

Adopted 2018, Revised 2024

Preamble

School counselor educators prepare school counselor candidates in legal and ethical school counseling best practices, equipping them to design, deliver and assess comprehensive school counseling programs that promote equity and inclusion for each and every student.

Through school counselor education programs, school counselor candidates develop the unique qualifications and skills to implement a school counseling program. These programs are designed to improve the academic, career and social/emotional development of all pre-K–12 students, including students historically and currently marginalized by the education system regardless of, but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity; and living situations, including emancipated minor status, wards of the state, homelessness or incarceration.

School counselor educators prepare school counselor candidates to be leaders, advocates, collaborators and consultants who will use their school counseling programs to create systemic change and ensure equitable educational outcomes. School counselor educators instill the belief in school counselor candidates that all pre-K–12 students have the ability to learn and succeed.

All school counselor candidates have the right to:

- Be respected and treated with dignity
- A physically and emotionally safe, inclusive and healthy educational environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination and any other forms of violence
- Information and support to successfully complete the school counselor education program

Purpose

In this document, ASCA sets forth the ethical responsibilities for school counselor education faculty and doctoral students who prepare school counselor candidates to enter the profession. The purpose of this document is to:

- Serve as a guide for ethical practice

- Provide support and direction for school counselor education program evaluation and self-assessment
- Inform educational partners, including school counselor candidates, site supervisors and university administrators, of best ethical practice

A. Personal and Professional Conduct

Educators who teach in school counselor education programs:

- A.1. Maintain the highest legal and ethical standards of personal and professional conduct.
- A.2. Participate with integrity and professionalism in all faculty roles (e.g., teaching, research and/or service/leadership).
- A.3. Recognize and respect school counselor candidates' legal rights and abide by university policies and procedures.
- A.4. Follow university policies and provide due process in addressing academic and dispositional concerns.
- A.5. Sustain healthy relationships and manage boundaries within dual/multiple relationships with school counselor candidates and other faculty/staff.
- A.6. Reflect on personal biases, promote equitable and inclusive practices and consider cultural and historic factors and power dynamics that may affect relationships with school counselor candidates and other faculty/staff, particularly for marginalized populations, including but not limited to race, gender identity, gender expression, sexual orientation, language and ability status.
- A.7. Recognize that establishing credibility, rapport and an effective working alliance with school counselor candidates may extend beyond the classroom (e.g., co-presenting at conferences, conducting research, attending community events, collaborating on systemic advocacy).

- A.8. Assess and document potential risks and benefits prior to extending relationships beyond the college/university setting.
- A.9. Refrain from counseling school counselor candidates in the program and assist them in obtaining appropriate counseling services when necessary.
- A.10. Refrain from discrimination or sexual harassment in accordance with university policies and federal and state guidelines.
- A.11. Abstain from sexual or romantic relationships with school counselor candidates over whom they have power and authority. Such relationships are prohibited.
- A.12. Refrain from activities for personal gain at the expense of the university, school counselor education program or school counselor candidates.

B. Content Knowledge

Educators who teach in school counselor education programs:

- B.1. Demonstrate knowledge of, follow and teach the current version of the:
 - ASCA Ethical Standards for School Counselors
 - ASCA Student Standards: Mindsets & Behaviors for Student Success
 - ASCA School Counselor Professional Standards & Competencies
 - The ASCA National Model
 - ASCA position statements
- B.2. Demonstrate the knowledge, attitudes and skills to prepare school counselor candidates to:
 - Create equitable opportunities and inclusive environments that enable all students to succeed, including students historically and currently marginalized by the education system (as defined by the preamble).
 - Advocate for culturally sustaining, anti-racist, school counseling practices.
- B.3. Teach courses only in areas in which they have a substantive knowledge base.
- B.4. Acquire additional content knowledge by participating in professional organizations and continuing education related to current school counseling best practices; pedagogy and andragogy; ethical standards; legal requirements; and diversity, equity and inclusion.

C. Educational Methodology

Educators who teach in school counselor education programs:

- C.1. Use a variety of teaching methods to meet students' diverse needs.
- C.2. Promote the use of school counseling techniques supported by empirical research and appropriate for a diverse population (as defined by the preamble). If educators teach emerging school counseling techniques, they clarify the research base for the techniques and any potential risks related to the techniques.
- C.3. Use a variety of inclusive and culturally relevant teaching methods to support a diverse student body and provide reasonable accommodations to school counselor candidates in accordance with university policy and state and federal laws.
- C.4. Gain the consent of the individuals involved if they use case examples as a method of instruction or modify the facts of the case to protect individuals' identity.
- C.5. Commit to recruiting and retaining a diverse faculty and student body.
- C.6. Provide school counselor candidates with both formative and summative feedback throughout the program.
- C.7. Meet at least once each semester as full program faculty to discuss the progress of all school counselor candidates.

D. School Counselor Preparation Curriculum

The curriculum for school counselor preparation programs:

- D.1. Aligns with current professional standards and national and state guidelines.
- D.2. Includes the use of ethical guidelines (e.g., ASCA Ethical Standards for School Counselors), ethical decision-making models and ASCA position statements.
- D.3. Prepares school counselor candidates to follow legal mandates, including but not limited to mandates related to confidentiality, suicidal ideation, danger to self or others, suspected child abuse, privileged communication, FERPA and recordkeeping.
- D.4. Infuses equity and inclusion into all courses and supervised practice to prepare school counselor candidates to work with a diverse population (as defined in the preamble).

- D.5. Educates school counselor candidates in evidence-based and/or best practices in school counseling and pre-K–12 education, including but not limited to designing, delivering and assessing comprehensive school counseling programs that promote equity and inclusion based on the current versions of the ASCA National Model, the ASCA School Counselor Professional Standards & Competencies and the ASCA Student Standards: Mindsets & Behaviors for Student Success.
- D.6. Encompasses both academic coursework (including knowledge, skills, professional dispositions and awareness) and supervised practice in a school setting.

E. Career Preparation of School Counselor Candidates

Educators who teach in school counselor education programs:

- E.1. Provide prospective school counselor candidates with information about the school counseling profession, including program training components, professional values related to working with a diverse population and the current school counseling job market outlook.
- E.2. Provide school counselor candidates with an orientation to the profession, including ethical responsibilities; school counselor identity; school counseling professional values; working with a diverse population; and the roles of leadership, advocacy, collaboration and systemic change in the school counseling profession.
- E.3. Provide school counselor candidates with information related to program preparation goals, program components (e.g., information on coursework and supervised practice), knowledge and skills assessment, dispositional expectations, university requirements, dismissal policies, state professional practice requirements.
- E.4. Monitor school counselor candidates' development, and address any concerns that could affect their professional practice.
- E.5. Encourage school counselor wellness and self-care.
- E.6. Provide comprehensive support and supervision to school counselor candidates hired to practice as school counselors on a provisional license. This support includes, but is not limited to, regular supervision meetings, access to resources for professional development and a clear

communication channel for addressing ethical dilemmas or professional concerns. Faculty must ensure that these provisional practitioners are aware of their legal and ethical obligations and are prepared to work within the professional standards and competencies required for the school counseling profession.

- E.7. Mentor school counselor candidates through the transition to professional practice.
- E.8. Promote the importance of membership and active involvement in professional school counselor organizations and participation in continuing education and professional development.
- E.9. Maintain communication with alumni as a way to stay aware of trends, changes and issues in the field.

F. Supervised Practice of School Counselor Candidates

Educators who teach in school counselor education programs:

- F.1. Assist school counselor candidates in gaining supervised practice experience in suitable, high-quality school settings that model the design, delivery and assessment of a comprehensive school counseling program.
- F.2. Consider cultural and historic factors and power dynamics that may affect the supervisory relationship, particularly for marginalized populations, including but not limited to race, gender identity, gender expression, sexual orientation, language and ability status.
- F.3. Confirm site supervisors are qualified to supervise school counselor candidates, following state and university standards and the ASCA Ethical Standards for School Counselors Section D.
- F.4. Provide supervision training opportunities for current and/or potential site supervisors.
- F.5. Communicate the roles and responsibilities for supervisors in all settings, including ethical responsibilities.
- F.6. Collaborate with and maintain regular contact with site supervisors through ongoing, constructive feedback exchanges between the site and university program.
- F.7. Support all school counselor candidates and site supervisors by actively working to increase the awareness and practice of eliminating systemic barriers or bias impeding student development.