CSL6745.E1 School Counseling Ethics
Winter 2026

PROFESSOR INFORMATION:
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COURSE INFORMATION:
CSL6745.E1 School Counseling Ethics
Level: Graduate
Beginning Date of Session: Saturday, Dec 6, 2025
Ending Date of Session: Thursday, February 26, 2026

Winter Holiday Break:
Saturday, December 20th, 2025, through Friday, January 2nd, 2026.
(Classes resume on Saturday, January 3rd, 2026)

Student access available to the Student Portal: Saturday, Dec 6, 2025.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:
None

TEXTBOOK(S) AND REQUIRED MATERIALS:
Title: School Counseling Principles: Ethics & The Law
Author: Carolyn Stone, Ed.D.
Publisher: American School Counseling Association
Year Published: 2022
Edition: 5th
ISBN: 13: 9781929289691
Price: Available at http://amberton.ecampus.com

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy-to-use interface, online buyback of books, and same-day shipment of most titles with an average delivery time of 2-3 days, depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi, so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

LINKS TO COUNSELING HANDBOOKS
MA in Clinical Mental Health Counseling
https://amberton.edu/wp-content/uploads/2023/12/LPC_Handbook_2023_2024.pdf

MA in Marriage and Family Therapy
https://amberton.edu/wp-content/uploads/2023/06/MFT_Handbook_2023_2024.pdf

MA in School Counseling
https://amberton.edu/wp-content/uploads/2025/06/MA-SC-Handbook-June-2025.pdf

APA Requirement
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE
Beginning Fall 2019, there will be three practicums: CSL6870, CSL6875, AND CSL6880. The TExES (Texas Examination of Educator Standards) must be passed before enrolling in CSL6870. The TExES application form and practice tests are located in the TExES Review Course in Moodle. The Application and Contract are required at the first meeting of CSL6870 Practicum I and are in the Review Course. Effective September 1, 2019, the Master of Arts School Counseling degree will be a forty-eight (48) hour degree program for students entering the program.

COURSE COMPETENCIES:
School counseling ethics differ in focus from those of a professional counselor. There are separate professional organizations as well as separate work environments. School Counselors work with minors in a school setting that is designed for academics. Issues that face children and adolescents on a personal-social level do impact progression in the academic areas and need counselor intervention and consultation. The Education Code is the guiding framework for school counselors' work, and it has become more complex in interpretation and implementation. Legal issues are quickly becoming a concern for school counselors as they practice in the public setting. In this course, students develop a working knowledge of the ethical standards and codes of the school counseling profession. Students develop the ability to reason ethically and understand the tenets of laws and ethical codes pertaining to school counseling. Students explore and analyze court cases and current critical cases in school counseling. Students develop ethical strategies for handling the numerous ethical and legal issues and the numerous dilemmas that school counselors confront in their profession. Current issues such as: artificial intelligence and ethical use of technology, LGBTQIA+ issues, 1st Amendment rights, school counselors' role as advocates for social justice, and in the prevention of school violence are explored.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:
1. Examining trends in the codes of ethics and ethical decision-making within the counseling profession.
2. Describing and analyzing the ethical, legal, and professional standards of the counseling profession, including state and national ethical and legal codes related to mental health counselors.
3. Managing high-risk behaviors in school culture, such as self-injurious behaviors, suicidal ideation, and potential for violence.
4. Developing appropriate case notes, guidelines for court testimony, and responding to subpoenas in the role of the school counselor.
5. Documenting rules and regulations for the counselor position in the public schools through the Texas Administrative Codes, Attorney General Decisions, and Federal Guidelines.
6. Communicating with administrators, teachers, parents, and other school personnel within legal and ethical guidelines while protecting and maintaining student confidentiality.
7. Defining and understanding the role of crisis intervention and counseling in the school counseling field.
8. Defining consultation and supervision as related to the counseling profession.
9. Demonstrating, via case studies, the ability to apply ethical decision-making skills.
10. Discussing confidentiality, privileged communication, duty to warn, informed consent, dual relationships, privacy, right of clients, professional liability, and malpractice in the school counseling field.

11. Assessing one's own values, attitudes, and beliefs as a helping professional.
12. Discussing the ethics of academic advisement of students in the public school setting.
13. Communicating an understanding of the ethical guidelines concerning the college admission process, college letters of recommendation, and scholarship needs for the student.
14. Demonstrating the best practices of student assessment for career programs and career advisement, along with advocacy in the selection of students for special school programs and leadership roles.
15. Distinguishing between the role of the counselor in the school culture and that of a private practice setting.
16. Demonstrating an understanding of best ethical practices concerning confidentiality on school campuses.
17. Demonstrating the best process for data collection and its uses for the best student academic outcome.
18. Explaining high-stakes testing and related stressors in the school culture.
19. Applying appropriate ethical guidelines to a specific school counseling case study in a constructed response essay.
20. Integrating artificial intelligence (AI) where students access hands-on practice, personalized feedback, and real-time guidance to build critical ethical skills, understand the nuances of real-world application, and prepare for the challenges they will face with ethical issues in school counseling.

Acquired Skills:
1. **I**dentifying Ethical Dilemmas, Risks, and Benefits of Ethical Dilemmas
2. Managing Confidential Information
3. Identifying Systemic Issues Impacting Student Well-Being

COURSE POLICIES:
Student's Responsibilities
This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:
Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends to withdraw from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**
Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Plagiarism Policy
Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information, or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:
- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI-generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.
Paraphrasing: When using AI-generated content, students must rephrase and/or modify the generated text. Paraphrased AI-generated content should also be properly cited.
Acknowledgement: When using AI-generated content in any assignment, proper credit must be given to the AI system that generated the content. https://apastyle.apa.org/blog/how-to-cite-chatgpt

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool that uses special algorithms to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google-based add-on to Turnitin that supports students in developing high-quality academic writing and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher-quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:
(Outline the course with topics and learning activities required to gain knowledge of course competencies, including the number of assignments required, etc. Describe the kinds of activities that will be used in the course.

The course outline is the critical component of the course. It is in the outline that topics and learning resources are brought together. Aside from a personal lecture (not available to e-Course students) the course outline should sufficiently inform the student of all the information (type, source, and important due dates) that will be learned during the course. Do not include the actual assignments and exercises within the syllabus, but do include important due dates, activities scheduled, as well as examination dates.)

Week	Topic	Assignment	Competencies Covered	Due Date
WEEK ONE December 6th – December 12th	Introduction and Professionalism	Read Chapter One and Chapter Two	1-17	**Complete Student Information Page** **December 6th –**

				December 12th **Complete Reflection One Due: December 13th**
WEEK TWO December 13th December 19th	CYBERSPACE	Read Chapter 3	1-17	**Reflection Two Due: December 19th Case Study #1 Due December 19th**
December 20th – January 2nd Winter Break	Enjoy Your Break	Eat lots of Good Food and Spend Time with Family	1-17	**Rest and Enjoy the Season**
WEEK THREE January 3rd – January 9th	Ferpa & Negligence	Read Chapters 4 & 5 FERPA Worksheet	1-17	**FERPA Worksheet Due: January 10th**
WEEK FOUR January 10th – January 16th	COURT OBLIGATIONS & CHILD ABUSE	Read Chapters 6 & 7	1-17	**Reflection 3 Due January 17th Case Study #2 Due January 17th**
WEEK FIVE January 17th – January 23rd	Mid-Term Exam (Chapters 1-7)		1-17	**Mid-Term Due January 24th**
WEEK SIX January 24th – January 30th	Individual & Group COUNSELING & SEXUALLY ACTIVE STUDENTS	Read Chapters 8 & 9	1-17	**Reflection 4 Due January 31st Case Study # 3 Due January 31**
WEEK SEVEN January 31st - February 6th	LGBQ+ & Forms of HARRASSMENT	Read Chapters 10-11 Read updated legislation Read Directions for The Case Analysis in Moodle	1-17	**Reflection 5 Due February 7th Case Study #4 Due February 7th**
WEEK EIGHT February 7th – February 13th	BULLYING, CYBERBULLYING VIOLENCE & CRIMINAL ACTIVITY	Read Chapters 12 & 13	1-17	**Case Analysis Due February 14th**
WEEK NINE February 14th – February 20th	Legal and Ethical Advocacy	Read Chapter 14 Work on FINAL EXAM	1-17	**Reflection 6 Due February 21st Case Study #5 Due**

				February 21st
WEEK TEN February 21st – February 26th	Finals Week	SUBMIT FINAL EXAM	1-17	**Final Exam DUE February 25th: Please NOTE DUE DATE FOR FINAL IS THE 25th**

GRADING CRITERIA:
CSL6745.E1-SCHOOL COUNSELING ETHICS

Reflections   20%
Case Studies   10 %
FERPA Worksheet   10%
Mid-Term Exam   20%
Case Study Analysis 20%
Final Exam Part 1&2   20%.
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TOTAL: 100%

Grading
92 – 100   A
82 – 91   B
72 – 81   C
62 – 71   D
Below 62   F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:
A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal, as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in the *Professor Information* area.

Incomplete Grades
An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" that is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course
To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
   Internet browser settings and configuration
   e-mail and file attachments
   Uploading and downloading files
   Using a word processing package
3. Ability to conduct online research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:
Through the Amberton University Student Portal
Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (http://www.Amberton.edu) or at http://apps.Amberton.edu. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.
   * Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

   For example: James Jones, Jr.   SSN: 123-45-6789
   Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

   For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi and Research Tutorials.

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. <u>You must know your Amberton ID# to gain access to the course and to send an email to your professor.</u>

Through the Amberton University Moodle Website
Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: http://moodle.Amberton.edu

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username*

or password" available on the Moodle log in page (http://moodle.Amberton.edu). Otherwise use the same username and password as previous session.

Moodle Tutorial:
Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:
Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Email Communication
Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

        Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

        firstname initial+lastname+last 3 digits of student ssn.

        For example: Linda Jones-Smith   SSN: 123-45-6789
        Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google Gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal Gmail account.

If you need assistance with your email account, please visit https://support.google.com/mail

Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:
Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:
Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and

confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

TEXAS EDUCATION AGENCY COMPETENCIES
This course addresses the School Counselor Competencies set forth by the Texas Education Agency.

RESEARCH RESOURCES:
The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:
Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature
Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.

Microsoft Office 365 Education:
Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:
• Microsoft Word for document creation
• Excel for spreadsheets and data analysis
• PowerPoint for presentations
• OneNote for digital note-taking
• Microsoft Teams for collaboration
• Additional classroom tools to enhance your learning experience
To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

Google Workspace for Education:
All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:
- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud

- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work