COUN 5150: FOUNDATIONS OF SCHOOL COUNSELING

Term: Spring 2017  
Meeting Time: Monday, 4:30 – 7:30 PM  
Instructor: Dr. Deborah Buchanan  
Telephone: 221-1247  
Email: buchanand@apsu.edu  
Credit Hours: 3  
Room #: CL 302  
Office: CL 215C  
Office Hours: Mon. 2:00 – 3:30  
Wed. 12:00 – 1:00  
Thurs. 2:00-3:30  
Fri. 11:00-12:00

REQUIRED TEXT:  

ADDITIONAL REQUIRED DOCUMENTS: These can be retrieved from D2L  

KEY WEBSITES:  
• [American School Counselor Association (ASCA) National Model](#)  
• [National Center for Transforming School Counseling](#)  
• [Center for School Counseling Outcome Research and Evaluation](#)  
• [Redesigning School Counseling](#)

COURSE DESCRIPTION:  
This course examines the historical, contemporary, and legal and ethical issues facing the professional school counselor in today’s society. Various functions of the professional school counselor and the skills necessary to meet the needs of student populations in the academic, career, and personal/social domains within the context of a comprehensive, developmental school counseling (CDSC) program will be explored. Students are introduced to the basic principles of working with diverse populations, school administrators, faculty, parents, and other stakeholders in elementary, middle, and high school settings. The school counselors’ role and functions of counselor, consultant, coordinator, leader, and advocate for Pre-K to 12 students will be examined. Students will be introduced to the *ASCA National Model: A Framework for School Counseling Programs*. 
CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education’s commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

KNOWLEDGE AND SKILL OUTCOMES: The objectives of this course align with the CACREP Standards (2016) stated below. As a result of successfully completing this course students will have the knowledge and skills related to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>CACREP Standards</th>
<th>Course Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The history, philosophy, and current trends in school counseling and educational systems.</td>
<td>SC G.1.a.</td>
<td>Readings, class discussion, class activity</td>
</tr>
<tr>
<td>Identifying the process of designing, implementing, managing, and evaluating a comprehensive developmental school counseling program.</td>
<td>SC G.1.b.</td>
<td>Readings, class discussions, class activity</td>
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<tr>
<td></td>
<td>SC G.1.c.</td>
<td></td>
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<tr>
<td></td>
<td>SC G.3.f</td>
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</tr>
<tr>
<td>Assessing ways to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.</td>
<td>SC G.1.b.</td>
<td>Readings, class discussion, case study scenarios</td>
</tr>
<tr>
<td></td>
<td>SC G.1.c.</td>
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<tr>
<td></td>
<td>SC G.3.f</td>
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<tr>
<td>Identifying various forms of assessment for academic, career, and personal/social development.</td>
<td>SC G.1.d.</td>
<td>Readings, class discussion, class activities</td>
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<tr>
<td></td>
<td>SC G.1.e.</td>
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<td>SC G.1.f</td>
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<tr>
<td>Explaining the important role of the school counselor as a systems change agent.</td>
<td>SC G.2.a.</td>
<td>Readings, class discussion, case studies, School Counseling Philosophy Paper</td>
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<tr>
<td></td>
<td>SC G.2.f</td>
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<tr>
<td>Discussing the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.</td>
<td>SC G.2.b.</td>
<td>Readings, class discussions, case study, School Counseling Philosophy Paper</td>
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<td></td>
<td>SC G.2.f</td>
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<tr>
<td>Topic</td>
<td>SC G.x.y</td>
<td>Activity</td>
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<tr>
<td>Identifying the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.</td>
<td>SC G.2.d. SC G.2.f</td>
<td>Readings, class discussion, School Counseling Philosophy Paper, School Administrator/Teacher Interview Project</td>
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<tr>
<td>Outlining the operation of the school emergence management plan and the roles and responsibilities of the school counselor during crises, disasters, and other traumatic events.</td>
<td>SC G.2.e</td>
<td>Readings, class discussions, case studies, School Counseling Philosophy Paper</td>
</tr>
<tr>
<td>Identifying the public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession.</td>
<td>SC G.2.f</td>
<td>Readings, class discussions, School Counseling Philosophy Paper; School Counseling Issues Debate</td>
</tr>
<tr>
<td>Recognizing professional roles, functions, and relationships with other human services providers.</td>
<td>SC G.2.k. SC G.2.b</td>
<td>Readings, class discussions, class activity</td>
</tr>
<tr>
<td>Knowing about professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases.</td>
<td>SC G.2.l. SC G.2.n</td>
<td>Readings, class discussion</td>
</tr>
<tr>
<td>Identifying the process of professional credentialing, including certification, licensure, and accreditation practices and standards and the effects public policy has on these issues.</td>
<td>SC G.2.m. SC G.2.l</td>
<td>Readings, class discussion, School Counseling Issues Debate</td>
</tr>
<tr>
<td>The ethical and legal considerations related specifically to the practice of school counseling</td>
<td>SC G.2.n. SC G.2.k</td>
<td>Readings, class discussion, class activity, School Counseling Issues Debate</td>
</tr>
<tr>
<td>Understanding current issues, policies, laws and regulations relevant to the school counseling profession.</td>
<td>SC G.2.n</td>
<td>Readings, class discussion, case studies, School Counseling Issues Debate</td>
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<tr>
<td>Identifying basic strategies for evaluating counseling outcomes in school counseling (e.g. behavioral observation, program evaluation).</td>
<td>SC G.3.f.</td>
<td>Readings, discussions, case studies</td>
</tr>
<tr>
<td>Understanding the composition of modern school populations including the variety of cultural, life-style, socioeconomic, and human conditions manifested by these students; and</td>
<td>SC G.3.f SC G.3.h.</td>
<td>Readings, discussion, case studies, School Counseling Issues Debate</td>
</tr>
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</table>
those at-risk students’ problems and barriers that impede student academic, career and personal/social success and overall development.

<table>
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<tr>
<th>Demonstrating the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote academic success, and prevent students from dropping out.</th>
<th>SC G.3.i.</th>
<th>Readings, class discussion, case studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing and understanding community, environmental, and institutional opportunities that enhance, as well as barriers that impede students’ academic, career, and personal/social choices.</td>
<td>SC G.3.k.</td>
<td>Readings, class discussion, case studies, School Counseling Philosophy Paper, School Counseling Issues Debate</td>
</tr>
<tr>
<td>Identifying strategies to promote, develop, and enhance effective teamwork within the school and the larger community.</td>
<td>SC G.3.l.</td>
<td>Readings, class discussions, class activity, exams, School Counseling Philosophy Paper</td>
</tr>
<tr>
<td>Critically evaluate research relevant to the practice of school counseling.</td>
<td>F.8.a SC G.3.m. SC G.1.e</td>
<td>Readings, class discussions, Journal Article Review</td>
</tr>
<tr>
<td>Explaining advocacy processes need to address institutional and social barriers that impede access, equity, and success for clients.</td>
<td>SC G.3.o.</td>
<td>Readings, lecture, discussion, exams</td>
</tr>
</tbody>
</table>

**METHODS OF INSTRUCTION:**
This class is intended to include class discussion, self-sharing, case studies and presentations. To enhance the learning experiences media information, experiential assignments and research will be utilized as appropriate.

**STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES**
The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives.

**Attendance and Class Participation (80 points)**
Students are expected to attend and participate in all classes. You are expected to come to class prepared to actively participate in all class discussions and activities. Points will be deducted on an individual basis for unexcused absences and tardiness. If you cannot make it to class, please let me know ahead of time (if possible) via email, text or a phone call. Please note: a text or email within 15 minutes or less of scheduled class time does not constitute prior notice.
Online Activities (80 points)
This course will be taught in a hybrid format. This means that there will be several weeks in which we will not meet on campus. During the weeks that we do not meet, you are responsible for completing the online and/or discussion board activities.

Legal Issues in School Counseling Case Review (40 points) - Due 2/6/2017
You will be assigned a legal case that has been influential to the school counseling profession and the forming of the ASCA Ethical Standards. You will research and review the case and write a short paper (no more than two pages in length). Your paper should include the following:

1) An overview of the case, including:
   a. The plaintiff(s) and their position
   b. The defendant(s) and their position
2) The court’s ruling, any subsequent court rulings (in cases that were elevated to higher courts), and reason(s) for ruling.
3) An explanation of the ASCA Ethical Standards that are relevant to this case, and why.
4) Significance of the case to the school counseling profession (how do you foresee applying this case and its ruling in your practice?)

Note: Submit your legal case review to the D2L Dropbox on the assigned due date. No late submissions will be accepted without prior approval of the instructor.

Journal Article Review (50 points) - Due 3/13/2017
Select a research article from a peer-reviewed school counseling related journal. You will use the evaluation checklist provided during the first class meeting to complete this assignment. Be prepared to discuss your research article in class.

Note: Submit your article review to the D2L Dropbox on the assigned due date. No late submissions will be accepted without prior approval of the instructor.

School Administrator & Teacher Interviews (100 points) - Due 4/17/2017
You will conduct two in-depth interviews (one with a teacher and one with a school level administrator). Specific questions and guidelines will be provided in the first class meeting. You will turn in a written paper for each interview (approximately 5-6 pages per interview, APA format). You will present an oral report of approximately 10 minutes to the class on your findings including the main perspectives and themes you found from your interviews.

Note: Submit your papers to the D2L Dropbox on the assigned due date. No late submissions will be accepted without prior approval of the instructor.

School Counselor Philosophy Paper (100 points) - Due 4/24/2017
As you prepare for the school counseling profession it is vital to take time to self-reflect and to understand your role within the school system. This includes considering how your beliefs and personality fit in a leadership position in the school environment. You will write a 5-6 page paper that includes the following:
1) Beliefs about your role as a school counselor including a discussion of how the school counselor is a systems change agent. In other words, what are some of the strategies you will need to consider in transforming the school counseling program to one that is comprehensive and developmental?

2) Your role as an advocate for the profession and for your students

3) Significant values and beliefs you hold that are instrumental to success as a school counselor

4) Discussion of your role as a team builder to promote academic, career, and personal/social development within the school community

5) The school counselor’s role in crisis intervention

6) The school counselor’s role in career and college planning

7) You role in accountability and using data to inform decision making.

8) Your role in student assistant programs, curriculum, and advisory meetings

9) Identify areas of personal strength and area that you would like to improve including specific strategies for making these changes.

Note: Please submit your paper to the D2L Dropbox on the due date. No late submissions will be accepted without prior approval.

School Counselor Issue Debate (50 points)
You will work with a partner on which you will be given a controversial topic to research. Each person will be assigned a different side of the issue. You are to present the information to the class in an interesting fashion with limited lecture. Each person will have up to 7 minutes to present the issue and then you will have up to 3 minutes for a rebuttal. Please note: You will submit your debate outline/notes along with a reference page to the D2L Dropbox prior to your debate session.

Possible debate topics are listed below. If you have a topic in mind other than those listed below, please let me know at the time of scheduling.

• Issue 1. There are many individuals in the schools that duplicate the services of the school counselor such as the school psychologist and school social worker. Since career development is one area that belongs exclusively to the school counseling profession, should middle and high school counselors concentrate on educational and career planning by decreasing the time spent with personal/social counseling?

• Issue 2. Elementary and middle school counselors need to spend more time addressing value clarification in guidance classes to assist students in being clear about their beliefs and those of others.

• Issue 3. Many states have eliminated teaching as a requirement to enter the school counseling profession. Was this a wise decision particularly since school counselors perform classroom guidance?
• Issue 4. Mental health counselors have an extensive background in counseling and working with all age groups. Mental health counselors should be allowed to work in schools to perform the same duties as school counselors.

• Issue 5. With the 20/20 vision of counseling initiative, it would be wise for ASCA to reconsider their stance in regard to this initiative.

• Issue 6. Professional school counselors should hold a certificate from the National Board for Professional Teaching Standards (NBCTS) rather than the National Board of Certified Counselors (NCSC).

• Issue 7. School counselors today have a huge caseload. School counselors need to focus more on group counseling as opposed to individual counseling in order to more adequately meet the needs of all students.

• Issue 8. School counselors are working vigorously to define their role in the school setting. Due to legislative initiatives such as No Child Left Behind, school counselors need to clarify their role as that of an educator rather than a counselor.

• Issue 9. In Tennessee, it is now acceptable, by state law, for a counselor to refuse service to a client whose presenting problem, life-style, or belief system goes against the counselor’s “personally held beliefs.” School counselors should also have the right to follow this law, and only provide academic and career support not social-emotional support to those students’ whose presenting problem, life-style, or belief system goes against his/her “personally held beliefs.”

• Issue 10. Many students today come from neighborhoods and homes that challenge their abilities to fully benefit from their educational experience. Since social justice and advocacy is an important component of the counseling profession, school counselors should spend a portion of their time outside of the school day building community relationships. They should also be able to make a home visit without a social-worker present.

Grading
Attendance & Class Participation 80
Online Activities 80
Legal Case Review 40
Journal Article Review 50
Current Issues in School Counseling Debate 50
School Administrator & Teacher Interviews 100
School Counseling Philosophy Paper 100

Total points: 500
All work is expected to be completed by the dates indicated for various assignments. Ten (10) points will be deducted per day for assignments that are past due.

Other Guidelines

1) Please be respectful of your classmates and keep your cell phones turned off or to a silent setting and out of view. Use of cell phones during class is rude and disrespectful to the instructor and your peers. It also prevents you from getting the most out of your education. If you absolutely must take a call, please be respectful and quietly step out of the classroom. Please note: If the instructor observes cell phone usage of any sort during class, she/he has the right to ask you to leave the room for the remainder of class time.

2) Attendance and participation are mandatory. Each unexcused absence will result in a 10-point deduction from your final grade. More than three unexcused absences will result in a failing grade for the course. Absences will be excused at the discretion of the instructor. However, please think in terms of life/death emergencies.

3) If you dispute a grade on any assignment, you must speak with me within one week of receiving the grade. Please do not wait until the end of the semester.

Please Note: It is important that all written work meets the academic standards of Master’s level students using APA 6th edition formatting. If you feel you need assistance with your writing please contact the Writing Lab at the Academic Support Center in the Marks Building, Room 122 (phone# 221-6553).

Students with Disabilities:
Any student who has a disability that may affect his/her academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services: (phone #: 221-6230; email: disabilityservices@apsu.edu)

Academic and Classroom Misconduct:
Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Student Conduct” in the new Student Handbook for an understanding of what will be expected of them within the academic setting.

Writing Quality and Academic Honesty:
It is important that all written work meets the academic standards of graduate students using APA 6th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source
without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Class Grievances:
I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

Policy on Minors:
Minors (any non-student under the age of 18) accompanying staff, faculty, students or visitors on campus are not permitted in the classroom.

TENTATIVE COURSE SCHEDULE

Please note: The instructor has the right to make changes to the schedule as necessary.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Introduction, Syllabus, Overview of course expectations</td>
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<tr>
<td>1/30</td>
<td>History of the School Counseling Profession</td>
<td>Chapter 1</td>
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<td></td>
<td>Assign Legal Case Review for next week</td>
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<tr>
<td>2/6</td>
<td>The School Counselor and Legal/Ethical Issues</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td>Assign Legal Case Review for next week</td>
<td>ASCA Ethical Standards</td>
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<td></td>
<td>Assignment</td>
<td>Legal Case Review Due</td>
</tr>
<tr>
<td>2/13</td>
<td>Comprehensive, Developmental School Counseling Programs</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Class discussion of journal articles</td>
<td>Sign up for Issues Debate</td>
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<tr>
<td>2/20</td>
<td>The School Counselor as a Group Leader and Facilitator</td>
<td>Chapter 5 &amp; 6</td>
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<td></td>
<td>Individual Counseling in the School Environment</td>
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<td>2/27</td>
<td>The School Counselor’s Role in Research and Assessment</td>
<td>Chapter 4</td>
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<tr>
<td>3/6</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/13</td>
<td>The School Counselor’s Role in Crisis Counseling</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Class discussion of journal articles</td>
<td>Journal Article Review Due</td>
</tr>
<tr>
<td>3/20</td>
<td>The School Counselor and Career Counseling</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>3/27</td>
<td>The School Counselor and Academic</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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| 4/3 Online | Achievement  
*Issues Debate (2)*  
Developmental and Multicultural Issues of School-Age Youth | Chapter 10                                    |
| 4/10       | The School Counselor as Advocate and Leader  
*In Class Activity - Advocacy Case Studies Issues Debate (2)* | Chapter 11                                    |
| 4/17       | Consultation and Collaboration  
*Share Interviews with class* | Chapter 12  
*Administrator/Teacher Interviews Due* |
| 4/24       | LAST DAY OF CLASS – NO CLASS MEETING  
Course Evaluations | Chapter 12  
*School Counseling Philosophy Paper Due* |
| 5/1        | EXAM DAY                                                             |                                               |

**Current Issues in School Counseling Rubric**

Note: It is YOUR responsibility to bring copies of this form for your peers to evaluate you on the day of your debate.

Debaters: ___________________________ ___________________________  
(Pro)  
(Con)

Topic: ________________________________________________________________

The debate is **worth 50 points** and graded on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Point Values</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative, interesting presentation with minimal notes</td>
<td>20</td>
<td>Pro: Con:</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Topic</td>
<td>10</td>
<td>Pro: Con:</td>
<td></td>
</tr>
</tbody>
</table>
### School Counseling Philosophy Paper Scoring Rubric
(100 points)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Point Value</th>
<th>Points Earned</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>APA 6th Edition style formatting</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Ability to express views with supporting evidence</td>
<td>30</td>
<td></td>
<td></td>
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<tr>
<td>Understanding of Issues Related to Counseling</td>
<td>30</td>
<td></td>
<td></td>
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<tr>
<td>Understanding of Self Philosophy</td>
<td>30</td>
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**Philosophy Paper Checklist:**

Use the information below as a guide to writing your Philosophy Paper. Please make sure that your paper has appropriate headings and subheadings (I will NOT “hunt & peck” my way through your paper to ensure that you have covered everything). I have also included possible headings/subheadings below. You do not have to use these exactly, but let them be a guide as you organize your paper.
Beliefs about your role as a school counselor includes a discussion of how the school counselor is a systems change agent. Includes some strategies you will need to consider in transforming the school counseling program to one that is comprehensive and developmental.

Your role as an advocate for the profession and for your students includes some strategies you will need to consider in transforming the school counseling program to one that is comprehensive and developmental.

Advocate for the profession
Advocate for students

Significant values and beliefs you hold that are instrumental to success as a school counselor.

Your role as a team builder to promote academic, career, and personal/social development within the school community.

The school counselor’s role in crisis intervention
The school counselor’s role in student career and college planning
You role in accountability and using data to inform decision making.
Your role in student assistant programs, curriculum, and advisory meetings
Areas of personal strength and area that you would like to improve including specific strategies for making these changes.

Personal Strengths
Areas for improvement
Strategies for making changes

Possible headings for organizing your Philosophy of School Counseling Paper

Example #1:
Introduction
The School Counselor as a Systems Change Agent
The School Counselor as an Advocate
Significant Values and Beliefs
The School Counselor as a Team Builder
The School Counselor and Crisis Intervention
The School Counselor and College and Career Readiness
The School Counselor and Data Use
The School Counselor and Programming
Strengths and Weaknesses
Example #2:
The Role of a School Counselor
Advocate for Students and the Profession
Values and Beliefs Relevant to School Counselor Success
Team Builder
Crisis Intervention
College & Career Readiness
Accountability and Data Driven Decisions
Advisory, Assistant Programs, and Curriculum
Personal Strengths and Areas of Improvement
COUN 5150 – Foundations of School Counseling
Journal Article Review Checklist

Instructions: Please include all of the following information in your review. Be prepared to discuss your article in class on the due date provided in the syllabus.

Title of the Article:

Title of the journal in which the article was published:

Author(s):

Date of Publication:

Purpose of Research:

Summary of Literature Review:

Methodology:

Research method used:

Participants (includes number, gender, ethnicity, other demographic information, population – e.g. 8th grade students):

Data Collection & Analysis:

Summary of Results/Findings:

Summary of Discussion (including implications for further research and implications for practice):

Usefulness of research article to the school counseling profession (include whether or not you will use the information presented in the future or not, explain.)
COUN 5150 – Foundations of School Counseling
Administrator/Teacher Interview Questions

Interview Instructions: Please use the questions below in conducting your interviews. You may use additional questions as you see fit to gain greater understanding and insight from the interviewee. You may want to use a recording device during your interview session (with permission of the interviewee). This could be useful in writing your paper and class discussion.

School Administrator Interview Questions:

1. What do you see as the main role of a school counselor in your school?
2. How do you see the school counselor’s role in consultation and collaboration with:
   a. School Administrators?
   b. Teachers?
   c. Parents?
   d. Other school staff?
3. How do you see your school counselor(s) functioning in the role of student advocate?
4. How do you see your school counselor(s) functioning as coordinator(s) of student support activities?
   a. What kind of student support activities does/do your school counselor(s) engage in?
5. What kinds of faculty support activities does/do your school counselor(s) engage in? If they don’t engage in faculty support activities what kinds of activities would you like them to engage in?
6. Approximately how much times does/do your school counselor(s) spend on:
   a. Individual counseling?
   b. Group counseling?
   c. Classroom guidance activities?
   Are you satisfied with the current amount of time the school counselor(s) spend in these areas? Why or why not?
7. How do you perceive your school counselor(s) role in career and college readiness?
   a. What are some of the college and career readiness activities he/she/they engage in with students; OR would you like for them to engage in?
8. Do/does your school counselor(s) provide you with data regarding the effectiveness of the school counseling program on a consistent basis?
   a. What kind of data is presented to you?
   b. Do you find this data useful to you as the school’s administrator?
   c. If you do not receive data regarding the school counseling program, would you like to, and what kind of data would you like to receive from your school counselor(s) regarding their program?
9. How often do you meet with your school counselor(s) to discuss their role(s) within the school, and how you can support each other’s unique functions?
   a. How do you feel about the amount of time you spend in partnership with your school counselor(s)?
10. As a future school counselor, do you have any advice, or words of wisdom you would be willing to share with me, today?
Teacher Interview Questions:

1. What do you see as the main role of a school counselor in your school?

2. Approximately how much times does/do you see your school counselor(s) spending on:
   a. Individual counseling?
   b. Group counseling?
   c. Classroom guidance activities?
   Are you satisfied with the current amount of time the school counselor(s) spend in these areas? Why or why not?

3. How often do you collaborate and/or consult with your school counselor(s)?
   a. What kinds of things do you collaborate and/or consult with them on?
   b. Are you satisfied with the amount of time you collaborate and/or consult with the school counselors in your school? Why or why not?

4. How do you perceive the school counselor’s role in crisis prevention and intervention?

5. How do you perceive the school counselor’s role in career and college readiness activities for students?

6. How do you see the school counselor(s) functioning in the role of student advocate?

7. How do you see the school counselor(s) functioning as coordinator(s) of student support activities?
   a. What kind of student support activities does/do your school counselor(s) engage in?

8. What kinds of faculty support activities does/do the school counselor(s) provide you?
   a. If they don’t engage in faculty support activities what kinds of activities would you like them to engage in?

9. How effective do you perceive your school counselor(s) is/are in supporting the needs of the students in the school? Can you give me examples?

10. As a future school counselor, do you have any advice, or words of wisdom you would be willing to share with me, today?

DON’T FORGET TO THANK THEM FOR THEIR TIME!!!