



Program in Counseling

**STUDENT
HANDBOOK**

**2016-
2017**

STUDENT HANDBOOK

EFFECTIVE FALL TERM 2015

**MASTER OF SCIENCE IN COUNSELING
SOUTHERN METHODIST UNIVERSITY
ANNETTE CALDWELL SIMMONS SCHOOL OF EDUCATION AND HUMAN
DEVELOPMENT**

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Welcome to the Program in Counseling at Southern Methodist University. We intend your graduate education at SMU to be academically stimulating and professionally rewarding.

The SMU Program in Counseling offers students an opportunity to complete course work toward a Master of Science in Counseling degree that meets or exceeds the academic requirements for obtaining licensure as a Licensed Professional Counselor or Licensed Marriage and Family Therapist, or for securing certification as a School Counselor in the state of Texas. Courses in child and adolescent counseling, social studies for custody evaluation, addictions, LGBT populations and expressive art therapy are offered for specialization.

Additionally, counseling students receive both on-site and off-site supervised training with clients (Practicum and Internships I/II) allowing for the application of course content. Direct client interaction enables students to maximize their learning as well as establish professional contacts through post-Practicum, off-site internships.

This handbook provides a reference for general information, answers to frequently asked questions, and guidelines for academic policies and procedures.

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INTRODUCTION

The Program in Counseling at SMU offers a structured curriculum of course work, practicum, and internship, allowing students to earn a Master of Science in Counseling degree at a full or part-time pace. Successful graduates may pursue state qualification based on specific completed coursework as Licensed Marriage and Family Therapists (LMFT), Licensed Professional Counselors (LPC), and Certified School Counselors, or a combination, upon completion of the 60-hour degree program. Also, students may pursue state qualifications as a Licensed Chemical Dependency Counselor (LCDC) within or in addition to their 60-hour degree program.

FACULTY AND STAFF

Chair, Department of Dispute Resolution and Counseling – Hal Barkley, Ph.D., Clinical Associate Professor

Director of Program in Counseling – Gay McAlister, Ph.D., Clinical Associate Professor

Director of the Center for Family Counseling with locations in Plano, Frisco and Resource Center in Dallas – Sarah Feuerbacher, Ph.D., Clinical Assistant Professor

Assistant Director of the Center for Family Counseling with locations in Plano, Frisco and Resource Center in Dallas – Sabine Rakos, LCSW

Clinical Associate Professors –Tom Hartsell, J.D., Misty Solt, Ph.D., Margaret L. Keeling, Ph.D., and Edita Ruzgyte, Ph.D.

Internship Director – Brandy Schumann, Ph.D., Clinical Assistant Professor

Admissions Director– Greta Davis, Ph.D., Clinical Assistant Professor

Counseling Program Assistant Director – Jackie Field

Program Coordinator – Kathy Silva

Clinic Coordinator – Maegan Pollack, LCSW-S

To see a complete listing of full-time faculty licensure, credentialing, professional, and educational information visit <http://www.smu.edu/Simmons/AboutUs/Directory> (scroll down to Department Dispute Resolution & Counseling).

ADJUNCT FACULTY

The Program in Counseling utilizes scholars and professionals who offer specialized perspectives on counseling, including medical doctors, educational specialists, therapists, psychologists, social workers, and legal counselors. Additionally, nationally and internationally recognized experts offer classes during each academic year.

See <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/CounselingFaculty> for a current listing of adjunct faculty.

GENERAL INFORMATION

THE DEPARTMENT OF DISPUTE RESOLUTION AND COUNSELING

The Department of Dispute Resolution and Counseling offers a Master of Arts degree in Dispute Resolution and a Master of Science degree in Counseling, as well as a Graduate Certificate in Dispute Resolution. Collectively, the department aims to provide optimal lifelong learning experiences. For the Program in Counseling, students develop the necessary skills to assist others with psychological growth and social adjustment.

MISSION STATEMENT AND DEPARTMENTAL PHILOSOPHY

The mission of the SMU Program in Counseling is to prepare students with culturally sensitive knowledge and skills to practice effectively and ethically in counseling-related positions in schools, agencies, private practices and mental health facilities.

The Program in Counseling provides the educational elements necessary for certification, licensure, and counseling practice. Students acquire knowledge in the disciplines underlying counseling – including education, psychology, human development, sociology, learning theory, and social change. They develop basic skills in therapy and assessment and become familiar with legal and clinical considerations confronting practitioners. Repeated practice and role-playing with feedback and strategic modification are critical to mastery of the skills and are, consequently, an essential part of the program. Successful graduates are able to pursue state licensure as Marriage and Family Therapists (LMFT) and Licensed Professional Counselors (LPC), or Certification as School Counselors. Additional coursework, meeting the requirements to become a Licensed Chemical Dependency Counselor (LCDC), is also available.

TERMS OF GRADUATE STUDENT AND PROGRAM COMPLIANCE

Counseling graduate students will adhere to the guidelines within the Master of Science in Counseling Student Handbook, the SMU Student Code of Conduct (within the SMU Student Handbook), and those outlined in the annual Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin. Failure to comply with these collective policies may result in dismissal from the Program in Counseling and SMU. Additionally, admitted counseling students will sign an informed consent document outlining the academic, interpersonal, and professional expectations of the Program in Counseling.

Prior to initial registration: As outlined in the SMU Student Code of Conduct, graduate students in the Program in Counseling, “having voluntarily enrolled as students at Southern Methodist University and assumed a place in the University community” are thereby, “presumed to be knowledgeable of, and to have agreed to abide by, the rules and regulations set forth in this Student Code of Conduct, both on and off campus” (SMU Student Handbook, online at <http://smu.edu/studentlife/studenthandbook/>). Additionally, a student’s signed offer of acceptance to the Program in Counseling asserts an agreement to follow the policies and procedures outlined in the Annette Caldwell Simmons Graduate Programs Bulletin (online at <http://smu.edu/catalogs>.)

Within the first term: Counseling students must submit a signed SMU Program in Counseling Statement of Informed Consent (provided to all students at the Group Advising session and available in the Counseling office or online by logging onto the Blackboard *Program in Counseling* site) confirming that they have read, understood, and will adhere to the policies set forth within the Master of Science in Counseling Graduate Student Handbook.

THE PROGRAM IN COUNSELING

PROGRAM STRUCTURE AND OVERVIEW

ADMISSION REQUIREMENTS

- A baccalaureate degree from an accredited institution of higher education.
- Official undergraduate and graduate transcripts from all institutions of higher education previously attended.
- A completed application form and non-refundable application fee (submitted online).
- Three completed and signed recommendation forms (submitted online).
- An essay (two pages double spaced) explaining why the applicant wants to study counseling, including career aspirations (submitted online).
- A minimum undergraduate 3.0 GPA on a 4.0 scale (or equivalent ranking).
- A GPA lower than 3.0 requires the applicant to submit GRE math and verbal scores. (The cut-off score for admission consideration is designated by the admissions committee and based on the most current scale).
- A Criminal History Background Check through the Program in Counseling’s designated vendor must be completed and paid for by each applicant. Any applicant with items of concern indicated on their criminal history background check is required to meet with the Program Director to review their history. Depending on the concern, an applicant may want to seek licensing board review to confirm whether they would be eligible for licensure post-graduation. Additionally, a criminal history item of concern that would prohibit students from enrolling in the applied training curriculum would also preclude their degree completion.

- Students applying to the Program in Counseling who pass the initial committee review of all application materials must attend a group interview and overview session.
- **English Proficiency Requirements.** If English is not your native language, you must take the Test of English as a Foreign Language (TOEFL) achieving a minimum TOEFL score of 92 on the internet-based test.

See admission link for related forms and additional admission information, including guidelines for international applicants http://smu.edu/education/counseling/admission_new.asp.

ADMISSION STATUS

- Upon admission to the program, students will begin a two-term probationary period in which they are required to demonstrate appropriate professional and personal functioning. Should concerns for a student become evident by faculty or staff during this probationary period, the admission status of the student may be revoked.
- Students having a sufficient background in the behavioral sciences (12 credit hours on an official academic transcript as determined by the Program in Counseling admission team) enter the program immediately without the necessity for additional foundation coursework.
- Students having less than twelve credit hours in the behavioral sciences may be required to complete a foundation course, Selected Topics: Foundations of Behavioral Science (HDCN 6391).*
- Note: Selected Topics: Foundations of Behavioral Science counts as three credit hours of elective course work.

*Students having a statistical sciences background can appeal to have the Foundations of Behavioral Science course waived by the admission committee on a case-by-case basis.

Behavioral Science Determination

During the application process applicant transcripts are reviewed to determine if future students must take Behavioral Science as pre-requisite to Research Methods & Statistics. While every applicant transcript is reviewed on a case-by-case basis for the Behavioral Science requirement, determinations are considered according to the following review guidelines:

- Students who did not earn an undergraduate major in a social science discipline (Psychology, Sociology, Counseling) will be advised to take Behavioral Science.
- Students who have an earned undergraduate major or minor in a social science discipline will be reviewed on a case-by-case basis to determine if they completed a social science statistics class or a research methods class.
 - Students with social science degrees or minors who earned a B or higher in a statistics or research methods class will not be advised to take Behavioral Science.

- Students with social science degrees or minors who earned a C or lower in either a research methods or statistics class will be advised to take Behavioral Science.
- Students with social science degrees or minors who earned a degree more than 10 years ago will be advised to take Behavioral Science.

ACADEMIC INSTRUCTION

Course instruction varies by topic, but typically includes lecture, discussion, and applied components such as mock counseling, role-playing, self-exploration, assessment administration, and intake interviewing. All courses integrate online learning materials in some capacity (i.e. syllabus posting, announcements, and discussion boards). Faculty members outline textbook requirements, ancillary materials for instruction, grading standards, grading rubrics, and classroom student conduct for each course.

The 10-week daytime and evening course selections rotate through four terms to accommodate scheduling and degree requirements. Weekend seminars, inter-term classes, and courses during the five-week summer term allow students additional flexibility.

Students are to retrieve and archive their own syllabi. We provide them electronically and only at the time the student takes the course. Requests for syllabi post-graduation will not be honored.

CORE CURRICULUM

The Master of Science in Counseling degree requires the completion of 60 credit hours. Students must complete all course requirements within six years of the beginning term of their degree program. Before completing four classes (12 credit hours) of the curriculum, students declare a primary track of study: Licensed Marriage and Family Therapist (LMFT), Licensed Professional Counselor (LPC), or Certified School Counselor. Students may declare a dual or triple-track.

Nine courses (27 credit hours) comprise the core curriculum for the Master of Science in Counseling. These courses represent a basic skills foundation in providing counseling, interpreting assessments, understanding legal scope, and considering clinical issues confronting practitioners.

All entering students with a behavioral science background must complete Life Span Development (HDCN 6320) during their first term.

Students having fewer than 12 credit hours in the behavioral sciences before entering the Program in Counseling may be required to complete the foundational course Special Topics: Foundations of Behavioral Science (HDCN 6391) before enrolling in Research Design and Statistics (HDCN 6349).

Students may take up to six credit hours in their first term (e.g., Lifespan with Counseling Theory or Family Therapy).

Students CANNOT take an inter-term course between their first and second terms.

Students CAN take an inter-term courses following completion of their second term.

Note: Practicum requires two terms for completion. Students may begin Internship I upon the completion of Practicum with a supervisor's approval.

Core Courses
HDCN 6320 Life Span Development
HDCN 6330 Psychopathology
HDCN 6349 Research Design and Statistics
HDCN 6340 Assessment
HDCN 6304 Counseling Diverse Communities
HDCN 6381 Ethics and Mental Health
HDCN 6395 Supervised Clinical Practicum I
HDCN 6398 Internship I
HDCN 6399 Internship II

ELECTIVE COURSES

Each track allows a variable number of electives. Academic Advisors encourage dual-track students to use courses available from one track as elective credit in another. Elective courses are offered based on instructor availability.

SPECIALIZATIONS

Students may utilize electives to complete a specialization. A specialization indicates a student concentrated their elective work on a certain area of interest. A specialization can be highlighted on one's personal portfolio. Courses child and adolescent counseling, social studies, addictions, expressive art therapy, and LGBT are offered for specialization. Students may complete the coursework for more than one specialization.

Specialization	Available Coursework	Supported Credential
Child and Adolescent Counseling	HDCN 6343 Play Therapy * HDCN 6323 Adolescent Counseling HDCN 6392 Special Topics: Family Play Therapy * HDCN 6325 Therapeutic Parenting * (HDCN 6343 is recommended before HDCN 6325)	Registered Play Therapist (RPT) *APT approved courses
Social Studies	HDCN 6392 Special Topics: Social Studies (Child Custody Evaluations) HDCN 6392 Special Topics: Child Custody Field Studies	Social Study Evaluator
Addictions	HDCN 6351 Psychopharmacology/Substance Abuse HDCN 6352 Psychology of Addictions HDCN 6353 Treatment Management	Licensed Chemical Dependency Counselor (LCDC)
Expressive Art Therapy	HDCN 6344 Expressive Arts Therapy HDCN 6347 Mindfulness-Based Expressive Art Therapy HDCN 6348 Embodied Expressive Art Therapies	Registered Expressive Arts Therapist (REAT)

LGBT	HDCN 6355 Affirmative Therapy with LGB Clients HDCN 6356 Affirmative Therapy with Transgender Clients HDCN 6357 Affirmative Therapy with LGBT Couples and Families	
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COURSES OF INDEPENDENT STUDY

When faculty availability and research projects permit, students may submit to the Program Director a formal request to complete up to two non-core courses (six credit hours) as independent study. Only submissions outlining a specific study plan, formal assessments, and guided research/instruction with a designated/agreed instructor will be considered. Students must submit their written request to the Program Director with the signature of their supervising instructor at least one full term in advance of the requested start date.

TRANSFER HOURS

Accepted students may transfer up to six credit hours of graduate course work into the Program in Counseling with formal approval. Only courses with grades of A or B may be transferred, and all are subject to the approval of the academic department. For consideration, students will supply a written request and official syllabus/syllabi to the Counseling office for course content comparison. Additionally, the Director of the Program in Counseling will evaluate sufficiency of course content based on submitted transcripts. The Program Director will make a recommendation to the Dean of the School of Education and Human Development for final approval. If transfer hours are denied, the Counseling office will notify students. Students cannot submit hours earned toward a previously completed degree for transfer consideration.

Note: Course hours completed at other universities and approved for credit toward the SMU Program in Counseling Masters of Science in Counseling degree may or may not fulfill various licensure requirements (by state). It is the responsibility of the student to confirm course applicability toward a specific license.

NON-MAJOR ACADEMIC PLAN

Program in Counseling courses may be taken for non-major credit. Non-major students may take coursework toward the completion of state licensure requirements but not toward a degree. This academic plan is available to SMU Master of Science in Counseling graduates in order to complete coursework toward an additional license or certification. Returning graduates have six years from their initial matriculation at SMU to complete any non-major work. Students in non-degree earning programs (the Non-major Academic Plan) do not qualify for federal financial aid.

LICENSURE AND CERTIFICATION TRACKS OF STUDY

MARRIAGE AND FAMILY THERAPIST (LMFT)

In addition to the nine core courses (27 credit hours), five additional required courses (15 credit hours) and six elective courses (18 credit hours) complete the LMFT curriculum.

Core Courses	
HDCN 6320 Life Span Development	HDCN 6304 Counseling Diverse Communities**
HDCN 6330 Psychopathology	HDCN 6381 Ethics and Mental Health
HDCN 6349 Research Design and Statistics*	HDCN 6395 Supervised Clinical Practicum I***
HDCN 6340 Assessment	HDCN 6398 Internship in Counseling I***
	HDCN 6399 Internship in Counseling II***
Additional Required LMFT Courses	Required Elective Courses
HDCN 6312 Family Therapy*	HDCN Open Elective
HDCN 6311 Foundations of Marriage and Family Therapy	HDCN Open Elective
HDCN 6310 Family Systems (Pre-Practicum Class)	HDCN Open Elective
HDCN 6313 Family of Origin**	HDCN Open Elective
HDCN 6314 Sexual Counseling/Therapy	HDCN Open Elective
	HDCN Open Elective

* Prerequisite classes:

HDCN 6312 Family Therapy required before taking HDCN 6310 Family Systems

HDCN 6310 Family Systems should be taken toward the end of this track and functions as a Pre-Practicum Class

HDCN 6349 Research Design and Statistics required before taking HDCN 6340 Assessment

LMFT Track followers are encouraged to take HDCN 6312 and HDCN 6311 before taking other LMFT courses.

** This Core Course may be taken with HDCN 6395, HDCN 6398, or HDCN 6399:

HDCN 6304 Counseling Diverse Communities

HDCN 6313 Family of Origin

*** Special Instructions:

HDCN 6395, HDCN 6398, and HDCN 6399 must be taken in this order, with HDCN 6395 taking two terms, and each may be paired with an elective course or a designated core class.

Students should meet regularly with their Academic Advisor to plan an academic schedule in compliance with these requirements.

View a list of courses and course descriptions online at:

<http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/CourseDescriptions>.

LICENSED PROFESSIONAL COUNSELOR (LPC)

In addition to the nine core courses (27 credit hours), five required courses (15 credit hours) and six elective courses (18 credit hours) complete the LPC curriculum.

Core Courses

HDCN 6320 Life Span Development	HDCN 6304 Counseling Diverse Communities**
HDCN 6330 Psychopathology	HDCN 6381 Ethics and Mental Health
HDCN 6349 Research Design and Statistics*	HDCN 6395 Supervised Clinical Practicum I***
HDCN 6340 Assessment	HDCN 6398 Internship in Counseling I***
	HDCN 6399 Internship in Counseling II***

Additional Required LPC Courses

HDCN 6301 Counseling Theory*
HDCN 6302 Counseling Methods: Individual*
HDCN 6303 Counseling Methods: Group*
HDCN 6321 Lifestyle and Career Development**
HDCN 6305 Advanced Counseling Methods: Individual (Pre-Practicum Class)

Required Elective Courses

HDCN Open Elective
HDCN Open Elective
HDCN Open Elective
HDCN Open Elective
HDCN Open Elective
HDCN Open Elective

* Prerequisite classes:

HDCN 6349 required before taking HDCN 6340
HDCN 6301 required before taking HDCN 6302 and HDCN 6303
HDCN 6302 required before taking HDCN 6305 (Advanced Counseling Methods: Individual)
HDCN 6303 required before taking HDCN 6306 (Advanced Counseling Methods: Group - elective)
HDCN 6305 Advanced Counseling Methods should be taken toward the end of this track and functions as a Pre-Practicum Class

** This Core Course or Additional Required LPC Course may be taken with HDCN 6395, HDCN 6398, or HDCN 6399:

HDCN 6304 Counseling Diverse Communities
HDCN 6321 Lifestyle and Career Counseling

*** Special Instructions:

HDCN 6395, HDCN 6398, and HDCN 6399 must be taken in this order, with HDCN 6395 taking two terms, and each may be paired with an elective course or a designated core class.

Students should meet regularly with their Academic Advisor to plan an academic schedule in compliance with these requirements.

View a list of courses and course descriptions online at:

<http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/CourseDescriptions>.

SCHOOL COUNSELOR CERTIFICATION

In addition to the nine core courses (27 credit hours), seven required courses (21 credit hours) and four elective courses (12 credit hours) complete the School Counseling curriculum.

Core Courses	
HDCN 6320 Life Span Development	HDCN 6304 Counseling Diverse Communities**
HDCN 6330 Psychopathology	HDCN 6381 Ethics and Mental Health
HDCN 6349 Research Design and Statistics*	HDCN 6395 Supervised Clinical Practicum I***
HDCN 6340 Assessment	HDCN 6398 Internship in Counseling I***
	HDCN 6399 Internship in Counseling II***
Additional Required School Counselor Courses	Required Elective Courses
HDCN 6301 Counseling Theory*	HDCN Open Elective
HDCN 6302 Counseling Methods: Individual*	HDCN Open Elective
HDCN 6303 Counseling Methods: Group*	HDCN Open Elective
HDCN 6321 Lifestyle and Career Development**	HDCN Open Elective
HDCN 6305 Advanced Counseling Methods: Individual (Pre-Practicum Class)	
HDCN 6342 Cognitive, Career & Educational Assessment	
HDCN 6308 Counseling: Elementary School or HDCN 6309 Counseling: Secondary School*	

* Prerequisite classes:

HDCN 6349 required before taking HDCN 6340

HDCN 6301 required before taking HDCN 6302 and HDCN 6303

HDCN 6302 required before taking HDCN 6305 (Advanced Counseling Methods: Individual)

HDCN 6303 required before taking HDCN 6306 (Advanced Counseling Methods: Group – elective)

HDCN 6308 or HDCN 6309 before taking HDCN 6395

HDCN 6342 required before taking HDCN 6395

HDCN 6305 Advanced Counseling Methods should be taken toward the end of this track and functions as a Pre-Practicum Class

HDCN 6340 not required but highly recommended before taking HDCN 6342

** This Core Course or Additional Required LPC Course may be taken with HDCN 6395, HDCN 6398, or HDCN 6399:

HDCN 6304 Counseling Diverse Communities

HDCN 6321 Lifestyle and Career Counseling

*** Special Instructions:

HDCN 6395, HDCN 6398, and HDCN 6399 must be taken in this order, with HDCN 6395 taking two terms, and each may be paired with an elective course or a designated core class.

After completing HDCN 6308/09, candidates for School Counselor certification will schedule a practice exam with the designated faculty advisor for school counseling and score a minimum of 85% in order to be approved to register for the TEXes certification exam. There is no fee for the practice exam. Allow two hours for completion.

NOTE: *School Counselor certification in the state of Texas requires two years of teaching in an accredited private or public school. Students provide documentation for approval of teaching years to the Director of the Program in Counseling.*

LPC/LMFT DUAL TRACK

In addition to the nine core courses (27 credit hours), five additional required LPC courses (15 credit hours), five required LMFT courses (15 credit hours), and one elective course (three credit hours) complete the LPC/LMFT curriculum.

Core Courses

HDCN 6320 Life Span Development	HDCN 6304 Counseling Diverse Communities**
HDCN 6330 Psychopathology	HDCN 6381 Ethics and Mental Health
HDCN 6349 Research Design and Statistics*	HDCN 6395 Supervised Clinical Practicum I***
HDCN 6340 Assessment	HDCN 6398 Internship in Counseling I***
	HDCN 6399 Internship in Counseling II***

Additional Required LMFT Courses

HDCN 6312 Family Therapy*
HDCN 6311 Foundations of Marriage and Family Therapy
HDCN 6310 Family Systems (Pre-Practicum Class)
HDCN 6313 Family of Origin**
HDCN 6314 Sexual Counseling/Therapy

Additional Required LPC Courses

HDCN 6301 Counseling Theory*
HDCN 6302 Counseling Methods: Individual*
HDCN 6303 Counseling Methods: Group*
HDCN 6321 Lifestyle and Career Development**
HDCN 6305 Advanced Counseling Methods: Individual

Required Elective Courses

HDCN Open Elective

* Prerequisite classes:

HDCN 6312 Family Therapy is required before taking HDCN 6310 Family Systems
HDCN 6310 Family Systems should be taken toward the end of this track and functions as a Pre-Practicum Class
HDCN 6305 Advanced Counseling Methods should be taken toward the end of this track and functions as a Pre-Practicum Class
HDCN 6301 required before taking HDCN 6302 and HDCN 6303
HDCN 6302 required before taking HDCN 6305 (Advanced Counseling Methods: Individual)
HDCN 6303 required before taking HDCN 6306 (Advanced Counseling Methods: Group - elective)
HDCN 6349 Research Design and Statistics required before taking HDCN 6340 Assessment
LMFT Track followers are encouraged to take HDCN 6312 and HDCN 6311 before taking other LMFT courses.

** This Core Course may be taken with HDCN 6395, HDCN 6398, or HDCN 6399:

HDCN 6304 Counseling Diverse Communities
HDCN 6321 Lifestyle and Career Counseling
HDCN 6313 Family of Origin

*** Special Instructions:

HDCN 6395, HDCN 6398, and HDCN 6399 must be taken in this order, with HDCN 6395 taking two terms, and each may be paired with an elective course or a designated core class.

Students should meet regularly with their Academic Advisor to plan an academic schedule in compliance with these requirements.

View a list of courses and course descriptions online at: <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/CourseDescriptions>.

LPC/SCHOOL DUAL TRACK

In addition to the nine core courses (27 credit hours), five additional courses required for both LPC and School Counselors (15 credit hours), two required School Counseling courses (six credit hours), and four elective course (12 credit hours) complete the LPC/School curriculum.

Core Courses	
HDCN 6320 Life Span Development	HDCN 6304 Counseling Diverse Communities**
HDCN 6330 Psychopathology	HDCN 6381 Ethics and Mental Health
HDCN 6349 Research Design and Statistics*	HDCN 6395 Supervised Clinical Practicum I***
HDCN 6340 Assessment	HDCN 6398 Internship in Counseling I***
	HDCN 6399 Internship in Counseling II***
Additional Required LPC/School Counselor Courses	Required Elective Courses
HDCN 6301 Counseling Theory*	HDCN Open Elective
HDCN 6302 Counseling Methods: Individual*	HDCN Open Elective
HDCN 6303 Counseling Methods: Group*	HDCN Open Elective
HDCN 6321 Lifestyle and Career Development**	HDCN Open Elective
HDCN 6305 Advanced Counseling Methods: Individual (Pre-Practicum Class)	
HDCN 6342 Cognitive, Career & Educational Assessment	
HDCN 6308 Counseling: Elementary School or HDCN 6309 Counseling: Secondary School*	

* Prerequisite classes:

HDCN 6301 required before taking HDCN 6302 and HDCN 6303

HDCN 6302 required before taking HDCN 6305 (Advanced Counseling Methods: Individual)

HDCN 6303 required before taking HDCN 6306 (Advanced Counseling Methods: Group - elective)

HDCN 6349 Research Design and Statistics required before taking HDCN 6340 Assessment

HDCN 6308 or HDCN 6309 before taking HDCN 6395

HDCN 6342 required before taking HDCN 6395

HDCN 6305 Advanced Counseling Methods should be taken toward the end of this track and functions as a Pre-Practicum Class

HDCN 6340 not required but highly recommended before taking HDCN 6342

** This Core Course may be taken with HDCN 6395, HDCN 6398, and HDCN 6399:

HDCN 6304 Counseling Diverse Communities

HDCN 6321 Lifestyle and Career Counseling

*** Special Instructions:

HDCN 6395, HDCN 6398, and HDCN 6399 must be taken in this order, with HDCN 6395 taking two terms, and each may be paired with an elective course or a designated core class.

After completing HDCN 6308/09, candidates for School Counselor certification will schedule a practice exam with the designated faculty advisor for school counseling and score a minimum of 85% in order to be approved to register for the TExes certification exam. There is no fee for the practice exam. Allow two hours for completion.

NOTE: School Counselor certification in the state of Texas requires two years of teaching in an accredited private or public school. Students provide documentation for approval of teaching years to the Director of the Program in Counseling.

Students should meet regularly with their Academic Advisor to plan an academic schedule in compliance with these requirements.

View a list of courses and course descriptions online at: <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/CourseDescriptions>.

LMFT/SCHOOL DUAL TRACK

In addition to the nine core courses (27 credit hours), five additional courses required for both LPC and School Counselors (15 credit hours), two required School Counseling courses (6 credit hours), and five additional courses required for LMFT (15 credit hours) complete the LMFT/School curriculum for a total of 63 credit hours.

Core Courses

HDCN 6320 Life Span Development HDCN 6330 Psychopathology HDCN 6349 Research Design and Statistics* HDCN 6340 Assessment	HDCN 6304 Counseling Diverse Communities** HDCN 6381 Ethics and Mental Health HDCN 6395 Supervised Clinical Practicum I*** HDCN 6398 Internship in Counseling I*** HDCN 6399 Internship in Counseling II***
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Additional Required LPC/School Counselor Courses

HDCN 6301 Counseling Theory*
 HDCN 6302 Counseling Methods: Individual*

 HDCN 6303 Counseling Methods: Group*

 HDCN 6321 Lifestyle and Career Development**
 HDCN 6305 Advanced Counseling Methods: Individual (Pre-Practicum Class)
 HDCN 6308 Counseling: Elementary School or
 HDCN 6309 Counseling: Secondary School*
 HDCN 6342 Cognitive, Career & Educational Assessment

Required LMFT Courses

HDCN 6312 Family Therapy*
 HDCN 6311 Foundations of Marriage and Family Therapy
 HDCN 6310 Family Systems (Pre-Practicum Class)
 HDCN 6313 Family of Origin**
 HDCN 6314 Sexual Counseling/Therapy

* Prerequisite classes:

- HDCN 6312 Family Therapy is required before taking HDCN 6310 Family Systems
- HDCN 6310 Family Systems should be taken toward the end of this track and functions as a Pre-Practicum Class
- HDCN 6305 Advanced Counseling Methods should be taken toward the end of this track and functions as a Pre-Practicum Class
- HDCN 6349 Research Design and Statistics required before taking HDCN 6340 Assessment
- HDCN 6301 required before taking HDCN 6302 and HDCN 6303
- HDCN 6302 required before taking HDCN 6305 (Advanced Counseling Methods: Individual)
- HDCN 6303 required before taking HDCN 6306 (Advanced Counseling Methods: Group - elective)
- HDCN 6308 or HDCN 6309 before taking HDCN 6395
- HDCN 6342 required before taking HDCN 6395
- HDCN 6340 not required but highly recommended before taking HDCN 6342

LMFT Track followers are encouraged to take HDCN 6312 and HDCN 6311 before taking other LMFT courses.

** This Core Course may be taken with HDCN 6395, HDCN 6398, or HDCN 6399: HDCN 6304 Counseling Diverse Communities, HDCN 6321 Lifestyle and Career Counseling, and HDCN 6313 Family of Origin

*** Special Instructions:

HDCN 6395, HDCN 6398, and HDCN 6399 must be taken in this order, with HDCN 6395 taking two terms, and each may be paired with an elective course or a designated core class.

After completing HDCN 6308/09, candidates for School Counselor certification will schedule a practice exam with the designated faculty advisor for school counseling and score a minimum of 85% in order to be approved to register for the TEXes certification exam. There is no fee for the practice exam. Allow two hours for completion.

NOTE: School Counselor certification in the state of Texas requires two years of teaching in an accredited private or public school. Students provide documentation for approval of teaching years to the Director of the Program in Counseling.

Students should meet regularly with their Academic Advisor to plan an academic schedule in compliance with these requirements.

View a list of courses and course descriptions online at:

<http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/CourseDescriptions>.

Students in any track of study within the Master of Science in Counseling degree program may take one or more of the following three courses (elective credit hours or extra credit hours) for partial completion of the state of Texas LCDC requirements. Although not all three courses are required, completion of all three courses are suggested for optimal didactic preparation for working in the field and possible success on the licensing exam.

LCDC Courses

HDCN 6351 Psychopharmacology: Drugs and Alcohol

HDCN 6352 Psychology of Addiction

HDCN 6353 Treatment Management

Licensure Process:

It is strongly advised that students visit/contact http://www.dshs.state.tx.us/lcdc/lcdc_exam.shtml for specific licensure guidelines. In general, according to the current LCDC guidelines, a student interested in becoming LCDC first needs to apply as an LCDC-intern (this can occur while in the Master's program). After the LCDC-intern status is granted, a state licensure examination must be passed. After passing the exam, the 4,000 clinical hours can be waived upon the completion of a Master's in Counseling (i.e., submission of the final transcript). If a student would like to become fully licensed as an LCDC while in program, the 4,000 clinical hours will need to be completed in a Certified Training Institute (CTI).

For more information, please contact Addictions Specialization Coordinator, Dr. Misty Solt at msolt@smu.edu.

DEGREE PLANNING AND COURSE SEQUENCE

In order to build essential concepts for counseling, students must complete certain courses in a specific order and other courses in a recommended sequence.

Note: For those students admitted without a behavioral science background, Special Topics: Foundations of Behavioral Science must be taken before Research Design and Statistics. Students having a psychology background should follow the recommendations listed below.

Required first course for all tracks:

HDCN 6320 Life Span Development

Next course for LPC and School Counselor tracks:

HDCN 6301 Counseling Theory

*strongly recommend taking within first few terms

Next course for LMFT track:

HDCN 6312 Family Therapy

*strongly recommend taking within first few terms

Since all three tracks (and dual-tracks) have some prerequisite courses, and certain classes are designated to be taken before or with Practicum and Internships I/II, students are urged to consult their advisor – **early and often**. A full list of classes to pair with Practicum and Internships I/II can be found on pg. 25.

Please note, students may pair a course with Practicum and/or Internship classes yet still be required to complete that course content in full before working with certain populations of clients. For example, before you are permitted to work with children in supervised training, a student must take a minimum of one child-focused counseling class such as HDCN 6343: Play Therapy for dealing with children 2-8 years of age, or HDCN 6323 Adolescent Counseling for clients older than 9 years. The same is true before working with individuals with addictions, groups, couples, or working with families: addictions courses, Group Methods, or some MFT coursework respectively should be completed. Additional details follow:

Population	Course Prerequisite
Children aged 2-6	Preference: Play Therapy Also acceptable: Family Play Therapy
Children aged 7-9	Preference: Play Therapy and/or Adolescent Counseling Also acceptable: Family Play Therapy
Pre-Adolescent aged 10-12	Preference: Adolescent Counseling Also acceptable: Family Play Therapy
Adolescents aged 13-17	Preference: Adolescent Counseling Also acceptable: Family Therapy, Family Systems
Families with Children 2-7	Family Play Therapy
Families with Children ages 8–18	Family Therapy and/or Family Systems and/or Family Play Therapy
Group Parent Training and Filial (CPRT)	Therapeutic Parenting
One-to-One Parent Training	Play Therapy, Adolescent Counseling or Therapeutic Parenting

Depending on student availability and course offerings per term, students may not complete the 60-hour curriculum in the minimum prescribed three-year period. All efforts will be made with academic advisement to complete the degree requirements in a timely manner. Students are responsible for the

accuracy of their degree plan and should monitor their progress based on course availability and Program requirements.

Finally, students must coordinate and monitor their course sequence/plan with their academic advisor if interested in dual-tracking or adding specializations within or in addition to their 60-hour degree program.

ADVISING

Academic advisors provide guidance to SMU Counseling graduate students throughout their academic program. It is the student's responsibility to contact their advisor for an advising appointment. Students are encouraged to utilize their advisor as a resource for academic assistance and self-monitoring. Academic advisors may help students address problems or concerns regarding their progress in the program, negotiate a student conflict, or any other program-related issue.

Additionally, all Program in Counseling students are required to attend a Group Advising session. Group Advising is scheduled during the first week of each admitting term. If for any reason a student cannot attend the designated session, they must make up the session in the next available term. Students who do not attend required group advising within their first two terms may not be allowed to register and/or continue coursework without Program Director approval.

SMU Counseling Advisor Etiquette:

Expectations: Academic Advisors are a supportive resource and schedule consultant for students but not term-by-term "schedulers." It is the student's responsibility to create a schedule of classes that works for him or her personally each term. It is recommended (and in some instances, required) for students to meet with their advisor to review their overall academic course and program performance.

Making Appointments: Advising appointments get booked quickly and are usually scheduled two-three weeks in advance. Students should not email their advisor the week before registration and expect an immediate appointment. When scheduling, student should include the following in their email to their advisor: goals for the advising appointment, current track declaration, a phone number to be reached, time(s) on campus for current classes, and other available times you could come to campus.

What to Bring: Student handbook and a "rough draft" of the student's planned schedule.

ADVISOR ASSIGNMENT

Admitted students are appointed an academic advisor. Students initiate contact with their advisor for registration information and help with organizing course selections. After the completion of their first four courses (12 credit hours), or shortly thereafter, students should meet with their academic advisor to discuss progress. Upon completing ten courses (30 credit hours), students should schedule an appointment to meet with their academic advisor for a formal *Progress Assessment*.

PROGRESS ASSESSMENT

Academic performance, integrity, and growth across courses comprise the *Progress Assessment*. Additionally, the student presents a plan and timetable for the completion of track study, including practicum and internship interests (*Progress Assessment* forms are available in the Counseling office or online by logging onto the Blackboard Counseling site).

CHANGING ADVISORS

Students are encouraged to remain with their assigned academic advisor throughout their program. Under rare circumstances, a student may want or need to change advisors. This request should be made in person to the Program Director and may or may not be permitted depending on the situation.

COUNSELING EXPERIENCE

Counseling students participate in role-playing and various other mock-counseling exercises as part of the embedded curriculum within multiple courses. For example, as part of the Life Span Development course, students are provided the opportunity to experience new and practical interventions as well as come to understand the experience of the client through participation in five mock-counseling sessions serviced by practicum students or by seeking services from a mental health provider off campus. Additionally, students take part in self-evaluative processes designed to encourage discovery and growth. To maintain a safe and supportive learning environment, student discussions regarding sensitive course material must occur only in class or privately with other current class members. Respect and integrity for all individuals frame course endeavors, particularly regarding issues of a delicate and/or controversial nature. All Counseling students will demonstrate behavior consistent with the Ethical Standards forwarded by the listed bodies. Failure to do so may result in termination from the Program in Counseling.

- ACA: online at <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>
- AAMFT: online at http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx
- TCA: online at <http://www.txca.org/tca/Ethics1.asp?SnID=1>, (follows the Ethical Code forwarded by the ACA)
- Texas State Board of Examiners of Professional Counselors:
http://www.dshs.state.tx.us/counselor/lpc_ethics.shtm
- Texas State Board of Examiners of Marriage & Family Therapists:
http://www.dshs.state.tx.us/mft/mft_ethics.shtm
- Texas State Board for Educator Certification: <http://tea.texas.gov/index2.aspx?id=2147501244>
- Texas Administrative Code:
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

COUNSELING PRACTICUM AND INTERNSHIPS

All Program in Counseling students enroll **in one course** of Practicum (**across two terms**) and two courses of Supervised Internship. Any required direct or indirect hours not completed in one term of Practicum or Internship I/II carry over to the next term of the same course, with approval from the supervisor. Students are required to complete any term in full for which they begin hours of client contact (including carry over hours) and assist with the transition of clients to new student counselors if necessary.

Students may begin Practicum with advisor approval upon completion of 42 credit hours. Included must be the required core and designated track classes (along with their prerequisites). These include: Assessment, Advanced Methods Individual, Family Systems, Ethics, and School Counseling. Students may choose to start Practicum later in their program; many students opt to complete all course work before beginning Practicum and Internships. Doing so ensures a student's increased qualification to service a wider array of client populations. Certain courses have been designated as prerequisites to servicing specific populations during practicum (See Degree Planning and Course Sequencing).

A minimum of four terms of active hour accumulation is required to complete all practica and internship requirements. There is a one-time tuition charge for each of the three clinical track courses: Practicum, Internship I and Internship II. Students who have not completed all required counseling contact hours within one-year (5 terms) of beginning Practicum may be required to pay tuition for each additional term beginning with the sixth term. Students petitioning for an extension due to unavoidable circumstances may make a written request to the Counseling Program Director.

During all three courses, the assigned supervisor and/or the Family Center Director determines student progress on a case-by-case basis in conjunction with faculty feedback. A supervisor may require a student to complete more direct hours of contact (above the designated direct 40 hour minimum required of practicum and the 240 hour minimum required of internship), or reduce a student's client load, if the student is deemed skill deficient, requires additional mentoring, exhibits behavior of questionable professional integrity, or if the wellness of the student-in-training is of concern.

The clinical faculty and staff work to honor equitable dissemination of client cases to students for training purposes. Because of numerous factors beyond the control of faculty and staff such as inclement weather, client cancellations, student availability, and even student proficiency, student progress varies. In each term, student progress as a group may differ overall from previous and subsequent terms. Students are encouraged to monitor their own progress and understand other students will progress at their own pace.

Upon beginning practica and continuing through internships, SMU Program in Counseling students will no longer follow the SMU academic schedule, but will assume the professional daily/weekly/holiday model of the professional world. **While in practicum, students will follow the SMU Center for Family Counseling schedule and then the schedule of their chosen field site during internships for holidays and vacation. *IN ADDITION, STUDENTS ARE EXPECTED TO PROGRESS THROUGH COURSES 6395, 6398, AND 6399 SEQUENTIALLY, CONTINUOUSLY, AND WITHOUT INTERRUPTION, INCLUDING SUMMER.***

NOTE: A student's internship site must be located in the DFW area.

Note: Be advised that students who wish to pursue School Counseling certification who are currently teachers in private schools will need to plan carefully, research information, and confirm availability of

both a **supervisor** to serve as an onsite supervisor who is a certified school counselor **AND** the presence of a developmental guidance program when contracting a field site for Internship.

PRE-PRACTICUM PROCESS

This information will be initially discussed in Group Advising and further questions about the process can be addressed with your academic advisor as needed.

The practicum class size is capped each term to ensure that students are able to meet their direct and indirect hour requirement. The seven-step Pre-Practicum application Process is to be used by all students who wish to be considered for enrollment in Practicum the following term. Students are required to pay strict attention to the process and assigned deadlines. Each step requires successful completion by the term's assigned deadlines for opportunity to enrollment in Practicum the following term.

Procedure Definitions

Pre-Practicum: the term directly before Practicum enrollment

Clinical Sequence: the terms ranging from the beginning of Practicum to the completion of Internship

MOCCE ("Master of Core Competencies exam"): a 60-question multiple-choice exam based on core curriculum (Life Span Development, Psychopathology, Research Design and Statistics, Assessment, Counseling Diverse Communities, Ethics and Mental Health) that demonstrates a student's level of didactic readiness for practica. The MOCCE does not demonstrate clinical readiness for practica; thus, either the Family Systems course and/or the Advanced Individual course, in addition to the MOCCE, must be passed to enter practicum. In addition, all core curriculum should be completed prior to taking the MOCCE. Students who perform highest on the MOCCE will achieve right to enroll in practicum should all other pre-practicum requirements be met by the assigned deadlines. Studying for the MOCCE may be done by reviewing the learning objectives found in the syllabi of core classes, as well as reviewing study guides for the NCE.

PPM: Policy and Procedure Manual for the Plano clinic.

PPE: a multiple-choice exam based on the "SMU Center for Family Counseling Policy and Procedure Manual" and the "Clinical Experience Handbook," both available to students in the Practicum Canvas Course.

Disclaimer: Speed and accuracy in the Pre-Practicum process are key elements to earning one of the limited spots available in Practicum enrollment. NO reminders about deadlines for the Pre-Practicum process are sent. If a deadline is missed or a timeframe is not adhered to, consequences will occur and may result in the postponement of enrollment in Practicum.

WEEK 1:

- The Program Assistant Director and/or Program Coordinator will email all qualified students notifying them that they must complete the below procedures if they wish to be considered for

enrollment in Practicum the following term. An Informed Consent Form will be included with this notification.

WEEK 2:

- **Optional: Attend the informational pre-practicum meeting**
Students who wish to be considered for enrollment in Practicum the following term will be required to contact the Program Assistant Director via email with their intention to participate in the Pre-Practicum process, as well as return a signed and initialed copy of the Informed Consent in the respective email. This step will serve as an application for the Pre-Practicum process.

WEEK 3:

- **The 3rd Monday of the term**, the Program Assistant Director will notify the Administrative Clinical Team of the roster of students who have applied to the Pre-Practicum Process.
- **The 3rd Tuesday of the term**, the Clinic Coordinator will add all practicum applicants to the Pre-Practicum Canvas course in order for them to complete the remaining Pre-Practicum requirements. All practicum applicants will receive announcement notifications via Canvas as their only source of notification to complete the remaining steps of the Pre-Practicum process.

WEEK 3-6:

- Liability Insurance must be current and not be at risk of expiration prior to the Clinical Sequence. This is the same coverage required throughout the duration of the program; renewal or reenrollment is only required if previous insurance is about to or has expired. If re-enrollment is necessary, the proof of insurance may be given **as early as this 3rd week of the term but no later than the end of the 6th week of the term**, and the proof of insurance must be uploaded to the Pre-Practicum Canvas course.
- Students will be required to upload to the Pre-Practicum Canvas a current certificate demonstrating the completion of the "SMU Program for the Protection of Minors" training. This training course is located on the Pre-Practicum Canvas course. This is the same training required when beginning the program and is good for two years; re-certification is only required if previous certificate has expired. If re-certification is necessary, the training may be taken **as early as this 3rd week of the term but no later than the end of the 6th week of the term**, and the completion certificate must be upload to the Pre-Practicum Canvas as quickly as possible during that time period. Any student whose training completion certificate is not received, by the Program Coordinator, by the assigned deadline, will not be enrolled in Practicum and must wait for the next term in which Practicum is offered.
- Students must complete, at their own expense, an online criminal history background check through the Program's designated vendor prior to beginning Practicum/Internship (Applied Clinical Cycle). Students should initiate the process of ordering their online background check **no earlier than 30 days prior to beginning Practicum**, and it must be completed and submitted no later than the assigned deadline It is essential that students complete the criminal background check within this time frame to avoid a delay in their training sequence and allow the Family Counseling Center planning time to schedule clients based on the actual number of incoming students. Any student whose completed and clear background check is not received

by the Program Coordinator the assigned deadline will not be enrolled in Practicum and must wait for the next term in which Practicum is offered. (A new background check will have to be completed for that term.)

- Students with items of concern indicated on their criminal history background check are required to meet with the Program Director to review their history. Depending on the concern, students may want to seek licensing board review to confirm whether they would be eligible for licensure post-graduation. Additionally, a criminal history item of concern that would prohibit students from enrolling in the applied training curriculum would also preclude their degree completion.
- Any admitted student (regardless of enrolled status) must notify the Program Director in writing within 48 hours if any of the following events occur:
 - Any arrest of the student, not including a Class C misdemeanor traffic offense
 - Any criminal case filed against the student
 - Any criminal conviction, not including a Class C misdemeanor traffic offense
 - Any disciplinary action from another licensing board in which the student is currently licensed or from a professional organization in which the student is a member (including another state)
- Failure to notify the Program Director of any situation described above within the 48-hour time period may result in disciplinary action by the Program in Counseling, which may include removal from the Program.
- The **4th Monday of the term**, the Program Director will email students the time options to complete the on-campus proctored MOCCE. Students must register for one of the available timeslots no later than the 5th Monday of the term in order to be eligible to take the exam this term.
- The remaining time **prior to the 6th week of the term** for the MOCCE open period should be used for studying core curriculum.
- The Internship Director will enroll all Practicum applicants who have registered for the proctored exam into ExamSoft to provide access the MOCCE. The only source of notification regarding the MOCCE will be through emails from ExamSoft (software program utilized to administer the exam) with information on when and how to remotely access the exam. Students must download Examsoft software prior to their on-campus proctored exam timeslot.

WEEK 6:

- During set on-campus proctored exam times, students will be required to bring their computer device with the pre-downloaded ExamSoft program to individually complete the MOCCE during the 6th week of the term. Students who fail to take the exam in their registered proctor exam timeframe will not be permitted to enter practicum the following term.
 - After completion, students must upload the exam back to the server. The student will receive an emailed confirmation directly from ExamSoft (example follows). If an email is not received a confirmation similar to this sample, an error may have occurred and may not count as complete:

Dear XXXX,

This email confirms that you uploaded the following answer file on [DATE]:

[Your SMU ID]:_Jan (Winter) 2016 MoCCe Measure of Core Competency Exam_20XX12345678910_final.xmdx

If you have any questions, please contact ExamSoft Support at support@examsoft.com or 866.429.8889.

Sincerely,
ExamSoft Support

- The Clinic Coordinator, Clinic Director, and Internship Director, as well as the student, will receive their MOCCE score upon completion.
- The students who achieve the highest scores and complete the above steps appropriately will be registered in the Practicum course by the Assistant Program Director.
 - Students who fall outside of the top scores but pass the MOCCE and complete the above steps appropriately will remain on the waitlist should a practicum position become available.
 - Students who fall outside of the top scores for the term but pass the MOCCE and complete the above steps appropriately will be eligible to begin the Pre-Practicum Process for the following term with priority standing above new applicants who are eligible to begin the process for the following term; the MOCCE will not need to be retaken if it is passed the first attempt.
 - Students who fall outside of the top scores and do not pass the MOCCE must restart the Pre-Practicum Process for the following term with no priority standing above new applicants who are eligible to begin the process for the following; the MOCCE will need to be retaken if it is not passed the first round. Students may take the MOCCE exam three terms, and if it is not passed by the third term, the student will be placed on a remediation plan with their Academic Advisor and the Program Chair.
- The 7th Monday of the term, the Assistant Program Director will notify these qualified students via email that they are enrolled in the Practicum course.
- The remaining time prior to the 7th week of the term should be used for reading the PPM and watching supportive materials in the Pre-Practicum Canvas in order to pass the “Pre-Practicum exam” (PPE) with a grade of 90% or above.

WEEK 7:

- The morning of the 7th Monday of the term, the top eligible students are permitted to take the “Pre-Practicum exam” (PPE). There are no limits to the number of times the PPE may be taken, but it must be passed with a grade of 90% or above prior to 5pm the 7th Friday of the term, to be eligible for Practicum enrollment. Completion of a passing grade of 90% or above on the PPE will be time stamped in Canvas and, in addition to the above specified requirements, reviewed by the Assistant Program Director and Program Coordinator.
 - Eligible students who do not complete this step of the Pre-Practicum process will forfeit their Practicum enrollment spot and will no longer be eligible to begin Practicum the

next term; this spot will become available to the next highest MOCCE scoring applicant who has completed all other requirements of the Pre-Practicum process.

WEEK 8:

- The 8th Tuesday of the term, the Clinic Coordinator will email these registered students the “Student Information and Availability Form.” This form should be completed and returned via email to the Clinic Coordinator no later than 5pm the 8th Friday of the term. Changes to student schedules for the following term of Practicum may not be made after this time.

WEEK 9:

- No later than 5pm the 9th Thursday of the term, the Clinic Coordinator will email all registered students their specific group and triadic supervision schedule for 1st term of Practicum.

WEEK 1 OF PRACTICUM:

- All students registered in 1st term of Practicum will be required to attend a one-day training held in the Clinic Classroom from 9am-5pm the 1st Monday of the Practicum term.
- All students registered in 1st term of Practicum will be required to attend a weekly group supervision and peer activity/processing group.
- All students registered in 1st term of Practicum will be required to attend a weekly triadic supervision every Wednesday or Thursday evening, based upon the schedule provided to and set by the Clinic Coordinator.

PRACTICUM AND INTERNSHIP COURSE PAIRINGS

LMFT	LPC	School Counselor
HDCN 6395 Practicum (Family Center) <i>100hrs, with a minimum 40hrs direct client contact</i>	HDCN 6395 Practicum (Family Center) <i>100hrs, with a minimum 40hrs direct client contact</i>	HDCN 6395 Practicum (Family Center) <i>100hrs, with a minimum 40hrs direct client contact</i>
HDCN 6398 Supervised Internship <i>300hrs, with 120hrs direct client contact</i>	HDCN 6398 Supervised Internship <i>300hrs, with 120hrs direct client contact</i>	HDCN 6398 Supervised Internship <i>300hrs, with 120hrs direct client contact</i>
HDCN 6399 Supervised Internship <i>300hrs, with 120hrs direct client contact</i>	HDCN 6399 Supervised Internship <i>300hrs, with 120hrs direct client contact</i>	HDCN 6399 Supervised Internship <i>300hrs, with 120hrs direct client contact</i>
<i>Courses that may be paired with each of the Practicum and Internship I/II courses listed by track:</i>		
LMFT	LPC	School Counselor
HDCN 6304 Counseling Diverse Comm.	HDCN 6304 Counseling Diverse Comm.	HDCN 6304 Counseling Diverse Comm.
HDCN 6321 Lifestyle and Career	HDCN 6321 Lifestyle and Career	HDCN 6321 Lifestyle and Career
HDCN 6301 Counseling Theory	HDCN 6312 Family Therapy	HDCN 6312 Family Therapy
HDCN 6302 Counsel. Methods: Individ.	HDCN 6310 Family Systems	HDCN 6310 Family Systems
HDCN 6303 Counsel. Methods: Group	HDCN 6311 Marriage/Family Therapy	HDCN 6311 Marriage/Family Therapy
HDCN 6305 Counsel. Methods: Adv. Ind.	HDCN 6314 Sexual Counseling/Therapy	HDCN 6314 Sexual Counseling/Therapy
	HDCN 6313 Family of Origin	HDCN 6313 Family of Origin
Specialization Coursework*	Specialization Coursework*	Specialization Coursework*
Other electives – see Academic Advisor	Other electives – see Academic Advisor	Other electives – see Academic Advisor
*See Page 8, Specializations	*See Page 8, Specializations	*See Page 8, Specializations
NOTE: Prerequisite rules may apply	NOTE: Prerequisite rules may apply	NOTE: Prerequisite rules may apply

Students enroll in **one course** of Practicum **across two terms**. Students are permitted to enroll in one additional course during each of these terms should they desire.

Note, not all courses are offered every term in both day and evening formats. Students who have schedule restrictions may need to take extra courses (in addition to the designated 60 hours) to fulfill their financial aid requirements, or may only be able to take one course during a specific term. For this reason, and based on individual circumstance, not all students will complete the Program within three years. Additionally, student degree completion is based on skill level and supervisor/faculty recommendation.

INSTRUCTIONAL POLICIES

CHILDREN AND GUESTS IN CLASS

For the benefit of all Program in Counseling students, no children are allowed to accompany counseling students to class. Course content is geared for adult learners and may not be suitable for children. Additionally, students may not have unattended children in the building while in class.

The confidential nature of classroom instruction necessitates that adult guests not attend classroom instruction hours without advanced consent from the professor. Additionally, any guests of Program in Counseling students should check-in with the facilities offices of the SMU-in-Plano campus and wait quietly in public seating areas while unattended.

Full-time childcare is available at SMU Preschool and Child Care Center, a small NAEYC accredited service for SMU students, faculty and staff. There is normally an 8- to 12-month waiting list, so get on the list early. Call 214-768-2278 for more information or visit www.smu.edu/childcare. Many students have found alternative affordable childcare by shopping around. Call Child Care Answers at 214-631-CARE (2273) for additional information on childcare in the Metro area.

AUDIO-VISUAL AND ELECTRONIC RECORDING IN CLASS

Audiovisual and electronic recording of classroom lecture is strictly prohibited without the written consent of the course professor.

Each professor will approve the appropriate classroom use of laptops and other designated technology resources. A violation of classroom technology expectations may result in the loss of earnable points, impact a student's overall grade, or possibly warrant failing the course and require a student to retake the class.

The SMU Program in Counseling does not have a formal policy restricting internet or social media use by enrolled students. However, any student who engages in behavior that violates the safety or confidentiality of another student (or violates the ethical canon of their identified track of study) may be sanctioned by the Program, School, or larger University, including separation from the University.

SOCIAL MEDIA GUIDELINES

In the helping profession, individuals are expected to exhibit a high degree of interpersonal effectiveness, emotional maturity, and good judgment. Because of the ease with which clients, prospective clients, colleagues, and current or prospective employers can access information from professional and personal information published on the web, professionals should take care to present themselves in the best possible light. It is expected that students will recognize the SMU Student Handbook's Code of Conduct application to the use of Social Media specifically section 2.09, "Students will, at all times and in all activities, respect the rights of others, maintain responsible behavior conducive to the teaching and learning environment, and uphold the integrity of the University both on and off campus." SMU's Department of Dispute Resolution and Counseling encourages civil discussion of issues pertinent to the program and related events. Inappropriate remarks on social media venues such as Facebook, My Space, and Twitter, etc. may result in disciplinary action.

POLICIES AND PROCEDURES

GENERAL POLICIES

The policies and procedures described herein serve as a quick-reference guide for Program in Counseling graduate students and do not represent a complete list. All Program in Counseling graduate students remain responsible for understanding and upholding the policies and procedures outlined, in full, within the Annette Caldwell Simmons School of Education and Human Development

PAYMENT

Students are responsible for adhering to the payment schedules set by the University and published online at <http://smu.edu/bursar/paymentdue.asp>. Accordingly, students bear the responsibility for understanding and following Program in Counseling refund schedules for full length courses and seminars, as well as loan disbursement deadlines.

FINANCIAL AID

Master of Science in Counseling Students may qualify for Federal Financial Aid assistance (student loans). To apply for Federal Financial Aid, students complete (at no charge) the FAFSA form online at www.fafsa.ed.gov/. The SMU Office of Financial Services recommends completing this form a minimum of three months prior to your expected start date. However, students may complete the form closer to registration and pay for courses out-of-pocket until the disbursement of funds. Qualifying students receive financial disbursements to their My.SMU account through SMU to pay for classes. Any extra funds are disbursed directly to students by check.

In order to qualify for Federal funds, students must enroll and remain in two courses per term (a minimum of six credit hours) for every term funds are requested (including Summer term). If students drop below the minimum required credit hours per term, they may jeopardize their financial award. Since summer term moves quickly (five weeks), the program recommends that students utilize extra funds disbursed for other terms to cover summer tuition. In this case, students can take just one course in five weeks.

Once students begin the Practicum phase of their curriculum, the HDCN 6049 Graduate Full-time Status course may be used to designate full-time enrollment while completing carry-over Practicum or Internship I & II supervision hours. It is the responsibility of the student to understand and utilize this course designation appropriately and under the guidance of their academic advisor.

For more information, visit the Financial Aid link at, http://smu.edu/financial_aid/GradFA.asp and http://smu.edu/financial_aid/Forms/12_13_forms/Newsflyer-Simmons.pdf. The Department of Dispute Resolution and Counseling is in the Annette Caldwell Simmons School of Education and Human Development (aka Simmons School or ACSSEHD).

REFUNDS

Students must adhere to the Academic Calendar for each term with regard to withdrawal and dropping policies. Students may obtain an academic calendar that includes a list of holidays, drop-dates, and refund rates. The Academic Calendar is posted online at <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar16-17> or you may obtain a copy from the Counseling office. Students who utilize SMU employee tuition benefits do not receive funds to retake a previously withdrawn course.

OFFICIAL NAME CHANGE

Should a student legally change his or her name, one of the following steps must be followed to update the SMU system.

1. Bring social security card or the receipt provided by the SSN office in person to the Laura Lee Blanton Student Services Building.
2. Email a notarized copy of either document listed above to jeanp@smu.edu (primary contact). If she is out of the office then email registrar@smu.edu or eneel@smu.edu.
3. Fax a notarized copy of either document listed above to (214)768-2507.

Once a name change request has been made, email the Assistant Director to notify the Program in Counseling of the change.

SMOKE FREE CAMPUS POLICY

Southern Methodist University is committed to providing students, faculty, staff and visitors with a smoke- and tobacco-free environment. Smoking and the use of all tobacco products, the use of smokeless tobacco products, and the use of unregulated nicotine products (e.g., "e-cigarettes") are prohibited anywhere on campus, which includes all interior buildings, outdoor areas, sidewalks, parking lots, and residential housing areas. Violations of this policy by students, faculty and staff may result in university disciplinary action. Campus visitors will be asked to comply with the policy or leave campus. A smoke/tobacco-free environment is an essential element to creating and maintaining a culture of health and safety at the university.

PROFESSIONALISM AND COMMUNITY CONDUCT

Students of the Program in Counseling have made the decision to join an exceptional educational community. As members of this community, students have the responsibility to encourage their own personal and professional growth. This includes conducting themselves in a manner that contributes to the personal and professional growth of others and the development of the community. Expectations of conduct are provided to guide professional behavior. Students are expected to:

1. Respect the rights of others, maintain responsible behavior conducive to the teaching and learning environment, and uphold the integrity of the Annette Caldwell Simmons School of Education and Human Development (ACSSEHD) both on and off campus.
2. Report any activity of possible academic dishonesty, harassment, abuse, or other infraction by any ACSSEHD student, faculty, or staff member to the appropriate ACSSEHD official.
3. Conduct all activities by electronic media (laptops, desktop computers, cell phones, etc.) in a professional manner at all times by:
 - Never sending inappropriate content via e-mail.
 - Never surfing the Internet or engaging in instant messaging, or similar activities, during class time.
 - Never interrupting or disrupting your fellow classmates, the professor, or a guest speaker by inappropriate use of your laptop computer.
 - Always turning off cell phones and pagers during class time and other ACSSEHD events and activities.
4. Reach out and communicate in an open and respectful manner at all times with all members of

the ACSSEHD community. Diversity is applauded and differences embraced at ACSSEHD. Harassment of any nature is not tolerated.

5. Attend Program in Counseling sponsored events. Regularly attending events hosted by the Program in Counseling promotes dialogue, enhances the Program in Counseling educational experience, and builds a professional network. Speaker series, guest lectures, club events, seminars, and other events should be a priority within the Program in Counseling educational experience.
6. Accept leadership roles within the Program in Counseling. Leadership comes in all forms including, but not limited to, club activities, orientation and various other academic venues.
7. Participate in class discussions and fully prepare for all class assignments and meetings. Involvement is critical to the overall success of the Program in Counseling education.
8. Dress appropriately at all Program in Counseling events, including dressing appropriately for class, (i.e., business casual) to create the best impression with speakers, clients and guests.
9. Conduct themselves in a professional manner at all times by:
 - a. Writing thank you notes to guest speakers, mock interviewers, etc.
 - b. RSVP'ing to events and showing up.
 - c. Keeping commitments and accepting accountability for our actions.
 - d. Treating faculty and staff respectfully and appropriately.
 - e. Arriving to class and events a few minutes early.

And finally, we are part of the solution. If there is an issue of concern, please bring the issue and the potential solutions to the appropriate person or group. Fostering a strong community is an integral part of the educational experience. Faithful adherence to basic ethical norms such as truth, honesty, and integrity, and the highest standards of personal behavior are vital to a successful educational experience.

ETHICAL/LEGAL AWARENESS

STATEMENT OF LIABILITY AWARENESS

Students will adhere to and uphold all relevant and applicable ethical codes, statutes, federal and/or state law governing mental health, Texas Family Code, occupational codes, health and safety, or privacy acts including the American Counseling Association (ACA), American Association of Marriage and Family Therapists (AAMFT), and the Texas Educator Code of Ethics, RULE §247.2. In the event of a conflict, students will adhere to the highest standard endorsed by any code or statute.

Refer to [page 19](#) for a list of websites where the ethical standards for each organization can be reviewed.

INSURANCE REQUIREMENT

Liability Insurance is a professional expectation. Every student admitted and enrolled in the Program in Counseling must carry student liability insurance (also called Professional Liability Insurance) with minimum \$1,000,000 incident/\$1,000,000 aggregate covering on- and off-campus training. Students bear responsibility for securing, paying for, and maintaining liability coverage throughout the degree

program. Southern Methodist University, the SMU Program in Counseling, and the State of Texas do NOT provide legal protection to students-in-training.

Students are to provide the Counseling office with documentation indicating proof of coverage, including dates of coverage, within the first term to be retained in their academic file. Enrollment in future terms is blocked for students who have not provided proof that they have current Professional Liability Insurance. Additionally, students must present proof of coverage to every instructor/course in which counseling practice occurs and keep this coverage current. It is the student's responsibility to provide the Counseling office and appropriate instructors with proof that the coverage has been renewed each year.

Students who let their professional liability insurance expire may attend class, but **may not participate** in any activity where they role play, provide direct services to clients, engage in discussion with pairs or threesomes, etc. in classroom activities, mini practicums, group process in class, leading groups, etc. At the discretion of the instructor, restricted participation status may impact a student's class participation grade and remediation.

NON-DISCRIMINATORY STATEMENT

Southern Methodist University will not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation.

The above represents the officially drafted statement of nondiscrimination for Southern Methodist University. For more information, students may contact the Office of Institutional Access and Equity at 214-768-3601 or online at <http://smu.edu/aao/>.

Right to know and other legal disclosures found online at <http://www.smu.edu/ola>.

DISABILITY ACCOMMODATIONS

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

ENDORSEMENT POLICY

Students should make application for employment or internships related to the track of study that reflects their proficiency. The Program in Counseling faculty and staff endorse students verbally, orally, or in writing only to the extent that the student proves prepared and trained. Verification of course performance, academic standing, supervisor feedback, and graduation date will be checked thoroughly prior to endorsement.

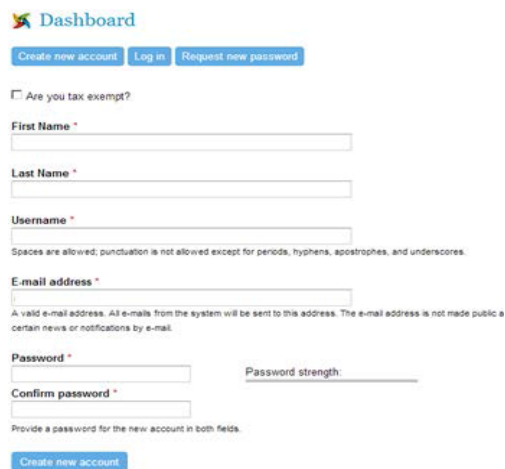
PROTECTION OF MINORS

Each year, many children come to SMU for camps, classes and sporting events. Students share the responsibility to ensure their protection and to prevent child abuse. It is also Texas state law—Senate Bill 1414.

Prior to any program-required contact with minors or clinical public service, students are required to complete an online training to ensure students are cognizant of their ethical and legal obligations. SMU has partnered with the Dallas Children's Advocacy Center (DCAC), a Texas approved training provider, for the required training. The online training course will require approximately one hour to complete and is valid for two years. Training completion instructions follow.

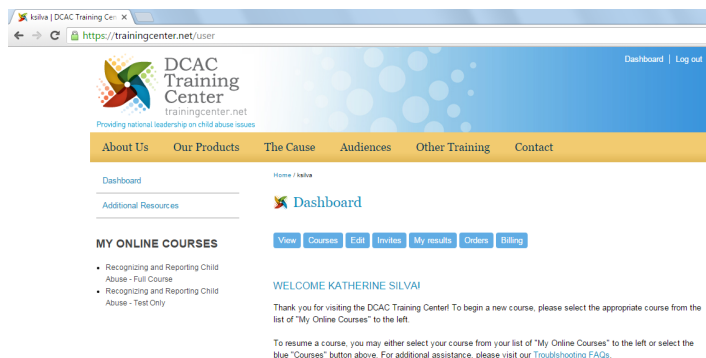
INSTRUCTIONS FOR PROTECTION OF MINORS TRAINING

1. You will be receiving an email from trainingcenter@dcac.org with the following subject line: **Access to Online Training for DCAC Training Center.**
2. Click on the link at the bottom of the email to register with DCAC. The link reads: **To create your user account and access your course(s), please select the link below:**
3. You will be redirected to a registration page to enter your personal information.
Make sure to document your username and password for future use – you will need to access the site to print a certificate of completion!



The screenshot shows the registration page for DCAC Training Center. At the top, there is a "Dashboard" link and three buttons: "Create new account", "Log in", and "Request new password". Below these is a checkbox for "Are you tax exempt?". The form includes fields for "First Name *", "Last Name *", "Username *", and "E-mail address *". A note states: "A valid e-mail address. All e-mails from the system will be sent to this address. The e-mail address is not made public in certain news or notifications by e-mail." There are also fields for "Password *" and "Confirm password *", with a "Password strength:" indicator. A final note says "Provide a password for the new account in both fields." and a "Create new account" button is at the bottom.

4. After your account is created, you will be redirected to your personal dashboard at trainingcenter.net. Select the appropriate course on the left hand column. Note there are 2 courses. You need to select the first course – **Recognizing and Reporting Child Abuse – FULL COURSE.**



The screenshot shows the user dashboard for Katherine Silva at DCAC Training Center. The page has a blue header with the DCAC Training Center logo and navigation links: "About Us", "Our Products", "The Cause", "Audiences", "Other Training", and "Contact". Below the header is a "Dashboard" section with a "View" button and a list of "MY ONLINE COURSES":

- Recognizing and Reporting Child Abuse - Full Course
- Recognizing and Reporting Child Abuse - Test Only

The dashboard also includes a "WELCOME KATHERINE SILVA" message and instructions: "Thank you for visiting the DCAC Training Center! To begin a new course, please select the appropriate course from the list of 'My Online Courses' to the left." and "To resume a course, you may either select your course from your list of 'My Online Courses' to the left or select the blue 'Courses' button above. For additional assistance, please visit our Troubleshooting FAQs."

ENROLLMENT

The Program in Counseling offers five terms of academic instruction from Fall through Summer. The terms; Fall, Winter, Spring, and May run ten weeks, while the Summer term lasts five weeks. Approximately twelve to fifteen full-length courses and two to four weekend seminars comprise each term (Summer term course offerings are usually fewer). Students may enroll in a maximum of two courses per term (three courses if, and only if, enrolled in an inter-term course) through the online registration system at my.smu.edu.

Course offerings are posted online at least a term before each enrollment period at <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/CourseSeminarSchedule>. Students enrolled in a course that is cancelled due to low enrollment or instructor conflict will be notified by the Program in Counseling staff before the enrollment period closes.

DROPPING/WITHDRAWING

Counseling students must observe drop and withdraw deadlines regarding grades and refunds. Students may view the drop/withdrawal/refund schedule for each term online at the Counseling website. Visit http://www.smu.edu/~media/Site/Simmons/DisputeCounseling/Counseling-PDF/Academic%20Calendar_Counseling%2015-16_p2.ashx to see policy concerning refunds for Add/Drops and Withdrawals. Students cannot drop themselves below one credit hour in My.SMU. To drop all courses for the term students must email their request to the Assistant director. Students must notify the Counseling office and process withdrawal paperwork for all courses in the term. Medical withdrawals are allowed.

STUDENT EVALUATIONS

Instructors complete an end-of-course student evaluation form for any student exhibiting deficient academic and/or behavioral performance. The student evaluation form assesses displayed academic and interpersonal skills during a given course and term. Student evaluations become a part of the academic record used to monitor student progress, including the ten-course formal Progress Assessment, and documented concerns may lead to student competency remediation.

STUDENT COMPETENCE

Counseling potential extends beyond academic performance; it includes a collection and demonstration of interpersonal skills. For this reason, student behaviors (i.e. open-mindedness, kindness, patience, communicative style, integrity, honesty, respect, classroom demeanor, etc.) are evaluated by faculty during each academic term. Faculty concerns regarding student competence are addressed so that a remediation process may begin. Failure to progress, adhere to sanctions, or refusal to comply with competency expectations may result in student expulsion from the Program in Counseling and SMU.

Procedures for Identifying Student Competency Concerns:

1. Instructor completes a Student Progress Form that details the specific concern(s) including the degree of concern (minor, some, or major) as well as steps/procedures for remediation, if applicable. A sample copy of the Student Progress Form is provided at the end of this section.
2. If the degree of concern indicated by the instructor is “minor,” the student’s advisor is notified. If a student receives two “minor” concern evaluations, the student’s advisor will meet with the student to review the concerns and provide recommendations. If a student receives three evaluations indicating “minor” concerns a remediation action plan will be instituted.

If the degree of the instructor concern is rated as “some” or “major,” the instructor will discuss the report with the student and provide a copy to the student. The concern will be shared with the student’s advisor, Counseling faculty and Program Director as an informational item during the next faculty meeting.

3. The student may select one of three responses to the expressed faculty concern and resulting remediation action plan:
 - a. Follow the counsel for remediation described in the report.
 - b. Exit from the program.
 - c. Refuse to accept the evaluation and remediation, and appeal in writing to the Program Director within three days of the initial Instructor/student meeting. If a student fails to contact the Director within three days, the instructor specifications stand and the student MUST comply or withdrawal/expulsion procedures begin.
4. In the case of appeal, the Program Director will mediate a decision between the instructor and student regarding the evaluation and remedial report specifications. If no resolution results, a committee composed of one instructor-designated faculty member, one Director-appointed faculty member, and one student-designated faculty member will convene to evaluate the competency issue.
5. Each party, the instructor and student, provide the committee with written statements regarding the unresolved conflict surrounding the student competency evaluation. Additionally, a hearing will be held where each party verbally communicates their concern/grievance.
6. The committee will either waive the remediation stipulations or enforce the remediation stipulations within ten (10) days of the hearing. The terms of the committee’s decision will be presented in writing to the Program Director, instructor, and student.
7. Each party has ten (10) days to appeal the decision in writing to the Dean of the Annette Caldwell Simmons School of Education and Human Development.
8. All records in this process are retained in the student’s academic file.

Student Progress Form

THIS FORM MUST BE COMPLETED IF CONCERN WAS INDICATED FOR A STUDENT ON THE END-OF-COURSE CLASS EVALUATION
SECTIONS A, B, C & E ARE MANDATORY! PLEASE READ INSTRUCTIONS CAREFULLY.

SECTION A.											
Name _____											
Term 2015 Summer Term											
Course Title HDCN 6302: Counseling Methods: Individual											
Instructor Simpson, Chris											
SECTION B.											
<input type="checkbox"/> Student DID complete the course with credit. (If you checked this box, complete Sections C and E.)											
<input type="checkbox"/> Student DID NOT complete the course. (A student not completing the course is still subject to the following instructor evaluations.) (If you checked this box, complete Sections C and E.)											
SECTION C.											
<input type="checkbox"/> I have minor reservations about this student. (Checking this box indicates you experienced minor concern for this student that does not merit additional response. If you checked this box, complete Section E. No review or signatures required.)											
<input type="checkbox"/> I have some reservations about this student. My reservations are indicated below. (If you checked this box, complete Sections D and E ; review Progress Form with student; Instructor and student sign where indicated below.)											
<input type="checkbox"/> I have major reservations about this student. My reservations are indicated below. (If you checked this box, complete Sections D and E ; review Progress Form with student; Instructor and student sign where indicated below.)											
SECTION D. INSTRUCTOR COMMENTS.											

SECTION E.											
		9	8	7	6	5	4	3	2	1	
1. Master of subject:	Excellent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inadequate
2. Preparation for classes:	Always well prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Frequently ill prepared
3. Personal motivation/enthusiasm:	Enthusiastic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indifferent
4. Ability to communicate (written):	Always clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often unclear
5. Ability to communicate (verbal):	Always clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often unclear
6. Student's attitude toward peers:	Considerate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inconsiderate
7. Concern for others (empathy, compassion, etc.):	More than appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not appropriate
8. Overall rating of student:	Excellent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Less than satisfactory
9. Attitude toward instructor/staff	Excellent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Less than satisfactory
10. Ability to regulate self inside and outside of class	More than appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not appropriate
SECTION F. STUDENT COMMENTS (IF CONFERENCE REQUIRED):											

Instructor Signature _____ Date _____

Student Signature (if required - see Section C) _____ Date _____

PROBATION, SUSPENSION, AND DISMISSAL

Reporting Criminal Offenses: an admitted student (regardless of enrolled status) must notify the Program Director in writing within 48 hours if any of the following events occur:

- Any arrest of the student, not including a Class C misdemeanor traffic offense
- Any criminal case filed against the student
- Any criminal conviction, not including a Class C misdemeanor traffic offense
- Any disciplinary action from another licensing board in which the student is currently licensed or from a professional organization in which the student is a member (including another state)

Failure to notify the Program Director of any situation described above within the 48-hour time period may result in disciplinary action by the Program in Counseling, which may include removal from the Program.

Excerpt reprinted from the online Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin.

<http://www.smu.edu/catalogs>

Failure to meet established minimum acceptable standards of academic or disciplinary performance can result in probation, suspension or dismissal. Information regarding disciplinary action can be found under Code of Conduct in the Student Affairs section of this catalog.

Graduate students must maintain a cumulative GPA of 3.00. If in any term the student falls below this GPA, the student will be placed on probation for one term. If at the end of the term of probation the cumulative GPA is not up to 3.00, the student may be removed from the program at the discretion of the Program Director and/or Dean. Additionally, students who earn two Cs or lower may be dismissed from the program.

Academic probation is a serious warning that the student is not making satisfactory academic progress. A student on academic probation is still eligible to enroll and is considered in good standing for enrolling in classes and for certification purposes. Academic probation is not noted on the permanent academic record; however, a student on academic probation may be subject to certain conditions during the period of probation and will be subject to academic suspension if he or she does not clear academic probation.

Refer to the **Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin** for details regarding Suspension and Dismissal.

COURSE EVALUATIONS

Students complete a course evaluation at the end of each term. Evaluations are administered either online or in paper format or both without the instructor present. Unless revealed by the student, evaluation results remain anonymous and instructors view comments and rankings only after assignment of final term grades.

COURSE ATTENDANCE

Instructors utilize their own grading criteria concerning absences and tardiness but all courses are subject to the following attendance policies:

- Failure to attend the first class may negatively impact your final grade for the course. Grade reductions are at the discretion of the instructor, and are explained in the course syllabus.
- Students should give instructors 24 hours' notice of any absence whenever possible.
- If a student must miss one class, it is the student's responsibility to acquire all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
 - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
 - receive a failing grade for the course
 - drop or withdraw from the course (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar16-17> then consult with the Program Specialist if they believe this option is a possibility.)

LEAVE OF ABSENCE AND REAPPLICATION

From time to time students may not attend for a term. Students are expected to communicate to their advisor and the Assistant Program Director their intention to discontinue taking courses for more than one term. A "Leave of Absence Request Form" must be submitted should a student need to take an extended leave from the program

Students who do not enroll in classes for more than one full year must reapply to the Counseling Program. This reapplication will include completing a new application online, submitting an updated resume and essay, completing an updated background check, and attending PONI Day. This reapplication may also include submitting updated recommendation letters, and this will be considered on a case-by-case basis. Students reapplying for admission will not have to resubmit transcripts.

GRADING

Students view official grades online through the My.SMU (<https://my.smu.edu/>) after the end of the term (including seminar courses). Students may provide an instructor with a self-addressed, stamped

envelope, for returning exams (include adequate postage and envelope size). Some instructors leave final exams and papers for pick-up in the student pick-up cabinet in the Counseling office.

Students may view grading expectations and grading scales on their course syllabus. All courses use an A, A-, B+, B, B-, C+, etc. scale. Any one course grade below a B- must be retaken, earning a B- or higher, for academic credit. Students who earn two Cs or lower may be dismissed from the program.

The Program in Counseling upholds the following grading standard across all courses:

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59 _≥	0.0	0.0

APA GUIDELINE

Students are expected to have a high degree of familiarity with the current APA manual and its requirements. Students are required to attend a program provided APA Overview Training Session during their first term in the program held in conjunction with the Program Orientation. If for any reason a student cannot attend the designated Orientation/APA Training Session, they must make up the session in the next available term. Students who do not attend required within their first two terms may not be allowed to register and/or continue coursework without Program Director approval.

HONOR CODE

Admission into the Program in Counseling binds students to the SMU Honor Code and subsequent sanctions if violated.

Excerpt reprinted from the online Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin.

All students attending the Annette Caldwell Simmons School of Education and Human Development are subject to the jurisdiction of the Honor Code (www.smu.edu/studentlife, “Student Handbook” link) and as such are required to demonstrate an understanding of and to uphold the Honor Code. In support of the Honor Code, the Honor Council has the responsibility to maintain and promote academic integrity. The Honor Council is composed of a minimum of 27 members selected through an application and interview process organized by the Honor Council Executive Board. Five faculty members, nominated by the Faculty Senate, also serve on the Honor Council.

Academic dishonesty includes plagiarism, cheating, academic sabotage, facilitating academic dishonesty and fabrication. Plagiarism is prohibited in all papers, projects, take-home exams or any other assignments in which the student submits another’s work as being his or her own. Cheating is defined as intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Academic sabotage is defined as intentionally taking any action that negatively affects the academic work of another student. Facilitating academic dishonesty is defined as intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Suspected cases of academic dishonesty may be handled administratively by the appropriate faculty member in whose class the alleged infraction occurred or referred to the Honor Council for resolution. Suspected violations reported to the Honor Council by a student or by an instructor will be investigated and, if the evidence warrants, a hearing will be held by a board composed of a quorum of four members of the Honor Council.

Any appeal of an action taken by the Honor Council shall be submitted to the University Conduct Council in writing no later than four calendar days (excluding school holidays) after notification of the Honor Council’s decision.

ACADEMIC INTEGRITY

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are foundational for this program. Please reference and review the university policies regarding the responsibility, policies, and penalties regarding academic honest found at:

<http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>

Cheating and plagiarism are types of academic misconduct and will not be accepted.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the APA Publication Manual. APA-style writing is always required for every submitted document or assignment, unless specified otherwise by this instructor. Students should be prepared to submit papers and other written

work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism-prevention tools and are strongly encouraged to utilize these resources.

The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

If cheating or plagiarism is discovered, a faculty member will assign penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course. In addition, a student who has cheated or plagiarized may be dismissed from the academic program and the university.

INCOMPLETES

Excerpt reprinted from the online Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin.

A student may temporarily receive a grade of Incomplete (*I*) if a substantial portion of the course requirements have been completed with passing grades, but for some justifiable reason acceptable to the instructor, the student has been unable to complete the full requirements of the course.

The grade of *I* is normally changed to a final grade within one year but no later than the time of graduation.

At the time a grade of *I* is given, the instructor must stipulate in writing to the student and to the University Registrar's Office the requirements and completion date that are to be met and the final grade that will be given if the requirements are not met by the completion date.

The maximum period of time allowed to clear the Incomplete is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month deadline, the grade of *I* will be changed to the grade provided by the instructor at the time the Incomplete was assigned or to a grade of *F* if no alternate grade was provided.

The grade of *I* is not given in lieu of a grade of *F* or *W*, or other grade, each of which is prescribed for other specific circumstances.

The grade of *I* in a course does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incompletes prior to the deadline in the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *I* to the grade indicated by the instructor at the time the grade of *I* was given.

A maximum of two concurrently held Incomplete grades (six hours) in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete grade total is reduced. Students who accumulate a total of three

Incomplete grades in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

CHANGES OF GRADES

Excerpt reprinted from the online Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin.

Changes of grades, including change of the grade of *I*, are initiated by the course instructor and authorized by the academic chair and by the academic dean of the school in which the course was offered. If a student requests a grade change, the instructor may ask the student to provide the request as a written petition, which may become an official part of any further process at the instructor's discretion. Changes of grades may be made only for the following authorized reasons: to clear a grade of *I*, to correct a processing error or to reflect a re-evaluation of the student's original work. A change of grade will not be based on additional work options beyond those originally made available to the entire class.

Changes of grades of *I* should be processed within a calendar year of the original grade assignment. Other changes of grades must be processed by the end of the next regular term. No grade will be changed after 12 months or after a student's graduation, except in cases where a grade is successfully appealed – provided that written notice of appeal is given within six months following graduation – and in extenuating circumstances authorized by the academic dean and approved by the registrar.

GRADES FOR REPEATED COURSES

Excerpt reprinted from the online Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin.

Both the initial and the second grades will be recorded on the student's permanent academic record. Both grades will be included in the calculation of the GPA and in the determination of academic probation, suspension, dismissal, honors and graduation. Only the repeated course and not the initial credit hours count toward the number of hours needed for graduation.

GRIEVANCE AND GRADE APPEALS

Excerpt reprinted from the online Annette Caldwell Simmons School of Education and Human Development Graduate Programs Bulletin.

A student who feels that an assigned grade is other than the grade earned must first discuss the matter with the course instructor to determine if the discrepancy is caused by error or misunderstanding. At the time of the initial discussion, the student may be asked to provide a written petition requesting the change of grade.

A student who is not satisfied by the instructor's denial of a request for a grade change, and who maintains that the original grade was capriciously or unfairly determined, may appeal to the chairperson of the department in which the course was offered (or, in the case of a non-departmental course, to a faculty agent designated by the dean for the course). After discussing the matter with the student, and bearing in mind that the final authority in matters of academic judgment in the

determination of a grade rests with the course instructor, the chair (or faculty agent) will consult with the course instructor, who will subsequently report to the student the disposition of the appeal.

A student who is not satisfied by the disposition of the appeal may appeal the decision to the dean of the school offering the course. The dean will take action as he or she deems appropriate. A student may appeal the dean's decision to the provost. In their actions, the Dean and the Provost must respect the principle that the determination of a grade rests with the course instructor.

GRADUATION

GRADUATION OVERVIEW

Once a student begins Practicum, they must meet with their academic advisor to receive instruction for the completion of their degree. It is the responsibility of the student to understand procedures and adhere to the published deadlines for their conferral and graduation. Students missing the conferral deadline for a term must defer their conferral date to a future term.

Students notify the Assistant Director that they want to apply for graduation. Once the student has been notified that they are eligible to graduate, s/he will submit an online Application for Candidacy to Graduate (ACG) form in my.SMU well in advance of completing their final course work for a designated conferral term. If the various deadlines for the conferral term are missed, a new ACG must be filed for a future conferral term.

Graduation ceremonies occur twice per year: May and December; however, graduates may confer their degree in each of the five terms.

A fee for regalia (cap, gown, and hood) and diploma must be paid in advance. Filing the form and paying related fees when added to a student's account are the responsibility of the student.

GRADUATION TERMINOLOGY

- "Conferred" means a student has completed the requirements to earn their degree so the degree has been conferred (awarded) and the student has officially graduated on paper. This happens once a student has earned all the credit hours needed in order to be awarded the degree (60 credit hours for the Master of Science in Counseling degree) and all of the student's grades have been posted on their transcript - in other words, no grades of Incomplete appear on the transcript.
- In order to receive a grade in Internship I and Internship II, a student must complete all the direct and indirect contact hours required by the State of Texas. The Internship Director and/or the other Internship supervisors track each student's contact hours and, therefore, know when individual students have completed them. At the end of the term in which a student completes their contact hours, the supervisor will assign the final grade in my.SMU. If a student has previously received a grade of Incomplete, they will process the final grade with a Request for Change of Grade Form through the Counseling office.

- Graduating and attending a graduation (commencement) ceremony are two different events. Attending a graduation ceremony doesn't mean that a student has formally graduated (see conferred, above). At SMU, you are allowed to "walk" in a graduation ceremony before you have actually graduated.
- Counseling students can graduate in any of the 5 terms (Fall, Winter, Spring, May or Summer Terms). The conferral date on a student's degree will be the last day of the term in which graduated.
- Students who graduate in a Fall or Winter Term should participate in the December graduation ceremony or the following May ceremony. Students who graduate in the Spring, May or Summer term should participate in the May ceremony.

PREPARING TO GRADUATE

A schedule of deadlines is posted in the SMU Center for Family Counseling and is periodically emailed to all Internship students. This schedule gives students the deadlines for the following events for each term:

Deadline to file ACG
Deadline to complete contact hours
Deadline to receive grade change form (if grade change form is required)
Deadline to receive final grade (if no form required)

As students accrue their contact hours in Internship, they should calculate in which term they will be able to meet the deadlines and complete an ACG (Application for Candidacy to Graduate) in My.SMU.

If the student is unable to meet the deadlines for the earlier term, s/he should then request of the Assistant Director that their graduation be deferred and an ACG for the following term will be generated.

There is no charge to file an ACG.

DIPLOMAS

Sometime during the week following the end of the term, students will be notified that their degrees have been conferred as of the last day of the term and will be given instructions as to how to obtain a copy of their final transcripts. Students can also refer to <http://smu.edu/registrar/transcripts.asp>. (Final transcripts should not be requested before notification that the degree has been conferred; otherwise, it is not the final transcript since the conferral date may not appear on it.)

Diplomas are mailed to the student's mailing address listed in My.SMU. If a student prefers that their diploma be mailed to a different address than the listed mailing address, they can list a "diploma" address in My.SMU.

GRADUATION CEREMONIES

Once a student has filed an ACG, and the date for the graduation ceremony approaches, the student will receive a letter at their home address and several emails from the Program in Counseling office and the Registrar's Office with the information needed regarding the graduation ceremony:

- The Graduation Fair (held on main campus with various vendors)
- How and when to order your regalia
- How to order invitations
- Ticket information (for the May Term Simmons School ceremony)

LICENSURE AND CERTIFICATION

STATEMENT REGARDING REQUIREMENTS

The SMU Program in Counseling provides and administrates a curriculum for earning a Master of Science in Counseling degree. Within this degree program, three tracks of study, LPC, LMFT, and School Counseling Certification, meet or exceed the minimum requirements for licensure or certification in the state of Texas.

The SMU Program in Counseling does not guarantee licensure, certification, or employment upon degree completion. It is the responsibility of each student to continue postgraduate work for the desired licensure or certification.

Students should check the state-maintained online site for each license and certification of interest to stay abreast of relevant updates or changes, including important testing dates.

It is the responsibility of each student interested in potential licensure or certification outside of Texas to understand Texas rules of reciprocity as well as the guidelines for their state(s) of interest.

Requests for paperwork for out-of-state licensure will initiate with the student's former faculty advisor for review and processing; if necessary, documents will be referred to the appropriate supervisor and/or administrator as needed. Applicants should complete all demographic and course designation information first and provide current addresses/contact information for themselves and the state licensing board. Applicants should anticipate a minimum processing time of 3 weeks (15 business days) for all requests. Students are to compile their own syllabi. We do not provide them, except electronically, and at the time the student takes the course. Should copies of any documentation be necessary, they will be provided at a cost of \$.25 per page payable by credit card or check to SMU, and paperwork will be processed within 15 business days. Additional postage charges may apply.

SMU IDENTIFICATION CARD

Every admitted Counseling student receives an SMU ID number. This SMU ID number allows students to access information online for enrollment and research, and to utilize other campus resources like the Blackboard online education system. Students are encouraged to secure an SMU photo ID by going to the main campus and visiting the Park N' Pony office or logging into <http://www.smu.edu/BusinessFinance/CampusServices/ParkingAndIDCardServices/ID%20Card%20Services/myID> (additional online information available at <http://smu.edu/parknpony/>). Students can receive discounts throughout the DFW area using their SMU ID.

TEXTBOOKS

BOOKSTORE

Required course textbooks are available through the SMU Barnes & Noble Bookstore near main campus on Mockingbird Lane. Students may purchase textbooks at any book retailer or online. A book list for each course is posted online during the enrollment period through the Program in Counseling website by selecting the appropriate term at <http://smu.edu/education/counseling/courseseminarschedule.asp>.

RECOMMENDED BOOKS

Students are encouraged to retain their course textbooks for building their professional resource library. Additionally, certain reference materials are recommended to help counseling students throughout their academic program: the current DSM, a pocket version DSM, and a current APA Publication Manual.

APA STYLE

Program in Counseling graduate students are expected to understand and adhere to the American Psychological Association Style in all formal writing assignments during their academic tenure at SMU. It is recommended every student purchase an APA Publication Manual at the start of their core course work.

MAIN CAMPUS SERVICES

FONDREN SCIENCE LIBRARY

Counseling students may secure materials from the Fondren Library, as well as all other campus libraries, with an SMU ID card. To access online resources at SMU Central University Libraries visit <https://sites.smu.edu/cul/>.

WEB RESOURCES

CANVAS

The Program in Counseling utilizes the SMU online learning management system (LMS), Canvas, to communicate with students through Announcements, Discussion Forums, and scheduled Live Chats. Additionally, many Counseling instructors use the Canvas system as an online teaching tool for course assignments. Students are encouraged to familiarize themselves with the system upon admission and refer to the site weekly to stay connected with the Program in Counseling community of learners and educators.

FORMS

Any form that a student will need during their academic program can be found in the Counseling office, online at the SMU website, or on the Blackboard Program in Counseling page. If at any time a student has difficulty locating a necessary form, their academic advisor is available for assistance.

MY.SMU.EDU

Every student enrolled at SMU must use the online software system for enrollment, financial query, personal record maintenance, and grade viewing, as well as other official University business. Instructions for using the system can be found online at:
http://www.smu.edu/BusinessFinance/OIT/Training/accessself#tab_tab4.

SMU EMAIL

Admitted SMU students each receive an official SMU email account. This email account should be used for all school-related correspondence. Notifications from the Program in Counseling office and instructors are delivered through the SMU email system. It is the responsibility of the student to view and maintain this email account on a regular basis. It is highly recommended that students use their SMU email account rather than their personal email accounts to contact SMU faculty and staff via email to ensure that the messages are delivered and not sent to spam or junk folders. SMU email accounts remain available to graduates permanently.

CONFIGURING YOUR SMART PHONE TO RECEIVE SMU EMAIL

The instructions for configuring your phone to retrieve your SMU email vary slightly depending on the phone model. Configuration instructions can be found online at:
<https://www.smu.edu/OIT/Services/Info/cellphonesConfiguration>