

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6745.E1 School Counseling Ethics
FALL 2026

PROFESSOR INFORMATION:

Professor: Dr. Vicki Millican
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COURSE INFORMATION:

CSL6745.E1 School Counseling Ethics
Level: Graduate
Beginning Date of Session: Saturday, September 12, 2026
Ending Date of Session: Thursday, November 19, 2026

Student access available to the Student Portal: Saturday, September 12, 2026

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 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>

Title: Responding to Critical Cases in School Counseling
Author: Ed. Judy A. Nelson & Lisa A. Wines
Publisher: Routledge
Year Published: 2021
Edition: 1st
ISBN: 13: 9780367276751
Price: Available at <http://amberton.ecampus.com>

Students should verify enrollment in course before purchasing textbooks. Textbook information and ordering options are available through the Amberton Virtual Bookstore. 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.

LINKS TO COUNSELING HANDBOOKS

MA in Clinical Mental Health Counseling

[CMHC Handbook](#)

MA in Marriage and Family Therapy

[MFT Handbook](#)

MA in School Counseling

[SC Handbook](#)

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 counselor's 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.

The following competencies are aligned with the approved course catalog and program.

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 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 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. Identifying Ethical Dilemmas, Risks and Benefits of Ethical Dilemmas
2. Managing Confidential Information
3. Identifying Systemic Issues Impacting Student Well-Being

COURSE POLICIES:

Students should allow ample time to complete all assigned readings & assignments. Posting on all Forums is required. Forums posts are 20% of the course grade. All assignments submitted after the posted due date will be docked 2 pts. per day, unless there is a documented medical excuse provided.

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 on withdrawing 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 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 which 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 which 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:

All FORUMS are due on Saturdays. (Forum grades are not recorded in the Moodle gradebook. Dr. Millican will post a comment or initial each Forum post.) Each FORUM=14.3 pts.

Textbook Abbreviations: E & L= School Counseling Ethics & the Law

RTCC = Responding to Critical Cases in School Counseling

Week	Topic	Assignment	Competencies Covered	Due Date
Week One 09/12 thru 09/18	Intro & Professionalism	E & L: Ch. 1 & 2 Forum #1	1-20 Acquired Skills 1-3	F#1-09/19
Week Two 09/19 thru 09/25	Cyberspace	E & L: Ch. 3 RTCC: Case #5 Forum #2	1-20 Acquired Skills 1-3	F#2-09/26
Week Three 09/26 thru 10-02	Student Privacy FERPA & Negligence	E & L: C. 4-5 Complete FERPA Worksheet	1-20 Acquired Skills 1-3	FERPA WORKSHEET DUE: SUNDAY 10/04
Week Four 10/03 thru 10/09	Fed, State, Court Obligations & Child Abuse	E & L: CH. 6-7 RTCC: Case #16 FORUM #3 & #4	1-20 Acquired Skills 1-3	F#3 & 4-10/10

Week Five 10/10 thru 10/16		MID-TERM EXAM Assigned: E & L: Ch. 1-7		MID-TERM EXAM DUE: Sunday, 10/18
Week Six 10/17 thru 10/23	Individual & Group Counseling & Sexually Active Students	E & L: Ch. 809 RTCC: Case #21 FORUM #5	1-20 Acquired Skills 1-3	F#5-Saturday, 10/24
Week Seven 10/24 thru 10/30	LGBTQIA+ Students & Sexual Harrassment	E & L: Ch. 10 & 11 RTCC: Case #10 FORUM #6 Begin Case Study Assignment	1-20 Acquired Skills 1-3	F#6-Saturday, 10/31
Week Eight 10/31 thru 11/06	Bullying, Cyberbullying: Violence & Criminal Activity	E & L: 12 & 13 RTCC: Case #2 FORUM #7	1-20 Acquired Skills 1-3	F#7-Saturday, 11/07
Week Nine 11/07 thru 11/13	Legal & Ethical Advocacy	E & L: Ch. 14 Prep for FINAL EXAM-P.1 & 2 (E & L-Ch. 8-14)	1-20 Acquired Skills 1-3	CASE STUDY ASSIGNMENT DUE: Saturday, 11/14
Week Ten 11/14 thru Thursday, 11/19			1-20 Acquired Skills 1-3	FINAL EXAM (P. 1 & 2) DUE: TUESDAY, 11-17

GRADING CRITERIA:

CSL6745.E1-SCHOOL COUNSELING ETHICS

FORUMS (7)	20% 100 pts. (14.3 pts. ea.)
FERPA Worksheet	15% 100 pts.
Mid-Term Exam	20% 100 pts.
Case Study Assignment	20% 100 pts.
Final Exam (P. 1 & 2)	25% 100 pts.

TOTAL: 100%= 500 pts.

Graduate

92 – 100 A

82 – 91 B

72 – 81 C

62 – 71 D

Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels. 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 Professor Information area.

INCOMPLETE GRADES

An "I" (Incomplete) grade is granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

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 delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorial course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorial 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

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

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 must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (Library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.