

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6800.E1 Counseling Assessment
Fall 2026

PROFESSOR INFORMATION:

Professor: Stacia' Alexander, PhD, LPC-S
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Amberton Email: **SAlexander@Amberton.edu**

COURSE INFORMATION:

CSL6800.E1 Counseling Assessment
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.

Virtual Meeting via Zoom: Refer to the course dashboard for virtual meeting dates

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

PREREQUISITES:

CSL6782

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Principles and Applications of Assessment in Counseling
Author: Susan C. Whiston
Publisher: CENGAGE
Year Published: 2012
Edition: 5th
ISBN: 13:978-0-8400-2855-6
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

https://drive.google.com/file/d/12TkeFe1RRw-xr_RN7b4_ebUWyOcUy71z/view?usp=sharing

MA in Marriage and Family Therapy

<https://drive.google.com/file/d/1nuvRJRfUv7Rzsos1jYD-ri9hMSWAgDjc/view?usp=sharing>

MA in School Counseling

<https://drive.google.com/file/d/1TmJBUTPpoRR1CYe02fqK1Z7zG93ly7HZ/view?usp=sharing>

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.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Synthesizing the history of counseling assessment and psychological testing.
2. Analyzing the contemporary models of counseling and the current issues and trends in counseling assessment.
3. Explaining basic qualifications and responsibilities of both developers and users of assessment tools in various settings, including schools, families, and organizations.
4. Adhering to acceptable practices when interpreting and communicating results of assessments with clients, parents/guardians, teachers, administrators, and community representatives.
5. Adhering to clear, ethical, and effective standards of practice when conducting assessments with diverse populations or populations with special needs.
6. Using computer technology effectively in all phases of counseling assessment.
7. Demonstrating effectiveness in writing assessment reports and in developing materials to be used in communicating with clients, parents/guardians, and community resources.
8. Addressing the relationships among various theories and counseling assessment.
9. Applying basic statistical and measurement concepts to the development and use of counseling assessment.
10. Demonstrating skill in evaluating the offerings of publishers of tests and in selecting and using various sources of information and particular instruments.
11. Demonstrating skill in administering tests to include managing the collection of assessment data in individual, group, family, and school settings.
12. Intervening to manage test anxiety.
13. Critiquing available assessment tools and approaches for their validity and reliability with particular populations.

14. Identifying and using specific assessments developed for measurement of intelligence, life span development, personality, achievement, aptitude, learning styles and differences, career development, social environment, and family dynamics.
15. Involving families, inter-disciplinary team members, and other community groups in using assessment to facilitate learning and development.
16. Identifying and using specific assessments developed and used primarily in school settings.
17. Learning and experimenting with AI while building assessment and treatment plans for clients.

ACQUIRED SKILLS

1. Interpreting and communicating results of assessments with clients, parents/guardians, teachers, administrators, and community representatives.
2. Test Anxiety Intervention
3. Conducting Assessments and Writing Assessment Reports

COURSE POLICIES:

All assignments are due by the due dates outlined in Moodle. Requests for deadline extensions to complete online tests are considered on a case-by-case basis and are not guaranteed. Dr. Armstrong reserves the right to modify any of the course assignments and will provide an updated syllabus if that occurs.

STUDENTS' 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 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 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:

Week	Topic	Assignment	Competencies Covered	Due Date
1 9/12/26- 9/18/26	Review of Class & Assignments Chapter 1: Assessment in Counseling Chapter 2: Basic Assessment Principles	Identify the population you are interested in working with in professional practice.	1 -16	Thoroughly read all course content in the General section of the Moodle Dashboard Thoroughly read the assigned chapters
2 9/19/26- 9/25/26	Chapter 3: Reliability Chapter 4: Validity and Item Analysis		1 -16	Thoroughly read the assigned chapters Discussion Post initial response by Wednesday 11:59 pm and Colleague engagement by Friday of this week at 11:59
3 9/26/26- 10/2/26	Chapter 5: Selection, Administration, Scoring & Communicating Assessment Results Chapter 6: Initial Assessment in Counseling	Quiz 1 over Chapters 1 - 4 Due Instrument selection due	1 -16	Complete Quiz 1 by Tuesday, 09/29/26 11:59 pm Thoroughly read the assigned chapters Assessment Instrument Selection Due via Discussion post by Friday, 10/02/26 11:59 pm
4 10/3/26- 10/9/26	Chapter 7: Intelligence & General Ability Testing Chapter 8: Measuring Achievement & Aptitude:		1 -16	Thoroughly read the assigned chapters Discussion Post initial response by Wednesday 11:59 pm and Colleague engagement by

	Applications for Counseling			Friday of this week at 11:59
5 10/10/26- 10/16/26	Midterm Exam	Complete the midterm over Chapters 1 - 8	1 - 16	Complete the mid-term evaluation virtually by Tuesday, 10/13/26 midnight The examination will be available 10/10/26 8:00 a.m.
6 10/17/26- 10/23/26	Chapter 9: Assessment in Career Counseling Chapter 10: Appraisal of Personality		1 -16	Thoroughly read the assigned chapters Discussion Post initial response by Wednesday 11:59 pm and Colleague engagement by Friday of this week at 11:59
7 10/24/26- 10/30/26	Chapter 11: Assessment in Marriage & Family Counseling Chapter 12: Assessment and Diagnosis		1 -16	Thoroughly read the assigned chapters Discussion Post initial response by Wednesday 11:59 pm and Colleague engagement by Friday of this week at 11:59
8 10/31/26- 11/6/26	Chapter 13: Using Assessment in Counseling Chapter 14: Ethical and Legal Issues in Assessment	Quiz 2 Over Chapters 9 - 12	1 -16	Complete Quiz 2 by Tuesday, 11/3/26 11:59 pm Thoroughly read the assigned chapters
9 11/7/26- 11/13/26	Chapter 15: Issues Related to Assessment with Diverse Populations Chapter 16: Technological Applications and Future Trends		1 -16	Final Assessment Tool Evaluation and Application Project Due Friday, 11/12/26 Thoroughly read the assigned chapters

10 11/14/26- 11/19/26	Final Exam	Final Examination covering Chapters 9-16	1 - 16	Complete the final examination by Tuesday, 11/17/26 11:59 pm. The examination will be available 11/14/26 8:00 a.m.
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GRADING CRITERIA:

Discussion Posts	20 points
Quizzes (2)	20 points
Assessment Project	25 points
Mid-term Examination	20 points
Final Exam	15 points
	100 points

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.