



**GRADUATE PROGRAMS IN COUNSELING
STUDENT HANDBOOK
2020-2021**



SOUTHERN NAZARENE UNIVERSITY is...

- An approved four-year senior college for the South Central Region of the Church of the Nazarene
- Accredited for master's degree programs in: Education, Management, Psychology and Theology and Ministry.
- A member of the Higher Learning Commission of Colleges and Secondary Schools (HLC) with accreditation through the master's program <http://www.hlcommission.org> (312) 263-0456.
- Accredited by the National Council for the Accreditation of Teacher Education (NCATE) <http://www.ncate.org> (202) 466-7496
- Accredited by the National League of Nursing (NLN) <http://www.nln.org> (800) 669-1656
- A member of the Association for Continuing Higher Education
- A member of the Oklahoma Independent College Foundation
- A member of the Oklahoma Association of Independent Colleges and Universities
- A member of the American Association of Colleges for Teacher Education
- A member of the Council of Oklahoma Graduate Schools
- A member of the Christian Adult of Higher Education (CAHEA)
- A member of American Council on Education (ACE)
- A member of Christian Colleges and Universities (CCCU)
- A member of Council for Adult and Experiential Learning (CAEL)

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Letter from the Program Director

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. We know that you are here because you have a passion to bring healing and restoration into broken lives. Our aspiration is to provide you with a safe, supportive, and encouraging environment where you can learn how to effectively implement counseling theories and techniques, as well as embody a warm, relational presence that can be used to bring about positive changes in others.

Our programs are designed to assist you in meeting your vocational goals as a professional counselor. Not only does each of our degree programs meet the respective state licensure standards for the LPC and LMFT, but also our courses are specifically designed to educate and prepare you for the many challenges and situations that arise in the counseling profession. Our expectation is for you to leave our program as a thoughtful and studious professional that can think critically, navigate the complex challenges, and become a lifelong learner of what it means to be a representative for positive change in 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
Southern Nazarene University

A Brief History

The Graduate School has experienced growth in degrees offered and in methods of delivery since graduate study in Religion was approved in 1963. The first degrees were conferred in 1965. In 1968 NCA gave approval for the School of Education to offer the Master of Arts in Education. In the 1970's various concentrations under the umbrella of the education degree were added. In 1979, courses in the Master of Science in Management program were first offered, and NCA granted approval for this degree in 1980. The Master of Ministry was approved in 1984 and the Master of Science in Counseling Psychology program was added in 1992. The Master of Business Administration degree was first offered in 1996 and the Master of Arts in Marriage and Family Therapy and the Master of Arts in Educational Leadership degrees were implemented in 1997.

The Tulsa Center began offering graduate studies in Management in 1992. Both the business (MSM and MBA) and the education (MAEL) programs are currently offered there. The Tulsa Center began offering graduate studies in Marital Therapy (MAMFT) in 2004. The Center has full-time faculty and staff, and offers the full range of services to graduate students. The Dean of Professional & Graduate Studies is responsible for the direction and administration of the site.

University Mission

Southern Nazarene University's mission is to “make Christlike disciples through higher education in Christ-centered community.” 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, as we prepare graduates who THINK with clarity, ACT with integrity and SERVE with purpose. This mission is an integral part of the Graduate School at SNU. All programs are presented from a distinctively Christian worldview and challenge each student to examine values and ethics, both personal and professional, from the assumptions and beliefs inherent in this worldview. These programs are based on the understanding that knowledge of God is available to all people through both revealed and discovered truth. From the Wesleyan perspective, the Graduate School is committed to the search for truth in scripture, experience, tradition, and reason.

University Motto

The historic motto CHARACTER-CULTURE-CHRIST provides a framework for the development of academic programs designed to contribute to the building of responsible Christian persons.

The University, through its primary relationship to the South Central USA Region of the International Church of the Nazarene, is the church at work in higher education integrating faith, learning, and life. Persons who desire an education in the Wesleyan-Holiness tradition are welcome without regard to faith or nationality.

University Educational Philosophy

SNU community life is focused on “faithful learning”, as we seek to respond to Jesus’ command to “love the Lord with all your heart, mind, soul, and strength”. In this tradition, our response to the infinite grace and love of God requires full engagement of our being. We, therefore, hold an unwavering commitment to: 1) pursuing Truth within the context of a Christian worldview, and 2) finding ways to translate beliefs into actions consistent with the call of Christ on our lives.

Because “all truth is God’s Truth,” there is no fear in vigorous intellectual pursuits so long as we remain committed to the Author of the Truth. No inherent contradiction exists between the central tenets of faith and the full Truth as made known through the life and work of Jesus Christ and made manifest in the world. Any apparent contradictions are a function of the

finitude of the human existence and it is our calling, through the exercising of our minds, to relentlessly renew our vision as the Lord provides glimpses of the fullness of Truth.

It is our deeply held belief that everything we do is an act of worship; engaging one's mind in the classroom, lab, or practice room, therefore, honors the Creator as fully as does prayer in chapel. That is why a spiritual atmosphere pervades the SNU campus; in everything we do, we seek to honor God. SNU is known for its caring environment, where students and faculty develop close personal relationships, bear each other's burdens, challenge each other's thinking, offer encouragement, "and so fulfill the law of Christ."

ACADEMIC STANDARDS

The academic standards for students follow the published guidelines in the SNU catalog unless otherwise noted in this handbook.

Guidelines for Academic Integrity

Southern Nazarene University seeks to support and promote qualities of academic honesty and personal integrity. Serious offenses against the university community include cheating, plagiarism, and all forms of academic dishonesty. Any student who knowingly assists another student in dishonest behavior is equally responsible.

Academic violations and dishonesty is defined as the deception of others about one's own work or about the work of another. Examples of academic violations include, but are not limited to:

- Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.
- Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work (plagiarism).
- The use of a textbook or notes during an examination without permission of the instructor.
- The receiving or giving of unauthorized help on assignments.
- Tampering with experimental data to obtain a "desired" result or creating results for experiments not done.
- Tampering with or destroying the work of others.
- Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor.
- Lying about academic matters.
- Falsifying college records, forms or other documents.
- Unauthorized access of computer systems or files.
- Violating copyright of any form of media.

Students who are guilty of academic violations can expect to be penalized. An instructor whose definition of cheating may differ from that stated above has the responsibility and obligation to so inform the students, in writing, at the beginning of the course. Those instructors who fail to do so have no basis for disciplinary action in instances of purported student dishonesty outside of the above provisions.

The course instructor shall have the authority to deal with instances of academic dishonesty within the following guidelines:

- 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 must report any incident of violation of the policy on academic integrity to the Graduate Program Director and Vice-Provost of Professional & Graduate Studies. Following two reports against a particular student, action will be initiated under provisions of the judicial code and may lead to dismissal of the student from the university.

The student has the right to appeal action under this policy through the regular channels as established by the grade appeals process.

Evaluation and Grading

Evaluation 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.

All coursework, including authorized rework of assignments, must be completed by the last night of a module 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 module. They must obtain approval from the instructor and the Graduate Program Director by filling out a course extension form.

Minimum Standards for Written Work

NO LATE WORK IS ACCEPTED WITHOUT INSTRUCTOR APPROVAL

The College of Graduate & Professional Studies 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 College of Graduate & Professional Studies 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:

- Ability to explain study.
- Explanation of concepts.
- Documentation.
- Methodology.
- Organization of main points.

Presentation:

- Evidence of preparation.
- Preparation and use of visual aids.
- Material presented in interesting manor.
- Clarity of expression.
- Timeliness.

Grading System

The following is used to calculate course grades:

A	= 4 points (94-100%)
A-	= 3.7 points (90-93%)
B+	= 3.4 points (87-89%)
B	= 3 points (84-86%)
B-	= 2.7 points (80-83%)
C+	= 2.4 points (77-79%)
C	= 2 points (70-76%)
F	= 0 points (69% and below)
I	= Incomplete (is not used for GPA calculations). For further explanations of “F” and “I” grades, see “Grades of ‘F’ and/or ‘I’”.
WD	= Withdrawn

Pass-Fail Courses

Hours count toward graduation but do not carry grade point average.

P	= Pass (equivalent to an A, B or C)
I	= Incomplete

NC = No Credit (equivalent to a D or F). Class work must be repeated to receive credit.

Grades of “F” and/or “I”

A grade of “I” is given as a result of absences from class, illness, or other emergencies and not for unsatisfactory work or failure to submit work. Students may receive an “I” provided they have demonstrated effort toward meeting the requirements.

In order to receive a temporary grade of “I” and receive an extension of time to complete a course offered through Professional & Graduate Studies, a form must be filled out by the student and submitted to the course instructor prior to the end of the course. If approved by the instructor, this form is the student’s assurance that work for this course will be accepted.

Assignments should be made up as soon as possible after the course is completed. Another extension can be requested if the work is not completed by the due date. However, extensions are not automatic; a student must complete another extension form to request additional time.

When a grade of “I” is recorded, it is a temporary grade. The instructor must provide a replacement grade along with the “I”. The “I” grade will be replaced with the replacement grade after the due date, which is provided on the form, has expired. If the replacement grade is an “F” and the student does not complete assignments by the due date, the student will be required to repeat the course and pay the current rate of tuition and applicable fees.

If a student experiences difficulty in keeping up with assignments and/or cannot contact the instructor, the student should contact the Program Director or Academic Coordinator. The Program Director can work with the student to extend the time to complete assignments. If a student receives two or more grades of “I” or “F” in a semester, the student is subject to withdrawal. The recommendation for withdrawal is made to provide the student with a means to complete any outstanding work.

If a grade of “F” for a course is received, the student must repeat the course, pay the current rate of tuition, and purchase the necessary textbooks for the course (if the textbooks have changed). The original course with the grade “F” remains permanently on the official transcript. The repeated course is added with the new grade. While both grades remain on the transcript, only the new grade is figured into the grade point average. No course may be attempted more than twice.

Minimum GPA Requirements

Students must maintain a 3.0 Cumulative GPA. If the Cumulative GPA drops below 3.0, students must bring it back to the 3.0 mark within three courses (9 credit hours) of the course that dropped the GPA below 3.0. No course may be attempted more than twice. In addition, students who receive more than two grades of “C” (including “C+”) or lower will be withdrawn from the program. Upon receiving their first “C” (including “C+”) students must set up an

appointment to discuss their progress with the Program Director. Failure to maintain a 3.0 Cumulative GPA will result in students being withdrawn from the program.

Graduate Appeals Procedure

All decisions made by Graduate Program administrators, staff, and instructors affecting students may be appealed.

LEVEL I - Pre-Appeals (Continue with Steps below until issue is resolved.)

- Step 1: Discuss directly with instructor, staff member, administrator, or supervisor with whom there is a disagreement or complaint to seek resolution.
- Step 2: Discuss with Graduate Director and/or Department Chair.

LEVEL II – Graduate Program Appeals Procedure

- Step 1: If the Pre-Appeals procedure does not resolve the complaint or disagreement, the student must initiate a formal appeal to the Graduate Director and/or Department Chair within 90 days following the issuance of the final course grade in which the disagreement or complaint was initially made.
- Step 2: The Graduate Director and/or Department Chair will present the written appeal to an appeals board consisting of the Graduate Director and/or Department Chair, as well as at least three additional members of the University faculty, of which at least one will be selected for relevant expertise and one will be from outside the department. Both appealing student and instructor, staff member, administrator, or supervisor with whom there is a disagreement or complaint will be asked to submit documentation in writing. Neither will participate in the appeals board's deliberations.
- Step 3: The Graduate Director and/or Department Chair will communicate with all parties the findings and outcome of the appeals board decision and will initiate any actions that must be taken following this decision.

LEVEL III – College of Professional and Graduate Studies Appeals Procedure

- Step 1: If the Graduate Program Appeals Procedure does not resolve the complaint or disagreement, the student may initiate an appeal to the Dean of Professional and Graduate Studies and following procedures as outlined in the Graduate Academic Catalogue.

Attendance Policy

The Graduate Studies degree programs are highly accelerated, and 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 the required assignment for the class session and the make-up assignment, as designated by the course instructor or syllabus. Because the program is highly accelerated, make-up assignments are 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 two absences occur within a given module, the student will have failed the module and will be required to re-take that module 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.

Class Recording

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

Withdrawal

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.

Re-Admission

See Graduate Catalog regarding Re-Entry.

A student who has withdrawn or has been dismissed from a Graduate Program may file for re-admission. Re-admission is allowed or disallowed on the merits of a personal interview with the Graduate Program Director. A fee for re-admission is required.

Students electing to change their program of study must receive approval. A fee is required for each program change.

Accommodations for Students with Disabilities

Students who have a diagnosed disability (and have the appropriate documentation on file) are eligible for assistance through the SNU Academic Services. We are not legally allowed to ask students whether they have any sort of disability. Therefore, it is important that every course syllabus contain the following statement regarding disability services: "If you need assistance with a disability that may affect your academic progress, I encourage you to contact the Academic Services Center (491-6694)." This alerts the student that such services are available without engaging in discriminatory (and illegal) intrusion. The Academic Services support staff are also available for consultation with any questions about disability accommodations and/or adjustments that may be needed for a particular student.

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 tenets of the University.

Privacy Concerns

Under the Family Educational Rights and Privacy Act (also known as the Buckley-Pell Amendment), the academic record of a student is considered to be confidential information and it is our obligation to do everything we can to assure that confidentiality is maintained. In an effort to maintain confidentiality, it has been determined that we will only use the SNU email accounts of the students for communicating with the student. This applies to all of the Graduate Programs in Counseling Office Staff and Faculty members. The students will be held responsible for checking their SNU email accounts on a regular basis for any communication from Faculty or Staff.

Degree Requirement

To complete a master's degree a student must do the following:

- Complete the required coursework with a Cumulative GPA of 3.0 or better.
- Satisfactorily complete the internship and exit evaluation.
- See Program Addendum for program specific requirements.

Statute of Limitations

Course work 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.

Commencement

Commencement will be held twice a year, in May and December. A student that completes all requirements February 1 – June 30 will walk in May. A student that completes all requirements July 1 – January 31 will walk in December. If approved by the office of the University Registrar students who complete all graduation requirements by the end of January and June will be allowed to participate in commencement of the month prior.

Degree Conferral

Degrees will be conferred on the last calendar day of each month, only. All degree requirements must be complete 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.

STUDENT INFORMATION

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 D, 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 GPC students are expected to maintain behavior that is consistent with the professional standards necessary for licensure in the respective licenses supported by the GPC (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 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.

Professional Growth Fund

A long-standing tradition for counseling students is that they are encouraged to receive their own counseling while in the graduate program. Since counselors must be aware of ways they impact clients, the SNU Graduate Programs in Counseling has established a process by which students may access assistance in receiving counseling while in the program. Each student may be reimbursed up to \$50 per session for a total of 10 individual counseling sessions with a licensed counselor (LPC, LMFT, LCSW, Psychologist) of your choice. If students desire to have less than \$50 per session reimbursed, they may be reimbursed for more sessions provided the aggregate expense reimbursed totals \$500 or less. Students must submit a statement from the counselor of charges, payments and dates of service to the administrative assistant for the GPC location they attend. Reimbursements may occur subsequent to each session. The submission for reimbursement must occur prior to graduation from the program. No reimbursement will occur for sessions attended after graduation from the program or for requests for reimbursement after graduation from the program. This reimbursement is made to the student and not to the counselor. At no time is SNU responsible for the selection of the counselor and is in no way liable for the actions of any counselor from whom a student elects to seek professional counseling. Contact Graduate Program office for professional counseling referral list.

Identification Card

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

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 information therein. The university reserves the right to notify the general public of general information about students, such as address, telephone number, college major, classification and graduation date, if applicable. All student records are available for official use to authorized personnel who demonstrate a need to have access to such records.

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.

GENERAL INFORMATION

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.

Refund Policy

If students attend the first class of the first course in any term and they withdraw, they will not be charged the full amount for that term. However, if students attend the second class (or more than 4 hours) of the first course of any term, they will be charged for the entirety of that term. Contact the Financial Aid Office for further details.

In Case of 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 Graduate Program 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.

Textbooks

All SNU student textbooks are provided via Tree of Life Books (www.treeoflifebooks.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 (see Appendix F). Handicapped spaces are reserved for the handicapped both day and evening; cars parked in handicap spaces not displaying a handicap sticker will be towed.

Office Hours

Campus Graduate Offices:

Monday - Thursday:	8:00 a.m. - 5:00 p.m.
Friday:	8:00 a.m. - 4:00 p.m.

GPC Office:

Monday - Friday:	8:00 a.m. - 5:00 p.m.
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APPENDIX A

ADMINISTRATION AND STAFF

Graduate and Professional Studies

Kristin Jasper, Vice Provost for Professional and Graduate Studies	405-717-6263
Marcy Hoffpauir, Associate PGS Registrar/Assistant to Vice Provost	405-717-6263

Graduate Programs in Counseling

Dr. Paul Jones, Director of Graduate Programs in Counseling	405-491-6656
Dr. Scott Secor, Director of Clinical Training	405-717-6269
Allyson Greenhill, Administrative Assistant	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

APPENDIX B

COMPUTER USE ETHICS STATEMENT

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.

General Principles

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle acknowledges the 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.

Academic Dishonesty in a Computer Assignment

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.

The Office of Student Development and Academic Affairs will be notified of occurrences of academic dishonesty.

The following are examples of academically honest practices:

- Turning in work done alone or with the help of the course's staff.
- Submission of one assignment for a group of students if group work is explicitly permitted or required.
- Getting or giving help on how to solve minor syntax errors.
- Discussion of assignments to clarify what to do and how to do it.

The following are examples of academically dishonest practices:

- Turning in someone else's work as your own (with or without his or her knowledge).
- Allowing someone else to turn in your work as his or her own.

- Several people completing an assignment and turning in multiple copies, all represented either implicitly or explicitly as individual work.
- Using any part of someone else's work without proper acknowledgment.
- Stealing a solution from an instructor.

Ethical and Responsible Use of the Computer

The use of university computers for commercial purposes requires prior approval by the chairperson of the Computer Planning Committee.

Computer communications systems and networks promote the free exchange of ideas and information, thus enhancing teaching and research. Computer users should not use electronic communications systems such as E-mail to harass others or interfere with their work on the computer.

Students, faculty and staff who use the computer have the right to privacy and security of their computer programs and data. Computer users should not tamper with files or information that belong to other users or to the operating system.

United States Code Section 2701 makes it a federal offense to read someone else's electronic mail. System administrators are excluded for technical reasons. They are, however, prohibited from disclosing your Email traffic to anyone, unless you (or the other party to the traffic) give permission.

It is against federal law and university policy to violate the copyrights or patents of computer software. It is against university policy and is a violation of state or federal law to violate software license agreements. Making your own copies of software having a restricted use license is theft.

The number of copies and distribution of copies may not be done in such a way that the number of simultaneous users in a department exceeds the number of original copies purchased by that department.

Students, faculty or staff may not load programs obtained from commercial sources or other computer installations onto the network servers without the assistance from a network administrator.

All files and programs obtained from commercial sources or other computer installations should be scanned to prevent infecting the entire network with a virus.

Computer users must not attempt to modify system facilities or attempt to crash the system, nor should they attempt to subvert the restrictions associated with their computer accounts, the networks of which the university is a member, or microcomputer software protections.

Students may not share accounts with other students for the purpose of providing E-mail or web access.

Title 18 of the United States Code makes it a federal offense to access a computer system without authorization.

Loopholes in computer security systems or knowledge of a special password should not be used to damage computer systems, obtain extra resources, take resources from another user, degrade the performance of a computer system, gain access to systems or use systems for which proper authorization has not been given.

University computing resources cannot be used 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 or graphical displays used to harass or intimidate are prohibited. Chain letters, mass mailings, and repeated sending of E-mail after being requested to stop are also examples of inappropriate uses of university electronic communications resources.

On-line communications and behavior standards include but are not limited to the following:

- Any use of the university's computers or network (laboratories, dormitory rooms or off-campus) to handle materials at odds with the standard embraced by Southern Nazarene University's Christian community, be it racist, obscene, or otherwise harmful to the people and spirit of this community, is unacceptable;
- Where conflicts of resources arise, priority will be given to academic and administrative work over all other uses. Recreational use of laboratory computers may be restricted to certain times and laboratories; and,
- Acts wasteful of computing resources or equipment are unacceptable. These acts include but are not limited to use of laboratory printers for unnecessary non-academic printing or printing of exceptionally large amounts of research materials, creating unnecessary multiple jobs or processes, or creating unnecessary network traffic.

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>.

APPENDIX C

Alcohol and Drug Use

Standards Of Conduct And Levels Of Assistance At SNU

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.

APPENDIX D

Program Information

The Mission of the Graduate Programs in Counseling

The mission of the Southern Nazarene University Graduate Programs in Counseling is to educate and prepare students to assist diverse populations as professional, competent, self-reflective, and integrative practitioners. As 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.

Program Overview

The graduate degree programs in counseling at SNU offer a Master of Arts in Counseling Psychology (MACP) and a Master of Science in Counseling Psychology (MSCP). Each degree is a 60-hour program designed to meet the state of Oklahoma's academic licensure requirements for the Licensed Professional Counselor (LPC). Also included are optional elective concentrations that meet the academic licensure requirements for the Licensed Marital and Family Therapist (LMFT) and Licensed Alcohol and Drug Counselor (LADC) in the state of Oklahoma. All programs share a common core of coursework and are delivered in an accelerated, modularized format.

The mission of the Southern Nazarene University Graduate Programs in Counseling is to educate and prepare students to assist diverse populations as competent, ethical, and self-reflective practitioners. As 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.

Program Objectives

- *Foundational Counseling Methods*: The graduate will demonstrate competence in helping skills, the development/maintenance of the therapeutic relationship, including insight and self-awareness, and effectively communicating case material through writing.
- *Research*: The graduate will demonstrate competence in regards to appropriate literature review, development of hypotheses, application of research design, and effective analysis and interpretation of data.
- *Assessment*: The graduate will demonstrate basic awareness and competence in evidence-based family, psychological, and career assessment techniques, procedures, interpretation, and report writing.

- *Multiculturalism/ Diversity*: The graduate will demonstrate awareness and competency in using therapeutic and assessment approaches sensitive to multicultural and diversity concerns, finding opportunities to serve others, enacting social justice, and promoting general welfare.
- *Diagnosis*: The graduate will demonstrate an awareness of diagnostic criteria and effectively provide appropriate diagnosis based on case material.
- *Case Conceptualization*: The graduate will demonstrate an understanding and contextually appropriate application of biological, developmental, psychological, and sociocultural theoretical models.
- *Treatment Planning*: The graduate will demonstrate theoretically consistent and evidence-based planning for therapeutic treatment including individual, systems-based, and group modalities.
- *Law & Ethics*: The graduate will demonstrate knowledge of the legal and ethical standards of health service professionals (counseling and research) and its application through an ethical decision-making model.
- *Integration*: The graduate will demonstrate an ability to understand and relate psychological theory and principles according to one's own faith tradition and/or value system.
- *Professional Identity*: The graduate will demonstrate an understanding the role, function, and fit of clinical mental health counselors within a larger system of health service professionals.

The curricular design of the Graduate Programs in Counseling utilizes a generalized approach that offers students the flexibility to develop expertise in dealing with a wide range of specific problem/content areas (e.g., substance abuse, domestic violence, vocational exploration, etc.) through a range of therapeutic methodologies (e.g., individual counseling, marriage and family therapy, play therapy, group therapy, etc.).

Admission Requirements

The faculty and administration in the Graduate Programs in Counseling take 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 believe will make the best counselors. The GRE is not required because the faculty do not want to simply quantify potential applicants. 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 see 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 are looking for future students who can excel in the classroom, be flexible in thought, and have the ability to connect with and engage others from various backgrounds and circumstances. The program is accelerated in order to provide students the best training possible, while also allowing future graduates the opportunity to start their career as soon as possible.

Application Deadlines

Bethany: Fall Semester (Early Admissions – March 1st; Regular Admissions – June 1st)

Bethany: Spring Semester (October 15th)

Tulsa: Fall Semester (August 15th)

Application Process

All steps are required to 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 visit the international admissions web page to find out more about the application requirements. <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 Laura Iwuchukwu at iwuchukwu@mail.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 recommendations; curriculum vitae/resume; writing packet; background check release. **Note, there is no longer an application fee required; 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 graduate admissions department at (405) 491-6332 and they will provide you with options to consider.

Step 4: You will be contacted by the Graduate Programs in Counseling 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 Graduate Programs in Counseling 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 Graduate Programs in Counseling 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 no longer 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 applicants 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 department 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 department of their acceptance or denial of the invitation to join the group.

MACP PROGRAM

The Master of Arts in Counseling Psychology (MACP) degree is a 60-hour program designed to meet the state of Oklahoma's academic licensure requirements for the Licensed Professional Counselor (LPC). Also included are optional elective concentrations that meet the academic licensure requirements for the Licensed Marital and Family Therapist (LMFT) and Licensed Alcohol and Drug Counselor (LADC) in the state of Oklahoma. This degree is ideal for students who are most interested in the practitioner side of counseling.

The MACP degree consists of 48 core hours and 12 elective hours. The 48 core hours occur over four semesters, training students in four foundational areas of counseling: professional foundations, theoretical foundations, assessment, and contextual applications. The fifth and final semester affords students the opportunity to select from one of three elective concentrations: marital and family therapy, drug and alcohol counseling, or child and play therapy. Further, students who complete the child therapy sequence will meet the academic requirements of the Association for Play Therapy in Oklahoma to become a Registered Play Therapist.

The lone distinction between the MACP degree and the Master of Science in Counseling Psychology (MSCP) degree is the difference in research emphasis. Students pursuing the MACP degree will take one research course and will not be required to complete a research project and thesis.

Courses are completed over five non-traditional, accelerated semesters in approximately two years. The courses (modules) are completed sequentially to allow focused study on one subject area at a time. During the first four semesters, half of the courses will meet one night a week for a four-hour session. For all other courses, the class sessions will occur over intensive weekend courses that meet Friday evenings for four hours and all day Saturday for eight hours. Extensive study, including reading, assignments, and other class-related activities will occur outside the classroom in preparation for participative learning experiences during class hours.

Core 48-Hours

Course Number	Course Title	Credit Hours
<u>Professional Foundations</u>		
PSY 5333	Introduction to Counseling Techniques	3
PSY 5313	Lifespan Development	3
PSY 5263	Psychopathology	3
PSY 5283	Professional Orientation	3
<u>Theoretical Foundations</u>		
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 6133	Research Methods I	3

Assessment

PSY 6193	Internship I	3
PSY 6593	Multiculturalism and Diversity in Counseling	3
PSY 5153	Psychological and Career Assessment	3
PSY 5233	Alcohol and Drug Addiction and Assessment	3

Contextual Applications

PSY 6493	Internship II	3
PSY 6213	Group Psychotherapy Techniques	3
PSY 6303	Counseling Children and Adolescents	3
PSY 6293	Philosophy of Interpersonal Relationships	3

Elective 12-Hours

Concentration I: Marital and Family Therapy

PSY 6403	Neuropsychopharmacology	3
PSY 6273	Family and Systems Psychotherapy	3
PSY 6263	Family Crisis Intervention	3
PSY 6283	Marriage and Couples Therapy	3

Concentration II: Drug and Alcohol Counseling

PSY 6403	Neuropsychopharmacology	3
PSY 6273	Family and Systems Psychotherapy	3
PSY 6263	Family Crisis Intervention	3
PSY 6223	Drug and Alcohol Theories	3

Concentration III: Child and Play Therapy

PSY 5113	Child and Adolescent Psychopathology and Assessment	3
PSY 6313	Introduction to Play Therapy	3
PSY 6323	Specialized Techniques in Play Therapy	3
PSY 6363	Advanced Clinical Play Therapy	3

Internship

In addition to the courses, MACP students will complete 600 hours (250 direct hours) of Internship. Work on both components of the program (courses and internship) occurs simultaneously. The internship is a vital component of counselor preparation and allows students supervised experience in counseling situations. Internships begin within the first two semesters and are completed by the end of the fifth and final semester. The internship occurs in approved clinical settings.

Capstone Project and Exit Evaluation

All graduate degree programs at SNU require an exit evaluation. In the MACP program, the exit evaluation occurs in conjunction with the completion of the capstone project: the Clinical Competency Interview (CCI). The CCI is a way for the student 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 PROGRAM

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). Also included are optional elective concentrations that meet the academic licensure requirements for the Licensed Marital and Family Therapist (LMFT) and Licensed Alcohol and Drug Counselor (LADC) in the state of Oklahoma. For students in the MSCP degree program, meeting LMFT and LADC requirements will involve additional coursework beyond the 60-hour minimum requirement. This degree is ideal for students who are most interested in research and is the best preparation for those interested in pursuing doctoral work.

The MSCP degree consists of 54 core hours and a minimum of six elective hours. The first 48 hours occur over four semesters, training students in four foundational areas of counseling: professional foundations, theoretical foundations, assessment, and contextual applications. The fifth and final semester affords students the opportunity to take the research and thesis concentration. This concentration consists of a second research methods course, the completion of a research project, and the proposal and defense of a thesis. Students will then have the option of selecting a minimum of two courses from one of three elective concentrations: marriage and family therapy, drug and alcohol counseling, or child and play therapy. Further, students who complete all four courses in the child therapy sequence will meet the academic requirements of the Association for Play Therapy in Oklahoma to become a Registered Play Therapist.

The lone distinction between the MSCP degree and the Master of Arts in Counseling Psychology (MACP) degree is the difference in research emphasis. Students pursuing the MSCP degree will take two research courses and will be required to complete a research project and a thesis.

Courses are completed over five non-traditional, accelerated semesters in approximately two years. The courses (modules) are completed sequentially to allow focused study on one subject area at a time. During the first four semesters, half of the courses will meet one night a week for a four-hour session. For all other courses, the class sessions will occur over intensive weekend courses that meet Friday evenings for four hours and all day Saturday for eight hours. Extensive study, including reading, assignments, and other class-related activities will occur outside the classroom in preparation for participative learning experiences during class hours.

Core 48-Hours

Course Number	Course Title	Credit Hours
<u>Professional Foundations</u>		
PSY 5333	Introduction to Counseling Techniques	3
PSY 5313	Lifespan Development	3
PSY 5263	Psychopathology	3
PSY 5283	Professional Orientation	3
<u>Theoretical Foundations</u>		
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 6133	Research Methods I	3
<u>Assessment</u>		
PSY 6193	Internship I	3
PSY 6593	Multiculturalism and Diversity in Counseling	3
PSY 5153	Psychological and Career Assessment	3
PSY 5233	Alcohol and Drug Addiction and Assessment	3
<u>Contextual Applications</u>		
PSY 6493	Internship I	3
PSY 6213	Group Psychotherapy Techniques	3
PSY 6303	Counseling Children and Adolescents	3
PSY 6293	Philosophy of Interpersonal Relationships	3
<u>Research and Thesis</u>		
PSY 6143	Research Methods II	3
PSY 6993	Thesis	3
	Elective from either Concentration I, II, or III	3
	Elective from either Concentration I, II, or III	3
Elective Minimum 6-Hours		
<u>Concentration I: Marital and Family</u>		
PSY 6403	Neuropsychopharmacology	3
PSY 6273	Family and Systems Psychotherapy	3
PSY 6263	Family Crisis Intervention	3
PSY 6283	Marriage and Couples Therapy	3
<u>Concentration II: Drug and Alcohol Counseling</u>		
PSY 6403	Neuropsychopharmacology	3
PSY 6273	Family and Systems Psychotherapy	3
PSY 6263	Family Crisis Intervention	3
PSY 6223	Drug and Alcohol Theories	3
<u>Concentration III: Child and Play Therapy</u>		

PSY 5113	Child and Adolescent Psychopathology and Assessment	3
PSY 6313	Introduction to Play Therapy	3
PSY 6323	Specialized Techniques in Play Therapy	3
PSY 6363	Advanced Clinical Play Therapy	3

Thesis

In addition to the courses, MSCP students will complete a research project and corresponding master's thesis. Work on all three components of the program (courses, thesis, and internship) occurs simultaneously. Work on the thesis begins in the Research Methods I course and culminates with a thesis defense prior to graduation.

Internship

In addition to the courses, MSCP students will complete 450 hours of Internship. Work on both components of the program (courses and internship) occurs simultaneously. The internship is a vital component of counselor preparation and allows students supervised experience in counseling situations. Internships begin within the first two semesters and are completed by the end of the fifth and final semester. The internship occurs in approved clinical settings.

Capstone Project and Exit Evaluation

All graduate degree programs at SNU require an exit evaluation. In the MSCP program, the exit evaluation occurs in conjunction with the completion of the capstone project: the Clinical Competency Interview (CCI). The CCI is a way for the student 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).

GRADUATE PROGRAMS IN COUNSELING COURSE DESCRIPTIONS

PSY 5333 Introduction to Counseling Techniques (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 basic theoretical concepts, including person-centered and existential theories, to begin conceptualizing counseling cases and to understand the common factors of psychotherapeutic change.

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 module 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 5283 Professional Orientation (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 practice.

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 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 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 opportunity to observe these various approaches, as well to apply them practically through role-play and theoretically through case conceptualization and treatment planning.

PSY 6133 Research Methods I (3 credit hours)

An overview of the various research methodologies used to study behavior. The focus is on application, especially to counseling research. This course is closely tied to development of the thesis. The prospectus is begun during this module.

PSY 6593 Multiculturalism & Diversity in Counseling (3 credit hours)

This course will focus on the diverse 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 to diverse groups by analyzing various levels of therapeutic intervention, the barriers to multicultural awareness, and ways to incorporate multicultural competencies in organizations. In addition, students will establish a dialogue between theory and practice, between personal reflections and interpersonal exchange, between feelings, actions, and thoughts. Students will be asked to examine personal assumptions regarding internalized presuppositions about other persons and groups of varying demographics. Students will therefore utilize both ethnographic and self-reflective techniques to expand cultural and diversity awareness.

PSY 5153 Psychological & Career Assessment (3 credit hours)

This course provides an introduction and overview of assessment, including the administration, scoring, and interpretation of psychological tests in the areas of personality, intelligence, psychopathology, and occupation/career. This course is designed to help students understand the basics of test construction and measurement, as well as to guide students in the selection and utilization of appropriate assessment measures for diagnosis, conceptualization, and development of treatment plans. In addition, students will examine theories of career development, principles for effective education/career planning, and how to offer information and resources to clients based on assessment results. Students will learn how to integrate assessment results into career and general counseling.

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 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 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 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 6273 Family & Systems Psychotherapy (3 credit hours)

This course addresses the practice of family theory application, technique and delivery, and follow-through in family therapy. In addition to the various theories of family structure and process, guiding principles and strategies for assessing families problems, including problems related to addiction and substance abuse, domestic violence, and child abuse, will be presented, as will other techniques for engaging and connecting with families. Students will learn to develop hypotheses and formulate treatment plans that include specific family therapy techniques and interventions. Students will be exposed to practical family systems counseling methods from real life situations, including situations related specifically to substance abuse and addiction systems models. Issues of diversity in families will be discussed and the implications for treatment. Students will also explore their own personal families of origin, identifying roles, patterns, and the impact on their development, functioning, and role as a family counselor.

PSY 6263 Family 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 family 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 individual and family 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 family 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 6283 Marriage & Couples Therapy (3 credit hours)

This course is designed to introduce students to the theory, philosophy, and treatment of problems typically encountered by couples. The role of the counselor and strategies of intervention will be emphasized. During this course students review the fundamentals of assessment and intervention with couples and how this differs from psychotherapy with individuals, groups, and families. This is a practice and technique-focused course and a significant portion of the course will be devoted to demonstrations, role-plays, and the practical implementation of couples counseling skills.

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 5113 Child & Adolescent Psychopathology & Assessment (3 credit hours)

This course provides an overview of psychopathology commonly seen in children and adolescents. Although not every disorder that may adversely influence child functioning will be discussed in detail, this course will provide students with resources to help them investigate other disorders in more depth. A developmental perspective will be taken during the exploration of these topics as well as an emphasis on critically evaluating the relevant current research. Related topics including risk factors, resilience, and current controversies in child diagnosis will be discussed. Students will also receive an overview of child and adolescent assessment measures. The importance of assessing different domains, environments and multiple reporters will be emphasized. Students will practice conducting a basic developmental interview with a parent and child, and be exposed to a variety of behavior rating scales. Information on synthesizing assessment data and presenting results will be covered.

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.

PSY 6143 Research Methods II (3 credit hours)

This course is an advanced approach to designing and conducting research. Students will review literature in order to develop accurate conceptualization and operationalization of research variables in order to design and implement a research project in which research methodology (e.g., ethics, informed consent, measurement, sampling, and procedures) and data collection will be directly applied.

PSY 6163 Data Analysis & Interpretation (3 credit hours)

This course provides tools to analyze research data and draw appropriate conclusions from that data within the context of completing a research project. This course is a study of the more common statistical procedures used in psychological research. It gives the student experience in using computer-packaged statistical procedures to analyze and draw inferences about research data.

PSY 6193 Internship I (3 credit hours)

In conjunction with PSY 6493, supervised clinical experience and practice in field-work, as approved by the program. The internship occurs concurrently with course work and follows guidelines set forth in licensure preparation. Internship(s) will total minimum of 450 hours of service.

PSY 6493 Internship II (3 credit hours)

In conjunction with PSY 6193, supervised clinical experience and practice in field-work, as approved by the program. The internship occurs concurrently with course work and follows guidelines set forth in licensure preparation. Internship(s) will total minimum of 450 hours of service.

Course Numbering

Courses carrying graduate credit are arranged on four levels designed by the first digit in the course number. Courses numbered 6000-6099 are designed for graduate students only. Courses numbered 5000-5099 are graduate level courses that are open to graduate and select undergraduate seniors. Courses numbered 4000-4099 are advanced upper division undergraduate courses that may be open also to graduate students. Courses numbered 3000-3099 may be open to graduate credit in Business and Teacher Education programs.

STUDENT INFORMATION

Student Responsibility

While we pride ourselves on the quality of faculty-student interaction in all areas of campus life, including academic advising, it must be noted that:

- The student is held responsible for knowing degree requirements and enrolling for the proper courses.
- The student is responsible for knowing and maintaining graduate standards for continuance in a graduate program.