

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6875.01 School Counseling: Practicum II
Fall 2026
Location: Garland Center

PROFESSOR INFORMATION:

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

COURSE INFORMATION:

CSL6875.01 School Counseling: Practicum II
Level: Graduate
Beginning Date of Session: Saturday, September 12, 2026
Ending Date of Session: Thursday, November 19, 2026
The first class meeting is **Wednesday, September 16, 2026 @ 6:30 p.m. on Zoom**

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.
All Saturday lecture classes begin promptly at 8:30 a.m.

PREREQUISITES:

Successful completion of CSL6870

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Building Trauma Sensitive Schools: Your Guide to Creating Safe, Supportive Learning Environments for All Students
Author: Jen Alexander
Publisher: Paul H. Brookes
Year Published: 2019
Edition: 1st
ISBN: 13: 9781681252452
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 School Counseling Practicum II course is a stand-alone course and cannot be taken simultaneously with any other courses. The course involves supervised professional activities in guidance and counseling. Students will be involved in the practice of school counseling at the educational level of interest. Major emphasis is placed on the integration of theoretical and conceptual principles as well as professional and personal skill development. Legal and ethical issues related to school counseling such as confidentiality, duty to warn, informed consent, and dual relationships will also be examined. Students must complete another fifty hours in addition to the fifty hours completed in CSL6870 to meet two thirds of the state requirement of one hundred sixty hours of field experience.

Students explore research-based trauma-sensitive practices and strategies to assist students, teachers, and parents in school settings through the MTSS/RTI system. Students demonstrate expertise in conducting individual counseling with school age individuals during field practice. Students demonstrate competence in case conceptualization through completion of a study focused on concerns such as cultural issues, trauma-challenges, gender bias, incarcerated parents, and/or other current socio-cultural issues.

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

1. Understanding crisis, remedial, preventive, and developmental philosophies in school counseling programs.
2. Applying appropriate counseling interventions with regard to high-risk student populations.
3. Planning, developing, designing, implementing, and evaluating a counseling and guidance program that systematically empowers each learner to develop personal, social, academic, and learner competence.
4. Understanding the ethical, professional, and legal issues in school counseling and guidance.
5. Applying the theories and methods of individual and group counseling at the elementary, middle, and secondary school levels.
6. Evaluating and understanding culture specific issues including gender, race, ethnicity, socio-cultural, and physically challenged individuals in school settings.
7. Understanding human development and providing comprehensive developmental guidance and counseling that encourages all learners to achieve their full potential.
8. Understanding the effects of environmental factors on learners' development and design strategies to assist in the learning process.
9. Developing leadership skills to plan and evaluate a comprehensive developmental guidance and counseling program that meets the needs of all learners.
10. Developing collaborative school-home relationships that promote and facilitate learner academic, personal, social, and career growth.
11. Consulting and collaborating within and beyond the school system to develop integrated approaches and systems of support in which students can develop their full potential.
12. Defining accreditation and identifying the major accreditation bodies for public school programs and counselor education programs.
13. Describing various goals, purposes, advantages, and guidelines for development of peer helper programs.
14. Selecting and utilizing the contemporary appraisal techniques commonly used in school settings.
15. Developing trauma-sensitive skills and practices that align with the RTI and MTSS systems of support.
16. Evaluating and conceptualizing cases of school counseling in academic and behavioral situations.
17. Developing skills in creation and evaluation of school counseling guidance programs.
18. Developing a social-emotional group counseling plan for use in MTSS/RTI.

19. Accessing AI to develop Social-Emotional Learning lessons to be used in RTI/MTSS for all age groups.

ACQUIRED SKILLS

1. Develop strategies & lessons to be used in the MTSS/RTI system.
2. Acquire skills in assessing & advocating for students with trauma.
3. Create & lead Tier 2 Social-Emotional Learning groups for K-12 grades.

COURSE POLICIES:

Students are expected to meet all TEA requirements for Practicum II and complete all assignments satisfactorily to proceed to Practicum III. All class meetings will be held on Zoom. Students are expected to be present for all scheduled classes. Information about the Zoom meetings will be emailed to students and posted on Moodle. Students must complete 50 hours of Practicum work in Practicum II toward the total of 160 hours for all three practicums to earn TEA certification as school counselors. For Practicum II, 15 of the 50 hours required need to be in Responsive Services.

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 DELIVERY METHODOLOGY:

This course is offered as a Lecture/Classroom course. This course requires that students meet at a designated time in the classroom.

CSL6875.01 meets every other Wednesday @ 6:30 p.m. on Zoom on Weeks 1, 3, 5, 7, & 9. Attendance is required at all Zoom meetings. The first meeting will be held at 6:30 p.m. on Wednesday, September 16, 2026.

COURSE OUTLINE AND CALENDAR:

BTSS = Building Trauma Sensitive Schools Text

Zoom meetings dates are Wednesdays on Weeks 1, 3, 5, 7, & 9

Zoom Meeting information will be emailed and posted on Moodle.

Week	Topic	Assignment	Competencies Covered	Due Date
Week 1 September 12 – 18 Zoom Meeting @ 6:30 p.m. on 9-16-26	Introduction to Prac II Intro Forum to BTSS Ethical Policies for Individual	Continue Supervision Forms & Field Work Hours in Log BTSS Readings Contact FS	Course Competencies 1 - 19	Consult Moodle Calendar for all Assignments and Due Dates

	Counseling			
Week 2 September 19 – 25	Schedule Individual Counseling Sessions and Coordinate Date for Observation	BTSS Readings Contact FS & Schedule Prac II Observation	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 9-30-26	Begin Individual Counseling Sessions Observation Window Opens (9-28-26) Schedule Date for Observation w/FS and SS	BTSS Readings	Course Competencies 1 - 19	Consult Moodle Calendar for all Assignments and Due Dates
Week 4 October 3 – 9	Continue Log, Supervision Notes, & Case Notes	BTSS Readings Begin Work on Mid-Term Exam	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 10-14-26	Continue Log, Supervision Notes, & Case Notes	BTSS Readings Complete and Submit Mid-Term Exam by 10-17-26	Course Competencies 1 - 19	Consult Moodle Calendar for all Assignments and Due Dates
Week 6 October 17 – 23	Window for Observation Closes Friday, 11-6-26 – Stay on Track!	Begin Planning for Final Exam – Small Group Counseling	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 10-28-26	Send 2nd Formative Evaluation to Site Supervisor	Begin Work on Final Exam – Plan for Small Group Counseling Observation	Course Competencies 1 - 19	Consult Moodle Calendar for all Assignments and Due Dates
Week 8 October 31 – November 6	Observation Window Ends (11-6-26)	Submit 2nd Formative Evaluation on Moodle by 11-6-26	Course Competencies 1 - 19	Consult Moodle Calendar for all Assignments and Due Dates
Week 9 November 7 – 13	Completion of All Prac-II Requirements	All Field Work Forms & Assignments Due	Course Competencies 1 - 19	Consult Moodle Calendar for all Assignments and

Zoom Meeting @ 6:30 p.m. on 11-11-26		11-13-26		Due Dates
Week 10 November 14 – 19	Completion of All Prac-II Requirements	Final Exam Due 11-17-26	Course Competencies 1 - 19	Consult Moodle Calendar for all Assignments and Due Dates

GRADING CRITERIA:

Attendance & Participation	10%
Field Observation (Individual Counseling)	20% (Graded by FS)
Site Supervisor Notes	10% (Signed by SS)
2 nd Formative Evaluation	20% (Graded by SS)
BTSS Mid-Term Exam	10%
Final Exam (Small Group Plan)	10%
Case Notes (4)	10%
Log of Hours (15 Responsive + 35 Other = 50 Total)	10%
Total	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.