

TRANSMITTAL SHEET FOR  
NOTICE OF INTENDED ACTION

Control No. 290 Department or Agency Alabama State Department of Education  
Rule No. 290-3-3-.50 in the Teacher Education Chapter of the Alabama Administrative Code  
Rule Title: School Counseling

         New     X     Amend          Repeal          Adopt by Reference

Would the absence of the proposed rule significantly harm or endanger the public health, welfare, or safety?          No         

Is there a reasonable relationship between the state's police power and the protection of the public health, safety, or welfare?          Yes         

Is there another, less restrictive method of regulation available that could adequately protect the public?          No         

Does the proposed rule have the effect of directly or indirectly increasing the costs of any goods or services involved and, if so, to what degree?          No         

Is the increase in cost, if any, more harmful to the public than the harm that might result from the absence of the proposed rule?          No         

Are all facets of the rulemaking process designed solely for the purpose of, and so they have, as their primary effect, the protection of the public?          No         

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Does the proposed rule have an economic impact?          No         

If the proposed rule has an economic impact, the proposed rule is required to be accompanied by a fiscal note prepared in accordance with subsection (f) of Section 41-22-23, Code of Alabama 1975.

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Certification of Authorized Official

I certify that the attached proposed rule has been proposed in full compliance with the requirements of Chapter 22, Title 41, Code of Alabama 1975, and that it conforms to all applicable filing requirements of the Administrative Procedure Division of the Legislative Reference Service.

Signature of certifying officer          

Date          3/29/12

(DATE FILED)  
(STAMP)

APA-2  
07/04

**Alabama State Department of Education  
Office of Teaching and Leading**

**NOTICE OF INTENDED ACTION**

AGENCY NAME: State Department of Education

RULE NO. & TITLE:

290-3-3 is the Teacher Education Chapter of the Alabama Administrative Code.

290-3-3-.01	Definitions
290-3-3-.02	College and University Requirements
290-3-3-.04	Class B (Bachelor's Degree Level) Programs for Teaching Fields
290-3-3-.42	Class A (Master's Degree Level) Programs for Teaching Fields
290-3-3-.44	Alternative Class A Programs for Teaching Fields
290-3-3-.45	English for Speakers of Others Languages (ESOL) (Grades P-12)
290-3-3-.45.01	Reading Specialist (Grades P-12)
290-3-3-.46	Speech and Language Impaired (Grades P-12)
290-3-3-.47	Class A (Master's Degree Level) Programs for Areas of Instructional Support Personnel
290-3-3-.48	Instructional Leadership
290-3-3-.49	Library Media
290-3-3-.50	School Counseling
290-3-3-.51	School Psychometry
290-3-3-.51.01	Sport Management
290-3-3-.52	Class AA (Sixth-Year Level) Programs for Teaching Fields
290-3-3-.52.01	Teacher Leader
290-3-3-.53	Class AA (Sixth-Year Level) Programs for Areas of Instructional Support
290-3-3-.53.01	Instructional Leadership
290-3-3-.54	School Psychology

INTENDED ACTION: Amend

SUBSTANCE OF PROPOSED ACTION: Amend

Amend Rule 290-3-3-.01 to add definitions for instructional support area, levels of Alabama Professional Certificates, and program overlap; revise definitions on levels of educator preparation programs, professional studies, and teaching field; and delete language about converting a "pass" grade.

Amend Rule 290-3-3-.02 to allow for program overlap in accordance with written institutional policies and provide language to allow an individual who completed an educator preparation program at an Alabama institution and wishes to return to complete a program on the same degree level to use coursework from the first program without violating the rule limiting the number of courses that may be taken prior to unconditional admission.

Amend Rule 290-3-3-.04 to use consistent language about State requirements for unconditional admission.

Amend Rule 290-3-3-.42 to require unconditional admission before a person has taken more than five courses in an approved program; to stipulate courses from a prior-level of certification may not be used to meet requirements of a higher-level program; and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.44 to clarify language about State requirements for unconditional admission to an Alternative Class A program.

Amend Rule 290-3-3-.45 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.45.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.46 to require unconditional admission before a person has taken more than five courses in the approved program.

Amend Rule 290-3-3-.47 to require unconditional admission before a person has taken more than five courses in an approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.48 to emphasize a person must be unconditionally admitted before enrolling in courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.49 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.50 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53.01 to emphasize a person must be unconditionally admitted before enrolling in courses in the program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.54 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

TIME, PLACE, MANNER OF PRESENTING VIEWS: A public hearing will be held at 9:30 a.m., April 12, 2012, Auditorium Plaza Level, Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama. All persons wishing to express their views should contact the State Superintendent of Education at (334) 242-9700 no later than April 2, 2012, in order to ensure being scheduled on the agenda. All persons wishing to express their views in writing to the State Superintendent of Education should address all written comments to the State Superintendent of Education, Gordon Persons Building, P.O. Box 302101, Montgomery, Alabama 36130-2101.

FINAL DATE FOR COMMENT AND COMPLETION OF NOTICE: June 5, 2012

CONTACT PERSON AT AGENCY:

Dr. Jayne Meyer  
Alabama State Department of Education  
P.O. Box 302101  
Montgomery, Alabama 36130-2101  
(334) 242-9560



(Signature of officer authorized to promulgate and adopt rules or his or her deputy)

**290-3-3-.50 School Counseling.**

(1) **Rationale.** School counselors should be knowledgeable of effective counseling theories, practices, and techniques in order to meet the needs of a multicultural school population and to facilitate academic, career, and personal/social success. They also analyze and use data to enhance the school counseling program. These standards are aligned with the standards for the preparation of school counselors of the Council for Accreditation of Counseling and related Educational Programs (CACREP) and the *Comprehensive Counseling and Guidance Model for Alabama Public Schools*.

(2) **Unconditional Admission to a School Counseling Program.** The study of school counseling begins at the Class A level.

(a) Requirements for unconditional admission shall include a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level professional educator certificate in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or valid master's-level professional educator certificate in another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold ~~earn~~ at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Candidates admitted to the institution or graduate school on or after August 1, 2012, to enroll in courses in a Class A school counseling program may complete no more than five approved program courses prior to unconditional admission to the program.

(3) **Program Curriculum.**

(a) **Professional orientation and ethical practice.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) History, philosophy, and trends in school counseling and educational systems.

(ii) Professional roles and responsibilities including relationships and collaborations with other service providers.

(iii) Ethical and legal standards, as determined by appropriate professional organizations, legislation, and court decisions.

2. Ability to:

(i) Collaborate with other professionals.

(ii) Carry out the roles and responsibilities of a school counselor.

(iii) Maintain confidentiality and abide by ethical and legal standards.

(b) **School and cultural diversity.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Attitudes, values, and behaviors of multicultural groups and factors that influence these characteristics.

(ii) Theories of multicultural counseling and identity development.

(iii) Counselors' roles in developing and promoting self-awareness.  
(iv) Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

2. Ability to:

(i) Apply counseling practices that meet the needs of the multicultural population.

(ii) Advocate for the elimination of biases and prejudices towards multicultural populations.

(iii) Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

**(c) Human growth and development.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Human development and behavior across the life span with special emphasis on pre-school and school age populations.

(ii) Effects of crises, disasters, and other trauma-causing events on persons of all ages.

(iii) A general framework for understanding exceptional abilities and strategies for differentiated interventions.

(iv) The influence of multiple factors, (such as abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

(v) Various forms of needs assessments for academic, career, and personal/social development.

2. Ability to:

(i) Utilize knowledge of human development and behavior to provide services to students.

(ii) Make appropriate referrals to school and/or community resources.

**(d) Career development.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Career development theories and decision-making models.

(ii) Career development program planning, organization, implementation, administration, and evaluation.

(I) Career clusters, pathways, and programs of study.

(II) Secondary/postsecondary course articulation and dual enrollment.

(iii) Assessment instruments and techniques relevant to career planning and decision making.

(iv) Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

2. Ability to promote awareness of educational alternatives and the utilization of informational systems and technology to disseminate career and educational information.

(e) **Helping relationships.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Counseling theories and techniques.

(ii) Family relationships and interaction patterns.

(iii) A general framework for understanding and practicing consultation.

(iv) Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

2. Ability to:

(i) Apply appropriate counseling theories and techniques.

(ii) Establish and use appropriate methods of consultation with stakeholders.

(iii) Implement crisis intervention and suicide prevention models.

(f) **Group work.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Principles of group dynamics, including group members' roles and behaviors and therapeutic factors of group work.

(ii) Group leadership or facilitation styles and approaches.

(iii) Theories of group counseling.

(iv) Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

2. Ability to:

(i) Use appropriate counseling techniques in groups.

(ii) Evaluate the effectiveness of groups as a method of addressing specific counseling concerns in the school setting.

(g) **Student achievement.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Assessment methods and procedures, including assessing groups and individuals; gathering data and information; and selecting and using valid and reliable instruments.

(ii) Using assessment results in counseling students and in consultation with parents, teachers, and administrators.



- (iii) Limitations of assessment results.
- (iv) Legal and ethical issues in assessment.
- 2. Ability to administer assessments, gather data, and use appraisal results in counseling students and consulting with parents, teachers, and administrators.

**(h) Research and statistics.** Prior to program completion, prospective school counselors shall demonstrate:

- 1. Knowledge of research and evaluation, to include basic statistics and research designs, with emphasis on the ethical and legal implications of research.
- 2. Ability to apply basic statistics and research.

**(i) Foundations.** Prior to program completion, prospective school counselors shall demonstrate:

- 1. Knowledge of:
  - (i) Ethical and legal considerations specifically related to the practice of school counseling.
  - (ii) Roles, functions, settings, and professional identity of the school counselor.
  - (iii) Current models of school counseling programs (such as American School Counseling Association, ASCA National Model) and their integral relationship to the total educational program.
- 2. Ability to:
  - (i) Apply and adhere to ethical and legal standards in school counseling.
  - (ii) Articulate, model, and advocate for an appropriate school counselor identity and program.

**(j) Counseling, prevention, and intervention.** Prior to program completion, prospective school counselors shall demonstrate:

- 1. Knowledge of:
  - (i) How to design, implement, manage, and evaluate programs to enhance the academic, career and personal/social development of students.
  - (ii) Individual counseling, including establishing facilitative relationships.
  - (iii) Small group counseling, including group development, dynamics, and processes.
  - (iv) Career, educational, and psycho-social information for use in both counseling and instructional programs designed to emphasize the relationship between educational decision-making and career choice and lifestyle; and the need for life-long learning necessitated by technological changes.
  - (v) How to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
- 2. Ability to:
  - (i) Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

- (ii) Plan a comprehensive, developmental school-counseling program.
- (iii) Recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

**(k) Diversity and advocacy.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

- (i) Cultural, ethical, economic, legal and political issues surrounding diversity, equality, and excellence in terms of student learning.
- (ii) Community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal/social development of students.
- (iii) 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.
- (iv) Multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

2. Ability to:

- (i) Demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
- (ii) Advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
- (iii) Advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
- (iv) Engage parents, guardians, and families to promote the academic, career, and personal/social development of students.

**(l) Research and evaluation.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

- (i) How to critically evaluate research relevant to the practice of school counseling.
- (ii) Models of program evaluation for school counseling programs.
- (iii) Basic strategies for evaluating counseling outcomes in school counseling (such as behavioral observation and program evaluation).
- (iv) Current methods of using data to inform decision making and accountability (such as school improvement plan and school report card).
- (v) The outcome research data and best practices identified in the school counseling research literature.

2. Ability to:
  - (i) Apply relevant research findings to inform the practice of school counseling.
  - (ii) Develop measurable outcomes for school counseling programs, activities, interventions, and experiences.
  - (iii) Analyze and use data to enhance school counseling programs.

**(m) Academic development.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:
  - (i) The relationship of the school counseling program to the academic mission of the school.
  - (ii) The concepts, principles, strategies, programs, and practices designed to close achievement gaps, promote student academic success, and prevent students from dropping out of school.
  - (iii) Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material.
2. Ability to:
  - (i) Conduct programs designed to enhance student academic development.
  - (ii) Implement strategies and activities to prepare students for a full range of postsecondary options and opportunities.
  - (iii) Implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

**(n) Collaboration and consultation.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:
  - (i) Coordination, placement, and referral procedures.
  - (ii) Consultation models and their application in assisting teachers and administrators to develop curriculum and learning environments that respond to the developmental and remedial needs of students; and coordinating the efforts of parents, school staff, and agency personnel to enhance students' learning.
  - (iii) In-service activities related to test administration and interpretation; developmental needs of students; and implementation of guidance interventions.
  - (iv) Early identification, remediation, and referral of children with developmental deficiencies.
  - (v) Curriculum strategies that emphasize relationships between educational choices and lifestyle/career choices.
2. Ability to:
  - (i) Consult with parents, teachers, other school personnel, and agency personnel.

(ii) Locate resources in the community that can be used in the school to improve student achievement and success.

(iii) Use peer helping strategies in the school counseling program.

(o) **Leadership.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Planning, implementation/management, and evaluation of a comprehensive, developmental counseling program which includes conducting needs assessments, setting goals, and measuring and evaluating performance; and budgeting.

(ii) Time management techniques that will maximize the number of student served.

(iii) The important role of the school counselor as a system change agent.

(iv) The school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

2. Ability to:

(i) Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

(ii) Plan and present school-counseling-related educational programs for use with parents and teachers (such as parent education programs, materials used in classroom guidance, and advisor/advisee programs for teachers).

**(4) Requirements for Certification in School Counseling.** Readiness to serve as a school counselor shall include:

(a) At least a valid Class B Professional Educator Certificate in a teaching field, ~~or a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate~~ in a teaching field or in another area of instructional support.

(b) An official transcript from a regionally accredited institution documenting an earned master's degree.

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school counseling.

(d) Practicum. For candidates admitted prior to August 1, 2010, a practicum that includes a minimum of 30 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students. For candidates admitted on or after August 1, 2010, a practicum of at least 100 clock hours in a school-based setting, including a minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students, effective for candidates admitted on or after August 1, 2010.

(e) Internship. For candidates admitted prior to August 1, 2010, competence to perform all activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 300 clock hours, begun subsequent to completion of the the practicum. For candidates admitted on or after August 1, 2010, competence to perform all the activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 600 clock hours in a school-based setting, begun subsequent to the completion of the practicum, including a minimum of 240 clock hours in direct service work with early childhood/elementary and secondary school students. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in school counseling and who are employed as counselor.

(f) A passing score on a comprehensive assessment documenting mastery of the curriculum of the school counseling program, which may include, but may not be limited to, an oral examination.

(g) Two full years of full-time, acceptable educational experience.

**(5) Testing for Certification in School Counseling.** Applicants for initial certification in school counseling through the completion of a Class A Program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP). See 290-3-3-.47(4).

**Author:** ~~Dr. Joseph B. Morton.~~ Dr. Thomas R. Bice.

**Statutory Authority:** Ala. Code §§16-3-16 and 16-23-14 (1975).

**History:** New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended \_\_\_\_\_, effective \_\_\_\_\_.