HCE 606  Counseling Students Services for Students with Exceptional Needs

This course will meet the needs of graduate students who will be counseling in schools or agencies with children and adolescents who may have special needs. The course will provide an overview of exceptionalities. In addition to this overview, it will provide a basis for consultation, collaboration and counseling in both individual and small groups. This course will meet the state requirement for certification for the professional school counselor.

Prerequisite: Prerequisites: Open to matriculated students in Counselor Education, Special Education and School Psychology or by permission of instructor.

Credit Hours: 3
Course Type: Variable
Ideal Class Size: 25

Relationship to CEHD Core Values
Democracy: Students observe special needs K-12 students and teachers in public schools
Civility & Caring: The entire counseling profession is centered on caring and civility. Guidance curricula are designed to foster civility and caring for K-12 students.
Equity & Diversity: identify multi-cultural, political, legal and ethical issues facing school counselors.
Social Justice: School counselor’s role as advocate for special needs students explored.
Scholarship: Program interventions based on Best Practices models.
Professional Learning & Continuous Improvement: One of the major elements of CACREP-accredited programs – School Counseling concentration. Benchmark course for student portfolios. Professional development emphasized as an ethical obligation.
Ethical Practice: Students sign a Code of Ethics Attestation statement upon entry into the Counselor Education program, and all students are responsible for abiding by the professional Code of Ethics in all course work and activities that represent program outcomes and standards.

Course Goal:
The intent of this course is to foster the integration of a developmental model of school counseling through practical field-based experiences. The course is designed to assist the student in conceptualizing, reflecting upon, and integrating a framework for helping students through the practice of consultation and large group guidance.

Course Outcomes:
Students will be able to demonstrate:
1. a basic understanding of terminology used in the field of special education.
2. knowledge of the historical development of special education
3. knowledge and understanding of major court cases and legislation having an impact on mainstreamed students
4. an understanding the role of the counselor in the Individual Education Plan (IEP) team process
5. an ability to work with students who are at risk and do not qualify for special services (504)
6. awareness of the needs of parents of students with exceptional needs
7. knowledge of community and school referral sources
8. fundamental understanding of the etiologies and characteristics of students with the full range of exceptional needs
9. an ability to recognize individual learning styles and instructional needs
10. an ability to interpret test data that relates to the academic, occupational and social/personal needs of the student
11. an ability to consult about classroom modification and accommodations
12. an ability to create classroom guidance units related to the needs of students with exceptional needs and their peers
13. an understanding of the career development needs of this population
14. an ability to facilitate transition between educational levels
15. an ability to positively contribute to a team approach to the education of students with exceptional needs, recognizing when and how to use supportive community and school resources

11/09