

505-3-.48 SCHOOL COUNSELOR PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to serve as school counselors in grades P-12 and supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

(2) Requirements.

(a) To receive approval, a state-approved professional education unit shall offer a masters level preparation program as described in program planning forms, catalogs, and syllabi addressing the following standards for the preparation of school counselors published by the Council for Accreditation of Counseling and Related Educational Programs:

1. Common Core

(i) The program shall prepare candidates who understand the aspects of professional functioning.

(ii) The program shall prepare candidates who understand the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

(iii) The program shall prepare candidates who understand the nature and needs of individuals at all developmental levels.

(iv) The program shall prepare candidates who understand career development and related life factors.

(v) The program shall prepare candidates who understand counseling and consultation processes.

(vi) The program shall prepare candidates who possess both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.

(vii) The program shall prepare candidates who understand individual and group approaches to assessment and evaluation.

(viii) The program shall prepare candidates who understand research methods, statistical analysis, needs assessment, and program evaluation.

2. Foundations of School Counseling

(i) The program shall prepare candidates who understand the history, philosophy, and current trends in school counseling and educational systems.

(ii) The program shall prepare candidates who understand the relationship of the school counseling program to the academic and student services program in the school.

(iii) The program shall prepare candidates who understand the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

(iv) The program shall prepare candidates who understand strategies of leadership designed to enhance the learning environment of schools.

(v) The program shall prepare candidates who possess knowledge of the school setting, environment, and pre-K-12 curriculum.

(vi) The program shall prepare candidates who understand current issues, policies, laws, and legislation relevant to school counseling.

(vii) The program shall prepare candidates who understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling.

(viii) The program shall prepare candidates who understand community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development.

(ix) The program shall prepare candidates who know and apply current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.

(x) The program shall prepare candidates who understand ethical and legal considerations related specifically to the practice of school counseling.

3. Contextual Dimensions of School Counseling

(i) The program shall prepare candidates who understand advocacy for all students and for effective school counseling programs.

(ii) The program shall prepare candidates who understand coordination, collaboration, referral and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students.

(iii) The program shall prepare candidates who understand integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist preK-12 students in maximizing their academic, career, and personal/social development.

(iv) The program shall prepare candidates who understand promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.

(v) The program shall prepare candidates who understand methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community.

(vi) The program shall prepare candidates who understand methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs.

(vii) The program shall prepare candidates who understand prevention and crisis intervention strategies.

4. Knowledge and Skill Requirements for School Counselors

(i) Program Development, Implementation, and Evaluation

(I) The program shall prepare candidates who use, manage, analyze, and present data from school-based information (e.g. standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes.

(II) The program shall prepare candidates who design, implement, monitor, and evaluate comprehensive developmental school counseling programs and are aware of various systems that affect students, school, and home.

(III) The program shall prepare candidates who implement and evaluate specific strategies that meet program goals and objectives.

(IV) The program shall prepare candidates who identify student academic, career, and personal/social competencies and implement processes and activities to assist students in achieving these competencies.

(V) The program shall prepare candidates who prepare an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program.

(VI) The program shall prepare candidates who implement strategies for seeking and securing alternative funding for program expansion.

(VII) The program shall prepare candidates who use technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program.

(ii) Counseling and Guidance

(I) The program shall prepare candidates who understand individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all.

(II) The program shall prepare candidates who understand individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development.

(III) The program shall prepare candidates who understand approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs.

(IV) The program shall prepare candidates who understand issues that may affect the development and functioning of students (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide).

(V) The program shall prepare candidates who understand developmental approaches to assist all student and parents at points of educational transition (e.g. home to elementary school, elementary to middle to high school, high school to postsecondary education and career options).

(VI) The program shall prepare candidates who understand constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success.

(VII) The program shall prepare candidates who understand systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system.

(VIII) The program shall prepare candidates who understand approaches to recognizing and assisting children and adolescents who may use alcohol or drugs or who may reside in a home where substance abuse occurs.

(iii) Consultation

(I) The program shall prepare candidates who understand strategies to promote, develop, and enhance effective teamwork within the school and larger community.

(II) The program shall prepare candidates who understand theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and student as appropriate.

(III) The program shall prepare candidates who understand strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.

(IV) The program shall prepare candidates who conduct programs that are designed to enhance students' academic, social emotional, career, and other developmental needs.

(b) The program shall require a minimum of 600 clock hours of internship, including a minimum of 240 direct service clock hours, in a school counseling setting under the supervision of an appropriately certified site supervisor.