



GACE® School Counseling Assessment Test I (103) Curriculum Crosswalk

Required Coursework Numbers

Subarea I. Foundations (80%)															
<i>Objective 1: Understands the history and role of the professional school counselor</i>															
A. Knows how to use current research to advocate for the school counselor identity and program															
B. Knows the benefits of membership in professional organizations and appropriate credentialing for school counselors; e.g., resources, networking, insurance															
C. Is familiar with the history, philosophy, and trends in school counseling as a profession															
D. Understands the current American School Counselor Association (ASCA) National Model®: A Framework for School Counseling Programs and its relationship to the total educational program															
E. Understands the current American School Counselor Association (ASCA) National Standards for Students including the domains of academic, career, and personal/social development of students															
F. Understands the role of the counselor at multiple levels — as a leader, advocate, collaborator, consultant, and coordinator — as they apply to school-counseling-related duties															
G. Knows similarities and differences in the school counselor's responsibilities at the elementary, middle, and high school levels in a multicultural context															

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H. Understands the difference between counselor responsibilities and non-counselor tasks (e.g., disciplining, substitute teaching, and managing school functions) and advocates for appropriate use of counselors as human resources																			
I. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning																			
J. Understands the structure of the United States educational system and the cultural, political, and social factors that influence educational practices																			
K. Understands that a comprehensive school counseling program's philosophy, vision, and mission are aligned with the school, district, and state missions and visions																			
<i>Objective 2: Demonstrates understanding of fundamental theories of human growth and development</i>																			
A. Knows major theories of physical development throughout the human life span																			
B. Knows major theories of cognitive development throughout the human life span																			
C. Knows major theories of personality and emotional development throughout the human life span																			
D. Knows major theories of social and character development throughout the human life span																			
E. Recognizes how atypical growth, health and wellness, language, ability level, multicultural issues, and resiliency affect learning and development																			

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<i>Objective 3: Understands fundamental principles of ethics and their applications in the field of counseling</i>																		
A. Knows current ethical guidelines regarding technology use (e.g., email, databases, social networks, blogs) for professionals and students																		
B. Understands the need for self-awareness of personal biases and limitations that may affect the counseling relationship																		
C. Is familiar with the American School Counselor Association (ASCA) Ethical Standards for School Counselors and the State of Georgia Ethic Standards for Educators																		
D. Understands the need for ongoing professional development designed for school counselors																		
E. Understands the appropriateness of relationships between professionals and students; e.g., dual relationships																		
F. Understands the school counselor's responsibility to ensure equitable access for school counseling services for all students																		
<i>Objective 4: Understands major laws and policies affecting students and school counselors</i>																		
A. Knows how changes in major public policy and laws affect student rights and school counselor responsibility																		
<ul style="list-style-type: none"> • Understands the role of the school counselor in relation to the Americans with Disabilities Act of 1990 (ADA, PL 101-336) in advocating for the legal rights of students with disabilities 																		

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<ul style="list-style-type: none"> Understands the role of the school counselor in relation to Section 504 of the Rehabilitation Act of 1973 															
<ul style="list-style-type: none"> Understands the role of the school counselor in relation to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA, PL 108-446) in advocating for students' legal rights 															
<ul style="list-style-type: none"> Understands the Family Educational Rights and Privacy Act of 1974 (FERPA, PL 93-380; also known as the Buckley Amendments) and its impact on student and parent rights 															
<ul style="list-style-type: none"> Is familiar with constitutional rights as they apply to educational settings for students and parents; e.g., freedom of speech, citizenship 															
<ul style="list-style-type: none"> Knows the relevance of Title IX of the Education Amendments of 1972 (PL 92-318) to education and school activities 															
<ul style="list-style-type: none"> Is familiar with Title II of the Education Amendments of 1976 (PL 94-482) the BRIDGE Act (Georgia HB 400), Georgia HB 186, and Georgia HB 713 and their relevance to equal opportunities in career counseling 															
<ul style="list-style-type: none"> Is familiar with the McKinney-Vento Homeless Assistance Act (PL100-77) and the counselor's responsibilities to homeless and/or displaced students 															
<ul style="list-style-type: none"> Is familiar with Georgia's Compulsory School Attendance Law (HB 1190, section 10) 															
B. Understands the mandated reporting requirements for child abuse and neglect															

Required Coursework Numbers

Subarea II. Management (20%)															
<i>Objective 1: Understands fundamentals of program management</i>															
A. Integrates technology to manage and evaluate school counseling programs															
B. Knows the role of the school counseling program as an integral part of the total educational process, including the concept of fair share and the negotiation and development of annual agreements															
C. Understands how to design, develop, and implement a comprehensive school counseling program in a multicultural context															
D. Is familiar with the design, staffing, and maintenance of programs for support of at-risk students															
E. Knows how to manage various types of referrals															
F. Understands and defines a school counselor's leadership role in a comprehensive counseling program															
G. Acts as a change agent															