AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6875.01 School Counseling: Practicum II
Winter 2027
Location: Garland Center

PROFESSOR INFORMATION:

Name: Dr. Carla J. Moffitt, LPC-S, PSC
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Office Hours: Call or Email to Schedule Appointment
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COURSE INFORMATION:
CSL6875.01 School Counseling: Practicum II
Level: Graduate
Beginning Date of Session: Saturday, December 5, 2026
Ending Date of Session: Thursday, February 25, 2027
The first class meeting is **Wednesday, December 9, 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.

Winter Holiday Break:
Saturday, December 19, 2026, through Friday, January 1, 2027
(Classes resume on Saturday, January 2, 2027.)

COURSE 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 Publishing
Year Published: 2019
Edition: 1st
ISBN: 13: 9781681252452
Price: Available at http://amberton.ecampus.com

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

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. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks

may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

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:
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 every other Wednesday evening @ 6:30 p.m. for Weeks 1, 3, 5, 7, and 9. 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.

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 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, December 9, 2026.

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 every other Wednesday evening @ 6:30 p.m. for Weeks 1, 3, 5, 7, and 9. 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

COURSE OUTLINE AND CALENDAR:
BTSS = Building Trauma Sensitive Schools Textbook
Zoom meeting 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 December 5 – 11 **Zoom Meeting @ 6:30 p.m. on 12-9-26**	Introduction to Prac II Intro Forum to BTSS Ethical Policies for Individual Counseling	Continue all Supervision Forms & Field Work Hours in Log BTSS Readings Contact FS	Course Competencies 1 - 19	Consult Moodle Calendar for all Assignments and Due Dates
Week 2 December 12 – 18	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 January 2 – 8 **Zoom Meeting @ 6:30 p.m. on 1-6-27**	Begin Individual Counseling Sessions Observation Window Opens 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 January 9 – 15	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	Continue Log,	BTSS Readings	Course	Consult Moodle

January 16 – 22 **Zoom Meeting @ 6:30 p.m. on 1-20-27**	Supervision Notes, & Case Notes	Complete and Submit Mid-Term Exam by 1-23-27	Competencies 1 - 19	Calendar for all Assignments and Due Dates
Week 6 January 23 – 29	Window for Observation Closes Friday, 2-12-27 – 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 January 30 – February 5 **Zoom Meeting @ 6:30 p.m. on 2-3-27**	**Send 2nd Formative Evaluation to Site Supervisor**	Begin Work on Final Exam – Plan for Small Group Counseling Observation **Give 2nd Formative Evaluation to SS by 2-5-27**	Course Competencies 1 - 19	Consult Moodle Calendar for all Assignments and Due Dates
Week 8 February 6 – 12	**Observation Window Ends (2-12-27)**	**Submit 2nd Formative Evaluation on Moodle by 2-12-26**	Course Competencies 1 - 19	Consult Moodle Calendar for all Assignments and Due Dates
Week 9 February 13 – 19 **Zoom Meeting @ 6:30 p.m. on 2-17-27**	Completion of All Prac-II Requirements	**All Field Work Forms & Assignments Due On Moodle By 2-19-27**	Course Competencies 1 - 19	Consult Moodle Calendar for all Assignments and Due Dates
Week 10 February 20 – 25	Completion of All Prac-II Requirements	**Final Exam Due 2-23-27**	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	5%	(Signed by SS)
2nd Formative Evaluation	20%	(Graded by SS)
BTSS Mid-Term Exam	10%	
Final Exam (Small Group Plan)	10%	
Case Notes (4) & Case Conceptualization Reflection	15%	
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:
Each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner, along with appropriate commentary.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. 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 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 given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

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" for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE COMMUNICATIONS:

This course is offered as a lecture course. Amberton University provides several technology resources that students may use for course communication and University services.

Amberton University uses Single Sign-On (SSO) as the primary access point for University systems, including Amberton Email (Gmail), CampusWeb, Library resources, financial information, Moodle when used by the instructor, and other University applications.

Access the Amberton SSO Portal

Go to:
https://sso.amberton.edu

Students should bookmark this page. The SSO portal is the main entrance to Amberton University's online systems.

The SSO Login link may also be accessed through the Amberton University website at https://amberton.edu.

Activate Your Account

New students receive an Amberton University welcome email containing an account activation link.

Select the activation link and follow the instructions to activate your Amberton SSO account and configure Two-Factor Authentication (2FA).

Your assigned username and Amberton student email address are included in the welcome email.

Student email addresses use the following format:
username@my.amberton.edu

Sign In to SSO

After your account has been activated, go to:
https://sso.amberton.edu

Enter your Amberton username or assigned Amberton account information and the password you established during account activation.

If you forget your password, select "Forgot Password?" on the SSO login page and follow the instructions provided.

Access Your Amberton Applications

After signing in, the SSO dashboard will display the applications available to your account. These may include:

Amberton Email (Gmail)
CampusWeb
Financial Records
Library resources
Moodle
Other University applications and services

Select the appropriate application from the SSO dashboard.

Email Communication

Each student is assigned an Amberton email address in the following format:
username@my.amberton.edu

Students should access their Amberton email through the University Single Sign-On portal at:
https://sso.amberton.edu

Students are encouraged to check their Amberton email regularly for University notices and course communications.

Students should follow the communication requirements established by the instructor for the individual course.

The Amberton University Moodle Learning Platform

Students enrolled in this course will also use the Moodle Learning Platform.

Students should access Moodle through the Amberton SSO portal:
https://sso.amberton.edu

Sign in to SSO and select Moodle from the dashboard.

Students do not need a separate Moodle username or password when accessing Moodle through SSO. Account activation and password recovery should be completed through the Amberton SSO portal rather than through Moodle.

Moodle Tutorial

A Student Moodle Tutorials course is available within Moodle to assist students with course navigation, communication, assignments, examinations, grades, and other Moodle functions.

Technical Support

If you experience difficulty activating your account, signing into SSO, or accessing an Amberton application, please contact:
support@amberton.edu

INSTRUCTOR/COURSE EVALUATION:
Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students' identities are not disclosed.

Students will be notified through the Amberton email system of the Course Evaluation procedures. Usually, the evaluations take place in class during week 9 of the session. Please take advantage of this opportunity and participate in the evaluation process.

RESEARCH RESOURCES:
The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:
Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature
Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.

Microsoft Office 365 Education:

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:
• Microsoft Word for document creation
• Excel for spreadsheets and data analysis
• PowerPoint for presentations
• OneNote for digital note-taking
• Microsoft Teams for collaboration
• Additional classroom tools to enhance your learning experience
To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

Google Workspace for Education:
All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work