opportunities to get involved with research projects or potentially conduct your own. Many programs dedicate time to the clinical side of counseling. Courses might cover a variety of strategies and techniques to help young students thrive. If you have a background in education, you may have touched on developmental psychology previously. Programs offering school counseling degrees may go beyond the basics, especially within the context of providing counseling services and identifying behavioral, emotional, and learning needs of students at different stages. School counseling programs may cover the ins and outs of assessing students identified as potentially having learning disabilities, behavioral disorders, etc. This could also touch on identifying students who may be in need of testing. These courses could cover the impact of a variety of trauma and crisis situations on a personal, family, and societal level, and how a school counselor might respond to those scenarios. This could include assessing crisis situations, responding to trauma situations, intervention strategies, and more. This complex topic could expand to multiple courses, touching on specific types of learning disabilities, language acquisitions, and differentiation strategies. School counseling graduate programs may also examine the diverse needs of students from a variety of backgrounds, and how that could impact counseling strategies. This could include religious and cultural factors, different types of families, socioeconomic status, physical and intellectual disability, and more. School Counseling Internships and Fieldwork In addition to coursework, graduate school counseling programs may have an additional field-work component, in the form of an internship or practicum requirement. Field experiences could range from short-term externships and observations, to extended field placements under the guidance of a professional. In the case of a practicum, this field experience would be rolled into a formal course, with specific academic expectations and sometimes a project or portfolio at the end. Internships, meanwhile, more closely emulate what it would be like to work independently once you graduate. Field experience is often a requirement for state certification, though the specifics may vary. Guidance Counseling Graduate Program Formats Once you have decided to pursue school counseling graduate programs, it may be helpful to identify the perfect format to fit into your life and support your educational success. Whether you feel you work best in a traditional classroom, or need as much flexibility as possible, options may be available for your consideration. On Campus School Counseling Graduate Programs Earning your school counseling degree in a graduate school may be a good fit for you if you work best learning face to face. School counseling programs anchored on a

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local campus generally have the stability of a more regular schedule. They also may have a community atmosphere, enabling students to collaborate and debate in the classroom in addition to attending lectures. Possibly the biggest perk of studying on campus? The resources your school counseling graduate program could offer you. In addition to what you might expect—libraries, classrooms, computer labs—some graduate programs boast lab spaces that simulate a real work environment, facilities for research, and access to the same technology professionals use when working in schools! That possibility, combined with the support of your program and career services, means you could get the hands-on experience you need before you graduate. Studying school counseling online means you could choose from programs across the country, without having to worry about moving or commuting. A big plus if you are interested in a focus area only offered by some programs. Hybrid School Counseling Graduate Programs Hybrid school counseling graduate programs combine many of the qualities of online and graduate school learning. In essence, these programs are still associated with a local campus, but offer online coursework to increase flexibility and accommodate student schedules and learning preferences. However, there are a few other potential requirements. In addition to earning a graduate school counselor degree, you may also need pursue a license or certification to practice in a public school setting. These are generally issued by the state. As such, the requirements may vary depending where you are but typically look like those listed below. For more information on what you might need to do, contact the state regulating board where you intend to work, or get in touch with your selected school counseling graduate programs. Need to narrow down your options a bit? Use the menu to choose your search preferences, including degree level, program format, and potentially the school location. Then read more about what those types of programs might be like, and browse the sponsored program listings that match your criteria. Get in touch with programs you might be interested in by clicking on the program name!

Chapter 7 : , (j) & Part 80 School Counseling - Terms | Office of Counsel

With a K student population of million in New York and some 6, school counselors on the job during the school year, the statewide ratio is about students per counselor. Among administrators and counselors who responded to an SED survey last year, more than half (54 percent) reported student ratios of to per counselor.

Chapter 8 : School Counseling | Warner Graduate Programs

9/26/ 5 Part (j) "Guidance Programs" Discussion and Board of Regents Recommended Amendments New York State School Counselor Association ©

Chapter 9 : SchoolCounselingMemo

Professional School Guidance Counselors provide a broad range of services in New York City public schools under the direction of their school principals. This presentation is intended as an illustrative resource providing an overview of.