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Southern Nazarene University
Graduate Programs in Counseling Psychology
2023-24 Student Handbook

SOUTHERN NAZARENE UNIVERSITY
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Subject: Letter from the Program Director	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:** 5/23/2023

Greetings, on behalf of Southern Nazarene University and the Department of Psychology and Counseling, we would like to welcome you to the Graduate Programs in Counseling Psychology (GPCP). We know that you are here because you have a passion for psychology. Whether your passion is to bring healing and restoration into broken lives through counseling, or is motivated by a deep desire to better understand the complexities of human nature, our aspiration is to provide you with a safe, supportive, and encouraging environment where you can learn how to effectively implement psychological theories and techniques, as well as embody a warm, relational presence that can be used to bring about positive changes in our world.

Our programs are designed to assist you in meeting your vocational goals as a professional in the field of psychology. Our Master of Science in Counseling Psychology (MSCP) program meets the respective Oklahoma state licensure standards to become a professional counselor. All of our courses are specifically designed to educate and prepare you for the many challenges and situations that arise in working with human beings. Our expectation is for you to leave our program as a thoughtful and studious professional that can think critically, navigate complex challenges, and become a lifelong learner of what it means to be a representative for positive change in the lives of hurting people.

Most of all, our hope for you is real transformation. Not only do we want for you to become an agent for the positive transformation of others, but also we deeply desire for you to experience this process as something that radically alters your perspectives of and interactions with others, with your self, and with your community. In the end, our prayer for each of our students is that you will be able to find and be present with (in the words of Mother Teresa) "Jesus in his distressing disguise."

Sincerely,

Paul Jones, Ph.D.
Director, Graduate Programs in Counseling Psychology
Southern Nazarene University

Subject: Student Handbook Information	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:** 5/22/2023

1. This Graduate Programs in Counseling Psychology (GPCP) handbook is for informational purposes for the general public and does not constitute a contract.

2. It is intended that the program and graduation requirements and policies contained in this handbook will remain in force for all students originally enrolled during the period for which it is issued (July 1, 2023 - June 30, 2024).

3. SNU and the GPCP reserves the right to change, delete, supplement, or otherwise amend any information as necessary without prior notice or obligation. Changes implemented before a revision of this handbook is published online are recorded by the GPCP and are considered part of the official GPCP handbook.

4. Program and graduation requirement changes and changes in policies may be implemented annually on July 1; however, SNU and the GPCP reserves the right to make any changes in curricula and policies when it is appropriate and necessary.

5. The official and current SNU policies, procedures and academic offerings for all graduate programs are housed in the Office of Academic Affairs (Bresee 200).

Subject: About Southern Nazarene University	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:** 5/22/2023

At Southern Nazarene University (SNU), our mission is to make Christlike disciples through higher education. As a Christian community of scholars, we model the hospitality of grace, the pursuit of truth, and the practice of discipleship, all within the Wesleyan-holiness tradition. We prepare graduates who think with clarity, act with integrity, and serve with purpose.

Founded in 1899, SNU is a private, Christian, liberal arts university affiliated with the Church of the Nazarene. Located on a 44-acre campus just west of Oklahoma City, SNU grew out of several small colleges committed to training people for service to God and their fellow man. More than 32,000 alumni work and serve throughout the United States and the world.

Southern Nazarene University is...
- an approved four-year senior college for the South-Central region of the Church of the Nazarene.
- accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools with accreditation through the Doctorate program. (North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604; phone number 800-621-7440).
- accredited for Doctoral degree program in Education, Master of Arts degree programs in Applied Psychology, Educational Leadership, Administration of Special Education, Sport Management and Administration; Master of Business Administration; Master of Business – Healthcare Administration; Master of Leadership; and Master of Science in Management, Instructional Design and Technology, and in Counseling Psychology.
- accredited by the Council for the Accreditation of Educator Preparation (CAEP).
- accredited by the Commission on Collegiate Nursing Education (CCNE).
- accredited by the National Association of Schools of Music (NASM).
- accredited by the Association of College and Business School Programs (ACBSP).
- approved by the Oklahoma Board of Nursing.
- approved for Teacher Education by the Oklahoma State Board of Education.
- a member of the International Board of Education (Church of the Nazarene).
- a member of the American Association of Colleges of Nursing.
- a member of the Association of Governing Boards of Universities and Colleges.
- a member of the Oklahoma Independent Colleges and Universities.
- a member of the American Association of Colleges for Teacher Education.
- a member of the Council for Christian Colleges and Universities (CCCU).
- a member of the Association for Continuing Higher Education (ACHE).
- a member of the Christian Adult Higher Education Association (CAHEA)

Subject: About the Graduate Programs in Counseling Psychology	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:** 5/22/2023

The Graduate Programs in Counseling Psychology (GPCP) at SNU, including all faculty offices, is located on the 4th floor of the W. Don Beaver Science Hall on the campus of Southern Nazarene University. We offer a Master of Arts in Applied Psychology (MAAP) and a Master of Science in Counseling Psychology (MSCP). Both degree programs share a 30-hour core of courses designed to offer foundational applied psychological coursework over three terms. The MAAP degree program consists of the 30-hour core courses only. The MSCP degree is a 60-hour minimum program designed to meet the state of Oklahoma's academic licensure requirements for the Licensed Professional Counselor (LPC). The MSCP degree requires the successful completion of the 30-hour core courses, as well as an additional 21 hours of coursework, four (4) hours of practicum training, and five (5) hours of internship training. MSCP students failing to meet progress standards in the MSCP program, but have successfully completed all MAAP degree requirements, may be eligible for the MAAP degree only. MAAP students who meet certain requirements may be admitted to the MSCP program with approval of the GPCP faculty.

Mission

The mission of the Southern Nazarene University Graduate Programs in Counseling Psychology (GPCP) is to educate and prepare students to assist diverse populations as professional, competent, self-reflective, and integrative practitioners. As part of a university rooted in the Wesleyan theological tradition, we shape our students to value hospitality, curiosity, and compassion, emphasize a relational-developmental model, and promote service and social justice.

To fulfill this mission, the SNU GPCP is preparing counselors by accomplishing the following Program Objectives:
- To develop professionalism.
- To develop competency.
- To develop self-reflectiveness.
- To develop the capacity for the integration of faith and values with psychological and counseling practices.

Program Learning Objectives

Objective #1 (MAAP & MSCP) - Students will develop competence in theoretical and practical knowledge in the following areas:

Assessment

1A: Students will demonstrate basic awareness and competence in evidence-based family, psychological, and career assessment techniques, procedures, interpretation, and report writing.

Diagnosis
1B: Students will demonstrate an awareness of diagnostic criteria and effectively provide appropriate diagnosis or psychopathological heuristics.

Research
1C: Students will demonstrate competence in regards to appropriate literature review, development of hypotheses, and application of research design.

Cultural Responsiveness & Diversity
1D: Students will demonstrate awareness and competency in using psychological practices and assessment approaches sensitive to diverse cultural and identity concerns, finding opportunities to serve others, enacting social justice, and promoting general welfare.

Objective #2 (MAAP & MSCP) - Students will develop professional identity and ethical competency through the following:

Professional Identity
2A: Students will demonstrate an understanding of the role, function, and fit of clinical mental health and psychological professionals within a larger system of health services.

Law and Ethics
2B: Students will demonstrate knowledge of the legal and ethical standards of health service professionals (counseling and psychological research) and its application through an ethical decision-making model.

Integration
2C: Students will demonstrate an ability to understand and relate psychological theory and principles according to one's own faith tradition and/or value system.

Objective #3 (MSCP only) - Students will develop competence in theoretical and practical knowledge, as well as applied knowledge and experience in the following areas:

Foundational Counseling Methods
3A: Students will demonstrate competence in counseling helping skills, the development/maintenance of the therapeutic relationship, including insight and self-awareness, and effectively communicating case material through writing.

Case Conceptualization
3B: Students will demonstrate understanding and contextually appropriate application of biological, developmental, psychological, and sociocultural theoretical models.

Treatment Planning

3C: Students will demonstrate theoretically consistent and evidence-based planning for therapeutic treatment including individual, systems-based, and group modalities.

Subject: Admissions Process	**Effective Date:** 5/23/2023
Reviewed: 5/23/2023	**Revised:** 5/23/2023

The faculty and administration in the GPCP take the discipline of psychology and the process of training counselors very seriously. The application process is therefore very thorough and critical to both the admissions and educational process. The faculty and administration greatly value the application process and accept only those applicants whom the faculty believes will make the best counselors. Completion of the GRE is not required for admittance. The program's desire is for the admissions process to allow the faculty to get to know each applicant as a person in order to determine if that person will be a good fit for the program, and that the program will be the right fit for the applicant. Also, the faculty firmly believes that the program is challenging, demands excellence from its students, and more than adequately prepares all students for the variety of situations faced as a counselor. The faculty is looking for future students who can excel in the classroom, be flexible in thought, and can connect with and engage others from various backgrounds and circumstances.

Application Deadlines
- Fall term (Early Admissions: March 1st; Regular Admissions: June 15th)
- Spring term (October 15th)

Application Process
All steps must be completed prior to the application deadline in order to obtain an interview.

Step 1: You must meet the following requirements to apply to our program: Hold a baccalaureate degree from a regionally accredited college or university; have taken at least 18 hours of psychology related undergraduate coursework (General or Introduction to Psychology and Statistics are required); a GPA of 3.0 or higher is considered competitive; however, multiple factors are considered when making admissions decisions.

International Students: Please learn more about the application requirements at http://snu.edu/international-admissions/

If you need assistance with a learning, physical, or psychological disability that may affect your application process, we encourage you to contact the Academic Center for Excellence, Disability Services at (405) 717-6272 (M-F 8:00-5:00). All students with disabilities are encouraged to seek assistance from ACE (LRC 325).

Step 2: Send your official transcripts to pgs@snu.edu in order to verify that you meet our application requirements.

Step 3: If you meet the application requirements, you can complete the rest of the application process: online application; three letters of recommendation; curriculum vitae/resume; writing

packet; background check release. *Note, there is no application fee; however, if you are admitted into the program, there is a non-refundable $150 deposit to hold a spot for admittance.*

Step 3b: If you do not meet the application requirements, please contact the College of Professional and Graduate Studies at (405) 491-6332 and they will provide you with options to consider.

Step 4: You will be contacted by the GPCP to set up your interview once the admissions deadline for the group you are applying for has been reached, provided that you have submitted all application materials.

Application Materials Descriptions
Recommendations - Three recommendations are required per applicant. Please use the recommendation form included in the application packet and do not have recommenders send recommendation letters. A minimum of two recommendations must be academic in nature and should come from recommenders who can comment on your professional or educational aptitude. Recommendations should ideally be made by persons who have known you for at least a year and with whom you have had considerable interaction. Recommenders that can comment directly on your fit and potential as a successful counselor are particularly helpful. All recommendations can be sent directly to your recommenders via your online SNU application account.

Curriculum Vitae/Resume - Applicants are encouraged to submit a formal vita or resume along with your application. Your CV/Resume can be uploaded to your online SNU application account.

Writing Packet - The submission of a personal statement, the admissions essay, and the vignette response each offers applicants the opportunity to communicate to the GPCP their overall fit with the program. Please use the prompts and format included in the writing packet found in the application packet above. These written documents will convey the applicant's ability for self-reflection, their capacity to be present with and serve others, their understanding of the responsibilities and obligations of a professional counselor, their understanding of diversity concerns and social justice, their intellectual capabilities, and their readiness for the academic demands of graduate work in counseling. These documents will be evaluated in terms of the applicant's capacity for written expression. Only self-disclose regarding particulars to the extent that is appropriate for you. Please complete all three parts of this writing packet and upload them to your online SNU application account.

Background Check Release - The GPCP requires a background check for all applicants. Filling out and sending in the background check release allows the program to conduct the background check.

Admittance Fee - Applicants are not required to submit an application fee prior to their interview. If an applicant is accepted into the program and chooses to accept the invitation to join the program, there is a non-refundable $150 deposit to hold the applicant's spot after admittance.

Interview Process - The interview is designed to assist the faculty in determining the fit between the applicant and the program/profession. The program seeks to admit students who best reflect key characteristics of effective counselors in the field. The interview process itself will consist of two individual interviews and one group interview.

Applicants will be contacted by the GPCP to schedule their interview once the deadline for applications has been reached and if the applicant has submitted all required application materials. The admissions committee meets to make admissions decisions after all interviews have been conducted. Applicants will be informed within two weeks after the interview about their application status. Applicants then are given generally a month to inform the GPCP of their acceptance or denial of the invitation to join the group.

Financial Aid - While the admissions process is being completed, applicants are encouraged to contact the financial aid department to begin the process of obtaining information about student aid. The graduate financial aid department can be reached at (405) 491-6685.

Subject: Admissions Policies	**Effective Date:** 5/23/2023
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Provisional Admissions Standards

Applicants must meet the minimum standard of a 3.0 GPA in order to attain admittance to graduate programs. Provisional acceptance may be attained upon approval by the program's graduate director and will require that provisionally accepted students must attain the grade of B- or above in each of the first two courses (6 hours) of their respective graduate program. Program directors will advise students regarding incomplete courses and financial implications.

Conditional Admissions Policy

Upon approval by the program's graduate director, applicants may be accepted conditionally upon attaining senior status of a bachelor's degree program. This conditional acceptance will be made full acceptance upon receipt of final transcripts showing an awarded bachelor's degree from a regionally accredited university and with all other admissions requirements met as stipulated by the program.

Re-Admission

All graduate students who have previously attended an SNU graduate program must submit an application and transcripts of any courses taken since leaving SNU. A student dismissed academically or for failure to comply with university policies set forth in the Graduate Catalog must wait twelve (12) months before applying to begin a graduate program at SNU. The applicant will be required to demonstrate an improvement in motivation or preparation for graduate work. A dismissed student's application for readmission will be referred to the relevant graduate program director or admissions committee for review. If readmittance is granted, the student will re-enter under the academic program/curriculum in effect at the time of re-entry.

Graduate Transfer Credit

A maximum of nine credit hours of equivalent graduate credit is eligible for transfer into a specific program and only for coursework that is required for the specific program. No course credit may be transferred unless the grade received was at least a "B-" from a regionally accredited university including the Association of Theological Schools (ATS) Commission on Accreditation. All coursework transferred towards a degree to substitute for specific program coursework must be no more than ten years old from the time the coursework was completed from a regionally accredited university (including SNU). Correspondence and nonstandard courses (e.g., MOOC, Bootcamps) are not eligible for transfer unless they are associated with a regionally accredited university and clearly transcripted.

Transcripts are evaluated on an individual basis. All transferred coursework must also be approved by the program director and the VPAA of PGS. Once a student has been admitted to an SNU graduate program, courses cannot be taken elsewhere to count toward the SNU graduate degree.

Changing Degree Program

MSCP program to MAAP Program. Enrolled students in the MSCP degree may choose to transfer to the MAAP degree program at any time. To do so, students must contact the program director and request a degree program change in writing. Students that graduate with the MAAP degree are ineligible to apply for or complete the MSCP degree, as well as any Program Extension Electives as a completed degree program cannot be transferred into another graduate degree program.

MSCP program to MAAP Program. Enrolled students in the MAAP degree may choose to request admission into the MSCP program near the end of Term 2 of the MAAP degree program (June 15 for students that start in August; October 15 for students that start in January). Requests for admission must be made in writing to the program director. Admission decisions will be made by the GPCP Admissions committee. Admittance into the MSCP degree program will require MAAP students to meet the following benchmarks through Term 2:

- Being a student in good standing with the program.
- Minimum GPA of 3.5 for all courses.
- Minimum average rating of 3.75 on the Instructor Rating of Interpersonal Skills (see p. 35).

MAAP students who do not meet these minimum standards will not be granted admission to the MSCP degree program following Term 2 (and will not begin Practicum I). However, they may be reconsidered for admission near the end of Term 3 (October 15 for students that start in August; June 15 for students that start in January) if all benchmarks above have been met through Term 3. (MAAP students granted admission to the MSCP following Term 3 will begin Practicum 1 in Term 4 and will graduate after an additional Term.)

International Students

Southern Nazarene University is glad to welcome international students on the Bethany home campus and Tulsa satellite campus for face-to-face programs. International students need to pay careful attention to remain in compliance with all federal regulations. In all situations, international students should work closely with SNU's Designated School Officer (DSO).

The I-20 is an essential precondition to apply for a student visa at a U.S. Embassy. As part of SNU's admissions process, an international student must provide the following documents to the DSO in order for an I-20 to be processed:

- Application
- A color copy of the Passport
- Transcripts and evaluation (If transcripts are from a non-English speaking college or university, then a SPANTRAN or a WES evaluation will be required in addition to the official transcript)
- TOEFL/IELTS test scores
- A signed Statement of Understanding (provided by SNU)
- Certificate of Financial Resources (CFR, provided by SNU) and financial documents that show the amount that is due on the CFR.
- $200 international student processing fee

All documentation must be submitted directly to international@snu.edu.

Minimum TOEFL/IELTS test scores are determined by individual programs. Please check with an enrollment counselor or program advisor for specific TOEFL/IELTS admissions criteria.

International student actions or negligence can cancel or terminate an I-20. For the following list, "Canceled" indicates no negative effect on student VISA; "Terminated" indicates a negative effect on student VISA. Please take careful note of the following:

- Students who have an I-20 and do not get VISA approved - Canceled
- Students who have an I-20 and whose programs are canceled before they arrive in the US – Canceled (Note: These can be adjusted if enough time is given)
- Students who don't maintain full-time enrollment - ***Terminated***
- Students who don't maintain a minimum of 2.0 GPA or "normal progression throughout program" - ***Terminated***
- Students who cannot manage financially (living expenses and tuition) - ***Terminated***
- Students who obtain employment off campus (students are only allowed on-campus employment and must work with the DSO regardless; whether they have a social security number or not) - ***Terminated***
- Students who violate policies of the University - ***Terminated***
- Students who pose a security threat on and off campus - ***Terminated***
- Students who are absent from the US for a period of 5 months or greater - ***Terminated***

While studying in the United States at SNU:
- Students are required to attend face-to-face instructions at all times. The Zoom or online option is ***only*** available to students who may face temporary illness or a short-term extenuating circumstance. In all cases, international students should notify and provide an explanation to the DSO anytime they are absent from a face-to-face class.
- Students must be verified at the beginning of each term based upon classroom recorded attendance.
- Any changes in a student's address, attendance, enrollment, cohorts, and program of study (changing from MBA to MSM, etc.) must be reported to the DSO. These changes may require an update in the Student and Exchange Visitor Information System (SEVIS) interface that monitors the student's VISA.
- Students nearing the completion of their program who may have to repeat a class should notify the DSO. This may require updates on the SEVIS interface.
- Students who struggle financially with living and tuition costs should notify the DSO.
- Students who are eligible for CPT (Curricular Practical Training) are only students whose program requires working internships, or practicums. A student must contact the DSO for CPT.

After program completion:

- A student nearing the completion of their program may apply for OPT (Optional Practical Training). This is an application for approval to work in the US upon completion of a program. A student must contact the DSO for information regarding this program.
- A student wanting to continue education (without OPT) and pursue a master's degree or a doctorate degree cannot begin the higher level of education without completing the lower level. There must be no overlap in educational programs.
- Students wanting to continue with a higher level of education are required to contact the DSO within 60 days of the completion of their program or before their program ends. These changes require additional documents from a student and must be reported in the SEVIS interface.
- Students are required to leave the US within 60 days of completion of their educational program or their OPT; or be accepted to a higher level of education program. If this time passes without action of the student, then the student will be in violation of the VISA program and are subject to deportation.

More information is available for international students at the Study in the States website: https://studyinthestates.dhs.gov/

Additional information about SNU Admissions for international students may also be found at http://snu.edu/international-admissions/

International students contact:
Krista Cowan
Designated School Officer (DSO)
Registrar's Office
Southern Nazarene University
6729 NW 39th Expressway
Bethany, OK 73008
Phone: 405-491-6386 / Email: international@snu.edu / Fax: 405-717-6270

Subject: Tuition and Fees	**Effective Date:** 5/23/2023
Reviewed: 5/23/2023	**Revised:** 5/23/2023

Master of Arts in Applied Psychology (MAAP) Tuition
Credit hours in program: 30
Tuition price per credit hour: $575

Master of Science in Counseling Psychology (MSCP) Tuition
Credit hours in program: 60
Tuition price per credit hour: $575

Subsidized Stafford Loans
A Subsidized Stafford Loan is a federal loan that must be repaid. For new borrowers, the interest rate is variable (not to exceed 8.25%) and is reviewed and determined by July 1 each year. Eligibility is determined by the results of the FAFSA, but application for the loan is made through a separate lending institution. Interest does not accrue, and repayment does not begin until six months after the student has completed the program or has withdrawn from the University. Prior to disbursement, the lender withholds approximately 3% from the loan amount to cover loan origination and insurance fees. For details on the maximum annual loan limits, contact the Graduate Studies Financial Assistance office at 405-491-6685.

Unsubsidized Stafford Loans
If the student is not eligible for a Subsidized Stafford Loan, as determined by the results of the FAFSA, an Unsubsidized Stafford Loan can be an alternative. Unsubsidized means that interest will accrue while the student is in school. The student can choose to pay the interest while in school or defer the interest and have it added to the principal balance. As with the subsidized loan, repayment on the principal does not begin until six months after the student has completed the program or withdrawn from the University. The interest rate is variable (not to exceed 8.25%) and is reviewed and determined by July 1 each year. Eligibility is determined by the results of the FAFSA, but application for the loan is made through a separate lending institution. Prior to disbursement, the lender withholds approximately 3% from the loan amount to cover loan origination and insurance fees. For details on the maximum annual loan limits, contact the Graduate Studies Financial Assistance office at 405-491-6685.

Payment Plans
Payment plans are available through contacting the SNU Graduate Studies Financial Services Coordinator at phone 405-717-6237.

Subject: Master of Arts in Applied Psychology (MAAP) Degree	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:** 5/22/2023

The Master of Arts in Applied Psychology (MAAP) degree is a 30-hour program designed to offer foundational applied psychological coursework over three terms. The MAAP is not intended to meet the academic requirements for any licensure in Oklahoma or other states, but rather provides students with the foundational knowledge and skills that can be applied across most helping professions, including the psychological areas of assessment, diagnosis, research, cultural responsiveness, as well as understanding professionalism, legal and ethical concerns, and integration with values and beliefs. Students that are not granted acceptance into the MSCP degree program may still complete all MAAP requirements and graduate with the MAAP degree. The MAAP degree program also includes a pathway that can lead to acceptance into the MSCP degree program.

Courses are completed over three (3) non-traditional, accelerated terms in approximately 16 months. The courses (modules) are completed sequentially to allow focused study on one subject area at a time. Courses will meet one night a week for a four-hour session. Extensive study, including reading, assignments, and other class-related activities will occur outside the classroom in preparation for participative learning experiences during class hours.

MAAP – 30 Credit Hours

Course Number	Course Title	Credit Hours
Term 1		
PSY 5313	Lifespan Development	3
PSY 5263	Psychopathology	3
PSY 6403	Neuropsychopharmacology	3
Term 2		
PSY 6133	Research Methods I	3
PSY 6443	Human Sexuality	3
PSY 5153	Survey of Psychological and Cognitive Assessment	3
PSY 6293	Philosophy of Interpersonal Relationships	3
Term 3		
PSY 5333	Orientation to the Profession of Counseling	3
PSY 5283	Legal and Ethical Issues in Counseling	3
PSY 6593	Cultural Responsiveness and Diversity in Counseling	3

Subject: Master of Science in Counseling Psychology (MSCP) Degree	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:** 5/22/2023

The Master of Science in Counseling Psychology (MSCP) degree is a 60-hour minimum program designed to meet the state of Oklahoma's academic licensure requirements for the Licensed Professional Counselor (LPC). Acceptance into the MSCP degree requires the successful completion of all requirements of the MAAP degree program and approval of the GPCP faculty.

The MSCP degree, in addition to the 30 hours of the MAAP degree, consists of a minimum of 21 additional hours in counseling-specific coursework, including counseling methods, theoretical foundations and applications, and treatment. In addition to the courses, MSCP students complete 150 hours of practicum hours (4 credit hours) and 450 hours of internship (5 credit hours), with 250 of those 600 total hours being direct client contact hours. Work on both components of the program (courses and practicum/internship) occurs simultaneously.

Also offered are optional program extension electives that meet the academic licensure requirements for the Licensed Alcohol and Drug Counselor (LADC) in the state of Oklahoma, as well as the the academic requirements of the Association for Play Therapy in Oklahoma to become a Registered Play Therapist. For students in the MSCP degree program, meeting LADC requirements or Play Therapy requirements will involve additional coursework beyond the 60-hour minimum requirement.

Students pursuing the MSCP degree also have the option to participate in an additional Thesis, and any Continuing Thesis credit hours to complete a master's thesis research project. Such a project would be supervised by a GPCP faculty member and can be used to prepare the student for work in a doctoral degree program. The master's thesis is not a requirement of the MSCP degree program.

MSCP courses are completed over six (6) non-traditional, accelerated terms in approximately three years. The courses (modules) are completed sequentially to allow focused study on one subject area at a time. Courses will meet one night a week for a four-hour session. Extensive study, including reading, assignments, and other class-related activities will occur outside the classroom in preparation for participative learning experiences during class hours.

Practicum
In addition to the courses, MSCP students will complete 150 hours of practicum work over the course of two terms. Enrollment in in-class courses and practicum occurs simultaneously. The practicum is a vital component of counselor preparation and allows students supervised introductory experience in counseling situations. Practicum work spans two terms and students will be enrolled in the Practicum I course and the Practicum II course sequentially. Practicum I

begins in the third term of the 30-hour core curriculum for students that are approved for the MSCP program. Practicum II begins in the fourth term. Practicum training is completed and supervised by the GPCP through its internal training clinic.

Internship
MSCP students will also complete 450 hours of internship work over the course of two terms. Enrollment in in-class courses and internship occurs simultaneously. The internship is a vital component of counselor preparation and allows students supervised intermediate and advanced experience in counseling situations. Internship work spans two terms and students will be enrolled in the Internship I course and the Internship II course sequentially. Internship I begins in the fifth term of the MSCP curriculum. Internship II begins in the sixth term. Internship training is completed and supervised at approved clinical settings.

Thesis
In addition to the courses, MSCP students have the option to complete a research project and corresponding master's thesis. Students who choose this option will complete the research work and thesis while also being enrolled in courses and completing clinical training (practicum and internship). Work on a thesis begins in the Research Methods I, requires approval by the GPCP faculty, and culminates in a thesis defense prior to graduation.

Capstone Project and Exit Evaluation
In the MSCP program, the exit evaluation must be completed prior to graduation. This occurs in conjunction with the completion of the capstone project: the Clinical Competency Interview (CCI). The CCI is a way for students to demonstrate clinical competency through the capacity to synthesize various clinical components learned throughout the program and during clinical training (i.e., assessing, diagnosing, and treating clients).

MSCP – 60 Credit Hours

Course Number	Course Title	Credit Hours
Term 1		
PSY 5313	Lifespan Development	3
PSY 5263	Psychopathology	3
PSY 6403	Neuropsychopharmacology	3
Term 2		
PSY 6133	Research Methods I	3
PSY 6443	Human Sexuality	3
PSY 5153	Survey of Psychological and Cognitive Assessment	3
PSY 6293	Philosophy of Interpersonal Relationships	3
Term 3		
PSY 5333	Orientation to the Profession of Counseling	3

PSY 5283	Legal and Ethical Issues in Counseling	3
PSY 6593	Cultural Responsiveness and Diversity in Counseling	3
PSY 5192	Practicum I (for MSCP approved students only)	2

Term 4
PSY 6113	Theories and Techniques of Counseling I	3
PSY 6123	Theories and Techniques of Counseling II	3
PSY 6253	Marital and Family Systems Theories	3
PSY 5292	Practicum II	2

Term 5
PSY 6213	Group Psychotherapy Techniques	3
PSY 6303	Counseling Children and Adolescents	3
PSY 5233	Alcohol and Drug Addiction and Assessment	3
PSY 6192	Internship I	2

Term 6
| PSY 5223 | Career Assessment and Counseling | 3 |
| PSY 6493 | Internship II | 3 |

MSCP Program Extension Electives

Drug and Alcohol Counseling Electives
PSY 6223	Drug and Alcohol Theories	3
PSY 6263	Addiction & Crisis Intervention	3
PSY 6373	Family Dynamics of Addiction	3

Child and Play Therapy Electives
PSY 6313	Introduction to Play Therapy	3
PSY 6323	Specialized Techniques in Play Therapy	3
PSY 6363	Advanced Clinical Play Therapy	3

PSY 5313   **Lifespan Development (3 credit hours)**
Lifespan Development covers theoretical and research approaches to the development of human abilities and behavior throughout the lifespan. The course addresses a variety of theoretical approaches, as well as different developmental tasks across the lifespan. In order to more fully understand the issues and dynamics of counseling, it is imperative to have a clear grasp of the processes involved in human development. Such understandings of development are important because many clients enter counseling with problems that are the result of disrupted or dysfunctional developmental processes.

PSY 5263   **Psychopathology (3 credit hours)**
This course provides an emphasis on describing, classifying, and differentiating deviant behavior syndromes according to the current, prevailing classification system in the United States (Diagnostic and Statistical Manual of Mental Disorders). Literature dealing with description, etiology, and prognosis of various disorders will be examined.

PSY 6403   **Neuropsychopharmacology (3 credit hours)**
This course provides an overview of basic neurophysiology, as it is relevant to behavior, mood, and psychopathology. It also examines the neurochemistry of the major classifications of psychotropic medications as they relate to treating mental disorders, their effects and side effects, and relevant concerns for clients that take them. In addition, the course will acquaint students with neurophysiology connected to abuse and addiction of alcohol, prescription drugs, and illicit substance abuse, including the connection between the effects of brain changes and resulting problematic behaviors that are a focus of treatment. It offers students important implications for counseling and educating individuals and families presenting with psychopharmacological, addiction, and other substance-related concerns.

PSY 6133   **Research Methods I (3 credit hours)**
This course acquaints students with how to design, conduct, and analyze research for the purpose of assisting students to review and critique relevant research in counseling, as well as to integrate research into clinical practice. In addition, the course addresses research ethics and methodology. Topics may include basic research designs and basic statistical analyses, including experimental, quasi-experimental, survey, and archival research.

PSY 6443   **Human Sexuality (3 credit hours)**

This course provides students with the knowledge and requisite skills to address the wide range of topics and concerns surrounding human sexuality in the counseling relationship. Students will develop increased comfort and competency in engaging a diverse range of clients on topics of sexuality that include the expression of human sexuality and intimacy across the lifespan, attitudes and perspectives on sexuality, problems in sexual functioning, and therapeutic interventions.

PSY 5153   **Survey of Psychological & Cognitive Assessment (3 credit hours)**
This course provides an introduction and overview of the assessment process, beginning with the basics of test construction and measurement. Students will learn how to appropriately select, administer, and score neuropsychological and psychological tests in the areas of cognitive and personality assessment for children, adolescents, and adults. In addition, this course is aimed at helping students integrate psychological data obtained from clinical interviews and testing into a rich understanding of human functioning.

PSY 6293   **Philosophy of Interpersonal Relationships (3 credit hours)**
This course begins by making the case that all modern psychotherapeutic discourse is moral discourse and therefore contains presuppositions about the human good life. The course then examines the presuppositions of the Christian tradition regarding human nature, the good life, and the practices that shape human transformation. Students are then asked to examine their own conceptions of human nature and the good life and the relationship of these conceptions to their personal narratives, religions traditions, and cultural and historical contexts.

PSY 5333   **Orientation to the Profession of Counseling (3 credit hours)**
This course introduces students to the primary concepts related to the process of psychotherapy and the relational ideas that are central to the practice of counseling. Relationship building skills and techniques, including interviewing, reflective listening, and the development of insight and self-understanding are explored. Students are also introduced to the profession of counseling and will begin the process of discussing how to make sound clinical decisions and the role of the mental health clinician throughout the professional lifespan.

PSY 5283   **Legal & Ethical Issues in Counseling (3 credit hours)**
This course is designed to provide a survey of ethical, legal, and professional issues facing counselors and others in human services. Emphasis is given to raising awareness of the complexities of ethical issues in professional clinical practice. Students will also develop an understanding of the importance of record keeping and proper clinical documentation, as well as learn about confidentiality and the differing professional roles faced by psychotherapists.

PSY 6593   **Cultural Responsiveness & Diversity in Counseling (3 credit hours)**

This course will focus on the diverse identity demographics with which counselors interact, especially related to race and culture, religion, gender, age, sexuality, disability, and socio-economic status, emphasizing the implications of these factors for counseling. Students will have the opportunity to examine counseling approaches with persons of varying identities by analyzing various barriers to cultural responsiveness and ways to incorporate cultural responsiveness in counseling. In addition, students will be asked to examine personal assumptions regarding internalized assumptions and biases about other persons and groups of varying demographics. Students will learn an intersectional approach to conceptualizing counseling cases and applying counseling techniques.

PSY 6113   **Theories & Techniques of Counseling I (3 credit hours)**
This course provides an overview of the various psychoanalytic, psychodynamic, and interpersonal approaches to counseling, specifically offering an introduction to the various perspectives on theory and technique. This course also examines the historical development of these approaches, the contemporary impact and understanding of these approaches in the counseling field, and the underlying anthropological and philosophical assumptions of these approaches. Students will have the opportunity to observe these various approaches, as well to apply them practically through role-play and theoretically through case conceptualization and treatment planning.

PSY 6123   **Theories & Techniques of Counseling II (3 credit hours)**
This course provides an overview of the various behavioral, cognitive, and other evidence-based approaches to counseling, specifically offering an introduction to the various perspectives on theory and technique. This course also examines the historical development of these approaches, the contemporary impact and understanding of these approaches in the counseling field, and the underlying anthropological and philosophical assumptions of these approaches. Students will have the opportunity to observe these various approaches, as well to apply them practically through role-play and theoretically through case conceptualization and treatment planning.

PSY 6253   **Marital & Family Systems Theories (3 credit hours)**
This course provides an overview of family structure theories and family systems approaches and applications to counseling. This course also examines the historical development of these approaches, the contemporary impact and understanding of these approaches in the counseling field, and the underlying anthropological and philosophical assumptions of these approaches. Students will have the opportunity to observe these various approaches, as well to apply them practically through role-play and theoretically through case conceptualization and treatment planning.

PSY 6213   **Group Psychotherapy Techniques (3 credit hours)**

This is an applied psychotherapy lab course that engages the student in both the theoretical foundations for group psychotherapy and in the actual experience of facilitating a psychotherapy group. Students will review literature regarding appropriate referrals to this modality of treatment as well as learning techniques to enhance the efficacy of group therapies. Much of this course will involve an experiential learning model as students participate in group process.

PSY 6303   Counseling Children and Adolescents (3 credit hours)
This advanced course will serve as an overview course to introduce students to some of the basic issues that arise when providing services to children and adolescents. We will address issues that arise in working with youth including child maltreatment, divorce, trauma, and legal/ethical issues. Information pertaining to the treatment of childhood disorders based upon empirical evidence (emphasizing behavioral strategies) will be discussed. Special focus will be given to Parent-Child Interaction Therapy (PCIT) and Coping Cat (anxiety treatment manual). Adherence to the scientist-practitioner model and the relative contributions of research to clinical practice will be emphasized throughout the course.

PSY 5233   Alcohol & Drug Addiction & Assessment (3 credit hours)
This course will focus on methods for assessing, diagnosing, and treating alcohol and drug-related problems in counseling settings. The course offers strategies for screening clients for substance-related issues, taking a detailed alcohol/drug history, working with ambivalence and increasing motivation to change addiction behaviors, examining family dynamics that contribute to addiction, treatment planning, and counseling interventions. The course will focus on assessing and treating a full range of substance-related and addiction problems, such as individuals with beginning substance use, individuals that do not acknowledge or understand more serious problems, more pervasive or diagnosed substance-related addictions, and family members of those with substance-related problems.

PSY 5223   Career Assessment & Counseling (3 credit hours)
The purpose of this course is to provide counseling students with the knowledge and skills essential in assisting self and others with career development/vocational issues. The course will present an overview of career counseling theories, along with assisting students in the appropriate implementation of career assessments and techniques in service of helping individuals make career choices. The course will also aid students in understanding the psychological factors that often interact with and impede healthy career development.

PSY 5192   Practicum I (2 credit hours)
In conjunction with PSY 5292, students will begin supervised introductory clinical experiences and practice with oversight at the training clinic. The practicum occurs concurrently with coursework and follows guidelines set forth in licensure preparation. Through readings, seminar discussions, written assignments, and supervision during the practicum, students will understand the

aspects of training that are essential in becoming a competent counselor and incorporate such information into clinical practice. Students will also understand and demonstrate competencies for suicide risk consultation and intervention. Practicum(s) will total a minimum of 150 hours of service.

PSY 5292   Practicum II (2 credit hours)
In conjunction with PSY 5192, students will continue supervised introductory clinical experiences and practice with oversight at the training clinic. The practicum occurs concurrently with coursework and follows guidelines set forth in licensure preparation. Through readings, seminar discussions, written assignments, and supervision during the practicum, students will understand the aspects of training that are essential in becoming a competent counselor and incorporate such information into clinical practice. Students will also begin to develop an understanding of how to integrate theory into practice to form a theoretically sound treatment plan. Practicum(s) will total a minimum of 150 hours of service.

PSY 6192   Internship I (2 credit hours)
In conjunction with PSY 6493, students will begin supervised external clinical experience and practice, as approved by the program. The internship occurs concurrently with course work and follows guidelines set forth in licensure preparation. Through readings, seminar discussions, written assignments, and supervision during the internship, students will increase their autonomy as professional practitioners, while utilizing feedback from clients and supervisors. Students will also begin the process of developing their Clinical Competency Interview capstone project. Internship(s) will total a minimum of 450 hours of service.

PSY 6493   Internship II (3 credit hours)
In conjunction with PSY 6193, students will continue supervised external clinical experience and practice, as approved by the program. The internship occurs concurrently with course work and follows guidelines set forth in licensure preparation. Through readings, seminar discussions, written assignments, and supervision during the internship, students will work toward becoming independent professionals in the counseling field upon graduation, including preparation for licensure requirements. Students will present and defend their Clinical Competency Interview capstone project. Internship(s) will total a minimum of 450 hours of service.

PSY 6901-3   Independent Study
An intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research, and/or other structured learning activities.

Program Extension Electives: Drug and Alcohol Counseling

PSY 6223   **Drug & Alcohol Theories (3 credit hours)**
The purpose of this course is to educate students in the field of chemical dependency and substance abuse. The course is designed to assist the student in developing prevention, intervention, and treatment techniques and skills. In depth issues surrounding addiction, etiology, diagnosis and treatment will be explored. Through readings, research, presentations and discussions related to chemical dependency and substance abuse, the student will explore their own perspective about drug use/abuse. The aim is for each student to become intellectually and emotionally engaged in the complexities of the material presented. Chemical dependency and substance abuse is a growing field of study with far reaching implications. Students need to be aware of the confounding variables (biological, psychological, social, cultural, and family) associated with substance abuse.

PSY 6263   **Addiction and Crisis Intervention (3 credit hours)**
This course provides an emphasis on recognizing, assessing, and responding to a range of crises that arise in the counseling setting. Students will review literature relevant to intervention in crisis situations and observe mental health settings that engage in direct individual and addiction crisis intervention. Students will be engaged in both the theoretical frameworks for describing and intervening in crisis events, as well as the actual and practical experience of implementing crisis intervention strategies. These strategies will include emergency assessment, appropriate reporting, and intervention techniques for those with potential to harm themselves or others, for drug and alcohol intoxication-related crises, for situations of abuse and neglect, and for domestic violence. The course will examine individual and systemic dynamics that contribute to the development of at-risk behaviors, drug and alcohol-related emergencies, and abusive systems, as well as interventions that provide protection against abuse and/or enhance the effective processing of trauma.

PSY 6373   **Family Dynamics of Addiction (3 credit hours)**
This course addresses the impact of addiction on family systems and the reciprocal effects of family dynamics in relation to the development and maintenance of addictive behaviors. Emphasis is placed on understanding how addiction is a systemic issue, whether that be within dyadic couples relationships, the nuclear family, or the process of epigenetics.

Program Extension Electives: Child and Play Therapy

PSY 6313   **Introduction to Play Therapy (3 credit hours)**
This module provides an overview of effective strategies for working with children and adolescents. Students will gain instruction in the history, theories, modalities, techniques, and application of play therapy with children and adolescents. Additional topics will include the impact of culture, ethics, and

spirituality when delivering developmentally appropriate counseling services for children and adolescents.

PSY 6323   **Specialized Techniques in Play Therapy (3 credit hours)**
This course will build on the basic principles of play therapy. Treatment plan development based on assessment from PSY 5323 and PSY 5113 will incorporate play therapy techniques in relationship to theoretical models being utilized. Specific play therapy techniques such as but not limited to art, sand tray, water play, mutual storytelling, puppetry, board games, and role plays will be presented in an experiential learning environment. Each technique will be discussed and practiced in relationship to each theoretical modality. Therapeutic modalities will be paired with specific issues and trauma. Therapeutic modalities will include CBT, Adlerian, Gestalt, Child-Centered, Ecosystemic, and Prescriptive. Students will initiate use of library research to develop hypotheses for empirical research.

PSY 6363   **Advanced Clinical Play Therapy (3 credit hours)**
This course will incorporate advanced skills and principles. Theoretical foundations will be explored and practiced in depth. Family involvement will be incorporated and include both family systems and filial therapy. Documentation of therapeutic progress, evidence-based practice skills, and empirically validated tools and measurements will be utilized. Report writing, documentation, court testimony and validation of play therapy will be included.

Subject: Class Attendance	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:** 5/22/2023

Class attendance for graduate programs is imperative. Two absences result in an "F" for the course unless the student is absent the first two weeks which results in an administrative drop. Program class attendance policies are located within program handbooks.

Due to the accelerated nature of the GPCP courses, a great deal of material is covered in a relatively short time. Therefore, it is essential that students attend all class sessions. In the event of unavoidable circumstances leading to an absence, the following procedures apply:

- Contact course instructor and/or the Graduate Program Director's office prior to the absence or as early as possible following the absence. If a student is late or must leave early the instructor should be contacted for the required make-up assignment.
- Complete any required assignment for the class session and any make-up assignment, as designated by the course instructor or syllabus. Because the program is highly accelerated, make-up assignments may be used to attempt to compensate for sessions missed. Make-up assignments must be submitted to the instructor within two weeks of the absence, unless an extension is cleared with the instructor and the Graduate Program Director. The instructor will evaluate the make-up work on a PASS/NO CREDIT basis. Failure to complete the assignment at an acceptable level will result in a one-letter grade reduction in course grade for each event.
  Note: If more than one absence occurs within a given course, the student will have failed the course and will be required to retake that course with another group at additional expense.

The Graduate Program monitors attendance records. Should a student accumulate three or more absences in the program, a meeting is arranged to determine continuance in the program. Students who are absent for three consecutive class sessions are subject to immediate withdrawal from the program. The Financial Aid Office must be notified immediately upon withdrawal. If a student is withdrawn from the program by the Graduate Program Director due to nonattendance, the date the withdrawal form is filed is the date of withdrawal. The maximum temporary withdrawal (leave of absence) from the program is 60 days if financial aid is involved.

Virtual Attendance
All GPCP courses are intended for face-to-face classroom instruction and learning. Virtual attendance (e.g. through Zoom) is not an approved form of attendance except in rare extenuating circumstances in which face-to-face attendance is not possible and outside of the choice of the student. In these events, the student should notify the course instructor and the graduate director to clearly explain the extenuating circumstance and gain approval for using a virtual method to attend class.

International Students
International students are required to attend face-to-face classroom instruction at all times. Due to Federal regulations, virtual attendance (e.g. through Zoom) is not an approved form of attendance except in rare extenuating circumstances (e.g. sickness). In these events, the international student should notify the course instructor and the SNU Designated School Officer (international@snu.edu), to clearly explain the extenuating circumstance.

Hospitality for Religious Observance
Southern Nazarene University seeks to be hospitable of religious observance among the students and learners of our diverse campus community and to be as accommodating as possible. Students should discuss with their instructor at the beginning of the course forms of religious observance (dress, fasting, specific prayer times) that may affect their full participation in the course.

Students should also compare the course schedule to their own religious calendar to determine if there will be any in-class days or online weeks in which the student expects to be absent due to the observance of a religious holiday. Students must notify the instructor, in writing, of the expected absence no later than within 24 hours after the first scheduled in-class date; or by the end of the first week of an online course.

The instructor will then work with the student to develop a plan to reschedule any assessments, assignments, or course activities for the planned absence(s). The instructor, at his/her own discretion, will make reasonable accommodations wherever possible, but the student is expected to make up all work according to an instructor-emailed timetable and plan. Students should recognize, however, that there may be some course aspects that cannot be rescheduled or accommodated, and it will therefore rest upon the student to determine whether they wish to remain enrolled in the course or have their grade potentially affected. For example, a group presentation may not be able to be adjusted to another date, especially if it is scheduled for the final course session.

Southern Nazarene University strives to be a place where each learner experiences a sense of belonging and is accommodated, when possible, for religious observances in a collaborative way.

Veterans/Military Service Member Class Attendance
Should an Active-Duty Military Service Member be deployed, or a Reserve/National Guard Military Service Member be called to active duty or other military service during a course, the member will be withdrawn effective the last date of attendance. The withdrawal will also be annotated in the VA ONCE system by the University's School Certifying Official, in which the military service member may have to provide proof of deployment to the Department of Veterans Affairs Office to avoid unnecessary charges/debt.

Any payments from The Department of Veterans Affairs Office received by the University will be processed in the following manner: A Program Director will determine whether a student will receive a grade or if a grade of incomplete will be issued. This determination will be in accordance with the current withdrawal policy and with the best interest of the student/service

member considered. A student who has been withdrawn due to a military deployment will have the option to retake the course at a later date, and a tuition waiver or grade change will be issued. The tuition waiver allows the student to retake the course at no-charge. If the student does not return to retake the course, the current withdrawal policy stands. Upon re-entry to coursework, the military service member should contact his/her advisor, financial aid counselor, and the School Certifying Official if Veterans Education Benefits are being used. The advisor will create a new plan of study and the military service member will be re-admitted to an appropriate course. The financial aid counselor will work with the military service member to advise them of any funding that needs to be returned due to deployment and on future financial aid options available to them upon re-admittance.

In cases of unanticipated absence, the student should inquire about the possibility of making up missed work. If the explanation of the absence is acceptable to the instructor, the student may be permitted to make up work missed, although in some instances make-up work may not be feasible. If the explanation of the absence is not acceptable to the instructor, the student may be refused the privilege of making up the work and be assessed a consequent grade penalty. Each class syllabus should specify specific absence and make-up work policies.

Drop and Withdrawal Policy
Withdrawals from the Graduate Program may be one of the following: an automatic withdrawal or a formal withdrawal.

If a student is absent from class four weeks in succession without contacting the Graduate Program Director's office, the Graduate Program administrative staff may withdraw the student. This is considered an automatic withdrawal with a grade of F. If an automatic withdrawal occurs, the date of withdrawal will be the date the withdrawal form is filed.

A formal withdrawal is to withdraw completely from the program. Should it be necessary to process a formal withdrawal, contact the Graduate Program Director's office and file the appropriate withdrawal forms. A formal withdrawal must be filed to initiate a tuition refund. The refund will be processed according to the refund policy of Southern Nazarene University.

Note: In the case of a withdrawal for any reason, the Financial Aid Office will be notified immediately upon withdrawal.

Please refer to the following policy for an explanation of charges:

Prior to Week 1	To drop for full refund, the student must email advisor, program coordinator, or program director with stated intent to drop prior to start of Week 1	Drop	100% Refund

Week 1 of any course	If the student attended Week 1 but wants to drop, the student must email the advisor, program coordinator, or program director.	Drop	100% Refund
Week 2 of any course	If the student did not attend Week 1 and 2, the student is administratively dropped from the course.	Administrative Drop	100% Refund
Week 2 or 3 of any course	If the student wants to withdraw during Week 2 or Week 3 on any course, the student must email the advisor, program coordinator, or program director with stated intent to drop prior to start of Week 4	Withdrawal	No refund
Week 4 of an eight-week course	To withdraw from an eight-week course during Week 4, the student must email the advisor, program coordinator, or program director with stated intent to drop prior to start of Week 5	Withdrawal	No refund
Week 4 and thereafter for a five- or six-week course	Cannot withdraw; course grade calculated using zeros for any uncompleted work	Grade given on transcript	No refund
Week 5 and thereafter for an eight-week course	Cannot withdraw; course grade calculated using zeros for any uncompleted work	Grade given on transcript	No refund

Notes
- **Drop/Administrative Drop:** No credit, not transcripted
- **Withdrawal:** Grade of W on transcript, no credit, no GPA impact
- **Attendance:** Two absences result in an "F" for the course unless the student is absent the first two weeks which results in an administrative drop.

Books/Fees: Students are responsible for book charges if books are not returned in accordance with Slingshot's book cancellation and return policy (note: Slingshot was formerly known as Tree of Life). To drop for the full refund of fees, the student must email the advisor, program coordinator, or program director with stated intent to drop prior to the start of Week 1.

Subject: Program Standards & Review	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:** 5/22/2023

The standards for students follow the published guidelines in the SNU catalog unless otherwise noted in this handbook. This section outlines the standards necessary for satisfactory progress in the program and the procedures used to monitor student progress, including policies to identify deficiencies and assist the student in remediation when appropriate or, if necessary, to recommend dismissal of the student from the program when remediation is not possible.

The Graduate Programs in Counseling Psychology and the psychology and counseling professions expect students to assume roles as responsible, competent members of the professional community. In addition to academic competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, faculty, and the community. These standards include, but are not limited to confidentiality, honesty, and academic integrity.

Professional Standards

The Graduate Programs in Counseling Psychology and the faculty expect students to conduct themselves as responsible, competent members of the professional community. In addition to academic competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty. In cases where a student does not meet these standards, required remediation of the problem behavior will be warranted (see Appendix D).

The program adheres to recommendations developed by the Student Competency Task Force of the CCTC. As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

> (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);
>
> (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);
>
> (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning);

and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes. (The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs, 2004, pp. 2-3).

At the end of each course, instructors will formally evaluate each students on the Instructor Rating of Interpersonal Skills, according to the following questions:
- The student came to class prepared and consistently completed assignments.
- The student was respectful to the instructor, demonstrating a willingness to learn and a capacity to be taught.
- The student was respectful to other students, was able to cooperate in class activities, and generally got along well with others.
- The student showed flexibility of thought, demonstrating a willingness to engage in new ideas and to be challenged.
- The student demonstrated empathy, hospitality, understanding, and a general relational engagement with others that suggest they can become effective therapists.

Evaluation is rated as 1 = Never; 2 = Periodically; 3 = Usually; 4 = Always. Students receiving a rating of 1 in any category in a single course, a rating of 2 in a single category over the span of two courses, or of the average rating drops below 3.75 (minimum of 5 courses), will be required to meet with the program director to discuss the presenting concerns and develop a plan for improvement and remediation moving forward (see Appendix D). These students will be required to maintain a rating of 3 or above in every category moving forward in the program or risk being dismissed from the program. MAAP degree students must have a 3.75 average rating or above to qualify for admission to the MSCP degree program.

If a faculty member determines that a student exhibits problematic behavior that must be addressed immediately, program faculty will meet to discuss this issue. Prior to the meeting, information will be gathered from various formal (e.g., course performance, evaluation by instructors, annual evaluations, clinical skills, etc.) and informal sources (e.g., faculty and peer observations). All data determined to be relevant to the alleged violation will be gathered and reviewed in preparation for the formal meeting of all program faculty. The student will be provided a forum during this meeting to respond to all allegations. Depending upon the nature of the problematic behavior, the following measures may be taken: (1) program faculty will develop

a written plan for remediation in collaboration with the student (see Appendix D), or (2) in cases of more serious competency issues, program faculty will determine if dismissal from the program will be recommended.

Some indicators of serious impairment include, but are not limited to:
- The student does not acknowledge, understand or accept responsibility for the identified problematic behavior.
- The problematic behavior is not confined to a specific skill deficit that may be responsive to remediation.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- The problem behavior does not change as a function of feedback or remediation.
- The problem behavior negatively affects the public image of the agency or the university or the training site.

The student will be given the opportunity to accept the remediation plan, provide a written response, and/or appeal. If the student chooses to provide a response, the program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the student response was received. If the student wishes to appeal the faculty decision, s/he may follow the appeal procedures outlined in the Appeals Process section or in the Graduate Catalog.

The remediation process will include scheduled review dates to assess progress and target dates for achieving the desired outcomes. The faculty member who initially identified the problem in concert with the Program Director and the Director of Clinical Training will monitor the student's progress toward remediation goals. After each review, an update of the student's progress will be shared with the program faculty. If progress toward remediation goals is insufficient, then the program faculty may decide to (1) modify the remediation plan or (2) recommend dismissal from the program. In either case, the student will have an opportunity to respond or appeal.

Clinical Concerns
In cases where the student problem is associated with clinical training, the Director of Clinical Training retains the right and responsibility of determining and assigning the final course grade. All data determined to be relevant to the alleged violation will be gathered and reviewed in preparation for the formal meeting of all program faculty. It is expected that most clinical concerns will appear, and be addressed by mid-semester, and be part of the student's practicum or internship evaluation at that point. However, concerns will be dealt with as soon as they are identified; problems that arise after that point will be dealt with in the same systematic fashion.

If remediation is deemed appropriate by the program faculty, they will develop a remediation plan (see Appendix D), including a timeframe for remediation (typically one additional semester) and behavioral indicators that remediation has been successful. If the remediation period extends beyond the practicum semester, a grade of I will be assigned. If remediation cannot be achieved within one year, the grade of I will become an F on the transcript and the student will be required

to repeat the practicum. If the program faculty feel the problem is not amenable to remediation, a grade if F will be assigned.

When the remediation period has passed, or when the Director of Clinical Training believes the remediation plan has been fulfilled, the program faculty will discuss evidence of progress/success. The Director of Clinical Training will take the judgments of his/her colleagues under advisement when making a final grade determination.

<u>Ethical and Program Policy Violations</u>

Ethical behavior is expected and evaluated throughout the program of training. In the event that a student violates ethical, professional standards, or program policies, the following steps will be taken consistent with ACA and/or APA ethical guidelines:

1. The faculty member who observes or learns of an ethical or program policy violation will meet with the student to discuss the matter. If following the meeting, the faculty member believes that the student's behavior constitutes a violation of ACA and/or APA ethical guidelines or program policies, the faculty member will notify the Program Director, the Director of Clinical Training, and the student in writing that a review by the program faculty will be conducted to further investigate. The letter will also delineate the specific incident and the ethical standard(s) or program policy(ies) allegedly violated.

2. The student will be offered the opportunity to submit a written response to the alleged violation within 72 hours of the outcome of the initial meeting.

3. All program faculty will then meet to discuss the problem, conduct a thorough review of the allegation, and determine an appropriate course of action. Depending on the nature of the violation, the course of action may include specific remediation, probation, or dismissal from the program.

Academic Standards
Academic evaluation of students for each course is the responsibility of the course instructor. Evaluation of the student may include performance in the classroom, group participation, outside assignments, problem solving exercises, take-home tests, and examinations. The course syllabus will specify the method of evaluation.

Academic assignments will not be accepted after any deadline without instructor approval. All coursework, including authorized rework of assignments, must be completed by the last night of a course unless defined otherwise by the instructor or in the syllabus. No rework or additional work for extra credit will be permitted once the instructor has submitted the course grades. If an emergency occurs that requires an extension of time to complete coursework, the student must apply for the extension prior to the end of the course. They must obtain approval from the instructor and the Graduate Program Director by filling out a course extension form.

Minimum Standards for Written Work

The GPCP is committed to helping the student develop mature, effective writing skills. The following criteria must be met in written work before passing grades can be given for that work:

- Clear thesis statements.
- Development of thought through supporting evidence and relevant concrete details or examples.
- Development between and within a paragraph, particularly through clear order and transition.
- Clarity of statement and some variety in sentence structure and length.
- Reasonable freedom from usage errors.
- Reasonable accuracy in spelling and punctuation.

Minimum Standards for Oral Presentations

The GPCP is committed to helping students develop mature, effective oral presentation skills. The following criteria for both content and presentation must be met before a passing grade can be given for oral work.

Content:	Presentation:
- Ability to explain study.	- Evidence of preparation.
- Explanation of concepts.	- Preparation and use of visual aids.
- Documentation.	- Material presented in interesting manor.
- Methodology.	- Clarity of expression.
- Organization of main points.	- Timeliness.

Grade Distribution

The School of Graduate Studies issues the following grades. While it is intended that this Catalog will remain in force during the period for which it is issued, the University reserves the right to make whatever changes in curricula or policies are necessary from time to time.

A   (93-100%)
A−   (90 - 92%)
B+   (87 - 89%)
B   (83 - 86%)
B−   (80 - 82%)
C+   (77 - 79%)
F   (<77%)
DC   Deferred Credit
NC   No Credit
W   Withdrawn
X   Continuing Thesis
I   Incomplete

Throughout coursework, graduate students are expected to make A's and B's in their courses. However, in order to pass a course a C+ or above is required. A student is allowed two C+'s for the duration of their graduate program of study. If a student receives lower than a C+ on a course, they must retake the course to improve their grade. Failure to make a C+ or higher on a second attempt at a course will lead to academic dismissal. Additionally, students who receive more than two grades of C+ or lower (whether or not the course is retaken) will be academically dismissed from the program.

Incompletes

An Incomplete grade ("I") is given only in exceptional circumstances with compelling reasons and is discussed between the instructor and student near the end of the course. An Incomplete may be requested by the student to the course instructor before the end of a course and before course grades are submitted. The course instructor will consult with the Program Director to determine if the "I" will be granted.

The Incomplete form must detail remaining course assignments and due dates. The instructor will complete and submit the form via the online portal, SNU Forms. Email verification of the submitted form will be sent to the student, as well as to the Program Director for approval. Final approval for the Incomplete will be granted by the Program Director before being sent to the Registrar's Office. Incomplete work must be submitted according to the schedule determined by the course instructor, in consultation with the Program Director, and within six months from the last date of the course. Extension of the completion period requires approval by the Program Director.

A student may not be given a second Incomplete concurrently with a first. Master's and/or doctoral students may be granted a maximum of three Incompletes throughout their program. Exceptions may be granted to this policy through the Extraordinary Circumstance Request form. Students should contact their Program Director for more information.

DC - Deferred Credit

Graduate courses including components such as internships, practicums, or field-experiences that necessitate going past the term in which the course originates are eligible for the deferred credit (DC) grade option. Upon fulfillment of the course requirements, the instructor will complete a Grade Change form with the Registrar's Office within two weeks of the fulfilled requirements. If no grade change is submitted, a DC grade will remain on the transcript until the statute of limitations for graduation is reached upon which the DC will revert to an "F." Graduate students are not eligible for degree completion if any DC grades remain on the transcript.

X - Continuing Thesis

For graduate courses including thesis or dissertation research components in which a student needs additional time for writing, research, or data collection, the appropriate research advisor (e.g. dissertation director) may assign a grade of "X" to allow a student to proceed with further coursework in the program. Upon fulfillment of the required research components specific to the course, the research advisor will complete a Grade Change form with the Registrar's Office

within two weeks of the fulfilled requirements. Graduate students are not eligible for degree completion if any "X" grades remain on the transcript.

Independent and Directed Study

An independent or directed study operates under the direct supervision of a faculty member and is available to individual students under the following circumstances:

- **Independent Study**: An independent study is an intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research, and/or other structured learning activities. Work assignments will be designed by the student and faculty member who will supervise the study. The independent study option is not intended to duplicate an existing course within the University's curriculum.

- **Directed Study**: When an unresolvable schedule conflict occurs for a regularly scheduled course, a directed study under the supervision of a faculty member may be undertaken. For courses with a face-to-face component, additional work must be provided to offset the class seat time. A directed study is forward facing for an upcoming schedule conflict; it is not intended to retroactively replace a grade for an already completed course.

Generally, an independent and directed study requires a student to invest at least 45 hours for each credit hour of the study. A maximum of six credit hours of independent or directed study can be used toward a degree unless the program allows fewer.

Full-Time Course Load

Full-time, normal course load is at least six credit hours during a 6-month term without any overlapping accelerated courses. Any exceptions made to the regular course sequence and normal load requires the Program Director's approval.

Academic Integrity

SNU seeks to support and promote qualities of academic honesty and personal integrity in all aspects of life. Serious offenses against the SNU community include cheating, plagiarism, and all forms of academic dishonesty. Cheating or academic dishonesty is defined as the deception to others about one's own work or about the work of another. Examples of cheating include, but are not limited to:

1. Submitting another's work as one's own with or allowing another to submit one's work as though it were his or hers.
2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (plagiarism).
3. The use of a textbook, notes, information on the internet, etc. during an examination without permission of the instructor.
4. The receiving or giving of unauthorized help on assignments.
5. Tampering with experimental data to obtain a "desired" result or cheating results for experiments not done (dry labbing).

6. Tampering with or destroying the work of others.
7. Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor.
8. Lying about these or other academic matters.
9. Falsifying college records, forms or other documents.
10. Unauthorized access of computer systems or files. Academic dishonesty in a computer assignment will be suspected if an assignment that calls for independent work results in two or more solutions so similar that one can be converted to another by a mechanical transformation.

Enforcement

Students who are guilty of academic integrity violations such as these can expect to be penalized; any student who knowingly assists another student in dishonest behavior is equally responsible. Courses of action may include, but are not limited to, the following:

- Work may not be redone and no credit will be given for that particular assignment.
- The student may receive a failing grade for the course.
- Work may be redone for partial credit.
- Alternate assignments may be given for partial credit.

Faculty members are required to meet with students involved in an integrity issue and are required to report all infractions of the integrity policy using the Academic Integrity Violation Reporting Form linked in the SNU Faculty Knowledge Base. Subsequent violations at any point in the student's academic career will result in the involvement of the VPAA-PGS or the Provost and penalties up to and including dismissal from the university may be applied.

Any SNU personnel discovering violations of these policies should report to their direct supervisor, who will report incidents to the Office of Academic Affairs. Violations of these policies will be dealt with in the same manner as violations of other SNU policies and will result in disciplinary review. In such a review, the full range of disciplinary sanctions is available. This includes but is not limited to immediate dismissal from SNU.

Reporting Integrity Violations

Academic integrity belongs to the community. It is not a private matter left solely up to the judgment of the individual faculty member.

Faculty members must have a face-to-face conversation with each student involved in an academic integrity violation. For online students, this may be conducted using a conferencing platform such as Zoom. This conversation should include a discussion of the offense. Biblical and ethical principles regarding why integrity is important, and consequences for the offense. Following the conversation, an email should be sent to the student summarizing the meeting. This email be copied to the advisor, VPAA of PGS and/or the Provost.

Additionally, faculty members must report each violation of academic integrity policy regardless of how minor in order to ensure that:

1. We can properly educate the student(s) involved.

2. Properly document that the student received appropriate education.
3. Determine if the student has repeatedly violated our academic integrity expectations
4. Ensure that the appropriate persons are informed in order to intervene appropriately in the situation
5. Each student is treated fairly, equitably, and justly in our processes

Annual Review (see Appendix G)

Annual student evaluations are completed near the end of each year that a student has been enrolled in the program and are used to assess course performance, training performance, and general professional development. Once the completed annual review materials are turned in to the program, a meeting is scheduled with all faculty to review and discuss each student's progress over the course of the previous year. Recommendations are made to the program director for a rating of the student's progress. It is important to understand an "Unsatisfactory" evaluation will result in a meeting with the program director to remediate concerns (see Appendix D).

Dismissal from the Program

The program faculty does not take lightly the decision to dismiss a student from the program. Dismissal action is generally the final outcome of formal and informal communications with the student regarding unsatisfactory academic, clinical, and professional progress in the program. Concerted efforts to help students address deficit areas will generally come in the form of a cooperatively developed remediation plan designed to facilitate the student in meeting program requirements and training objectives. Reasons for dismissal from the program include, but are not limited to:
- Failure to maintain minimum academic standards
- Unsatisfactory performance in counseling practicum or internship
- Unethical practices and/or unprofessional conduct
- Academic dishonesty
- Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare
- Criminal misconduct
- Failure to comply with established University, Graduate College, or Program timetables, requirements, and policies

Subject: Competency-Based Practicum & Internship Training	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:**

PSY 5192 Practicum I and PSY 5292 Practicum II. Students will complete a two-semester practicum sequence at our onsite training clinic located at Renew Counseling Center. Please refer to the practicum/internship handbook for additional expectations. Evaluation of students' clinical training is in accordance with the Masters in Psychology and Counseling Accreditation Council (MPCAC).

PSY 6192 Internship I and PSY 6493 Internship II. Students will complete a two-semester supervised external clinical internship as approved by the program. The internship occurs concurrently with course work and follows guidelines set forth in licensure preparation. Please refer to the practicum/internship handbook for additional expectations. Evaluation of students' clinical training is in accordance with the Masters in Psychology and Counseling Accreditation Council (MPCAC).

Subject: Student Concerns/Conflict Resolution	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:**

Our goal in the program is to foster collegial and respectful student-student and student-faculty relationships. The following steps are provided to guide students in resolving challenging professional situations:

1. Consistent with the ACA and APA ethical codes, we ask that students attempt to resolve problematic interpersonal issues by speaking directly with the person in question. If students are not comfortable speaking with the faculty member or student in question, they should consult with the Program Director or the Training Director in order to explore other options for dealing with the issue, e.g., meeting with the Vice President of Academic Affairs.

2. Because the program faculty has an obligation to create a safe environment for all students, if an alleged problem is deemed by a faculty member to be a serious issue, the reported concern will be addressed consistent with the following procedures:

> a. The faculty member with the concern will attempt to resolve the issue with the student directly.

> b. If the student is not responsive to this level of intervention, the faculty member will advise the Program Director and the Director of Clinical Training of the concern, including the efforts made to engage the student in a resolution.

If a student believes an evaluation or grade (e.g., assignment grade, final course grade, training assessment, etc.) made by the faculty of the graduate program is unfair or if there is a dispute between the student and faculty over the assessment of the work completed for the program, the student has the right to appeal.

Pre-Appeal
1. Within 90 days following the issuance of a grade or evaluation, the student should discuss the request with the faculty member who completed the grade or evaluation to seek a resolution.
   a. In that setting, the student and faculty member should make sure the grade or evaluation accurately reflects work submitted, grades or evaluation received for that work, accurate recording of the student's attendance, and any other clerical elements that comprise the final grade or evaluation.

   b. Although a student may request the faculty member to reconsider a grade or evaluation of a particular assignment or program requirement, such reconsideration is at the instructor's discretion and only if there is compelling reason to believe the original grade or evaluation was a seriously inaccurate assessment of the level of performance by the student. If the faculty member agrees to reconsider previously submitted work and the

re-evaluation would result in a change of grade or evaluation, the faculty member may re-submit any evaluation or submit a change of grade form at that time.

2. If no evaluation or grade change is deemed appropriate by the instructor, the student may initiate a formal appeal.

Subject: Appeals Process	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:**

Formal Appeal Request

1. If the Pre-Appeal procedure does not result in an evaluation or grade change, the student may initiate a formal appeal with the Graduate Program Director.

2. The Graduate Program Director will request written information from the student regarding the reason for the appeal and the evaluating faculty member to explain and document the basis used for determining the student's evaluation or grade.

Appeals Board

3. The Graduate Program Director will submit all materials to the VPAA of PGS who will determine if the appeal warrants being heard by the appeals board.

4. If a hearing is convened, the appeals board will include the VPAA of PGS and their following appointees: a program director outside of the student's program and three additional graduate faculty.

5. The appeals board will act solely on the basis of the written materials submitted (additional information may be requested by the board). Neither the faculty member nor the student will participate in the appeals board's deliberations unless requested to do so by the board.

6. The VPAA of PGS will communicate the final decision with a written explanation to the student, the faculty instructor, and Graduate Program Director.

7. The VPAA of PGS will submit any evaluation or grade change to the program and/or Registrar as needed. The appeals board is considered the highest formal level of appeal.

Subject: Institutional Review Board	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:** 5/22/2023

The Southern Nazarene University (SNU) Institutional Research Board (IRB) is responsible for the protection and ethical treatment of human research subjects. Before designing a research study, students should be familiar with the policies and procedures outlined in the SNU IRB Handbook. Anyone affiliated with SNU who is pursuing a research project must submit an IRB application and receive IRB approval before soliciting any human subjects or collecting any data. For thesis and dissertation students, IRB approval is required before the study can be conducted regardless of the research methodology.

No data for a research project can be collected before receiving IRB approval; therefore, researchers should allow sufficient time for IRB review. The three categories of review are listed below, and there is one application form that covers all three categories. The application form is available in Appendix A of the SNU IRB Handbook. The categories are as follows:

Exempt – This type of research presents the lowest amount of risk to human subjects because it often involves the collection of anonymous or publicly available data. Applications for exempt research are sent for review to one board member to certify exemption. The review process takes approximately three to five working days.

Expedited – This type of research involves collection of samples and data in a manner that is not anonymous and that involves no more than minimal risk to subjects. Subjects are at least 18 years old and are not part of a vulnerable population. Expedited research applications are sent for review to two IRB members. The review process takes approximately two weeks.

Full Board – A full board review is required for research that is not eligible for exempt or expedited review. This type of research involves more than minimal risk, vulnerable populations, intentional deception, or personally intrusive procedures. The application must be complete before the review is initiated, including receipt of any revisions requested by the preliminary review. The review process takes from three to six weeks.

Depending on the type of research project, other supporting documents will be required in addition to the application form (Handbook Appendix A). Types of supporting documents include:
- Research, project, thesis, or dissertation proposal • Informed consent/assent (Handbook Appendix B)
- Proposal Oral Defense Form (doctoral students)
- Outline or script provided prior to subjects' participation
- Instrument(s) – questionnaire, survey, test, field
- Permission to use or modify existing instrument(s)

- Copy of approval from any other IRB or proposed data collection site, such as a school, business, or medical facility
- Vitae (required only for investigators not affiliated with SNU)

The completed application (Handbook Appendix A) and appropriate supporting documents should be submitted to IRB@snu.edu.

Researchers will receive written notification regarding the outcome of their application review. Upon approval, the researcher may begin soliciting subjects and collecting data.

The last step in the IRB review process is the submission of the Project Completion Report (Handbook Appendix C) at the conclusion of the research project. For doctoral students, the form is completed after the dissertation defense and is submitted as part of the final defense paperwork. For other research projects, it is submitted at the conclusion of the research project. Once a Project Completion Report is filed by the investigator, the IRB Chair will reply with an acknowledgement of filing.

IRB Completion Policy—to be eligible for graduation, students who submitted a request to the Institutional Review Board (IRB) must complete a Project Completion Report to complete the IRB process.

Subject: Graduation Requirements	**Effective Date:** 6/4/2022
Reviewed: 6/4/2022	**Revised:**

The following requirements must be met when applying for graduation:
1. Admission to full standing for the program.
2. Completion of a planned program of the required semester credits with a cumulative GPA of 3.0 or better.
3. Satisfactory completion of the internship and exit evaluation.
4. For those completing the MSCP degree, submission and defense of an acceptable thesis.
5. All students must complete and pass a capstone assignment that assesses overall minimum professional competencies as a requirement for graduation from any respective graduate program.
6. Submission of an application for graduation early in the term before expecting to complete requirements for graduation. Graduate students will work with their appropriate program office to submit applications at the appropriate point in the program sequence.

Exit Evaluation
All students must complete an exit evaluation at least ten calendar days prior to graduation.

Commencement and Degree-Granting
Commencement ceremonies are held in May and December. Graduation requirements must be completed to participate in commencement unless approved by the VPAA for Professional and Graduate Studies.

Degrees will be conferred on the last calendar day of each month, only. All degree requirements must be completed before the last day of the month before a student is awarded a degree (i.e. exit interviews, rewrites of LLP's, makeup work, portfolio, last day of class, elective course work) and all grades turned in. If a student's paperwork, grades, etc, are turned in after the last day of the month, that student's degree will be conferred the following month.

- All graduating students, whether participating in the ceremony or not, must complete the Graduation Application.
- Graduation Applications for all students walking in May with a completion date February 1 – June 30, must have graduation applications turned in by February 15. This is necessary because of the deadline for ordering cap and gowns.
- Graduation applications for all students walking in December with a completion date of July 1 – January 31, must have graduation applications turned in by September 15. This is necessary because of the deadline for ordering cap and gowns.
- Graduation Applications for all students completing their degree in July and August need to be turned in by the 15th of the conferral month.
- Checklist for degree completion needs to be turned in by the second to the last working day of the month. Only students who have completed all requirements need

to be put on the list. If a student is not complete and all grades are not turned in, he/she should not be on the list.

- Degree statements will be put in the system beginning the first working day of the month.
- Transcript and diplomas will not be available to students for 3-5 working days following the first working day of the month.
- Diplomas are mailed when degree requirements are completed, when grades have been received, and when all account balances with the University have been paid.
- Temporary degree statements will no longer be put on transcripts.

Subject: Academic Limitations	**Effective Date:** 6/4/2022
Reviewed: 6/4/2022	**Revised:**

Statute of Limitations

Coursework for the Master's degree must be completed within six years of the date of the first registration in a degree program. All transfer work accepted must also be earned within these six years.

Continuous Enrollment

Upon completion of courses, some graduate students need to be continuously enrolled because they have not completed either a thesis/capstone, internship, or dissertation. The following courses will be used to continuously enroll students:

- 6911 Continuing Internship
- 6991 Continuing Thesis/Capstone
- 7991 Continuing Dissertation

Each will be a one credit hour course that will be billed at the normal rate per credit hour for the particular program. A Masters student will have 4 terms to complete. If thesis/capstone work is not completed at the end of the 4 terms, students may petition for an extension to be granted by the Program Director and the VPAA for Professional and Graduate Studies.

Subject: General Policies	**Effective Date:** 6/4/2022
Reviewed: 6/4/2022	**Revised:**

Leave of Absence Policy

Southern Nazarene University understands that life events may require a student to modify class enrollment and schedules. This Leave of Absence (LOA) policy is designed to allow the student some flexibility in their program enrollment to adjust to these life events.

Students must return to their program at the same point academically where they left (i.e. if a student begins a LOA between courses 5 and 6, they must begin course 6 upon their return.) A student should meet with their academic advisor for help with planning their return.

Students on an approved LOA will be considered enrolled and would be eligible for an in-school deferment for student loans. Federal student aid and in-school deferment may be negatively affected if a student fails to apply for an LOA or the application is denied. This impacts students who receive federal student aid or who want loan deferment while in school.

Students who will be out of school for over 45 calendar days will need to obtain an approved LOA or they will need to be withdrawn from their program and re-enrolled when they return. This could result in SNU returning funds to the Department of Ed and re-awarding financial aid upon the student's return. The leave of absence may not be more than 180 days and must begin and end in the same financial aid award year.

Students who have class waivers may use the LOA policy for continued enrollment during waived classes.

A student must apply for the LOA at least 14 days before the leave would start except in cases of illness or injury when the learner cannot physically apply. In such cases, the application must be completed as soon as the learner can reasonably be expected to do so. In some cases, documentation may be required. A student may not accumulate more than 180 days of LOA in a 12-month period. A student must state the date they intend to return from the LOA. Extensions can be made during the LOA if the student requests such, they have not accrued more than 180 days in a 12-month period, and there is a class available which will allow the student to return at the same point they left the program.

If a student fails to return from an approved LOA by the date stated on the application, or any approved extension, the student's date of withdrawal will be backdated to the first day of the LOA and SNU will perform an R2T4 calculation to see what, if any funds need to be returned to the Department of Education. Also, the last day of the student's enrollment will be reported as the day before the first day of the approved LOA. This will then start the grace period on any student loans. If a student returns early from a LOA, the LOA will be shortened according to the student's return date, but the student still must return at the point they left the program.

Any financial aid disbursements that were scheduled during the LOA cannot be made until the student returns to school. A student should check with the PGS business office to confirm any effect that may have on their payment plan.

Examples of Reasons for a Qualified Leave of Absence
1. Illness of the learner or a family member
2. Death of a family member
3. Extended business travel
4. Approved waiver for a program class

This list is only for example purposes. A student who has one of the above circumstances is not automatically approved for a Leave of Absence, nor is a student who has a circumstance which is not on the list automatically denied.

For a leave of absence to be considered a qualified leave of absence (in addition to the qualifications state earlier on the form)
1. All requests must be submitted on a leave of absence form and include the reason for the learner's request
2. The student must be enrolled and attending classes at the time a leave of absence is required
3. There must be reasonable expectation the student will return from the leave of absence to continue his or her education
4. The institution may not assess the student any additional institutional charges, the learner's financial aid may not increase, and the learner is not eligible for any additional federal or state aid financial assistance.

Refund Policies (Return of Title IV Funds)
As part of the Higher Education Amendments of 1998, the U.S. Congress passed provisions governing what must happen to federal financial assistance if a student completely withdraws from school in any course.

Federal law specifies how a school must determine the amount of federal financial assistance that a student earns if he/she withdraws, drops out, is dismissed or takes an unreturned leave of absence prior to completing more than 60% of a payment period, SNU and the student will be required to return to the federal aid programs the amount of aid received that was in excess of the aid earned for the time period the student remained enrolled.

The percentage of the term completed is the percentage of aid earned. This percentage is calculated by the number of days the student attended divided by the number of days in the payment period (i.e. term).

In general, the law states that a student earns federal financial assistance directly in proportion to the number of days in the term attended. If the student receives (or SNU receives on the student's

behalf) more assistance than earned, the unearned excess funds must be returned to the U.S. Department of Education.

If SNU returns funds to the Title IV aid programs, it could result in the student owing SNU charges that were originally paid at the time of disbursement. Students may be required to return funds released to them for personal expenses.

Unearned Title IV aid shall be returned to the following programs in the following order:
- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Parent Loans to Undergraduate Students (PLUS)
- Federal Pell Grant • Federal SEOG
- Other Title IV Grant Programs

Please refer to the Drop and Withdrawal Policy on pg. in the Grades & Grading Policies earlier in this Catalog.

Subject: General Information	Effective Date: 6/4/2022
Reviewed: 6/4/2022	Revised:

The *SNU Catalog* and *SNU Catalog: Graduate Studies* are additional sources of information for the graduate student (http://snu.edu/catalog). A copy of the *SNU Catalog: Graduate Studies* may be obtained from the Graduate Program office. The *SNU Catalog* may be obtained from the Graduate Program office or undergraduate admissions office located in the Bresee Hall administration building. The student is responsible for the information in these sources.

Inclement Weather
University policy is that all classes will meet at scheduled times, even in inclement weather. Check local Television stations for updates. When you first register, you can sign up to receive Emergency alerts from the University, which will disseminate information regarding campus closures or emergencies to all students. In addition, the GPCP office will contact all students via email regarding closures. It is the student's responsibility to make sure the contact information given is kept current. However, students are advised to use their own discretion in attending. If students believe their safety would be at risk, they are advised to not attend. Refer to the attendance policy for information regarding missed classes.

Class Recording
Recording of class sessions is allowed only with permission of the instructor.

Textbooks
All SNU student textbooks are provided via Slingshot (slingshotedu.com). Information can be found online, by calling (888) 392-2930, or by contacting the Graduate Program office.

Parking
All motor vehicles driven to campus at any time must be registered through the business office and must have a properly attached SNU decal. Registration cards are provided at the organizational meeting; decals will be issued on the first class night. To receive additional or replacement decals, contact the Graduate Program Director's office. Students may park in the university parking lots as indicated on the campus map. Handicapped spaces are reserved for the handicapped both day and evening; cars parked in handicap spaces not displaying a handicap sticker will be towed.

Standards of Conduct
In keeping with Southern Nazarene University's commitment to intellectual, spiritual, and physical wellness, the use of tobacco or alcohol is precluded during any class or university activity. Drinking alcohol, smoking, and the use of other forms of tobacco use are prohibited for all groups meeting on campus. At the Tulsa Center, students who smoke may do so outside the building, past the double doors.

Southern Nazarene University, in agreement with civil laws, forbids the use, possession, or distribution of mood-altering chemicals including (but not limited to) amphetamine mixes, barbiturates, hallucinogens, marijuana, cocaine, PCP, ecstasy, and LSD. Other dangerous and illegal substances are also forbidden. (See Appendix C, this handbook.). Trafficking in chemicals will result in immediate expulsion from the university. The medical use of drugs may be permitted when prescribed by a licensed practicing physician.

Persons desiring help with alcohol or drug-related problems will find assistance from the SNU Student Development staff or local professional agency.

SNU GPCP students are expected to maintain behavior that is consistent with the professional standards necessary for licensure in the respective licenses supported by the GPCP (e.g., LPC and LMFT). Background checks are completed prior to admission to the program to ascertain if the student has felony or misdemeanor convictions that would prevent the student from obtaining a license from the licensing board for the license for which they aspire. Placement on an internship requires students to be considered appropriate to function in the professional role of a counselor. Students unable to maintain that professional role may be delayed from completing their internship. See the internship handbook regarding this issue.

Classroom Deportment

Students are expected to project a scholastic demeanor and to interactively respond to class activities. Students, at all times, are expected to be respectful of their peers, the institution, its facilities, and personnel. The instructor will be in control and responsible for all class activities. Up to twenty minutes in 'break-time' may be planned and authorized by the instructor for each four-hour class session.

Cell phones, computers, and other electronic devices are often used as a vital means for staying in contact with business and family members. Conversely, these electronic devices can be intrusive and disruptive within the classroom. Should students be required to maintain electronic connection to their business or family, it is expected that these devices will be on silent or vibrate mode. Otherwise, students are expected to be considerate to instructors and classmates and turn these off during class, or use for class-related purposes only.

For any student attending class virtually (e.g., via Zoom) we have developed behavioral guidelines for students that are attending courses in an online format.
- Keep your camera on at all times, unless you are briefly stepping away from your computer.
- Direct your camera on yourself and stay in the camera frame.
- Keep your microphone muted whenever you are not speaking.
- Treat the online classroom setting as the real classroom. If your behavior is not something you would do while in a face-to-face classroom, please do not behave that way while online (e.g., walking around with the camera, laying down where you cannot be seen, having conversations with others in the background, multitasking with household chores, being on your cell phone, etc.).

- Please only use the chat function to communicate with the instructor. Questions and discussion should be spoken and not sent through chat.

See Appendix B for SNU Computer Use & Ethics Policies.

Hospitality for religious observance

Southern Nazarene University seeks to be hospitable of religious observance among the students and learners of our diverse campus community and to be as accommodating as possible. Students should discuss with their instructor at the beginning of the semester forms of religious observance (dress, fasting, specific prayer times) that may affect their full participation in the course.

Students should also compare the class schedule to their own religious calendar to determine if there will be any class days in which the student expects to be absent due to the observance of a religious holiday. Students must notify the instructor, in writing, of the expected absence within the first two weeks of the semester.

The instructor will then work with the student to develop a plan to reschedule any exams, assignments, or course activities for that day. The instructor, at his/her own discretion, will make reasonable accommodations wherever possible. Students should recognize, however, that there may be some course aspects that cannot be rescheduled or accommodated, and it will therefore rest upon the student to determine whether they wish to remain enrolled in the course or have their grade potentially affected. For example, final exam dates are not available for change. Students should work well in advance of finals week if there are concerns or needs that could impact their success.

Identification Card

A student ID card is furnished to each Graduate Program student during the first course. The ID card is required to check out books from the library and may be used to attend sporting or cultural events on campus.

Unsupervised Children

The Graduate Program does not allow students to leave minor children unsupervised anywhere on the Southern Nazarene University property. This restriction is based upon the belief that proper care and protection of children take precedence over educational interests.

Instructor Late for Class

If an instructor is more than thirty (30) minutes late for class and prior arrangements have not been made, the class should appoint a representative to contact the Graduate Program office (phone numbers in appendix A). If the class is dismissed, the class should appoint a representative to collect any assignments that are due and go over assignments for the next week's class before the students are dismissed.

Title IX Disclosure
Under Title IX of the Education Amendments of 1972, Southern Nazarene University prohibits all unlawful discrimination on the basis of sex or gender in its educational programs and activities, except where the University has been granted exemptions from certain Title IX regulations on religious grounds, including the specific religious tenet of the University.

No individual will be subject to any form of retaliation, discipline, or other adverse action for reporting conduct in violation of the university's nondiscrimination/Equal Employment Opportunity Statement, assisting/cooperating in making a complaint, or assisting with the investigation of a complaint. Any individual who believes they have experienced or witnessed retaliation should immediately notify the appropriate member(s) of the administration as identified above. Those found to be engaging in any type of discrimination in violation of law or university policy will be subject to disciplinary action, up to and including dismissal or termination of employment.

Anyone with questions or concerns regarding sex discrimination or the university's compliance with Title IX can contact the university's Title IX Coordinator:

Students contact:
Dean of Students
Southern Nazarene University
Office of Student Life
6612 NW 42nd St.
Webster Commons, Lower-Level Suite 110A
Bethany, OK 73008
405-491-6336/ Email: kbradley@snu.edu

Confidentiality of Student Records
Southern Nazarene University is the custodian of many types of student records and recognizes a duty to protect the confidentiality of the information contained therein. SNU reserves the right to notify the general public of general information about its students, such as address, telephone number, classification, and graduation date, if applicable. Student records are available for official use to authorized personnel who demonstrate a need to have access to such records. Students have access at reasonable times and under reasonable conditions to their SNU records.

Freedom of Expression
SNU seeks to maintain an appropriate balance between freedom of expression and respect for all members of the community. As a Christ-centered community*, we endeavor to foster a supportive environment of dignity and inclusivity in which all stakeholders are treated with respect and engaged with charitable discourse. Actions or communications that constitute harassment, disrespect, retaliation, the use or threat of physical violence, intimidation, stalking or hate violence directed toward a member of the SNU faculty, staff, student body, and/or a visitor to the campus and/or a member of the community are prohibited. The University's ability to accomplish its educational purpose and mission is fundamental. Therefore, any activity or

behavior that is disruptive of appropriate respect and civility in classes, Chapel or University approved events may result in disciplinary action.

*   Southern Nazarene University is an integral part of the Church of the Nazarene and an expression of the church. Per Manual paragraph 400, Southern Nazarene University will function within the philosophical and theological framework of the Church of the Nazarene as established by the General Assembly and expressed through the Manual.

Diversity Statement

We value the worth and dignity of all people. SNU strives to be a culturally responsive community where all members of the community are respected, valued, and appreciated. We believe all people are made in the image of God and a diverse community valuing the contributions of every person is essential to SNU and the Kingdom of God. Therefore, abstaining from racism of any kind, discrimination, hate speech, bullying of any kind, or a public disregard for any individual or group is expected. Loving others as ourselves is our goal, so treating all others with value, respect, compassion, cultural humility and responsiveness is expected.

Disability Services

The mission of Disability Services is to provide and coordinate support services that enable students with disabilities to receive equal access to all aspects of university life. Students needing assistance with a learning, physical or psychological disability that may affect his or her academic progress are encouraged to contact Disability Services. Students with temporary injuries (such as a broken limb, concussion, or surgery recovery) can receive services and accommodations through Disability Services on a temporary basis. Location and contact information can be found on the [Disability Services](#) website.

Disability Services is serviced through Intercultural Learning and Engagement and offers the following services:

- Accommodations for students with documented disabilities

- Campus wide education

- SNU provides services for all students with disabilities as defined by the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 (ADA). A qualified person with a disability means: "an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and service, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity: (Public Law 101-336, Sec. 201). Students are required to self-identify and to provide documentation of their disability prior to the provision of services.

- In the case of medical disability, documentation from a physician is appropriate. In the case of learning disability, acceptable documentation includes a psycho-educational evaluation performed by a licensed clinical psychologist if the diagnosis was made after the completion of high school or psycho-education evaluation from an accredited high

school. Documentation provided to request academic accommodations must be less than three years old and must contain specific recommendations for accommodations appropriate to the diagnosed disability. Students with a disability that may affect a student's success are encouraged to contact Disability Services at (405) 717-6272 for more information.

For more information, please contact:

Sylvia Lott
Accommodation Specialist
Southern Nazarene University
Library, Office 114C
405- 717-6272; sylvia.lott@mail.snu.edu

Renew Counseling Center

Renew was a joint project undertaken in 2012 by Southern Nazarene University's (SNU) Graduate Programs in Counseling Psychology (GPCP) and the University Counseling Center (UCC). These two clinics merged with the vision of providing more comprehensive services to the local Bethany and Oklahoma City communities, broader SNU community, and university students. Since its inception in 2012, Renew has served as the primary training site for select graduate students looking to complete their program internship requirements, along with providing community and university counseling services. Staff of Renew have largely been made up of former students from the GPCP.

For more information, please contact:
Holly Sapp; Dr. Scott Secor
Renew Counseling Center Co-Directors
Southern Nazarene University
Imel B, 6710 NW 43rd, Bethany, OK 73008
405-717-6200; hsapp@mail.snu.edu; ssecor@mail.snu.edu

Subject: Appendix A: Administration and Staff	**Effective Date:** 6/4/2022
Reviewed: 6/4/2022	**Revised:**

SNU Office Hours
Campus Graduate Offices:
Monday - Thursday: 8:00 a.m. - 5:00 p.m.
Friday: 8:00 a.m. - 4:00 p.m.

GPCP Office Hours
Monday - Friday: 8:00 a.m. - 5:00 p.m.

Graduate and Professional Studies
Dr. Mark Winslow, Vice President of Academic Affairs   405-717-6263

Graduate Programs in Counseling Psychology
Dr. Paul Jones, Director of Graduate Programs in Counseling Psychology
        405-491-6656
Dr. Scott Secor, Director of Clinical Training   405-717-6269
Dr. Scott Drabenstot, Director of Research   405-491-6374
Dr. Ron Wright, Professor   405-491-6395
Allyson Greenhill, Program Coordinator   405-491-6360

Financial Aid
Jan Green, Financial Aid Counselor Graduate Programs   405-491-6685
Laniece Watkins, Financial Aid Counselor Tulsa Programs   405-491-6335

Other University Services
SNU IT Help Desk   405-491-6396
Renew Counseling Center   405-717-6200
Library Services   405-491-6350
Campus Switchboard   405-789-6400
Registrar   405-491-6386

Subject: Appendix B: Computer Use Ethics Statement	**Effective Date:** 6/4/2022
Reviewed: 6/4/2022	**Revised:**

Computer facilities operated by the University are available for the use of students, faculty and staff for research and instruction. The following guidelines are established for students, faculty, and staff to facilitate the ethical and responsible use of computers. Instructors or departments may impose additional requirements or restrictions in connection with course or departmental work.

This Computer Use and Ethics policy relates to use of all computer facilities operated through SNU by students, employees, or guests for any purpose. SNU makes available computer facilities primarily for the use of students, faculty, and staff for purposes of research and instruction. We aspire that such facilities be used in faithful accord with the ethical perspective of the Church of the Nazarene and the Wesleyan-Arminian theological tradition.

Respect for intellectual labor and creativity is vital to academic discourse and to the learning enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and right to determine the form, manner and terms of publication and distribution.

Because electronic information is so volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism and copyright violations, may be grounds for sanctions against members of the academic community.

This section of the catalog includes SNU's principles and guidelines related to academic honesty, copyright, privacy, security, and appropriate use have been established to facilitate the ethical and responsible use of computers. Instructors or departments may impose additional requirements or restrictions in connection with course or program work.

Appropriate Use

The primary purpose of computer communications systems and networks in an academic environment is to promote the free exchange of ideas and information, thus enhancing teaching and research. All online communications and behavior should respect the Wesleyan theological perspective of SNU.

SNU prohibits the use of computing resources to intimidate or create an atmosphere of harassment based upon gender, race, religion, ethnic origin, creed, or sexual orientation.

Fraudulent, threatening or obscene e-mail, graphical displays or audio files used to harass or intimidate are prohibited.

Chain letters, mass mailings, and all campus network broadcast messages are also examples of inappropriate uses of SNU electronic communications resources.
Use of SNU computers for commercial purposes is prohibited.

Copyright
The interests of authors, inventors and software developers in their products are protected by U.S. copyright and patent laws. Software license agreements serve to increase compliance with copyright and patent laws, and to help ensure publishers, authors, and developers return on their investments.

Violating the copyrights or patents of computer software is against SNU policy and is a violation of state or federal law. Making your own copies of software having a restricted use license is theft.

It is against SNU policy to violate software agreements. The number of software users must not exceed the purchased software licensing.

The Digital Millennium Copyright Act of 1998 prohibits copying and/or distributing digital media files on the network.

Academic Honesty and Intellectual Theft
Originality, derivation, and the acknowledgement of sources and collaboration are essential to scholarship and the progress of knowledge. Respect for the work and personal expression of others is especially critical in computer environments. Plagiarism and copyright violations infringe on authorial integrity and are grounds for sanctions.

Students are expected to avoid all forms of academic dishonesty including plagiarism, misrepresentation of authorship, and inappropriate collaboration on assignments. The Office of Academic Affairs will be notified of occurrences of academic dishonesty. Examples of academic dishonesty include such cases as the following:
- Turning in or submitting electronically someone else's work as one's own with or without the other person's knowledge or permission.
- An individual allowing another individual to turn in or submit electronically work and represented as their own.
- Completing an assignment as a group and submitting multiple copies electronically, representing the work either implicitly or explicitly completed individually.
- Using any part of someone else's work without proper acknowledgement.
- Stealing a solution from an instructor.
- Submitting work products that are substantially similar on an assignment that calls for independent work (e.g. academic dishonesty in a computer assignment will be suspected if an assignment that calls for independent work results in two or more solutions so similar that one can be converted to another by a mechanical transformation).

Examples of academically honest practices include cases such as the following:

- Turning in or submitting electronically work done alone or with the help of the course's staff.
- Receiving or giving help to solve minor syntax errors.
- Discussing assignment specifications to clarify understanding of the assignment

Privacy

Students, faculty, and staff who use the computer have the right to privacy and security of their computer programs and data. At the same time, SNU ownership of the computer system network implies a limited expectation of privacy. SNU reserves the right to view and/or retrieve any file or software stored on the computer or passing through the network. Computer users should not tamper with files or information that belongs to other users or to the operating system.

Reading someone else's electronic mail without permission is a federal offense (Title 18 of the United States Code Section 2701). Computer system administrators are excluded for technical reasons. They are, however, prohibited from disclosing a user's email traffic to anyone unless the user or the other party to the traffic gives permission.

Security

Owners and users of computer networks operate in an interdependent environment that necessitates joint ownership of institutional information. Reliability and accessibility of information is critical to the successful operations of SNU. Accessing a computer system without authorization is a federal offense (Title 18 of the United States Code Section 2701). Computer users must not attempt to modify system facilities or attempt to crash the system. Users should not attempt to subvert the restrictions associated with their computer accounts, the networks of which SNU is a member, or microcomputer software protections. Loopholes in computer security systems or knowledge of a special password should not be used to breach security by:
- damaging computer systems or degrade the performance of a computer system,
- obtaining extra resources or taking resources from another user,
- gaining access to systems or use systems for which proper authorization has not been given,
- falsifying SNU records, forms or other documents, or
- tampering with or destroying the work of others.

Enforcement

SNU reserves the right to examine computer files as necessary to enforce these policies. Use of this computing system in any way contrary to applicable federal or state statutes or the policies of SNU is prohibited and will make users subject to SNU disciplinary actions and may also subject users to criminal penalties.

Violations of these policies and guidelines may result in the loss of a user's computer use privileges. These privileges may be suspended immediately upon the discovery of a violation of these guidelines. The account may be removed or deactivated, or privileges removed from one or all SNU computing systems permanently or until the matter is completely resolved.

SNU personnel discovering violations of these policies should report to their direct supervisor, who will report incidents to the appropriate office (Office of Academic Affairs, Office of Student Development, or Office of Human Resources). Information related to violations will be shared among these offices and the appropriate disciplinary procedures will be followed in keeping with SNU policy for students and employees.

Violations of these policies will be dealt with in the same manner as violations of other SNU policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available. These include, but are not limited to, the loss of computer use privileges, immediate dismissal from SNU, and legal action. Violations of some of the above policies may constitute a criminal offense. Criminal offenses may be subject to a fine of not more than $5,000 or imprisonment for not more than six months, or both.

Appeals related to any disciplinary actions resulting from violations of these policies should be taken to the vice provost.

The SNU Technology Advisory Committee will be responsible to periodically review and revise these policies. Final approval of these policies rests with the President's Cabinet.

Violations

An individual's computer use privileges may be suspended immediately upon the discovery of a possible violation of these guidelines or other campus policies. Such suspected violations will be confidentially reported to the appropriate university staff, faculty, supervisors, department chairs, and deans.

The system administrator will judge an offense as either major or minor. A senior staff and/or appropriate departmental chair/representative will normally deal with a first offense. Major or additional minor offenses will be forwarded to the appropriate dean. The account may be removed or deactivated or privileges removed from one or all university computing systems permanently or until the matter is completely resolved.

Violations of these policies will be dealt with in the same manner as violations of other university policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available including, but not limited to, the loss of computer use privileges, dismissal from the university, and legal action. Violations of some of the above policies may constitute a criminal offense. Criminal offenses may be subject to a fine of not more than $5,000 or imprisonment for not more than six months, or both.

** The university reserves the right to examine computer files if necessary. **
Adopted 6-5-97

Two Policy Additions

This is official notice to all students of two policy additions that impact our community life together as outlined on page 1 of the SNU Student Handbook found at:
http://www.snu.edu/handbook:

"The university and its various units reserve the right to revise, amend, alter, and change from time to time its policies, rules, guidelines, and financial charges including those related to admission, instruction, and graduation, without notice to students....The official, most up to date, and binding version of this handbook can always be found at www.snu.edu/handbook."

Also, on page 21 of the SNU Student Handbook:

"The university also reserves the right to alter this handbook. The current University Lifestyle Policies & Standards of Conduct supersedes all previous handbooks, and the policies expressed in the latest policy revisions will be controlling in all student conduct issues."

As such, effective Monday November 1, 2010, the President's cabinet has approved new policies on 1) Fighting and Detention and 2) Sexual Misconduct Involving Children. These policy additions have been added to provide additional clarity and do not represent any fundamental change in university practice. The texts of these policies can be found on page 17 (Fighting and Detention) and page 20 (Sexual Misconduct Involving Children) of the student handbook found at http://www.snu.edu/handbook.

Subject: Appendix C: Alcohol and Drug Use	**Effective Date:** 6/4/2022
Reviewed: 6/4/2022	**Revised:**

This document provides information on the issue of alcohol and drug use. This full document is being printed in compliance with the requirements of Federal law, mandated by the Drug-Free Schools and Communities Act Amendments of 1989.

Take time for careful reading of the material. If you have questions, please contact a member of the Student Development Staff. The document is divided into five segments:

I. Standards of conduct at Southern Nazarene University pertaining to the possession and use of alcohol and illicit drugs by students and employees.
II. Levels of intervention and disciplinary sanctions for the possession and use of alcohol and illicit drugs.
III. A description of drug/alcohol counseling and treatment programs available to students and employees.
IV. Description of health risks associated with use of chemicals.
V. Description of legal sanctions under State and Federal law for the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

I. Standards Of Conduct At Southern Nazarene University Pertaining To The Possession And Use Of Alcohol And Illicit Drugs By Students And Employees
   a. Alcohol - The University recognizes the danger to health, the potential danger to the health and safety of others, and one's ethical responsibilities resulting from the use of alcoholic beverages, and therefore insists that members of the university community abstain from their possession and use.
   b. Drugs - Southern Nazarene University, in agreement with civil laws, forbids the use, possession, or distribution of illicit chemicals including (but not limited to) amphetamine mixes, barbiturates, hallucinogens, marijuana, cocaine, PCP, ecstasy, and LSD. Other dangerous and illegal substances are also forbidden. The medical use of drugs may be permitted when prescribed by a licensed practicing physician, with proper prescription identification.

II. Levels Of Intervention and Disciplinary Sanctions for the Possession and Use of Alcohol and Illicit Drugs
   a. Students or employees found to be in violation of the policy regarding chemical abstinence are required, at a minimum, to enter a process that includes the following levels of intervention.
      i. Participation in a chemical awareness - educational series. (Upon first violation.)

     ii. Assessment counseling with a certified chemical dependency counselor. (Upon second violation or as recommended by the Executive Director of Student Development or Director of Counseling Services. Placed on disciplinary probation.)

b. The student/employee who participates in assessment counseling may receive a recommended program of intervention. The student/employee will then be accountable for participating in the recommended program while abstaining from the possession of alcohol and drugs. Such programs include:
     i. Participation in chemical abuse support groups as recommended as a result of the chemical use assessment. (e.g., participation in meetings of Alcoholics Anonymous, Narcotics Anonymous.)
     ii. Referral to more extensive chemical dependency treatment programs. (e.g., hospital-centered treatment programs.)

c. A student or employee found in violation of the policy must complete the required intervention program in order to remain enrolled in, or employed by, the university. A student failing to do so will be expelled from the university while an employee's job will be terminated.

d. Any further violation of the chemical abstinence policy beyond the second offense will result in suspension, expulsion from the university, and/or termination of employment.

e. Trafficking in the distribution of illicit chemicals will result in immediate expulsion from the university and/or termination of employment.

f. An individual involved in unlawful activity will be subjecting themselves to accountability for state and federal laws. See Section V.

1. A Description Of Drug/Alcohol Counseling And Treatment Programs Available To Students And Employees
The following is a listing of counseling resources available to students and employees seeking help with chemical abuse/dependency issues.

a. Confidential counseling with the Director of Counseling Services.

b. Alcohol/Drug Education Series - typically a six-session program utilizing professional counselors trained in issues of alcohol/drug abuse. (Held on campus each semester.)

c. Referral by the Director of Counseling Services to local meetings of Alcoholics Anonymous/Narcotics Anonymous.

d. Evaluative assessment counseling available through chemical dependency treatment centers at metro area hospitals or private chemical counseling centers. Referral may be initiated by the Counseling Services of the University.

e. Educational programs and literature concerning alcohol and drugs are provided through the Office of Student Development.

Detailed information is available by contacting the Director of Counseling Services, 717-6200.

Subject: Appendix D: Student/Trainee Remediation Plan	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:** 5/22/2023

Date of Remediation Plan Meeting: ＿＿＿＿＿＿＿＿＿＿

Name of Student/Trainee: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Program Director: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Director of Clinical Training: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Names of All Persons Present:

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Additional Supervisors/Faculty: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Date for Follow-up Meeting(s): ＿＿＿＿＿＿＿＿＿＿＿＿＿

Competency domains in which the trainee's performance does not meet the benchmark:

1. ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

2. ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

3. ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

4. ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Description of specific problem(s):

＿＿

＿＿

＿＿

Date(s) the problem(s) was/were brought to the trainee's attention: _____

and by whom: _____

Steps already taken by the trainee to rectify the problem(s) listed above:

_____

_____

_____

Steps already taken by the supervisor(s)/faculty to address the problem(s):

_____

_____

_____

Criteria for Acceptable Performance:

_____

_____

_____

Student's Responsibilities:

_____

_____

_____

Faculty/Supervisor Responsibilities:

_____

_____

_____

Timeline for Acceptable Performance:

_____

_____

_____

Assessment Methods:

_____

_____

_____

Consequences for Unsuccessful Remediation:

_____

_____

_____

Subject: Appendix E: Summative Evaluation of Remediation	**Effective Date:** 6/4/2022
Reviewed: 6/4/2022	**Revised:**

Date of Follow-up Meeting: _____

In attendance:

_____

_____

Competency Domain:

_____

_____

_____

Criteria for Acceptable Performance:

_____

_____

_____

Remediation Progress Status (e.g., remediation concluded, modified & extended, etc.):

_____

_____

_____

_____

Subject: Appendix F: Program Dismissal	**Effective Date:** 6/4/2022
Reviewed: 6/4/2022	**Revised:**

Should the faculty determine that a remediation plan is not possible and the student's behavior is sufficiently problematic, steps will be taken toward dismissal from the program. Be assured that the program faculty does not take lightly the decision to dismiss a student from the program. Dismissal action is generally the final outcome of formal and informal communications with the student regarding her/his unsatisfactory academic, clinical, and professional progress in the program. Concerted efforts to help students address deficit areas will generally come in the form of a cooperatively developed remediation plan designed to facilitate the student in meeting program requirements and training objectives. Reasons for dismissal from the program include, but are not limited to, the examples below:

- Failure to maintain minimum academic standards
- Unsatisfactory performance in counseling practica or internship
- Unethical practices and/or unprofessional conduct
- Academic dishonesty
- Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare
- Criminal misconduct
- Failure to comply with established University, Graduate College, or Program timetables, requirements, and policies

Dismissal procedures

In order to protect student due process rights and the rights of faculty to uphold the integrity of the academic and professional standards of the training program, the dismissal review procedures will consist of the following steps:

1. The student will receive in writing a description of the complaint levied against them. Concerns or complaints may emanate from members of the faculty, clinical supervisors, clients, other students, or professionals and agents outside of the University community.

2. Under certain circumstances, the Program Director may advise the student to seek an informal resolution with the party raising the complaint, and to inform the Director of Clinical Training as to the outcome of this action.

3. If informal methods at problem resolution are inappropriate or unsatisfactory, the Program Director will inform the student and the student's advisor in writing that the student's status in the program may be in jeopardy. Under these circumstances, a meeting of the program faculty will be convened to review the complaint and to come to a decision about the student's status. Persons with information pertinent to the complaint may be asked to attend the meeting or to submit documentation in writing for review

prior to the meeting. The student will be provided copies of all written materials. The student will be asked to attend this meeting and to present information.

4. Immediately following the presentation of information, the program faculty will deliberate and arrive at a decision regarding the student's standing in the program. This decision may result in one of the following outcomes: (a) the student will be exonerated of the complaint, (b) the student will be allowed to continue in the program pending satisfactory completion of a specified remediation plan, or (c) the student will be dismissed from the program.

5. The Program Director will provide the student and Director of Clinical Training a written account of the decision and, if necessary, clearly specify what, if any, remediation plan must be implemented and successfully completed by the student to maintain her/his program standing. The student will also be informed about the procedures to follow if s/he wishes to appeal the outcome of the faculty's decision (Please refer to the grievance procedures section of the Graduate Catalog.

Subject: Appendix G: Annual Review	**Effective Date:** 5/22/2023
Reviewed: 5/22/2023	**Revised:** 5/22/2023

SNU
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Southern Nazarene University
Graduate Programs in Counseling
Masters Program

Masters Student Competency Annual Review Form

Student Name: **Date:**

Stage in Program:

Program Milestones Completed Satisfactorily:
(check all that apply):   First-year coursework: _
                                          Second-year coursework: _
                                          Third-year coursework: _
                                          Internship 1 & 2: _
                                          Clinical Competency Interview: _
                                          Thesis (if applicable): _

Clinical Hours Accrued:
Number of direct hours: ___
Number of indirect hours: ___
Total hours: ___

Please use the scale below to rate the student's competencies. Use "NY" if you have not had the opportunity to observe that behavior.

1 = Pervasive deficits across competency area, skills significantly below developmental expectations.
2 = Competency emerging but some improvement still needed.
3 = Competency is commensurate with developmental expectations.
4 = Competency exceeds developmental expectations.

Professionalism, Communication, and Interpersonal Skills

1. Understands how to conduct oneself in a professional manner; communication and physical conduct is professionally appropriate, across different settings.

Rating:

2. Accountable and reliable; accepts responsibility for own actions.

Rating:

3. Displays broadened self-awareness; utilizes self- monitoring; displays reflectivity regarding professional practice.

Rating:

4. Displays interpersonal skills of communication and openness to feedback; demonstrates knowledge of how to utilize supervision to develop professional and clinical skills.

Rating:

5. Forms/maintains productive and respectful relationships with clients, peers, supervisors and professionals from other disciplines.

Rating:

6. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.

Rating:

Foundational Competencies

Research
7. Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology.

Rating:

Ethics

8. Demonstrates knowledge and understanding of ethical principles and relevant ethical/professional codes, standards and regulations, and application of an ethical decision-making model.

Rating:

Diversity
9. Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others; applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others.

Rating:

Assessment
10. Demonstrates basic knowledge of measurement across domains of functioning and practice settings; selects appropriate assessment measures to answer diagnostic questions.

Rating:

Diagnosis
11. Demonstrates knowledge of formulating appropriate diagnosis and alternative considerations.

Rating:

Conceptualization
12. Formulates and conceptualizes cases and plans interventions utilizing appropriate theoretical orientations.

Rating:

Intervention
13. Demonstrates knowledge, understanding, and application of the concept of evidence-based practice.

Rating:

Notes:

Faculty Overall Rating of Student:

Student is deemed ready for the following:

_ Student has demonstrated readiness to proceed to year two of the program, including internship:

_ Student has demonstrated readiness to proceed to year three of the program

_ Student has demonstrated readiness to graduate

_____   _____

Director's Signature   Date