

505-3-.67 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 GaPSC Rule [505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#). School counselors in Georgia are expected to function as both counselors and educators and to support the academic success, career preparedness, and social/emotional development of all P-12 students. Guidelines accompany this rule and should be used by program providers as a guide to the intent of the content standards in this rule.

(2) Requirements.

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program for school counselors described in program planning forms, catalogs, and syllabi addressing the following standards adapted from standards published in July 2016 by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

1. Foundations

(i) The program shall prepare candidates who have an understanding of the history, purpose, ethics, and philosophy of the school counseling profession, as well as the roles and responsibilities of the professional school counselor in a multicultural society;

(ii) The program shall prepare candidates who understand the techniques of academic, career, and social-emotional counseling in school settings;

(iii) The program shall prepare candidates who understand the nature and needs of persons at all developmental levels and in a multicultural context;

(iv) The program shall prepare candidates who understand career development, related life factors, and the role of the school counselor in promoting college and career readiness;

(v) The program shall prepare candidates who understand the school counselor role as a leader, advocate, collaborator, and systemic change agent in P-12 schools;

(vi) The program shall prepare candidates who engage with professional organizations and know preparation standards and credentials that are relevant to the practice of school counseling;

(vii) The program shall prepare candidates who understand how to design and evaluate comprehensive school counseling programs (e.g., American School Counselor Association National Model);

(viii) The program shall prepare candidates who possess the skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement;

2. Delivery

(i) The program shall prepare candidates who understand the relationship of the school

counseling program to the strategic focus of the school;

(ii) The program shall prepare candidates who demonstrate how to design, implement, manage, and evaluate school-to-school and school-to-work transition programs, postsecondary planning, and college admissions counseling;

(iii) The program shall prepare candidates who implement best practices designed to close the achievement gap, promote student academic success, provide effective transitions and informed career choices, and increase promotion and graduation rates;

(iv) The program shall prepare candidates who demonstrate core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies;

(v) The program shall prepare candidates who understand how to develop and implement programs designed to enhance academic development for all students;

(vi) The program shall prepare candidates who understand how to develop and implement strategies and activities to facilitate student awareness and informed decision making for a full range of postsecondary options and opportunities; and

(vii) The program shall prepare candidates who understand how to implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement;

(viii) The program shall prepare candidates who understand how to design, implement, manage, and evaluate programs to enhance the academic, career, and social-emotional development of students; and

(ix) The program shall prepare candidates who understand how to assess barriers that impede students' academic, career, and social-emotional development.

(x) The program shall prepare candidates who understand the use of developmentally appropriate counseling interventions and assessments;

(xi) The program shall prepare candidates who understand how to plan and present school counseling-related educational programs for use with parents and teachers (e.g., parent education programs, core curriculum, suicide prevention training, anti-bullying training, and college and career readiness).

3. Management

(i) The program shall prepare candidates who understand how to develop and implement various needs assessments for academic, career, and social-emotional development;

(ii) The program shall prepare candidates who understand how to assess and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, special needs, and abilities;

(iii) The program shall prepare candidates who understand the school counselor's roles and responsibilities in relation to the school's emergency management plans, and crises, disasters, and trauma;

(iv) The program shall prepare candidates who demonstrate the ability to apply and adhere to ethical and legal standards in school counseling.

4. Accountability

(i) The program shall prepare candidates who understand how to critically evaluate research relevant to the practice of school counseling;

(ii) The program shall prepare candidates who understand models of program evaluation for school counseling programs;

(iii) The program shall prepare candidates who understand basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation);

(iv) The program shall prepare candidates who understand current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card, academic and attendance);

(v) The program shall prepare candidates who understand how to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs;

(vi) The program shall prepare candidates who understand the outcome research data and best practices identified in the school counseling research literature;

(vii) The program shall prepare candidates who understand the use of technology in research, program delivery, and evaluation;

(viii) The program shall prepare candidates who understand how to apply relevant research findings to inform the practice of school counseling;

(ix) The program shall prepare candidates who understand how to develop measurable goals for school counseling programs, activities, interventions, and experiences; and

(x) The program shall prepare candidates who understand how to select appropriate assessment strategies that can be used to evaluate a student's academic, career, and social-emotional development;

(xi) The program shall prepare candidates who can demonstrate the ability to use applicable data to inform decision making and advocate for programs and students.

5. Counseling

(i) The program shall prepare candidates who understand the theories and processes of effective counseling for individual students and groups of students;

(ii) The program shall prepare candidates who demonstrate skills necessary to conduct individual/ group counseling and classroom lessons to promote the academic, career, and social-emotional development of students;

(iii) The program shall prepare candidates who demonstrate the ability to locate/design and implement prevention and intervention plans to promote academic, career, and social-emotional development;

(iv) The program shall prepare candidates who demonstrate strategies for helping students identify and utilize strengths and healthy coping skills needed for their academic, career, and social-emotional success;

(v) The program shall prepare candidates who understand group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning;

(vi) The program shall prepare candidates who understand the potential impact of crises, emergencies, and disasters on students, educators, schools, families, and communities and know the skills needed for crisis intervention;

(vii) The program shall prepare candidates who demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals and groups;

(viii) The program shall prepare candidates who demonstrate the ability to identify and assess characteristics, risk factors, and warning signs and to use procedures for responding to suicide risk, mental health concerns, and behavioral issues; and

(ix) The program shall prepare candidates who understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, bullying, common medications that affect learning, behavior, and mood in children and adolescents) affecting the personal, social, and academic functioning of students;

(x) The program shall prepare candidates who understand the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs;

(xi) The program shall prepare candidates who understand how to analyze and use data to enhance school counseling programs and counseling interventions.

(xii) The program shall prepare candidates who understand the limitations of the role of the school counselor and will seek consultation when appropriate.

6. Leadership

(i) The program shall prepare candidates who understand the qualities, principles, skills, and styles of effective leadership;

(ii) The program shall prepare candidates who understand strategies of leadership designed to enhance the learning environment of schools to eliminate inequities and promote the success of all students;

(iii) The program shall prepare candidates who understand how to design, implement, manage, evaluate, and advocate for a comprehensive school counseling program;

(iv) The program shall prepare candidates who understand counselor roles in school leadership and multidisciplinary teams;

(v) The program shall prepare candidates who understand the important role of the school counselor as a systemic change agent;

(vi) The program shall prepare candidates who understand the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

7. Collaboration and Consultation

(i) The program shall prepare candidates who understand the value of family-school-community collaboration for student development, well-being, and learning;

(ii) The program shall prepare candidates who understand strategies to foster collaboration and teamwork within the school and the larger community to promote academic, career, and social-emotional development of students;

(iii) The program shall prepare candidates who understand systems theories, models, and processes of consultation in school system settings;

(iv) The program shall prepare candidates who understand strategies and methods for working with parents, guardians, families, and communities to empower them to advocate for their children;

(v) The program shall prepare candidates who understand the various peer programming interventions (e.g., peer mediation, peer mentoring, and peer tutoring) and how to coordinate them;

(vi) The program shall prepare candidates who understand how to consult with teachers, staff, and community-based organizations to promote student academic, career, and social-emotional development;

(vii) The program shall prepare candidates who understand how to locate and use resources in the community that can be used in the school to improve student academic, career, and social-emotional success;

(viii) The program shall prepare candidates who understand how and when to use referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families;

(iv) The program shall prepare candidates who understand techniques to foster collaboration and teamwork within schools.

8. Advocacy

(i) The program shall prepare candidates who critically examine the individual, community, environmental, and institutional factors enhancing or impeding—the academic, career, and social-emotional development of students;

(ii) The program shall prepare candidates who know strategies to promote student achievement and post-secondary access, considering the cultural, ethical, economic, legal, and political issues affecting equity and access;

(iii) The program shall prepare candidates who demonstrate the ability to advocate for school counseling roles.

(iv) The program shall prepare candidates who understand legislation and government policy relevant to school counseling;

(v) The program shall prepare candidates who understand the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families;

(vi) The program shall prepare candidates who understand multicultural counseling and social justice issues, as well as the impact of ability levels, special needs, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement;

(vii) The program shall prepare candidates who demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development;

(viii) The program shall prepare candidates who advocate for the learning and academic experiences necessary to promote the academic, career, and social-emotional development of all students;

(ix) The program shall prepare candidates who advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations;

(x) The program shall prepare candidates who engage parents, guardians, and families to promote the academic, career, and social-emotional development of students.

9. Field Experiences / Clinical Practice

(i) The program shall require a minimum of 700 clock hours of clinical practice with 280 direct service clock hours in a school setting under the supervision of an appropriately certified site supervisor as well as a qualified faculty member within the preparation program. A portion of this experience should occur at each of the four grade band requirements for P-12 initial preparation programs specified in [GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#). To meet the grade band requirement for field experiences, these experiences may occur during field experiences embedded in courses as well as during clinical practice.

Authority O.C.G.A. 20-2-200