

**AMBERTON UNIVERSITY**  
**SYLLABUS FOR LECTURE/CLASSROOM COURSE**

**CSL6880.01 School Counseling: Practicum III**  
**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:**

CSL6880.01 School Counseling: Practicum III  
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 23 @ 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:**

CSL6875

**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 7<sup>th</sup> 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, (7<sup>th</sup> 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 III course is a stand-alone course and cannot be taken simultaneously with any other courses. The course is designed for school counseling students to comply with TAC 228.35. The course allows for more extensive practicum experiences for the MA in School Counseling students. The course will enable students to be in a school counseling center for a complete school year cycle. This extended cycle is commensurate with a complete field experience within the expectations of the Texas Education Agency of 160 total clock hours. This course will require a minimum of sixty hours in addition to the 100 hours from two previous practicums, for a minimum of 160 total clock hours.

The course will offer extended field experiences in demonstrating the student's ability to implement a comprehensive guidance program according to state requirements & demonstrate skills in conducting SEL groups. A complete participation in the school calendar year offers a wider range of exposure to the four facets of the Texas Guidance Plan: guidance curriculum, response services, individual planning, and system support.

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

1. Conceptualizing cases of school counseling in academic and behavioral situations.
2. Applying advocacy and social justice principles to school counseling culture.
3. Identifying mental health and social service referral resources for the school community.
4. Evaluating ethical and legal standards within the school culture.
5. Demonstrating understanding of diverse cultures in the school community.
6. Incorporating peer supervision principles for consultation interaction.
7. Identifying professional organizations that support the school counselor.
8. Researching and presenting current topic(s) in school counseling.
9. Identifying school protocol for suicidal ideation and threats of violence.
10. Participating in cohort supervision group.
11. Demonstrating management of comprehensive school counseling program.
12. Demonstrating collaborative skills with school community stakeholders for student success.
13. Utilizing AI to create and present a school counseling digital portfolio for interview purposes.
14. Developing and implementing a comprehensive individual self-care plan for reduction of school counseling job-related stress and secondary trauma syndrome.
15. Applying and demonstrating chosen counseling theory and skills with school students.
16. Demonstrating understanding and competence in the implementation of MTSS/RTI system and the roles and tasks of school counselors in special education.
17. Conducting a SEL group according to MTSS/RTI needs in K-12 school settings.

### **ACQUIRED SKILLS**

1. MTSS/RTI management
2. SEL Group Counseling
3. Suicide Prevention Assessment
4. Digital Portfolio development
5. Self-Care Planning

### **COURSE POLICIES:**

Students are expected to meet all TEA requirements for Practicum III and complete all assignments satisfactorily to proceed to graduation and certification as school counselors. All class meetings will be held on Zoom. Students are expected to be present for all scheduled classes. Information about the Zoom meeting

schedule will be emailed and posted on Moodle. Students must complete an additional 60 hours of Practicum work in Practicum III and earn a total of 160 hours **(50 must be Responsive Services)** for all three Practicums to earn TEA certification as school counselors.

### **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.

Zoom meetings are scheduled for Wednesdays @ 6:30 p.m. on Weeks 2, 4, 6, 8, & 10. Attendance is required. Students will complete a Small Group Counseling Observation, a Summative Evaluation, and create a Digital Portfolio.

### **COURSE OUTLINE AND CALENDAR:**

BTSS = Building Trauma Sensitive Schools (textbook)

| Week                                                                              | Topic                                                                       | Assignment                                                                                                                                                                     | Competencies Covered     | Due Date                                                  |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------|
| Week 1<br><br>September 12 - 18                                                   | Introduction to Prac III<br><br>Ethical Policies for Small Group Counseling | BTSS – Ch. 6<br><br>Begin work on Prac III Log<br><br>Continue SS weekly meetings (for a total of 9 to submit)<br><br>Contact FS & Prepare for Small Group Counseling Sessions | Course Competencies 1-17 | Consult Moodle Calendar for all Assignments and Due Dates |
| Week 2<br><br>September 19 – 25<br><br><b>Zoom Meeting @ 6:30 p.m. on 9-23-26</b> | Scheduling Small Group Counseling Sessions and Date for Observation         | BTSS – Ch. 7<br><br>Contact FS & Schedule Prac III Observation                                                                                                                 | Course Competencies 1-17 | Consult Moodle Calendar for all Assignments and Due Dates |
| Week 3                                                                            | Observation Window Opens                                                    | BTSS – Ch. 8                                                                                                                                                                   | Course Competencies      | Consult Moodle Calendar for all                           |

|                                                                                                    |                                                                  |                                                                                                                                   |                                |                                                                    |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------|
| September 26 –<br>October 2                                                                        | (9-28-26)<br><br>Schedule Date for<br>Observation w/SS<br>and FS | Begin Small Group<br>Counseling<br>Sessions (#1 &<br>Process Note)                                                                | 1-17                           | Assignments and<br>Due Dates                                       |
| Week 4<br><br>October 3 – 9<br><br><b>Zoom Meeting @<br/>6:30 p.m. on<br/>10-7-26</b>              | Discuss Digital<br>Portfolio<br>Presentations                    | BTSS – Ch. 9<br><br>Group Counseling<br>Session (#2 &<br>Process Note)                                                            | Course<br>Competencies<br>1-17 | Consult Moodle<br>Calendar for all<br>Assignments and<br>Due Dates |
| Week 5<br><br>October 10 – 16                                                                      |                                                                  | BTSS – Ch. 10<br><br>Group Counseling<br>Session (#3 &<br>Process Note)                                                           | Course<br>Competencies<br>1-17 | Consult Moodle<br>Calendar for all<br>Assignments and<br>Due Dates |
| Week 6<br><br>October 17 – 23<br><br><b>Zoom Meeting @<br/>6:30 p.m. on<br/>10-21-26</b>           |                                                                  | BTSS – Ch. 11<br><br>FORUM #1<br><br>Group Counseling<br>Session (#4 &<br>Process Note)                                           | Course<br>Competencies<br>1-17 | Consult Moodle<br>Calendar for all<br>Assignments and<br>Due Dates |
| Week 7<br><br>October 24 – 30                                                                      | Give Summative<br>Evaluation to Site<br>Supervisor               | FORUM #2<br>(Self-Care Plan)<br><br>Continue Work on<br>Digital Portfolio<br><br>Submit All 4 Group<br>Process Notes on<br>Moodle | Course<br>Competencies<br>1-17 | Consult Moodle<br>Calendar for all<br>Assignments and<br>Due Dates |
| Week 8<br><br>October 31 –<br>November 6<br><br><b>Zoom Meeting @<br/>6:30 p.m. on<br/>11-4-26</b> | Submit Summative<br>Evaluation on<br>Moodle                      | FORUM #3<br>(Articles)<br><br>Finalize Digital<br>Portfolio<br>Assignment                                                         | Course<br>Competencies<br>1-17 | Consult Moodle<br>Calendar for all<br>Assignments and<br>Due Dates |
| Week 9<br><br>November 7 – 13                                                                      |                                                                  | <b>ALL WORK MUST<br/>BE SUBMITTED<br/>NO LATER THAN<br/>11-13-26</b>                                                              | Course<br>Competencies<br>1-17 | Consult Moodle<br>Calendar for all<br>Assignments and<br>Due Dates |
| Week 10                                                                                            |                                                                  | Present Digital<br>Portfolios in last                                                                                             | Course<br>Competencies         | Consult Moodle<br>Calendar for all                                 |

|                                                                             |  |              |      |                              |
|-----------------------------------------------------------------------------|--|--------------|------|------------------------------|
| November 14 – 19<br><br><b>Zoom Meeting @<br/>6:30 p.m. on<br/>11-17-26</b> |  | Zoom Meeting | 1-17 | Assignments and<br>Due Dates |
|-----------------------------------------------------------------------------|--|--------------|------|------------------------------|

#### **GRADING CRITERIA:**

|                                            |                                                           |
|--------------------------------------------|-----------------------------------------------------------|
| Class Attendance & Participation           | 10%                                                       |
| Prac III Hours Log                         | 10% (Log hours total = 160 hrs for all 3 pracs, SS signs) |
| Site Supervisor Notes                      | 10% (Signed by SS)                                        |
| Summative Evaluation                       | 20% (Graded by SS)                                        |
| Field Observation (Small Group Counseling) | 20% (Graded by FS)                                        |
| 4 Case Notes                               | 10%                                                       |
| FORUMS (3)                                 | 10%                                                       |
| Digital Portfolio                          | 10%                                                       |
| <b>TOTAL</b>                               | <b>100%</b>                                               |

#### **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](mailto: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](mailto: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.