

505-3-.67 SCHOOL COUNSELOR PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals for certification in the Service (S) field of School Counseling and to serve as school counselors in grades P-12. This rule 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 whole child wellness of all P-12 students.

(2) Requirements.

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program at the Master's degree or higher level for school counselors described in program planning forms, catalogs, and syllabi as addressing the following standards adapted from the standards published in July 2024 by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

1. Professional Counseling Orientation and Ethical Practice.

- (i) Candidates demonstrate awareness of the history and philosophy of the counseling profession and its specialized practice areas;
- (ii) Candidates demonstrate awareness of the multiple professional roles and functions of counselors across specialized practice areas;
- (iii) Candidates demonstrate awareness of the counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including collaboration and consultation, community outreach, and emergency response management;
- (iv) Candidates demonstrate awareness of the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, fairness, and success for all students;
- (v) Candidates demonstrate awareness of the role and process of the professional counselor advocating on behalf of the profession;
- (vi) Candidates demonstrate awareness of the professional counseling organizations, including membership benefits, activities, services to members, and current issues;
- (vii) Candidates demonstrate awareness of the professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas;
- (viii) Candidates demonstrate awareness of the legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas;
- (ix) Candidates demonstrate awareness of the current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession;

- (x) Candidates demonstrate awareness of the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas;
- (xi) Candidates demonstrate awareness of the self-care, self-awareness, and self-evaluation strategies for ethical and effective practice; and
- (xii) Candidates demonstrate awareness of the purpose of and roles within counseling supervision in the profession.

2. Social and Cultural Identities and Experiences.

- (i) Candidates demonstrate awareness of the theories and models of multicultural counseling, social justice, and advocacy;
- (ii) Candidates demonstrate awareness of the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews;
- (iii) Candidates demonstrate awareness of the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors;
- (iv) Candidates demonstrate awareness of the effects of historical events, multigenerational trauma, and current issues on varied cultural groups in the United States and globally;
- (v) Candidates demonstrate awareness of the effects of stereotypes;
- (vi) Candidates demonstrate awareness of the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness;
- (vii) Candidates demonstrate awareness of the disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities;
- (viii) Candidates demonstrate awareness of the principles of independence, participation, choice and self-empowerment, and access to services within and outside the counseling relationship;
- (ix) Candidates demonstrate awareness of the strategies for identifying and eliminating barriers;
- (x) Candidates demonstrate awareness of the guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with a variety of multicultural identities; and
- (xi) Candidates demonstrate awareness of the role of religion and spirituality in clients' and counselors' psychological functioning.

3. Lifespan Development.

- (i) Candidates demonstrate awareness of the theories of individual and family development across the lifespan;
- (ii) Candidates demonstrate awareness of the theories of cultural identity development;
- (iii) Candidates demonstrate awareness of the theories of learning;
- (iv) Candidates demonstrate awareness of the theories of personality and psychological development;
- (v) Candidates demonstrate awareness of the theories and neurobiological etiology of addictions;
- (vi) Candidates demonstrate awareness of the structures for affective relationships, bonds, couples, marriages, and families;
- (vii) Candidates demonstrate awareness of the models of resilience, optimal development, and wellness in individuals and families across the lifespan;
- (viii) Candidates demonstrate awareness of the models of psychosocial adjustment and adaptation to illness and disability;
- (ix) Candidates demonstrate awareness of the role of sexual development and sexuality related to overall wellness;
- (x) Candidates demonstrate awareness of the biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness;
- (xi) Candidates demonstrate awareness of the systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness;
- (xii) Candidates demonstrate awareness of the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan; and
- (xiii) Candidates demonstrate awareness of the effects of crises, disasters, stress, grief, and trauma across the lifespan.

4. Career Development.

- (i) Candidates demonstrate awareness of the models of career development, counseling, and decision-making;
- (ii) Candidates demonstrate awareness of the approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors;
- (iii) Candidates demonstrate awareness of the processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems;

- (iv) Candidates demonstrate awareness of the approaches for assessing the conditions of the work environment on clients' life experiences;
- (v) Candidates demonstrate awareness of the strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development;
- (vi) Candidates demonstrate awareness of the career development program planning, organization, implementation, administration, and evaluation;
- (vii) Candidates demonstrate awareness of the developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities;
- (viii) Candidates demonstrate awareness of the strategies for advocating for employment support for individuals facing barriers in the workplace;
- (ix) Candidates demonstrate awareness of the strategies for facilitating client skill development for career, educational, and life-work planning and management;
- (x) Candidates demonstrate awareness of the career and postsecondary training readiness and educational decision-making;
- (xi) Candidates demonstrate awareness of the strategies for improving access to educational and occupational opportunities for people from marginalized groups; and
- (xii) Candidates demonstrate awareness of the ethical and legal issues relevant to career development and career counseling.

5. Counseling Practice and Relationships.

- (i) Candidates demonstrate awareness of the theories and models of counseling, including relevance to clients from multicultural backgrounds;
- (ii) Candidates demonstrate awareness of the critical thinking and reasoning strategies for clinical judgment in the counseling process;
- (iii) Candidates demonstrate awareness of the case conceptualization skills using a variety of models and approaches;
- (iv) Candidates demonstrate awareness of the consultation models and strategies;
- (v) Candidates demonstrate awareness of the application of technology related to counseling;
- (vi) Candidates demonstrate awareness of the ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities;
- (vii) Candidates demonstrate awareness of the culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities;

- (viii) Candidates demonstrate awareness of the counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships;
- (ix) Candidates demonstrate awareness of the interviewing, attending, and listening skills in the counseling process;
- (x) Candidates demonstrate awareness of the counseling strategies and techniques used to facilitate the client change process;
- (xi) Candidates demonstrate awareness of the strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences;
- (xii) Candidates demonstrate awareness of the goal consensus and collaborative decision-making in the counseling process;
- (xiii) Candidates demonstrate awareness of the developmentally relevant and culturally sustaining counseling treatment or intervention plans;
- (xiv) Candidates demonstrate awareness of the development of measurable outcomes for clients;
- (xv) Candidates demonstrate awareness of evidence-based counseling strategies and techniques for prevention and intervention;
- (xvi) Candidates demonstrate awareness of record-keeping and documentation skills;
- (xvii) Candidates demonstrate awareness of the principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources;
- (xviii) Candidates demonstrate awareness of the classification, effects, and indications of commonly prescribed psychopharmacological medications;
- (xix) Candidates demonstrate awareness of the suicide prevention and response models and strategies;
- (xx) Candidates demonstrate awareness of crisis intervention, trauma-informed, community-based, and disaster mental health strategies; and
- (xxi) Candidates demonstrate awareness of the processes for developing a personal model of counseling grounded in theory and research.

6. Group Counseling and Group Work.

- (i) Candidates demonstrate awareness of the theoretical foundations of group counseling and group work;
- (ii) Candidates demonstrate awareness of the dynamics associated with group process and development;

- (iii) Candidates demonstrate awareness of the therapeutic factors of group work and how they contribute to group effectiveness;
- (iv) Candidates demonstrate awareness of the characteristics and functions of effective group leaders;
- (v) Candidates demonstrate awareness of the approaches to group formation, including recruiting, screening, and selecting members;
- (vi) Candidates demonstrate awareness of the application of technology related to group counseling and group work;
- (vii) Candidates demonstrate awareness of the types of groups, settings, and other considerations that affect conducting groups;
- (viii) Candidates demonstrate awareness of the culturally sustaining and developmentally responsive strategies for designing and facilitating groups;
- (ix) Candidates demonstrate awareness of the ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities; and
- (x) Candidates demonstrate awareness of the direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. Assessment and Diagnostic Processes.

- (i) Candidates demonstrate awareness of the historical perspectives concerning the nature and meaning of assessment and testing in counseling;
- (ii) Candidates demonstrate awareness of the basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments;
- (iii) Candidates demonstrate awareness of the statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- (iv) Candidates demonstrate awareness of the reliability and validity in the use of assessments;
- (v) Candidates demonstrate awareness of the culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications;
- (vi) Candidates demonstrate awareness of the ethical and legal considerations for selecting, administering, and interpreting assessments;
- (vii) Candidates demonstrate awareness of the use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes;

- (viii) Candidates demonstrate awareness of the use of assessments in academic/educational, career, personal, and social development;
- (ix) Candidates demonstrate awareness of the use of environmental assessments and systematic behavioral observations;
- (x) Candidates demonstrate awareness of the use of structured interviewing, symptom checklists, and personality and psychological testing;
- (xi) Candidates demonstrate awareness of the diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems;
- (xii) Candidates demonstrate awareness of substance abuse, addictions and co-occurring conditions;
- (xiii) Candidates demonstrate awareness of the procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide;
- (xiv) Candidates demonstrate awareness of the procedures for assessing clients' experience of trauma;
- (xv) Candidates demonstrate awareness of the procedures for identifying and reporting signs of abuse and neglect;
- (xvi) Candidates demonstrate awareness of the procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders; and
- (xvii) Candidates demonstrate awareness of the procedures for using assessment results for referral and consultation.

8. Research and Program Evaluation.

- (i) Candidates demonstrate awareness of the importance of research in advancing the counseling profession, including the use of research to inform counseling practice;
- (ii) Candidates demonstrate awareness of the identification and evaluation of the evidence base for counseling theories, interventions, and practices;
- (iii) Candidates demonstrate awareness of the qualitative, quantitative, and mixed methods research designs;
- (iv) Candidates demonstrate awareness of the practice-based and action research methods;
- (v) Candidates demonstrate awareness of the statistical tests used in conducting research and program evaluation;
- (vi) Candidates demonstrate awareness of the analysis and use of data in research;
- (vii) Candidates demonstrate awareness of the use of research methods and procedures to evaluate counseling interventions;

- (viii) Candidates demonstrate awareness of the program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy;
- (ix) Candidates demonstrate awareness of the culturally sustaining and developmentally relevant outcome measures for counseling services;
- (x) Candidates demonstrate awareness of the ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation; and
- (xi) Candidates demonstrate awareness of the culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation.

9. School Counseling Specialization.

- (i) Candidates demonstrate awareness of the models of school counseling programs;
- (ii) Candidates demonstrate awareness of the models of PK-12 comprehensive career development;
- (iii) Candidates demonstrate awareness of the models of school-based collaboration and consultation;
- (iv) Candidates demonstrate awareness of the development of school counseling program mission statements and objectives;
- (v) Candidates demonstrate awareness of the design and evaluation of school counseling curriculum, lesson plan development, wide range of classroom management strategies, and differentiated instructional strategies;
- (vi) Candidates demonstrate awareness of the school counselor roles as leaders, advocates, and systems change agents in PK-12 schools;
- (vii) Candidates demonstrate awareness of the qualities and styles of effective leadership in schools;
- (viii) Candidates demonstrate awareness of advocacy for comprehensive school counseling programs and associated school counselor roles;
- (ix) Candidates demonstrate awareness of the school counselor roles and responsibilities in relation to the school crisis and management plans;
- (x) Candidates demonstrate awareness of school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources;
- (xi) Candidates demonstrate awareness of the skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement;

- (xii) Candidates demonstrate awareness of the skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders;
- (xiii) Candidates demonstrate awareness of the strategies for implementing and coordinating school-based interventions;
- (xiv) Candidates demonstrate awareness of the techniques of social-emotional and trauma-informed counseling in school settings;
- (xv) Candidates demonstrate awareness of evidence-based and culturally sustaining interventions to promote academic development;
- (xvi) Candidates demonstrate awareness of approaches to increase promotion and graduation rates';
- (xvii) Candidates demonstrate awareness of the interventions to promote postsecondary and career readiness;
- (xviii) Candidates demonstrate awareness of the strategies to facilitate school and postsecondary transitions; and
- (xix) Candidates demonstrate awareness of the strategies to promote student achievement and access to postsecondary education opportunities for all students.

10. Field Experiences / Clinical Practice Requirements.

- (i) The counselor education program provides ongoing support to place candidates in fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional school counselors;
 - (ii) Supervision of practicum and internship candidates includes secure audio or video recordings and/or live supervision of students' interactions with students that are in compliance with applicable institutional, state, federal, and international privacy requirements for school counselors;
 - (iii) Candidates have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship;
 - (iv) In addition to the development of individual counseling skills, during either the practicum or internship, candidates must lead or co-lead a counseling or psychoeducational group; and
 - (v) Formative and summative evaluations of the candidate's counseling performance and ability to integrate and apply knowledge are conducted as part of the candidate's practicum and internship.
- (b) 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.

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