

# Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES NEW RULE (10.58.700s)	COMMENTS
Draft 2014		
	<b>Advanced Program Components</b>	
10.58.512 SCHOOL COUNSELING K-12	10.58.6-- SCHOOL COUNSELING K-12	
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate knowledge of the history, current trends, philosophy, current and emerging computer technology, and professional activities related to the practice of professional school counseling K-12;	(a) demonstrate knowledge of <u>school counseling program models</u> , the history, <u>development</u> <del>current trends</del> , philosophy, <del>current and emerging computer technology</del> , <u>leadership, advocacy, qualities and styles of effective leadership in schools</u> , and professional activities related to the practice of professional school counseling K-12;	
b) demonstrate competence in developing relationships with service agencies such as community, public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success;	(b) demonstrate <u>understanding of models of school-based collaboration and consultation</u> , as well as competence in developing <del>relationships</del> <u>relationships</u> with community <del>service agencies</del> <u>resources</u> such as <del>community</del> , public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success;	
(c) demonstrate competence in the use of theories of individual and family development and transitions across the life span, theories of learning and personality development, and human behavior including developmental crises, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior;	(c) demonstrate competence in the use of theories of individual and family development and transitions across the life span, theories of learning and personality development, and human behavior including developmental crises, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior;	
(d) demonstrate knowledge of educational philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development;	(d) demonstrate knowledge of educational philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development, <u>as</u>	



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	<u>well as the school counselor's role in student support and school leadership teams;</u>	
(e) demonstrate knowledge of the role of 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, including Montana American Indians;	(e) demonstrate knowledge of the role of 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, including <u>Montana American Indians and tribes in Montana;</u>	
(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies;	(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, <u>as well as the roles of leaders, advocates, and systems change agents in schools;</u>	
(g) demonstrate competence in elementary, middle, and high school counseling in:	(g) demonstrate competence in elementary, middle, and high school counseling in:	
(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program;	(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program <u>that includes mission statements and objectives;</u>	
(ii) appraising and interpreting interviews, observations, and formal assessments (e.g., aptitude, interest, achievement, and personality tests);	(ii) appraising and interpreting interviews, observations, and formal assessments (e.g., aptitude, interest, achievement, and personality tests) <u>and other assessments relevant to education K-12;</u>	



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(iii) promoting student success using developmental approaches to assist all students 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);	(iii) promoting student success using <u>strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement</u> <del>developmental approaches to assist all students 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);</del>	
(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group counseling;	(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group <del>counseling contexts</del> <u>such as personal/social counseling, parent conferences, teaching guidance curriculum lessons using lesson planning and classroom managements strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;</u>	
(v) consulting with educators, family members, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development of all students;	(v) consulting with <del>educators,</del> family members, <u>school personnel, community agencies,</u> and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development of all students;	



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(vi) utilizing prevention and intervention programs that address issues such as drugs and alcohol, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and crisis management;	(vi) utilizing prevention and intervention programs that address issues such as drugs and alcohol, <u>wellness</u> , conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and <u>crisis management programs related to emergency management plans, crises, disasters, and other trauma-causing events</u> ;	
(vii) managing, using, analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement);	(vii) managing, <u>school counseling programs by using</u> <u>accountability data to inform decision making to advocate for students and programs</u> , analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement) <u>that advocate for students and programs</u> ;	
(viii) acquiring new knowledge and skills, and refining existing skills through professional renewal (i.e., self-reflection, continuing education, and professional development); and	(viii) <del>acquiring</del> <u>demonstrating</u> new knowledge and skills, and refining existing skills through professional renewal (i.e., self-reflection, continuing education, and professional development); and	
(ix) acquiring knowledge of special education laws, rules, and regulations and demonstrated competence in the knowledge of developmental and educational issues of exceptional students and their families;	(ix) <del>acquiring</del> <u>demonstrating</u> knowledge of special education laws, rules, and regulations and demonstrated competence in the knowledge of developmental and educational issues of exceptional students and their families;	
	(x) <u>demonstrating knowledge of the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders including the signs and</u>	



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	<u>symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs;</u>	
	<u>(xi) demonstrating knowledge of common medications that affect learning, behavior, and mood in children and adolescents; and</u>	
	<u>(xii) demonstrating knowledge of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;</u>	
(h) demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA);	(h) <u>demonstrating</u> knowledge of, and <u>applying</u> the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA); <u>and</u>	
(i) demonstrate knowledge of the ASCA national standards for student development (academic, career, and personal/social developmental domains) and demonstrate competence integrating the national standards throughout the school counseling program;	(i) <u>demonstrating</u> knowledge of the ASCA national standards for student development (academic, career, and personal/social developmental domains) and <u>demonstrate</u> competence integrating the national standards throughout the school counseling program;	
(j) successfully complete a supervised counseling practicum and internship experience, which include observation and practice of counseling and other professional skills related to professional school counseling with the following requirements:	(j) <u>The candidate will</u> successfully complete a supervised counseling practicum and internship experience, which include observation and practice of counseling and other professional skills related to professional school counseling. <u>The counseling practicum and internship experiences shall include:</u> <del>with</del> the following requirements:	



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(i) The counseling practicum must total a minimum of 100 hours, which includes 40 hours of supervised direct service to students providing individual counseling and group work.	(i) <del>The counseling a</del> <u>practicum must total with</u> a minimum of 100 hours, which includes 40 hours of supervised direct service to K-12 students providing individual counseling and group work.;	
(ii) The counseling practicum must be supervised a minimum of one hour per week in an individual supervision session and one and one-half hours per week in a group supervision session by a program faculty member or a supervisor under the supervision of a program faculty member.	(ii) <del>The counseling a</del> <u>practicum must be</u> supervised by a program faculty member or a supervisor under the supervision of a program faculty member of a minimum of one hour per week in an individual supervision session and one and one-half hours per week in a group supervision session.;	
(iii) The internship is begun after the successful completion of a counseling practicum and must consist of a minimum of 600 hours in a school setting.	(iii) <del>The an</del> <u>internship is begun that begins</u> after the successful completion of a counseling practicum and <del>must</del> <u>consist of</u> a minimum of 600 hours in a school setting.;	
(iv) The internship must include 240 hours of supervised direct service to students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation).	(iv) <del>The an</del> <u>internship must include of</u> 240 hours of supervised direct service to <u>K-12</u> students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation).;	
(v) The internship must be supervised a minimum of one hour per week in an individual supervision session (provided by a site supervisor) and one and one-half hours per week in a group supervision session (provided by a program faculty member).	(v) <del>The an</del> <u>internship must be that is</u> supervised <u>at</u> a minimum of one hour per week in an individual supervision session (provided by a site supervisor) and one and one-half hours per week in a group supervision session (provided by a program faculty member).;	



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(vi) Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience.	(vi) <del>Each regular or</del> <u>and</u> adjunct program faculty member who provide individual or group practicum and/or internship supervision <del>must</del> have a doctoral degree and/or appropriate clinical preparation, <del>preferably</del> from an accredited <u>school</u> counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience.; <u>and</u>	
(vii) Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of experience as a school counselor, and knowledge of the program's expectations, requirements, and evaluation procedures for trainees.	(vii) <del>Site supervisors must</del> <u>who</u> have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications <del>and/or licenses</del> <u>lisensure</u> , a minimum of two years of experience as a school counselor, and knowledge of the program's expectations, requirements, and evaluation procedures for trainees.	
(History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

