HCE 607  School Guidance Programs and Services

This course is intended for those preparing to be school counselors. It considers the conceptual framework for comprehensive developmental guidance and counseling practices in elementary and secondary schools. Major areas of focus include program management, guidance curricula, individual planning and advising, and responsive services that are organized to meet the educational, personal, and career needs of students.

Prerequisite:  HCE 609 The Practice of School Counseling or by permission of the instructor
Credit Hours:  3
Course Type:  Variable
Ideal Class Size:  25

Relationship to CEHD Core Values
Democracy:  Comprehensive programs are designed to promote independent decision-making for K-12 students in the context of school curricula.
Civility & Caring:  Students are able to describe the kinds of responsive services that will meet students’ needs.
Equity & Diversity:  Multicultural competence (for K-12 students) in addressed and assessed; cultural foundations of profession explored.
Social Justice:  Students must explain their roles as advocates for K-12 students.
Scholarship:  Research papers must be presented according to APA standards; primary learning focused on analysis, synthesis, and evaluation.
Professional Learning & continuous Improvement:  One of the major elements of CACREP-accredited programs – School counseling concentration. Benchmark course for student portfolios; professional association membership highly encouraged.
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 course will provide school counselors with the knowledge and skills that will assist in the planning, implementation, and evaluation of comprehensive school counseling programs and services.

Course Outcomes
Students will be able to:
1. describe the historical, social, and cultural foundations of school counseling programs.
2. design comprehensive developmental school counseling programs that reflect student and community needs.
3. demonstrate a command of legal issues and ethical standards of ACA practice.
4. develop a comprehensive K-12 guidance curriculum model, emphasizing multicultural perspectives.
5. identify appropriate responsive services, including consultation, individual and group counseling, and student assistance teams, that schools can use to address the developmental concerns of students.
6. personalize the competencies needed and challenges presented by quality programming and professionalism.

1/07
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