

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6779.E1 Counseling in Schools
Fall 2026

PROFESSOR INFORMATION:

Professor: Dr. Carla J. Moffitt, LPC-S, PSC
Amberton Extension: 972-279-6511 ext. 139)
Amberton Email: **CMoffitt@amberton.edu**

COURSE INFORMATION:

CSL6779.E1 Counseling in Schools
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.

Zoom sessions for this course are offered on Tuesday evenings at 6:30 p.m. for Weeks 1, 3, 5, 7, and 9.
Attendance is optional but highly recommended.

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

PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Transforming the School Counseling Profession
Author: Bradley T. Erford
Publisher: Pearson
Year Published: 2025
Edition: 6th
ISBN: 13: 9780135354322
Price: Available at <http://amberton.ecampus.com>

Title: The ASCA National Model: A Framework for School Counseling Programs
Author: American School Counseling Association
Publisher: American School Counseling Association
Year Published: 2025
Edition: 5th
ISBN: 13:9781929289745
Price: Available at <http://amberton.ecampus.com>

Title: The Texas Model for Comprehensive School Counseling Programst
Author: Texas Counseling Association
Publisher: Texas Counseling Association
Year Published: 2018
Edition: 5th
ISBN: 13: 139781732000308
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://amberton.edu/wp-content/uploads/2026/01/CMH-Handbook-1-5-26.pdf>

MA in Marriage and Family Therapy

<https://amberton.edu/wp-content/uploads/2026/01/MFT-Handbook-1-5-26.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:

The course presents a comprehensive review of counseling in schools for those wishing to get their school counselor degree online. Students will define the roles and functions of school counselors. Emphasis is placed on a learner-centered process that includes organizing, planning, designing, implementing, and evaluating comprehensive counseling and guidance programs at elementary and secondary levels. The Texas Developmental Plan, as well as the American School Counseling Association Models, will be reviewed as related to the school counselor job. The course presents a comprehensive review of counseling in schools. Students will define the roles and functions of school counselors. Emphasis is placed on a learner-centered process that includes organizing, planning, designing, implementing, and evaluating a comprehensive counseling and guidance program. The Texas Developmental Plan, as well as the American School Counseling Association Models, will be reviewed as related to the school counselor job.

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

1. Understanding the roles and responsibility of the school counselor along with other professionals in the school with regard to the guidance and counseling program.
2. Demonstrating knowledge of components of a developmental guidance and counseling program, procedures we're implementing, evaluating, and modifying the developmental guidance and counseling program as necessary to meet the needs of all students.
3. Demonstrating how to assess the needs of students in a school and plan a proactive program that reflects student needs.
4. Applying knowledge from procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).
5. Understanding the use of prevention approaches and intervention strategies to address student concerns.
6. Guiding students to develop age-appropriate knowledge and skills in the areas of self confidence, motivation to achieve, decision making and problem solving.
7. Discussing effective referral procedures to facilitate the use of special programs and services.
8. Explaining strategies for effective internal and external communication.
9. Illustrating consultant and/or coordinator roles of school counselors.

10. Demonstrating how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
11. Demonstrating personal assessment of leadership aptitudes and capabilities for a school counselor on the academic leadership team.
12. Demonstrating knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students.
13. Applying school data to guidance curriculum development.
14. Integrating national and state models into guidance curriculum development.
15. Accessing national and state legislation related to school counselor job description.
16. Articulating methods of school counselor accountability.
17. Demonstrating knowledge of the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary option for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities.
18. Exploring how AI (Artificial Intelligence) technologies can enhance productivity, streamline workflows, and facilitate communication between counselors, students, and parents.
19. Discussing the ethical implications and responsibilities of using AI in school counseling, including issues related to privacy, bias, and decision-making.

ACQUIRED SKILLS

1. Classroom Guidance Lesson Planning
2. Graduation Plan Development
3. Legislative Analysis for School Counseling

COURSE POLICIES:

This course is offered as a Distance Learning course and Zoom sessions will be offered every other Tuesday evening at 6:30 p.m. on weeks 1, 3, 5, 7, & 9 according to the calendar on the Syllabus and on Moodle. Attendance is optional but highly recommended. It is also highly recommended that students keep up with all readings according to the dates assigned.

Don't hesitate to contact the Professor concerning late work. All exams must be completed as assigned. No late submissions will be accepted for the two exams. Late assignments received past the due date will be deducted 10 points per day.

All due dates are listed on Moodle. Always follow dates listed on Moodle.

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:

This course is offered as a Distance Learning course, and Optional Zoom sessions will be offered every other Tuesday evening at 6:30 p.m. according to the calendar on the Syllabus and on Moodle. Attendance is optional but highly recommended. It is also highly recommended that students keep up with all readings according to the dates assigned.

Don't hesitate to contact the Professor concerning late work. All exams must be completed as assigned. No late submissions will be accepted for the two exams. Late assignments received past the due date will be deducted 10 points per day.

All due dates are listed on Moodle. Always follow dates listed on Moodle.)

Week	Topic	Assignment	Competencies Covered	Due Date
Week 1 September 12 – 18 Zoom Meeting @ 6:30 p.m. on 9-15-26	Responsibilities of a School Counselor and Professionalism	Read ASCA xiii and Pgs. 1 – 15 Read TX Model – Section 1 Read Erford Text – Chapter 1	Course Competencies 1 – 19	Consult Moodle Calendar for All Assignments and Due Dates
Week 2 September 19 – 25	Ethical Standards	Read ASCA pp. 15 – 28 Read Chapter 5 (Erford)	Course Competencies 1 – 19	Consult Moodle Calendar for All Assignments and Due Dates
Week 3 September 26 – October 2 Zoom Meeting @ 6:30 p.m. on 9-29-26	Culturally Competent School Counselors	Read Chapter 6 (Erford)	Course Competencies 1 – 19	Consult Moodle Calendar for All Assignments and Due Dates
Week 4 October 3 – 9	Leadership & Advocacy ASCA Model Texas Model	Read Chapter 7 (Erford) Read ASCA – Section 2 Read TX Model – Section 2	Course Competencies 1 – 19	Consult Moodle Calendar for All Assignments and Due Dates
Week 5 October 10 – 16 Zoom Meeting @ 6:30 p.m. on 10-13-26	Mid-Term Exam	Review Week 1 - 4	Course Competencies 1 – 19	Consult Moodle Calendar for All Assignments and Due Dates

Week 6 October 17 – 23	Group & Individual Counseling Parent Involvement	Read Chapters 10 & 11 (Erford)	Course Competencies 1 – 19	Consult Moodle Calendar for All Assignments and Due Dates
Week 7 October 24 – 30 Zoom Meeting @ 6:30 p.m. on 10-27-26]	Guidance Planning and Implementation	Read ASCA Model III Read TX Model 3-4 Read Ch. 8 (Erford)	Course Competencies 1 – 19	Consult Moodle Calendar for All Assignments and Due Dates
Week 8 October 31 – November 6	Crisis Counseling	Read Chapter 12 (Erford)	Course Competencies 1 – 19	Consult Moodle Calendar for All Assignments and Due Dates
Week 9 November 7 – 13 Zoom Meeting @ 6:30 p.m. on 11-10-26	Preparing Students for College Readiness and Preparing for the Role of a School Counselor	Read Chapter 9 (Erford) Read Assigned Articles (Reference In Reflection Page)	Course Competencies 1 – 19	Consult Moodle Calendar for All Assignments and Due Dates
Week 10 November 14 – 19	Final Exam and Final Reflection	Final Exam and Final Reflection	Course Competencies 1 – 19	Consult Moodle Calendar for All Assignments and Due Dates

GRADING CRITERIA:

Chapter Reflections (8 total)	32%
School Counseling Ethical Debate Article Review	8%
Mid-Term Exam	15%
Graduation Plan/Narrative	20%
Classroom Guidance Lesson Plan	10%
Final Exam	15%
Total Possible:	100%

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.