

Chapter 57 Research and Review Task Force Meeting Summary

Thursday, June 17, 2021

1:30 PM – 3:00 PM

[Zoom Webinar Link](#)

Task force members voted and decided to utilize a super majority for all votes going forward. TF members discussed the MAPA timeline. To present recommendations to the BOPE, the TF will meet a minimum of three times. The BOPE will then meet a minimum of three times before recommendations are finalized.

Counselor Licensing Language discussion. TF looked at ARM 10.57.435. Discussion began clarifying if counselor license needed to have a teaching license first. TF decided that, no, there is no requirement to have a teaching license beforehand. Counselors come from more backgrounds than just education. They also often serve dual roles in education in Montana. There are no undergraduate degrees in counseling in Montana. The CACREP sets the standard requirements for master's degrees across the United States. The CACREP generally accepts degrees in psychology, family science, and teacher education programs. Although they do accept other backgrounds, these are the most common. CACREP is probably where the 600 hours required in 10.57.435 is generated from.

Discussion around "Regionally" accredited program. Is the word regionally limiting? MSU Bozeman programs are regionally accredited. Regionally accredited means the program is part of a separate rigor of accreditation. The consensus of this thought is that the term "regionally" is not limiting because region means something other than state to state.

Possible language revisions could be focused on sections 1C of 10.57.435. The amount of time the process takes to review individuals not accredited through CACREP is too much and overwhelming. If the OPI and BOPE can simplify or make the process more direct, it would benefit everyone.

The TF discussed how many MT K-12 schools are in the deficient status for Counselors.

Looking at the direct comparison of 10.57.435 and 10.57.416 the TF discussed if the teaching experience is necessary or sufficient for an administrative license? Small schools were discussed first. If a counselor were to become an administrator in a small school setting, the only administrator could only have a counselor background. This would make them responsible for teacher evaluations. The group felt this could have negative repercussions. The point was also brought up that counselors do have some teaching experience. TF would like to investigate how many MT counselors would be eligible to transition into an administrative role and how much time counselors spend teaching in classrooms. TF would like to ensure clear language is set for this. Do not want to say the goal is to avoid counseling vacancies through making it difficult for them to move up to administration.