

GRADUATE SCHOOL OF COUNSELING STUDENT HANDBOOK



ORU

MAKE NO LITTLE PLANS HERE

**5th Edition
2025-26**

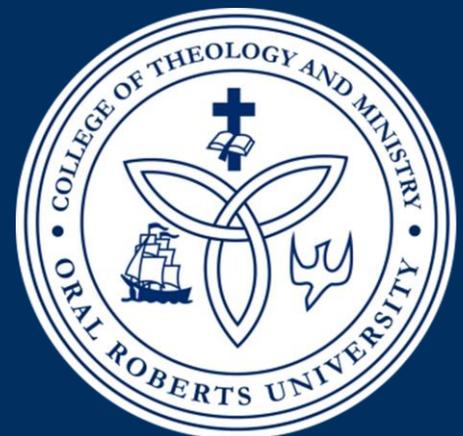


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Introduction and Welcome to the Graduate School of Counseling

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As Assistant Dean of ORU's Graduate School of Counseling, I warmly and eagerly welcome you to your graduate program in counseling. Your acceptance into the school signifies our confidence in your ability to prepare to serve in future positions as a professional counselor, administrator, and/or in a ministry-related role. For those of you in the MAPC program, you will complete the educational requirements for your licensure as a Clinical Mental Health Counselor, Addiction Counselor, and/or Marital and Family Therapist. Our goals and purposes here in the Graduate School of Counseling involve a two-fold approach to counseling education, including (a) academic rigor and (b) Christian Integration. As such, we commit ourselves to providing you with the best academic preparation possible for your next career or educational steps. Second, we are committed to integrating a Christian faith perspective into the educational process via class discussions, Biblical references, and the development of a Spirit-Empowered approach to counseling.

The process of preparing you for a future career in the counseling field starts with educating the whole person in mind, body, and spirit, and it involves bringing Christ's healing power to the world, as stated in the University's mission statement. Our degrees are set up to help you fulfill both of these commissions by emphasizing the importance of personal, spiritual, and professional dispositions in the educational process. As the Associate Dean, Dr. Bill Buker, has said, "It's not what you know but who you are that matters the most. Knowledge is vital, but your personal formation is absolutely critical to the educational process in counseling." Consistent with this, our goal is to assist in your personal and spiritual formation so that the appropriate professional dispositions will emerge. This can sometimes feel like you are being stretched beyond what feels comfortable, but the intention is to help you form into everything God has created you to be. The process can be anxiety-provoking, but it can also be enriching and transformative. We encourage you to trust the process and stay open to what God has for you.

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Your educational journey here at ORU's graduate School of Counseling will be embedded in the context of caring relationships that support your development. Our Spirit-Empowered approach to counseling is part of every class and supports the presence and movement of the Holy Spirit throughout the healing process. You will learn to integrate the process of accessing these spiritual resources with the empirically validated, evidence-based approaches in the counseling field that science has uncovered. "Do not be conformed to this world, but be transformed by the renewal of your mind" (Rom 12.2). We are privileged to walk this journey with you, and on behalf of the faculty, we welcome you.

Sincerely,

Andrea Walker

Oral Roberts Mission Statement

To develop Holy Spirit-Empowered leaders through whole person education to impact the world with God's healing.

Oral Roberts University is a charismatic university, founded in the fires of evangelism and upon the unchanging precepts of the Bible. The university was founded as a result of the evangelist Oral Roberts' obeying God's mandate to build a university on God's authority and the Holy Spirit. God's commission to Oral Roberts was to:

Raise up your students to hear my voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this, I am well pleased.

Graduate School of Counseling Mission Statement

Oral Roberts University Graduate School of Counseling prepares students for the specialized ministry of counseling in the contexts of clinical settings, the local church, and community or faith-based agencies.

How do we understand Spirit-Empowerment in Counseling?

We define "Spirit-Empowered counseling" as cooperating with the Holy Spirit in the counseling process." This definition is based on three assumptions we make about who the Holy Spirit is, how the Holy Spirit can be discerned, and how the Holy Spirit acts.

Ontological Assumption—The Spirit's activity permeates everything

Corollary—This assumption is consistent with the concept of pantheism, which literally means "all in God," and asserts that while God is greater than the universe, He pervades and interpenetrates everything in it such that "in Him we live and move and have our being." As such, it is assumed that when clients seek therapy, the Spirit is already active in their lives and situations.

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Epistemological Assumption—The Spirit’s activity can be discerned

Corollary—Discernment is an epistemology that acknowledges multiple realities and/or dimensions to reality, including the spiritual, and is thus open to multiple ways of knowing those realities/dimensions. It also recognizes that the competencies for discerning these realities/dimensions can be developed and are enhanced by understanding the basic patterns of the Spirit’s activity in history, especially as reflected in the meta-narratives of Scripture and the life of Jesus. This assumption also suggests that there is intentionality to the Spirit’s activity, which he desires for us to know and cooperate with.

Functional Assumption—The Spirit’s activity involves bringing order out of chaos

Corollary—Chaos is the result of symmetrical (competitive, ego/pride-based) patterns of behavior designed to willfully resist or exert control over the larger system (mind of God/pantentheism) of which one is only a part. The intentionality of the Spirit’s activity is to bring order by facilitating a redemptive process, as reflected in the pattern of God’s story, that results in a mutually satisfying fit characterized by complementary relational patterns.

How do we integrate our understanding of Spirit-Empowerment in counseling with the scientific research on positive change in counseling?

Change can be conceptualized various ways, but in recent years, researchers in counseling have formulated a way to understand change broadly across a myriad of issues, via the Transtheoretical Model and stages of change, which include precontemplation, contemplation, preparation, action, and maintenance (DiClemente, 2018). Spirit-Empowerment in Counseling also involves a set of Discipleship-based outcomes for Spirit-Empowered Christians, and these have been described as explore, embrace, experience, and express by the Great Commandment Network (<https://www.greatcommandment.net/>). Both frameworks of understanding positive change acknowledge the increasing complexity and depth of change when it occurs from a more surface to a more fundamental level. The scientific literature thus aligns with the Spirit-Empowered discipleship outcomes through the language of the change process, as described in Buker’s (2021) description of the role of the Holy Spirit in first, second, and third order change. The alignment of science (counseling related) and faith (Spirit-Empowerment), as we conceptualize it, is reflected as follows (see chart, next page):

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| Stage of Discipleship | Stage of Change | Level of Change |
|--|--|---|
| | Precontemplation—little to no awareness of any need to change | First-order—operates on performance-oriented cultural assumptions |
| Explore —truths of faith in context of accepting relationships | Contemplation—moving from precontemplation to contemplation involves exploring the need for change—disciples are exposed to Jesus and follow him out of curiosity—attracted to his message and wanting to imitate him but not yet understanding what that requires | First-order—underlying assumptions about the change process have yet to shift although they may begin to be challenged by virtue of what is observed and encountered |
| Embrace —truths of the faith in a personal way | Preparation—need for change has been embraced and strategies for change are being evaluated—disciples embrace Jesus’ message and identity, acknowledging their desire to be like him—embrace the Way of Jesus as the way of transformation | First or Second-order—if becoming like Jesus is the desired change that is embraced, the strategy by which it is pursued will be critical—if the strategy for pursuing it is informed by existing performance-oriented cultural assumptions, then only first-order change is occurring and the efforts toward change won’t be effective, especially long term—if the strategy is informed by the relational assumptions of the Way of Jesus, change will occur and last |
| Experience —truths of faith in everyday life | Action—disciples are experiencing change through following the Way of Jesus | Second-order—performance-oriented assumptions of change are being replaced by relationship-oriented ones |
| Express —truths of the faith to others through your identity as a Christ-follower | Maintenance—as believers ‘abide in the Vine’ by loving as Jesus loved, it becomes an expression of their faith thru which others know they are Jesus’ disciples | Second or Third-order—relationship-oriented assumptions constitute a paradigm shift that form a new worldview |

In the Graduate School of Counseling, we follow this model of integration to highlight Spirit-Empowerment in counseling, and we incorporate this approach to integration into the various courses and topics covered in the school’s degree plans.

The Graduate Counseling Program – Faculty, Degrees, Accreditations, Processes

ORU Counseling Faculty

The Professional Counseling Program faculty at Oral Roberts University has an enduring commitment to Christ, their students, the program, the profession, and their own professional development. Faculty members are involved in professional activities at the local, state, national, and international levels, including research and publication, conference presentations, and holding memberships in professional organizations. Faculty offices are located on the 4th floor of the campus Graduate Center.

Full-time Faculty

Dr. Bill Buker

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Senior Professor, Professional Counseling
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Education:

Ph.D., Oklahoma State University
D.Min., M.Div., M.A., B.S., Oral Roberts University

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Education:

Ph.D., Oklahoma State University
M.S., Southern Nazarene University
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Education:

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Education:

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M.A., Richmond Graduate University
B.G.S., The University of Kansas

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B.Ed., University of Botswana

Dr. Rebecca Webster
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Education:
Ph.D., Regent University
M.A., Southwestern Christian University
B.S., M.A., University of Central Oklahoma

Adjunct Faculty

Dr. Kelly Collins
Dr. Ronnie Gains
Professor Jennifer Gilbert
Professor Alex Newcomer
Dr. David Simpson

Faculty Profiles

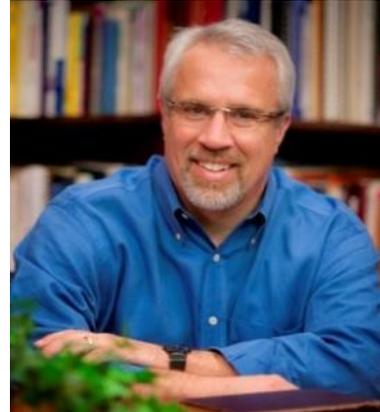
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Dr. Buker first came to ORU in 1977 as a student, to play baseball and the trumpet, and stayed on to complete multiple degrees. Spending ten years in pastoral ministry was especially influential in challenging him to wrestle with the dynamics of the divine-human interaction in the context of suffering. As a result, he is passionate about being part of a redemptive process with clients and students who are seeking to create something of beauty and value out of life situations that didn't go as intended. Currently, Dr. Buker serves as the Associate Dean of the College of Theology and Ministry, a professor in the Counseling and DMin programs, and has a private practice in the Tulsa Community. He is a member of the American Counseling Association (ACA).

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Dr. Andrea C. Walker is a Licensed Alcohol, Drug, and Mental Health Counselor in the state of Oklahoma (LADC/MH), as well as a board-approved supervisor for students pursuing licensure in drug and alcohol counseling. She earned a Ph.D. in Human Development and Family Studies, an M. A. in Counseling, an M. S. in Management, and a B. S. in Psychology. Dr. Walker has focused her research on grief/bereavement, religiosity/spirituality, and environmental predictors of well-being. Dr. Walker operates a small practice in Tulsa and is a member of the American Counseling Association (ACA), the Oklahoma Drug and Alcohol Professional Counselors Association (ODAPCA), and the National Council for Family Relations (NCFR).

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Dr. Richardson has over 25 years of professional experience as a mental health professional, administrator, and educator. She started teaching at ORU as an adjunct professor in 2006. Prior to joining the ORU counseling faculty full-time, Dr. Richardson was extensively involved in the local community. She developed and directed the City of Tulsa's first juvenile assessment, booking and retaining facility that continues to serve law enforcement, civic leaders, municipal courts, educators, and families throughout Tulsa and surrounding counties. She is a member of the American Counseling Association (ACA) and the Association for Multicultural Counseling and Development (AMCD).

Greg A. Meyer, Ph.D., LPC
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Dr. Meyer began in 2018 at ORU, after being drawn to the College of Theology and Ministry because of the congruence between his calling as a counselor educator and the University's mission. For Dr. Meyer, it is fundamentally important for counseling-students to have a well-developed, deep self-awareness so that they can best work with all of their clients. Currently, he serves in the role of Director of the Master of Arts in Professional Counseling (MAPC) program. He is a Licensed Professional Counselor in both Georgia and Oklahoma and a board approved supervisor in Oklahoma and has a private practice in the Tulsa community. His research interests currently include spirituality, self-awareness and humanism in the counseling experience. He is a member of the American Counseling Association (ACA), the Association for Counselor Education and Supervision

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(ACES), the Association for Humanistic Counseling (AHC), and the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVC).

Haley French, M.Div., Ph.D., LPC

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Dr. French has a long and rich history at ORU. As a child, her mother would bring her and her brother to the foot of the Praying Hands when visiting from Denver, Colorado. Every summer, trips to see her grandparents, and associated visits to the ORU campus, were the beginnings of a call of God to attend the university and to later work and serve at ORU as both a staff and faculty member. After completing her B.A. in Sacred Music and her M.Div. at ORU, Dr. French gained many years of experience working in local church ministry and higher education, in various states. She also founded and operated a private counseling practice in Denver, where she specialized in working with anxiety disorders, depression, vocational issues, chronic illness, and grief and bereavement. In 2019, she and her husband returned to Tulsa and to the ORU community. She was appointed as the Director of Student Counseling Services at ORU, in addition to counseling her own clients. In fall of 2021, Dr. French joined the ORU faculty as an Assistant Professor of Professional Counseling in the Graduate School of Counseling.

Lucky Odirile, Ph.D., LPC

Associate Professor of Professional Counseling

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Dr. Lucky Wakantse Odirile is an Associate Professor in Counselor Education and Supervision and a Licensed Professional Counselor with more than 25 years of experience. She has extensive experience in marriage and family counseling, peer training and advising, HIV and AIDS curriculum integration, dynamics of addiction intervention skills, multicultural and

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retrenchment counseling, general wellness interventions, and advanced leadership skills training for youth. Her roles in higher education include teaching; counseling; curriculum development; grant writing, initiation, and implementation; and evaluation of student affairs policies. Her service to the profession includes appointments to national boards in Botswana where she has chaired several committees for student affairs initiatives. Her most recent work includes the coordination of Covid-19 psychosocial and mental health frontline support teams, sexual harassment curriculum and training, curriculum integration of HIV and AIDS education, and substance drug and alcohol abuse awareness.

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Dr. Rebecca Webster is a 2012 graduate of Regent University in Virginia Beach, Virginia. She holds a PhD in Counselor Education and Supervision and an MA in Theological Studies. Formerly an elementary educator and school counselor, Dr. Webster's interests have involved children, media violence, trauma informed classrooms, crisis intervention, and identity and the imago Dei. She is a licensed professional counselor and a member the American Mental Health Counselors Association (AMHCA). Dr. Webster serves on the board of the Oklahoma Mental Health Counseling Association (OKMHCA).



Degree Programs

The M.A. in Counseling Studies

Statement of Purpose: The Master of Arts in Counseling Studies (MACS) program is designed to prepare students for non-licensed professions in which in-depth knowledge of the counseling process is needed. This might include employment in human services agencies, coordinating counseling centers, and service and leadership in the Christian church, ministries, and society.

Description: The MACS program is a 39.5 hour program with fall, spring, and summer semesters. The program is accredited by the HLC and ATS and is taught by faculty who are professional counselors. This degree is a non-license track.

The M.A. in Professional Counseling

Statement of Purpose: The Master of Arts in Professional Counseling (MAPC) program is designed to prepare students for professional licensure in qualifying them for the specialized ministry of counseling in the contexts of clinical settings, the local church, or church-related agencies. The program enables students to thoughtfully integrate and ethically implement the most effective models and theories of counseling with a coherent Biblical/theological perspective and sensitivity to the Holy Spirit's activity. Since helping hurting people is an essential element of the gospel, this program equips students to therapeutically respond to the opportunities of global diversity in facilitating healing and wholeness in all areas of life.

Description: The MAPC program is a 73+ hour program with fall, spring, and summer semesters and prepares students for three professional counseling licenses. The program is accredited by the HLC and ATS and is taught by faculty who are professional counselors. The Clinical Mental Health degree plan is currently under review for Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation. The curriculum includes didactic courses, seminars, and practical experiences necessary to pursue a counseling career in a wide array of community-based settings.

The MAPC program offers several degree plans with multiple licensure-eligible options with various concentration combinations in Professional Counseling. All options share the same Christian Integration, ORU distinctive and proficiencies, Biblical and theological foundations, and core professional counseling courses. Each degree is distinguished by approximately 12-18 credit hours of coursework that addresses its specialized area of concentration.

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MAPC degree plans are as follows:

- M.A. in Professional Counseling with a concentration in Clinical Mental Health (Preparation for the Licensed Professional Counselor [LPC] credential)
- M.A. in Professional Counseling with a concentration in Marriage and Family (Preparation for the Licensed Marital and Family Therapist [LMFT] credential)
- M.A. in Professional Counseling with a concentration in Addiction Counseling (Preparation for the Licensed Alcohol and Drug Counselor [LADC] or, in Oklahoma only, the Licensed Alcohol, Drug, and Mental Health Counseling [LADC/MH] credential)
- M.A. in Professional Counseling with dual concentrations in Clinical Mental Health and Marriage and Family (Preparation for the LPC and LMFT credentials)
- M.A. in Professional Counseling with dual concentrations in Clinical Mental Health and Addiction Counseling (Preparation for the LPC and LADC credentials)
- M.A. in Professional Counseling with dual concentrations in Marriage and Family and Addiction Counseling (Preparation for the LMFT and LADC credentials).
- M.A. in Professional Counseling with triple concentrations in Clinical Mental Health, Marriage and Family, and Addiction Counseling (Preparation for the LPC, LMFT, and LADC credentials)

Additional Requirements for MAPC students

1. Successful completion of all license-eligible tracks is contingent upon successfully completing the Fitness-to-Practice (FTP) process, including any action plans required. Acceptance of all students into the MAPC program is conditional and contingent upon the successful completion of the FTP process; therefore, if students do not successfully complete the FTP process and any required action plans, their acceptance into the MAPC program is revoked.
2. Students in the license-eligible degree tracks are required to take the Counselor Preparation Comprehensive Exam (CPCE). In addition to assessing the student's success in the MAPC program, this exam is designed to prepare students to take the state licensure exam.

About Licensure:

The MAPC program is designed to prepare students to meet licensure requirements for Licensed Professional Counselors (LPC), for Licensed Marital and Family Therapists (LMFT), and for Licensed Alcohol and Drug Counselors (LADC). While licensure requirements vary across states, certain core courses tend to be standard. Courses required for Oklahoma licensure are included in program requirements. *Students who plan to practice outside of Oklahoma should contact their individual state licensing offices to determine if any additional coursework is needed.* Advisors are available to help design their degree plans accordingly.

Use the table below to compare and contrast these three licenses. You may choose an ORU professional counseling degree that meets license requirements in any one or two of these.

| | Clinical Mental Health | Marriage and Family | Addiction |
|--|---|--|--|
| License eligible | Licensed Professional Counselor (LPC) | Licensed Marriage and Family Therapist (LMFT) | Licensed Alcohol & Drug Counselor (LADC) |
| Focus of Training | General mental health counseling, including assessment and diagnosis of individual mental health issues | Relational counseling, including repair of interactional dynamics for couples' and parent-child relationships | Substance abuse and addiction counseling, including assessment, treatment, and recovery for both individual and family members |
| What they do (See Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook) | <i>Mental health counselors</i> provide treatment to individuals, families, couples, and groups. Some work with specific populations, such as the elderly, college students, or children. Mental health counselors treat clients with a variety of conditions, including anxiety, depression, grief, low self-esteem, stress, and suicidal impulses. They also help with mental and emotional health issues and | <i>Marriage and family therapists</i> work with individuals, couples, and families. They bring a family-centered perspective to treatment, even when treating individuals. They evaluate family roles and development, to understand how clients' families affect their mental health. They treat the clients' relationships, not just the clients themselves. They address issues, such as low self-esteem, stress, | <i>Substance abuse counselors</i> , also called <i>addiction counselors</i> , work with clients individually and in group sessions. Many incorporate the principles of 12-step programs, such as Alcoholics Anonymous (AA), to guide their practice. They teach clients how to cope with stress and life's problems in ways that help them recover. Furthermore, they help clients rebuild professional relationships and, if necessary, reestablish |

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| | relationship problems. | addiction, and substance abuse. | their career. They also help clients improve their personal relationships and find ways to discuss their addiction or other problems with family and friends. |
| Scope of Practice | Individuals, couples, families, groups | Individuals, couples, families, groups | Individuals, couples, families, groups (dealing with addiction themselves or having a family member dealing with an addiction) |
| Oklahoma-specific Scope of Practice | | | Licensed Alcohol, Drug, & Mental Health Counselor (LADC/MH), which allows licensed counselors to work with clients who have any mental health concern. The scope of practice in Oklahoma is thus not limited to addiction-related issues. The Addiction Track of the ORU MAPC Program prepares students for the LADC/MH. |
| Insurance Billable? | Yes | Yes | Yes |
| Transferability of License across States | Training must meet requirements established by the | Training must meet requirements established by the new | Reciprocity agreement through the International Certification & |

| | | | |
|--|---|---------------------------------------|---|
| | <p>new state board (varies by state).</p> | <p>state board (varies by state).</p> | <p>Reciprocity Consortium (IC&RC) makes transferring to another location, for which the governing board is also an IC&RC member, very easy.</p> <p>Currently governing boards in 46 of the U.S. states and several countries are also members of the IC&RC. Includes Bermuda, Canada, Greece, Cyprus, Malta, Bulgaria, Hong Kong, Taiwan, Macau, People’s Republic of China, American Indian Health Services (Great Plains, Southwest, Upper Midwest), Israel, Japan, Singapore, South Korea, United Kingdom, U.S. Air Force, U.S. Army Prevention, U.S. Army, and U.S. Navy</p> <p>In the U.S., Alaska, Montana, North Dakota, and Wisconsin are currently not members of the IC&RC.</p> |
|--|---|---------------------------------------|---|

| | | | |
|-------------|---|--|---|
| Job Outlook | According to the Bureau of Labor Statistics, national demand for positions is expected to increase 25% between now and 2029 (coupled with demand for substance abuse counselors). Job outlook reflects employment opportunities; potential for starting private practice is distinct. | According to the Bureau of Labor Statistics, national demand for positions is expected to increase 22% between now and 2029. | According to the Bureau of Labor Statistics, national demand for positions is expected to increase 25% between now and 2029 (coupled with demand for mental health counselors). Job outlook reflects employment opportunities; potential for starting private practice is distinct. |
| Median Pay | About \$50,000 per year for institutional employment, with private practice pay typically much higher | About \$50,000 per year for institutional employment, with private practice pay typically much higher | About \$50,000 per year for institutional employment, with private practice pay typically much higher |

Program Accreditations

The Graduate School of Counseling is part of the graduate division of the College of Theology and Ministry (COTM), one of six colleges at ORU who are all accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). As part of the graduate division of the COTM, the Graduate School of Counseling is also accredited by the Association of Theological Schools in the United States and Canada (ATS).

The MAPC degree for Clinical Mental Health (MAPC-CMH) is under review for accreditation with the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

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Professional Counselor Identity

The overriding purpose of the license-eligible programs in the Graduate School of Counseling is to help students develop a professional counselor identity. This will build throughout your time as a student, starting with the Orientation to Counseling course, moving into the research and theory-based courses in the curriculum, and then culminating with your practice-based courses occurring in your final year of the program. During this time, you will receive increasingly advanced training in counseling, you will become familiar with the standards of practice in the professional counseling profession, begin to network with your professional counseling colleagues and become acquainted with other professionals in the counseling field, and you will be set up to continue advancing in your field after graduation through membership in various professional counseling organizations and continuing to grow your knowledge through various continuing education credits. The Graduate School of Counseling cultivates and evaluates professional counselor identity formation through its Fitness-to-Practice evaluation process, administered and reviewed at multiple points throughout the program.

What is Professional Counseling?

According to the American Counseling Association's (ACA) 20/20 Committee in 2010, counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. It is a profession that requires graduate education, necessitates adherence to ethical standards, and encourages licensure, certification, and organization membership. As such, counseling focuses on relatively healthy individuals who are experiencing difficulty.

Starting Professional Counseling Identity Development Now

To support the development of your professional identity development throughout the program, we strongly encourage students to join counseling professional organizations that offer student memberships. Doing so will result in your ability to stay abreast of new trends and issues in the field, fulfill leadership roles, access networking opportunities, and participate in activities pertinent to the field of counseling. Some professional counseling organizations relevant to Graduate School of Counseling students are as follows:

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American Counseling Association (ACA) ACA is the world's largest counseling association representing professional counselors in various practice settings. All students are encouraged to join at the student rate. Membership brings several important publications, reduced rates at national conferences, and other important professional benefits. ACA has many divisions, each division can be joined in addition to ACA, and each has its own journal. www.counseling.org

The International Association of Marriage and Family Counselors (IAMFC) IAMFC is a division of the American Counseling Association (ACA) and was chartered in 1989. IAMFC embraces a systematic and multicultural approach in support of the worth, dignity, potential, and uniqueness of the families they serve. They promote excellence in the practice of couples and family counseling. All students are encouraged to join at the student rate. <http://www.iamfconline.org/>

The International Association of Addictions and Offender Counselors (IAAOC) is a division of the American Counseling Association (ACA) and was chartered in 1972. Members of the IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders. <https://www.iaaoc.org/>

Oklahoma Counseling Association (OCA) OCA is a state branch of the American Counseling Association (ACA) and was established in 1964. It provides educational opportunities, support, and a community for counselors of all types. Membership for students is free, with additional required membership in a division with fees that range \$5-10. <https://www.oklahomacounseling.org/>

Statement Regarding the Nature of Counselor Education and Training

As students enter any license-eligible degree plan in the Graduate School of Counseling, they will find that the journey offers exciting and meaningful opportunities for personal and professional growth, increased insight, and the ability to make a positive difference in the lives of other people. At the same time, students need to be aware that material covered in readings, lectures, discussions, experiential exercises, assignments, or field-based experiences may also bring to the fore a heightened awareness of emotionally charged personal issues in their past or present. This dynamic occasionally produces strong negative responses for students, sometimes overwhelmingly so. If an instructor or staff member observes evidence of overwhelm occurring in a student, including less intense but more sustained negative reactions, a faculty member will bring it to the student's attention in private consultation. Students are also encouraged to reach out to faculty when they become aware of very strong personal reactions related to course materials, assignments and experiences. Attending to these issues is an important part of healing, which is an important part of counselor preparation. Significantly, it also embodies ORU's ethos of wholeness.

In consultation, students may be advised in one of several directions:

- To enter therapy while remaining in the program and keep their advisor apprised (referrals and free or reduced rates are available);
- To take a leave of absence from the program, with conditions specified by the program;
- Switch to a non-license eligible degree plan, such as the M.A., Counseling Studies
- To withdraw from the program itself.

The desired result is that all pertinent issues be sufficiently addressed and resolved, with the outcome that the student continue in the license-eligible counseling degree plan, ultimately graduating and going on to work as a professional counselor; or discovering through the process a refinement of their calling and a new vocational direction outside of professional counseling. Recognizing that counselor preparation is a journey, final determination will be at the prayerful discretion of School of Counseling faculty and will be made with the utmost care for the benefit of the student, his or her calling and future success, and the profession.

Professional Dispositions

Professional dispositions are defined as the values, commitments, and ethics that influence conduct toward peers, clients, colleagues, faculty and staff, and other internal and external communities related to the counseling profession. These values include caring, fairness, honesty, respect for the diversity of others, self-reflection, personal responsibility, compassion, advocacy, and social justice.

In addition to academic knowledge and clinical skills, professional counseling students possess and develop these dispositions and bring them to bear in all their interactions. This contributes to an academic setting conducive to student learning, motivation, and development; and it helps prepare the counseling student for his or her future career.

One's acceptance into the MAPC program is contingent upon successful completion of the Fitness-to-Practice (FTP) assessment process during the first two years of the program. Assessment of the student's professional dispositions occurs throughout the counseling program via ORU's Fitness-to-Practice (FTP) policy, a structured, measurable, and ongoing evaluation process. Every student in the counseling program is accountable to this process, and familiarizing oneself at the outset of the program is recommended. The FTP process is detailed below the dispositions (p. 19). Although this assessment does not impact the student's grade point average, it is taken into consideration for overall standing in the program and eligibility for practicum and internship assignments. Should a student stall in her or his professional disposition development, counseling faculty develop a plan to assist the student. The expectation is that counseling students will possess these dispositions and will have the desire and ability to grow in these qualities. If students do not work with counseling faculty in the manner outlined in the FTP process, the constructed FTP plan still goes in place and the students' capacity to function as a professional counselor, and thus their standing as a student in the MAPC program, will be in question.

The sections immediately following list specific expressions of professional dispositions.

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Academic Expectations of Graduate School of Counseling Students

Academically, graduate students in counseling are expected to:

1. Engage in the learning experiences designed within the curriculum as learning and training experiences necessary to become competent, effective, and ethical mental health counselors. This includes class participation in all experiential activities, completion of all assigned out-of-class activities, reading, and assignments.
2. Abide by the ethical and professional guidelines of the American Counseling Association.
3. Abide by the academic policies of ORU and the Graduate counseling program as published in the [ORU Catalog](#) and this Student Handbook.
4. Attend all classes on time and be present physically, academically, personally, and interpersonally including online classes.
5. Turn in assignments according to designated deadlines.
6. Use the formatting style guidelines of the most recent edition of the American Psychological Association Publication Manual for all papers.
7. Submit written work that reflects excellent grammar, spelling, and writing ability consistent with expected graduate level work.
8. Students are expected to maintain a 3.0 GPA throughout their graduate studies.
9. Follow the procedures and policies of the GTSM and ORU.

A Word About Plagiarism

Plagiarism has become a serious problem in graduate school, and students are responsible for knowing the current definitions of plagiarism and how to avoid plagiarizing. It is important to become informed about your obligations as a student pertaining to the originality of your work. Please understand that due to the abundance, availability, and access to materials and information, students find the idea of plagiarism more difficult to grasp. We consider plagiarism to be a serious offense, lacking in honesty and integrity, and a violation of the ORU honor code.

(Plagiarism, cont.)

What is Plagiarism?

When you use another person's ideas, opinion, or words as your own you have committed an act of plagiarism. According to *Merriam-Webster's online dictionary* (2024), **plagiarize** is:

- "to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source"
- "to commit literary theft : present as new and original an idea or product derived from an existing source"

(Please see: [opens new windowwww.merriam-webster.com/dictionary/plagiarize.](https://www.merriam-webster.com/dictionary/plagiarize))

To avoid plagiarism, rewrite the ideas you obtain from academic sources in your own words and cite the source in APA format. When rewriting the ideas diminishes the meaning, use a direct quote; direct quotes are placed in quotation marks and documented so the source is credited and the reader is able to find the original source. Note that graduate students tend to over-rely on the use of direct quotes; as such, we strongly encourage minimizing the use of direct quotes in your writing.

(Please see ORU's Plagiarism Policy here: <https://oru.edu/current-students/my-academics/resources/plagiarism/index.php>)

Examples of Plagiarism

- **Quoting** from a source (oral or written) without proper use of quotation marks and/or a citation.
- **Paraphrasing** information from a source (oral or written) without acknowledging the author and their work.
*When paraphrasing, you show your understanding of an author's passage by expressing the original intended meaning and opinion(s) **in your own words**.*
- **Summarizing** an author's works **or opinions** in your paper without documentation.
A summary condenses the author's main points and gives the reader an idea of the source contents without going into detail.
- **Buying** or copying a paper or project from another person and submitting it as your own work.
- **Downloading** or copying a paper, or section thereof, from the Internet and submitting it for class.

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Classroom Etiquette: Rules for verbal and electronic interactions in courses

1. Treat instructor with respect, including both email and all online communication.
2. Be respectful of other, diverse opinions. Your residential and virtual classrooms—and academia as a whole—should be, without question, a safe space for people of all races, genders, cultural backgrounds, sexes, ages, sexual orientations, religions, disabilities and socioeconomic statuses.
3. When reacting to someone else's statement or message, address the ideas, not the person. Criticism should be constructive, well-meaning and well-constructed. Avoid sermonizing topics and preaching at your colleagues. Tentatively express yourself, do not impose your opinions on others: "Have you thought about," "I was wondering," "Could it be ..."
4. Be careful when using sarcasm and humor. Your joke may be viewed as criticism.
5. Be aware of potential compatibility problems when sharing electronic files. Your recipient(s) may not be successful in opening your file on the other end.
6. Don't share copyrighted materials without proper citation.
7. When communicating through an electronic portal, use all capital letters sparingly. Capitalizing whole words that are not titles is generally seen as SHOUTING and is often offensive to the reader.
8. Use clear and concise language in your writing. Correct spelling, grammar, and style are expected in all scholarship and academic writing.
9. Avoid the use of strong, derogatory, or offensive language in writing and speaking.
10. For electronic posts, use standard fonts such as Times New Roman and 12-point font, and use APA format; 250 is the minimum word count.
11. When posting on discussion boards, make sure that your posts are on topic and within the scope of the material. Be brief and concise but thorough.
12. Listen to all perspectives and read all messages in a thread before engaging in in-person or electronic discussions. Avoid short generic replies such as "I agree." Expand on the reasons why you agree or disagree. Use evidence to back up your opinions.

Interpersonal Behaviors and Expectations of Graduate Counseling Students

1. Respect the autonomy and beliefs of others and refrain from imposing one's personal beliefs on others.
2. Exhibit sensitivity to the individual and cultural identities of others and display cultural competence by acting respectfully and skillfully in interactions with others.
3. Communicate with clients and colleagues respectfully and professionally, using appropriate verbal and non-verbal language.
4. Exhibit awareness of and respect for appropriate interpersonal boundaries.
5. Establish and maintain effective and functional relationships personally, professionally, and therapeutically.
6. Demonstrate genuineness, empathy, and interest in the welfare of others.
7. Act with awareness of how personal actions impact others.
8. Display sensitivity to the feelings, thoughts, and needs of others.
9. Behave with professionalism appropriate to the situation or setting.
10. Support individual rights and dignity of others.
11. Respond to discomfort and challenging circumstances with thoughtful consideration for self and others.
12. Maintain awareness of power and privilege dynamics on various levels.
13. Resolve interpersonal conflicts with colleagues in a timely and professional manner.
14. Interact with appropriate assertiveness and emotional regulation.
15. Provide helpful, non-defensive feedback to others.
16. Work cooperatively and collaboratively with others across multiple settings.

Intrapersonal Behaviors and Expectations of Graduate Counseling Students

1. Exhibit awareness of personal beliefs, values, needs, strengths, and limitations, and understand their potential influence on personal and professional performance.
2. Accept responsibility for actions and problems.
3. Manage personal mental health, emotional problems, stress, and/or interpersonal issues effectively.
4. Demonstrate personal and professional integrity in stated thoughts and actions.
5. Communicate information truthfully and accurately.
6. Participate in self-reflection and self-exploration.

7. Exhibit maturity and professionalism in reactions and behaviors.
8. Solicit, consider, and respond thoughtfully to constructive feedback from others.
9. Manage emotional responses adeptly and exhibit emotional self-control.
10. Take responsibility for appropriately fulfilling personal and emotional needs.
11. Examine personal reactions.
12. Use organized reasoning and good judgment to assess and respond to situations.
13. Value self as a person of worth and dignity.
14. Manage personal wellness physically, spiritually, psychologically, and socially.
15. Exhibit behaviors and express thoughts and feelings that are genuine and congruent with intrapersonal experience.
16. Manage ambiguity and uncertainty appropriately.
17. Demonstrate flexible, adaptable, and solution-oriented thinking.
18. Express thoughts and feelings effectively both verbally and in writing.
19. Participate in personal growth and self-development activities.

The following section, *Fitness to Practice*, helps put into practice the accountability we all share for the development and maintenance of these dispositions, expectations, rules of etiquette, and interpersonal and intrapersonal behaviors, as fellow human beings, as members of the ORU Graduate School of Counseling, and as current and future counselors.

Fitness to Practice Evaluations and Process –

FITNESS-TO-PRACTICE EVALUATIONS

The following criteria have been selected by counseling faculty as standards by which to measure professional dispositions:

| Standard | Exemplary | Competent | Satisfactory | Needs Improvement | Unacceptable | Not Observed | Comments |
|--|-----------|-----------|--------------|-------------------|--------------|--------------|----------|
| 1. Follows ethical and legal considerations | | | | | | | |
| 2. Displays multicultural competence | | | | | | | |
| 3. Open to new ideas | | | | | | | |
| 4. Aware of own impact on others | | | | | | | |
| 5. Responsive, adaptable, and cooperative | | | | | | | |
| 6. Receptive to and uses feedback | | | | | | | |
| 7. Responds to conflict appropriately | | | | | | | |
| 8. Accepts personal responsibility | | | | | | | |
| 9. Expresses feelings effectively and appropriately | | | | | | | |
| 10. Dependable in meeting obligations | | | | | | | |
| 11. Promotes self-care practices | | | | | | | |
| 12. Engages in thoughtful, integrative, and objective theological reflection on counseling models and approaches | | | | | | | |
| 13. Participates with the direction of the Holy Spirit in the professional counseling role | | | | | | | |

FITNESS-TO-PRACTICE DESCRIPTION

POLICY AND PROCEDURES

This policy applies to all graduate students enrolled in the MA in Professional Counseling.

As part of meeting the program objectives set forth in this Handbook, students are expected to conduct themselves in an ethical, responsible, and professional manner (described above). This conduct is evaluated through the Fitness to Practice (FTP) policy as a core component of students' academic progress. The purpose of the FTP review process is to systematically review and monitor students' professional and personal development and to provide structured feedback to students (CACREP, 2016) to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as a counselor-in-training. Student progress is routinely monitored, addressed and assessed during regular academic terms at faculty meetings, and if warranted, then by further evaluation and action planning to remediate the FTP concern.

At the onset of their academic program, students are directed to review these standards and seek clarification when needed.

In order to successfully complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance meeting or exceeding department standards in all settings, including classes, advising sessions, clinical sites, and all verbal and written communication, including:

1. Demonstrate fitness in their interactions with others as measured on the Fitness to Practice Standards, which include the following competencies:

1. Follows ethical and legal considerations,
2. Displays multicultural competence,
3. Open to new ideas,
4. Aware of own impact on others,
5. Responsive, adaptable, and cooperative,
6. Receptive to and uses feedback,
7. Responds to conflict appropriately,
8. Accepts personal responsibility,
9. Expresses feelings effectively and appropriately,
10. Dependable in meeting obligations,
11. Promotes self-care practices,

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12. Engages in thoughtful, integrative, and objective theological reflection on counseling models and approaches,
 13. Participates with the direction of the Holy Spirit in the professional counseling role; and
2. Conform to the codes of ethics of professional associations in counseling and all related national and state licensure and certification boards.

FTP PROCESS

As a part of training towards counseling competence, faculty members, staff, course instructors, and field supervisors evaluate all students. Standard FTP is completed on each student at the end of their 1st and 2nd years. Each year, faculty will meet to evaluate all 1st year students and 2nd year students, utilizing the FTP Formative Evaluation Form.

© During the 1st year Formative Evaluation, a collective review of both the student's self-evaluation and the faculty evaluation is conducted. After the 1st year evaluation is completed, a copy of the faculty review is provided to the student, and the original form is filed in the student's file in the department.

© During the 2nd year Formative Evaluation, a collective review of both the 2nd and 1st year Formative Evaluation Results are discussed in determining a recommendation for, or against, each respective 2nd year student's movement into the Practicum/Internship program. Again, a copy of the faculty review is provided to the student, and the original form is filed in the student's file in the department.

As part of the FTP process in assessing student data in relation to retention, remediation, and dismissal, the yearly Formative Evaluation Results will also be used to determine the status of each student. If the faculty determine a student to be functioning under the satisfactory level, according to the FTP standards, and aligned with the student's time in the program, the student will be required to attend a meeting with his/her advisor and one other faculty member, during which the specific standard(s) of concern are communicated, an Action Plan is developed, and specific requirements and timeline for completion are defined. If the student refuses or declines to meet or sign the Action Plan, the FTP Action Plan still goes into effect, and the student will still be expected to follow through with the Action Plan. The student will then be required to have a final meeting with the advisor, demonstrating fulfillment of requirements. If these stipulations are not met, the faculty may either modify the Action Plan or recommend dismissing the student from the program.

Performance on the FTP standards will be rated on a scale of 5 (Exemplary) to 1 (Unacceptable) as described in the Fitness to Practice Standards. A rating of 3 (Satisfactory) or higher, on all

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FTP standards will indicate a satisfactory review and no further approval will be needed. The FTP Evaluation Form then will be provided to both the student and the student's advisor, and a copy placed in the student's file. If the faculty rates any of the profession standards as 2 (Needs Improvement) or lower, the faculty may initiate a recommendation meeting whereby the following procedure for the development of an Action Plan and follow-up will be initiated, and followed through to completion.

The FTP process supports the professional ethics and behavioral expectations of future counselors, which follows.

Professional Ethics and Behavioral Expectations of License-Eligible Students

Professional counselors and professional counseling students understand and maintain the ethical guidelines for counselors as published by the American Counseling Association, including:

1. Respect the privacy and confidentiality needs of others.
2. Engage actively in learning, training, and/or experiential processes and opportunities for personal and professional development.
3. Prioritize interests of clients over self-interests when providing professional services.
4. Remain open to ideas, learning, and change.
5. Fulfill obligations promptly, consistently, reliably, and according to expectations stated by the professor or supervisor.
6. Cooperate with remediation plans and endeavor to adjust or improve behavior.
7. Engage in productive supervision and consultation with colleagues and peers.
8. Maintain sensitivity to role differences and power dynamics that may exist in relationships and settings and manage them appropriately.
9. Seek professional consultation about recognized personal areas of growth.
10. Engage effectively as a team member supporting the efforts of the institution, agency, or workgroup.
11. Expand professional knowledge related to clinical work and client cases independent of course requirements.
12. Maintain a professional appearance (including hygiene and attire) appropriate for the setting.
13. Advocate for the advancement of and excellence in the profession.

Master of Arts in Counseling: Program Objectives, Outcomes, and Artifacts

| CACREP competencies in the following areas: | OBJECTIVES ORU Counseling Program Objectives | OUTCOMES After completing the MAPC Degree Program, the Student will: | ARTIFACTS Types of artifacts: | COURSES |
|---|---|---|--|---|
| Professional Counseling Orientation and Ethical Practice | Present an overview of the philosophy, history, and trends of the counseling profession, emphasizing its legal and ethical dimensions. | Comprehend the philosophy, history, and trends of the counseling profession, especially its legal & ethical dimensions. | Case Presentation; Discussion Board Posts CPCE: C1 | GCSL 650 PRFT 065 |
| Social and Cultural Diversity | Expose students to social, cultural, and religious diversity with an emphasis on the competencies conducive to effective counseling with diverse populations. | Develop the competencies necessary for effective counseling with diverse populations. | Case Studies Paper; Autobiography; CPCE: C2 | GCSL 528 GCSL 570* GCSL 624 PRFT 065 |
| Human Growth and Development | Enable students to understand the various dimensions of human development and the impact of crisis events and addictive behaviors on that process. | Understand the dimensions of human development and the impact of crises and addictive behaviors. | Case Study; Integration Paper; CPCE: C3 | GCSL 635 PRFT 065 |
| Career Development | Assist students in developing their vocation and in acquiring the necessary skills to assist clients in making career decisions. | Achieve vocational clarity and the skills necessary to assist clients in making career decisions. | Career Style Interview; Client Info Brochure CPCE: C4 | GCSL 679 GCSL 650 PRFT 065 |
| Counseling and Helping Relationships | Help students gain the necessary competencies for developing therapeutic relationships and facilitating the counseling process. | Exhibit the competencies for developing therapeutic relationships and facilitating the counseling process. | Role-Play Recording; Case Conceptualization CPCE: C5 | GCSL 630 GCSL 781 PRFT 065 |
| Group Counseling and Group Work | Equip students with the knowledge and skills of group dynamics in order to facilitate group counseling. | Demonstrate the knowledge and skills necessary to facilitate group counseling. | Group Proposal Assignment; Final Exam; CPCE: C6 | GCSL 681 GCSL 628 PRFT 064 |
| Assessment and Testing | Train students in the art and science of assessment and diagnosis, including both | Conduct a thorough assessment process and produce accurate diagnoses. | Case Study; Assessment Reports; CPCE: C7 | GCSL 641 GCSL 670 GCSL 724 GCSL 732 |

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|--|--|---|---|--|
| Research and Program Evaluation | theoretical and clinical (DSM-5) aspects. | | | |
| | Instruct students in basic research skills and methodologies that enable them to conduct program evaluations, critique counseling research findings, and to appraise Empirically Supported Treatments (EST). | Apply basic research skills and methodologies to critically evaluate programs, research findings, and Empirically Supported Treatments (EST). | Report on Empirically Supported Treatments; Research Proposal or Case Study; CPCE: C8 | GCSL 784 GCSL 628 PRFT 065 |
| Clinical Mental Health Counseling | Introduce students to various theories and models appropriate for clinical mental health counseling. | Develop a theoretical framework and familiarity with various counseling models. | Emerging Theory Paper; Case Conceptualization | GCSL 625 GCSL 763 GCSL 760* GCSL 762* |
| Professional Practice | Provide guided internship opportunities for the application of theory and practice in a professional setting. | Cultivate theoretical understandings and practical skills in a professional setting. | Supervisor's Evaluation | GCSL 781 GCSL 785 |
| Professional Identity Development | Engage students in discussing, integrating and synthesizing their theological, theoretical, and clinical orientations in light of current research, into an overall philosophy of counseling | Demonstrate in writing the ability to synthesize the essential elements of clinical experience emphasizing a self-reflective, integrative approach to counseling involving theological, theoretical, and research perspectives. | Philosophy of Counseling Paper | GCSL 785 |
| Personal and Spiritual Formation | Create guided opportunities for students to engage in theological reflection on both their personal and professional experiences | Demonstrate the capacity to theologically reflect on personal and professional experiences | Theological reflection paper | GCSL 528 |
| | Promote a biblical/theological understanding of the person, work, and ministry of the Holy Spirit | Articulate a biblical/theological understanding of the person, work, and ministry of the Holy Spirit. | Position Paper* | GTHE 510 |

Students are strongly advised to retain a copy of each course syllabus for licensure application later, for each of the classes below.

MAPC and MACS Coursework

Course Descriptions (MACS students take required core, signified by asterisk*, plus 8 classes of your choice, minimum; MAPC students follow your degree plan)

PRFT 055*, 057*, 058*

GTHE 510*

GHPE 503*, GHPE 515 or 525*

PRFT 051 (Only MAPC req.)

Orientation to Professional Counseling

0 credit hours

This course provides an introduction to the Master of Arts in Professional Counseling (MAPC). The course will orient students to program requirements, including necessary first steps, technical aspects of navigating Desire to Learn (D2L), and support resources for students in the Professional Counseling program and the College of Theology and Ministry as a whole.

GCSL 528*

Christian Approaches to Counseling

3 credit hours

Provides students with an understanding of the worldview that supports Christian counseling. Examines the assumptions, goals, and

techniques of five approaches to Christian counseling.

GCSL 570*

Religious Diversity and Counseling

3 credit hours

Acquaints students with various religious orientations and how they might influence the counseling process. Both the formal theology and subjective spirituality of the orientations are considered. Special emphasis is placed on maintaining respect for differing belief systems and the ethics of integrating them in therapy. Prerequisites: GTHE 518; Recommended: GCSL 528.

GCSL 571*

Theology of Counseling

3 credit hours

A course designed to provide a Biblical and theological framework for the work of the Christian counselor. Integrates theological truth and psychological principles by exploring such topics as epistemology, empowerment, and whole-person healing within

the Pentecostal/charismatic traditions.

GCSL 624

Counseling Diverse Populations

3 credit hours (continued in next column)

Develops culturally effective counselors through learning from one's own culture, being teachable in encounters with those who differ, and coming to respect other cultural perspectives as equal to one's own. Emphasizes the historical perspectives of multicultural counseling/therapy, cultural competence, socio-political influences by using counseling models as well as variables related to several subgroups of America's racial/ethnic populations, and lifestyles.

GCSL 625

Counseling Theories

3 credit hours

A survey of the major concepts and counseling approaches of the contemporary therapeutic systems. Students learn to incorporate concepts and

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approaches into their own personalized style of counseling.

GCSL 626*

Scriptures in Counseling

3 credit hours

An introduction to basic concepts and procedures of Biblical counseling. Students learn to integrate knowledge and skills into their personal counseling style.

GCSL 628

Crisis, Trauma, and Addictions Counseling

3 credit hours

An introduction to the history, research, theory, and skill development of crisis, trauma, and the neurobiological foundation of addictive disorders counseling including the assessment, diagnosis, and treatment of clients. The course will examine the spiritual issues associated with crisis, trauma, and addictions.

GCSL 630

Counseling Methods

3 credit hours

Designed to foster an understanding of the developmental nature of the counseling process. Students examine case studies, review and critique videos of various counseling techniques, role-play as both counselor and client, and also explore methods of treating (630, cont.) addictions, crises, and trauma-causing events. Includes the use of prayer, Scripture, and the empowerment of the Holy Spirit.

GCSL 631

Addiction in the Family Counseling

3 credit hours

Overviews recent research findings regarding addiction, as embedded within the family context, and examines contemporary developments in family addictions counseling with an emphasis on empirically supported models and treatments, Prevention and wellness are also emphasized along with treatment planning and intervention strategies.

GCSL 635

Human Growth and Development

3 credit hours

Addresses the biological, socioemotional, and cognitive factors that shape human development from infancy through old age and in diverse social contexts. Includes study of spiritual factors and developmental theories.

GCSL 637

Contemporary Family Development

3 credit hours

Examines the family within both traditional and contemporary cultural contexts in terms of relationships, family stages, issues, and trends in a diverse society with an orientation to wellness and prevention.

Prerequisite: GCSL 643

GCSL 640

Human Sexuality

3 credit hours

Integrates empirical, clinical, and Biblical perspectives of human sexuality and its many expressions throughout life.

GCSL 641

Assessment in Marital and Family Therapy

3 credit hours

A study of the methods and measures of assessment of couples and families. Includes a variety of interview styles and common evaluations.

GCSL 642

Family Therapy

3 credit hours

Examines contemporary developments in family therapy with an emphasis on integrative models and empirically-supported treatments for specific issues. Emphasizes treatment planning and intervention strategies.

Prerequisite: GCSL 517, GCSL 643 recommended.

GCSL 643

Marital and Family Systems Theory

3 credit hours

An overview of the principles of general system theory as applied to understanding couple and family relationships, including the church family. Emphasizes learning to think relationally by attending to patterns, organization, structure, communication, and the distinctions between first and second-order change.

GCSL 644

Addiction in the Family Theory

3 credit hours

An overview of the principles of general system and other family theories as applied to understanding addictions within the context of the family relationship network.

Emphasizes learning to think rationally by attending patterns, organization, structure, communication, and the distinctions between first and second-order change as related to conceptualizing addiction and addiction recovery.

GCSL 650

Professional Ethics in

Counseling

3 credit hours

A study of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. Presents various models of ethical decision making, as well as the ethical standards from the ACA.

GCSL 670

Psychopathology

3 credit hours

An introductory study of abnormal behavior. Emphasizes DSM-V classification system; description, clinical causation, and treatment of the major forms of psychological disorder; and associated developmental, personality, and religious variables affecting behavioral patterns.

GCSL 676

Marriage Counseling

3 credit hours

An overview of the latest research findings in the area of couple relationships, with an emphasis on prevention and wellness, and an introduction to empirically supported models for marriage counseling.

GCSL 679

Vocational and Occupational Guidance

3 credit hours

Examines career development theories, related life factors, and decision-making models with an emphasis on the practical application of these theories.

GCSL 681

Group Dynamics

3 credit hours

An investigation of small group process through reading and surveying research literature, with an emphasis on the development of interpersonal skills. Studies a variety of intervention techniques from various theoretical approaches.

GCSL 700

Spiritual Issues in Addictions Counseling

3 credit hours

Addresses the spiritual issues often associated with addiction formation and recovery, such as bondage and deliverance, shame and grace, marginalization and inclusion, control and surrender, and fallenness and redemption, with special attention to the 12-step recovery model.

GCSL 722

Counseling across the Lifespan

3 credit hours

A course designed to highlight and examine the biopsychosocial perspective faced by individuals of all ages in a contemporary cultural context, equip counselors-in-training with effective therapeutic strategies in working with children, adolescents, adults and the elderly, including diagnosis and treatment planning.

GCSL 724

Testing and Assessment I

3 credit hours

An introductory course in assessment terminology, history, and procedures in a multicultural society. Presents knowledge and skills in appraising children and adolescents in terms of their cognition, aptitude, achievement, learning disability, neuropsychology, environment, and personality. Emphasizes using various forms of assessment, instead of standardized testing only. Course fees: Test fee, \$40.00; liability insurance \$15.

GCSL 732

Testing and Assessment II

3 credit hours

Students learn to conduct a clinical interview and Mental Status Exam, as well as to administer and interpret personality assessments and symptom behavior. Students also learn tests and assessment specific to addictions counseling (continued on next page)

and assessment skills necessary for the field of addictions and mental health counseling. (Note: Testing & Assessment I is *not* a prerequisite of Testing & Assessment II.)

**GCSL 740
Drug and Alcohol Counseling Theory**

3 credit hours

A survey of the major concepts and counseling approaches of the contemporary therapeutic systems within the drug and alcohol counseling field. Students learn to incorporate concepts and approaches into their own personalized style of addictions counseling.

**GCSL 750
Pharmacology of Drugs and Abuse**

3 credit hours

Overviews the most recent research regarding the principles and practice of psychopharmacology. Focuses on conceptualizing disease, with particular emphasis on the behavior of neurotransmitters and their interactions with pharmaceuticals and other substances. Information is considered from an addictions counseling perspective.

**GCSL 763
Counseling Practicum**

3 credit hours

Provides an opportunity for students to begin applying theory and developing counseling skills under supervision. Students experience selected client care

responsibilities with special emphasis given to ethnic and demographic diversity. Students gain practical experience in counseling, assessment, consultation, and professional behavior. Includes observing experienced counselors, and engaging in co-counseling and other entry-level counseling activities.

*Prerequisites**: PRFT 057

Course fees: Background check, \$25.50, liability insurance, \$15.

**Differs by concentration therefore consult degree plan for specifics.*

**GCSL 781
Counseling Internship I**

3 credit hours

Provides the practical application of theory and development of counseling skills under supervision. Students experience selected client care responsibilities with special emphasis given to ethnic and demographic diversity. Students gain experience in core areas of counseling, assessment, consultation, and professional functioning.

Prerequisites: GCSL 763.

Course fees: Background check, \$25.50, liability insurance, \$15.

**GCSL 784
Counseling Research**

3 credit hours

An introduction to the language and terms of counseling research, including models and methods of research. Applications are made to program development and evaluation, as well as to the use of empirically verified treatments in the practice of Clinical Mental Health (cont. in next column)

Counseling, Marriage, Couple, and Family Counseling.

**GCSL 785
Counseling Internship II**

3 credit hours

Provides the practical application of theory and development of counseling skills under supervision in a second internship. Students continue to gain experience in selected client care responsibilities with special emphasis given to ethnic and demographic diversity. Students gain further experience in core areas of counseling, assessment, consultation, and professional functioning.

Prerequisites: GCSL 650, 763 and 781.

***Courses not on regular rotation:*

GCSL 760
Cognitive Therapy**

3 credit hours

An in-depth presentation of a cognitive approach to therapy with an emphasis on the process of identifying and changing core beliefs (second order change).

GCSL 762
Narrative Therapy**

3 credit hours

An in-depth presentation of a narrative approach to therapy. Emphasizes techniques of externalization and restoration.

The Proficiency Assessment Process

In conjunction with the FTP process described above, professional and personal assessment is an integral part of the total educational program of the Graduate School of Counseling, for all degrees. An overview of the assessment program is given to all students at orientation, and specific requirements are explained in special sessions each semester, including at group advisement meetings. Determining the extent to which degree program objectives are achieved is the goal of the assessment process.

Students take the following PRFT Assessment courses at various times in the program:

First semester:

PRFT 051 Orientation to Professional Counseling Course

PRFT 055 Spiritual Formation & Assessment (2 credit hrs.)

Personal/vocational/spiritual self-assessment

Mid-way through the program:

PRFT 057 Mid-Level Assessment (0 credit hrs.)

Conference with advisor for audit of assessment/degree program

For MAPC Track only - Spring semester immediately preceding Summer Practicum:

PRFT 064 Introduction to Practicum and Internship

Last semester:

PRFT 058 Candidacy-Level Assessment (0.5 credit hrs.)

Comprehensive summative assessment by degree program professors

For MAPC Track only: PRFT 065 Counselor Preparation Comprehensive Exam (CPCE).

Moving to the next stage in the program is dependent on successful completion of each part of the assessment process; graduating is dependent on completing all assessments.

Preparing for Counseling Field Experience

An application process for Practicum and Internship starts the clinical experience. This process is designed to support and prepare students for their counseling field experience; to ensure they are adequately equipped; and to verify they have completed all prerequisites. The application process occurs in the Spring semester of the second full-time year (or later year, for part-time students), as part of the Intro to Practicum course (PRFT 064).

All forms and instructions for the application process are found in the *GSOC Professional Counseling Practicum and Internship Student Handbook*. The student should be aware in advance that these forms operate as a contract, in keeping with the significance of the commitments and services that are exchanged between student intern, site supervisor, and clients. These contracts when followed provide necessary documentation for later licensure application; contracts not followed may prevent completion of the degree program. Details are available in the *Practicum and Internship Handbook*.

Placement in the Practicum and Internship Program begins after the Faculty Advisor and Faculty Coordinator have signed and approved the application. All applications are subject to the final approval of the Dean of the College of Theology and Ministry.

Professional Practice Requirements

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision.

Following is a summary of the various requirements for the practicum and internship; please see the *Graduate School of Counseling Professional Counseling Practicum and Internship Student Handbook* for a full, detailed description of each.

Student Agreement for Practicum and Internship

The *Counseling Practicum and Internship Student Handbook* provides approximately 75 pages of information, instructions, and guidelines for the practicum and internship. Some of these are agreements that require signatures by multiple people prior to placement, indicating their binding and contractual nature. Careful attention is due these agreements. They are available for advance review on the Counseling Program Class Pages.

Pre-Requisite Coursework

Most course work must be completed (with overall 3.0 GPA) prior to applying for Practicum and Internship. Following the degree plan as published ensures that prerequisites are met in sequence. The prerequisite courses are:

- GCSL 528 Christian Approaches to Counseling
- GCSL 580 Professional Issues in Counseling
- GCSL 650 Professional Ethics in Counseling
- GCSL 625 Counseling Theories (LPC only)
- GCSL 643 Marital & Family Systems Theory (LMFT only)
- GCSL 644 Addiction in the Family Theory (LADC only)*
- GCSL 740 Drug & Alcohol Counseling Theory (LADC only)*
- GCSL 630 Counseling Methods
- GCSL 635 Human Growth and Development
- GCSL 670 Introduction to Psychopathology
- GCSL 784 Counseling Research
- GCSL 676 Marriage Counseling (LMFT only)
- GCSL 631 Addiction in the Family Counseling (LADC only)
- GCSL 724 Testing & Assessment I (LPC only)
- GCSL 641 Assessments in Marital & Family Therapy (LMFT only)
- GCSL 732 Testing II (LADC only)
- GCSL 750 Pharmacology of Drugs & Abuse (LADC only)*

Successful completion of all Assessments and Proficiencies, except PRFT 057 (see p 30)

*If part of a secondary concentration, these courses may be taken in conjunction with the Practicum and Internship semesters, rather than before.

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Practicum/Internship Orientation Requirement

As mentioned above, during the Spring semester immediately preceding their anticipated enrollment in the summer practicum, students enroll in *PRFT 064 Intro to Counseling Practicum and Internship*. This proficiency course is a guided walk through the application process and helps ensure all requirements are met. Practicum and internship sites are also secured by students during this class. Students secure their own site from an approved list; they are encouraged to be proactive and start looking for sites early. The entire field experience is usually completed at the same site.

Mid-Level Assessment Requirement (for all MACS and MAPC students)

This mid-level assessment consists of an academic audit, reflective processing, and a meeting with their faculty advisor, ensuring that students are at least midway through the counseling program, in all its facets. The practicum and internship application includes verification that the student has enrolled in PRFT 057 Mid-Level Assessment, which is a prerequisite of GCSL 763.

Students must schedule the Mid-Level Advisor Conference with their Faculty Advisors no later than the **Friday before** Spring Break.

Malpractice Insurance Requirement

Practicum students and interns are required to carry liability insurance. This insurance is automatically provided by ORU when the student enrolls in the practicum course, with coverage up to \$1,000,000 per student, for a student fee of \$15 (assessed during registration for Practicum and Internship I*).

In order to activate their coverage, students provide contact information of their practicum and internship sites to the [Counseling Coordinator](#) once their site is secured and approved. The Counseling Coordinator then initiates communication between ORU's risk management department and the internship site. At that point, the student is covered by malpractice insurance and their practicum or internship hours may begin. *

*Coverage lasts for the insurance-year period. Because that period runs Aug. 1-July 31, another automatic fee is assessed with Internship I enrollment, which then provides coverage for the remainder of their field experience (Internship I and II, Fall and Spring semesters).

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Background Checks

A criminal background check (CBC), either through a database search or through verified self-disclosure, is a requirement of licensure for professional counselors in every state. It is also a requirement for access to all of ORU's practicum and internship sites, which all MAPC students enter for clinical training during their final year of the program. This clinical training is a requirement of CACREP accreditation and a requirement for graduating with the MAPC degree from ORU.

All counseling students on a license track will complete a background check during Intro to Practicum, PRFT 064.

Practicum Experience

The practicum experience is the initial field training opportunity students will have in learning to become a professional counselor. This introductory experience consists of working under supervision with a licensed mental health professional who provides orientation, training, and skill development to the student.

During the practicum semester, students will also become acclimated with the agency, learn the agency policies and procedures, and closely observe and work with other clinical mental health professionals in the field. The practicum occurs during the final year of the program.

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. All required practicum hours must be completed in the summer, as a prerequisite to registering for the internship. Site Supervisor Evaluations—the feedback from practicum/internship site supervisors—is considered in determining a student's ongoing status in the program.

Internship Experience

The counseling internship follows practicum and provides more extensive and a wider range of professional counseling activities than the practicum. Internships are designed to train students to transfer knowledge, concepts, skills, and abilities obtained in classroom activities and

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practicum to practice in professional settings. The internship consists of 600 clock hours, spread across two semesters. For the LADC, 300 of these hours must be additions counseling, with appropriate supervision.

The counseling internship begins immediately following the practicum experience and is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. The final semester of the internship usually culminates in national licensure exams and MAPC graduation.

Counselor Preparation Comprehensive Examination (CPCE)

MAPC students take the Counselor Preparation Comprehensive Examination (CPCE) during their final Spring semester in the program. This comprehensive exam is addressed in PRFT 065 and helps the student prepare for the license exam, which may be taken soon after. Pass rate must be sufficient to show intellectual proficiency for doing professional counseling. Review materials are provided in the assessment course, in addition to the recommended publications for purchase (see below). Two retakes are available. An outside fee is charged for this national exam, per sitting. Registration instructions are provided in PRFT 065; allow 10-14 days for processing of the registration.

In addition to helping prepare for the license exam, the CPCE will also constitute part of the Candidacy-Level Assessment, which is a last-semester requirement for graduating with a Master of Arts in Professional Counseling.

Resources for CPCE Preparation –

It is recommended the student use the resources below to prepare for the CPCE. The *Encyclopedia of Counseling* is a required text in Orientation to Professional Counseling and its purchase is recommended during that course, in the student's first semester

- A. *Encyclopedia of Counseling* by Howard Rosenthal
\$50 - \$170 on Amazon, depending on the package
- B. *Study Guide for National Licensure Examination and CPCE* by Andrew Helwig
\$60-90 on Amazon

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Counseling Licensure and Certification Information

| Oklahoma Licensure Requirements | | | | |
|---|--|---|---|--|
| REQUIREMENTS | LPC | LMFT | LADC | NCC |
| ACADEMIC *Regional accreditation required; ORU is. | Master's degree,* 60 hours minimum Academic worksheet here. | Master's degree,* 45 hours minimum (OK<CACREP;ORU=CACREP) Academic worksheet here | Master's in addition counseling,* 60 hours minimum Academic worksheets | Master's degree,* 48 hours minimum |
| TEST(S) | NCE (\$275) + OLERE (\$45); | EMFT (\$295); Oral exam (OLMTFE); jurisprudence test | IC&RC AADC (\$250-300) | NCC or NCMHCE; apply 4-6 wks ahead of test |
| WHEN TO REGISTER FOR LICENSURE TEST | After graduating with MAPC, before supervision hours | During Master's or after supervision, depending on the state; in OK, apply after graduation, then test (after administrative waiting period). | After Master's. Forms here: LADC Forms | Can occur prior to graduation; see faculty advisor for more information |
| SUPERVISED HOURS | 3000 hours of at least 20/week, within formula for supervision and direct-client hours | 1000, within 24 months and within formula for supervision and direct-client hours | 2000 hours/12 months, with 1020 as direct-client, with appropriate supervision | 3000 hours in 24 months, including 100 with qualified supervisor, after Master's |
| ADDITIONAL REQUIREMENT | 3 recommendations Criminal Background Check | 3 recommendations Criminal Background Check | 3 personal references; verification of citizenship | 3 personal references; |

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| | | | | |
|-------|--|--|---|-----------------------|
| COSTS | \$145 app fee \$275 test fee \$ 45 add'l test fee | \$200 app. Fee \$295 test fee \$100 license fee | \$140 app fee | \$325 application fee |
| NOTES | Apply for license <i>before</i> supervision; supervision cannot begin till test is passed. | Apply for license <i>before</i> supervision (process can take 2 years) | This nat'l exam is administered separately by each state. | |

Please refer to state websites for the licensure requirements of other states. It is the student's responsibility to be aware of their state's requirements and seek faculty advisor's guidance in making sure the requirements are met, if outside Oklahoma.

[Application Packets for LPC Licensure](#) , [Application Packets for LMFT Licensure](#) and [Application Packets for LADC Licensure](#) in Oklahoma can be found by clicking on these application packet hyperlinks or visiting the [OK State Board of Behavioral Health](#). See other state boards for similar items in other states. International students, please consult with the Counseling Coordinator; an international data base may be developed.

National Counselor Examination (NCE) Process for LPC

The National Counselor Examination for Licensure and Certification (NCE) is a paper-pencil examination format composed of a maximum of 200 multiple-choice questions with a total testing time of three and a half (3.5) hours. Questions assess knowledge, skills, and abilities representing each of the original eight CACREP content areas: Human Growth and Development; Social and Cultural Diversity; Counseling and Helping Relationships; Group Counseling and Group Work; Career Counseling; Assessment and Testing; Research and Program Evaluation; Professional Counseling Orientation and Ethical Practice. The NCE is also one of two examination options for the National Certified Counselor (NCC) certification.

Testing occurs during the first two to three full weeks of each month. For a schedule of upcoming exam dates, visit www.nbcc.org/directory. A detailed exam content outline is available in the [NCE Candidate Handbook](#). [Online study guides](#) are available (for a fee) to help you prepare for the NCE. The [official NCE study guide](#) contains retired questions and tips and strategies for test taking and is available for purchase \$34.95. A [free sample](#) of the exam can be found without registration by clicking the hyperlink.

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NBCC has created a special process that allows students to take the exam while still enrolled in the program. As long as you complete the [NBCC application process](#), the exam score that you receive for certification can later be submitted to the state licensure board. Please refer to the [NBCC Test Score Release Policy](#) and [NBCC Student Application Tip Sheet](#) for more information.

Oklahoma Legal and Ethical Responsibilities Examination (OLERE) *for LPCs in OK*

The OLERE is a multiple-choice jurisprudence exam that covers the LPC Act and Regulations. Click to download the [LPC Act and Regulations](#). You are allowed one (1) hour to complete the exam, and the passing score is 80%. The registration fee for the exam is \$45.00. For a list of exam dates and sites, go to www.okhcp.com and click on the Professional Counselor Licensing tab on the left side of the screen. Please bring your OLERE eligibility letter and a photo id to the exam site. If you fail the Oklahoma LPC Examination, you must wait at least three (3) days from the date of your exam before you can retest. You will be required to pay an examination fee each time you sit for the exam.

National Marital and Family Therapy Examination (NMFT) *for LMFT*

Examinations are administered during one full calendar week of each month throughout the year from Saturday through Saturday. **Applications must be received by the 1st of the month prior to the selected testing window.** Go to www.ptcny.com for the full listing of testing dates and deadlines. The examination fee is \$350. The National Marital and Family Therapy Examination is a computer-based examination composed of a maximum of 200 multiple-choice, objective questions with a total testing time of four (4) hours. Questions will be in the following areas: The Practice of Systemic Therapy; Assessing, Hypothesizing and Diagnosing; Designing and Conducting Treatment; Evaluating Ongoing Process and Terminating Treatment; Managing Crisis Situations; Maintaining Ethical, Legal, and Professional Standards

A detailed exam content outline is available in the [Handbook for Candidates](#). A [practice test](#) equated to the same standard of the actual MFT National Exam is provided (for a fee) to provide an indication of your level of preparedness. A [free sample](#) of the exam can be found by clicking the hyperlink.

Oklahoma LMFT Examination (OLMFTE) for LMFT in OK

The OLMFTE is a multiple choice and true/false jurisprudence exam that covers the LMFT Act and Regulations. Click to download the [LMFT Act and Regulations](#). You are allowed one (1) hour to complete the exam, and the passing score is 80%. The registration fee for the exam is \$45.00. For a list of exam dates, go to www.okhcp.com and click on the Professional Counselor Licensing tab on the left side of the screen. Please bring your OLMFTE eligibility letter and a photo id to the exam site. If you fail the Oklahoma LMFT Examination, you must wait at least three (3) days from the date of your exam before you can retest. You will be required to pay an examination fee each time you sit for the exam. Please be aware of the following LMFT Regulation:

The applicant must pass the Oklahoma LMFT Examination within one year from the first date applicant is eligible to test, or the supervision agreement will be revoked, and the applicant shall be mailed notification at last known address. After passing the Oklahoma LMFT Examination, the applicant may submit a new supervision agreement and on-site supervisor verification form for Board approval. If the OLMFTE is not taken and passed during your eligibility period, you will not be able to practice therapy until you have resubmitted your supervision forms and have been approved.

National Certified Counselors (NCC)

The NBCC is a private organization that is endorsed by the American Counselors Association (ACA). Through the NBCC, counselors can obtain certification as a National Certified Counselor (NCC) and as a National Certified School Counselor (NCSC). Our Counseling degree programs meet the academic requirements for endorsement. The National Certified Counselor (NCC) is the premier certification for the counseling profession. Holding the NCC demonstrates to colleagues and the public that you have voluntarily met high national standards for the practice of counseling. The educational and professional requirements are similar to the NCE licensure. The examination requirement for the NCC is obtaining by a passing score on either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examinations (NCMHCE). For purposes of national certification, the examinations are offered twice a year (April and October).

For additional information, refer to <http://www.nbcc.org/Certification/NCC>.

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Professional Counseling Organizations

Membership and active engagement in a professional organization are integral aspects of professional responsibility for professional counselors, including master-level students. Counseling organizations represent a primary avenue for staying current in the profession and keeping abreast of new trends and issues. Benefits that members receive include:

- the publications of the organization (e.g., professional journals and newsletters), as well as those of the divisions to which they belong;
- reduced registration rates for professional meetings (e.g., conventions and workshops) sponsored by the organization;
- access to member services (e.g., library resource use and legal defense funds, liability insurance, and services) provided by or through the organization;
- a means for direct involvement with activities and issues directly and/or indirectly pertinent to their current or future profession (e.g., legislation and professional credentialing, including certification, licensure, and program accreditation);
- leadership opportunities in roles that advocate for the profession of counseling and enhance professional development for members of the profession;
- networking opportunities with other professionals having similar interests;
- other benefits typically relevant to the student's specific professional interests.

In addition, the cost of student membership in professional organizations is considerably less than professional membership. Student membership provides an opportunity to investigate various specialty divisions to determine a "home" for one's particular areas of interest.

Below are some of the local, state, and national professional organizations that faculty suggest students consider:

American Counseling Association (ACA)

ACA is the world's largest counseling association representing professional counselors in various practice settings. Membership brings several important publications, reduced rates at national conferences, and other important professional benefits. ACA has many divisions. Each division can be joined in addition to ACA and each has its own journal. www.counseling.org

The International Association of Marriage and Family Counselors (IAMFC)

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IAMFC is a division of the American Counseling Association (ACA) and was chartered in 1989. IAMFC embraces a systematic and multicultural approach in support of the worth, dignity, potential, and uniqueness of the families they serve. They promote excellence in the practice of couples and family counseling. All students are encouraged to join at the student rate.

<http://www.iamfconline.org/>

The International Association of Addictions and Offender Counselors (IAAOC)

IAAOC is a division of the American Counseling Association (ACA) and was chartered in 1972. Members of the IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders. <https://www.iaaoc.org/>

Oklahoma Counseling Association (OCA)

OCA is a state branch of the American Counseling Association (ACA) and was established in 1964. It provides educational opportunities, support, and a community for counselors of all types. Membership for students is free, with additional required membership in a division with fees that range \$5-10. <https://www.oklahomacounseling.org/>

Changing Program of Study – Maintaining Graduate Student Status

Students are accepted into the Graduate Counseling program on a full-time (three-year program of study) or part-time (four-year program of study) basis. If personal obligations or conflicts require a student to move from full-time to part-time or vice-versa, the student should discuss this change with her or his faculty advisor. A new Program of Study should be developed, with the help of the faculty advisor, and may be submitted to the Program Director for approval. If discussed and approved, the student may then move to the degree plan requirements of the current catalog.

The Graduate Counseling program anticipates that students will be continuously enrolled from matriculation to graduation for at least two courses per term. **Students whose enrollment is interrupted for one semester or more (except Summer) will need to apply for readmission through ORU's Admissions Office.** Please inform your advisor if sitting out for a semester is being considered or planned; there may be options and benefits for continuous enrollment or assistance re-enrolling. If more than one year is missed, graduate status is lost and resuming study at ORU depends on being readmitted through the full application process again.

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Upon being accepted into the counseling program, students have **six (6) years** to complete the MAPC or MACS degree. After six years, the credit hours become invalid and the coursework must be repeated. In the event that extreme circumstances prevent a student from completing their degree in six years, a petition process is available to appeal for an extension. An affirmative judgement is not guaranteed. Consultation with your advisor is urged prior to de-enrolling, in every case.

Graduation

Graduation marks the completion of the academic and field experience portion of counselor preparation. Your faculty, School, and College celebrate you and your accomplishment!

In the year leading up to your graduation (during the field experience year), there are some important steps to ensure that you graduate and receive a diploma. The mandatory step is **“Apply to Graduate.”** An important step is the Registrar’s degree audit, which usually serves as verification of the audit provided by your advisor during the Mid-Level Assessment.

DETAILS: Applying to graduate occurs on Vision (login>Student Services>Student Records>Apply to Graduate), and it does incur a fee (\$63, subject to change). The degree audit is highly recommended for ORU students, including grad counseling students. Early in your final year would be the time to request a degree audit from the Registrar’s Office; this audit should confirm that you are on track, after your Mid-Level Assessment. Your faculty advisor and the degree plan sheet as published have been walking you through your degree plan. The Registrar’s audit will confirm this or discover any errors. The Registrar’s Office provides the definitive word on your ORU diploma readiness. (Request an audit through accademia.oru.edu, then Center Attendance>Appointments>New by Date>“Registrar’s Office” for Center>Schedule a Grad Audit>select a date with TWO timeslots available. You will receive email confirmation of your appointment; if you do not, click the red link below and try again to schedule your audit.)

This information is also available in greater detail at graduationinformation.oru.edu.

Post-Graduation Expectations

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Graduate Record Keeping: As you know, your journey towards licensure continues after you graduate. While you continue to meet licensure requirements, please be aware that it is mandatory that *you* retain all your documentation at every step. The only documentation ORU provides is your transcript. The responsibility for maintaining personal records of professional service lies with the counseling professional throughout his or her career. Now is an important time for the MAPC graduate to begin their records maintenance, if they have not already done so. Collect copies of all your syllabi and P/I logs now, if you have not previously done so. Create your system of records and maintain it; this is critical for licensure and certification for many years to come.

Post-Degree Endorsement Policy: After graduation, upon request from the licensure board and with written authorization from the graduate, faculty will verify or “endorse” that the graduate has successfully completed training and fulfilled the required hours of their clinical placements. The endorsement is sent via a letter to the licensing entity, signed by the Program Director.

(This policy pertains to recommendations to the State Board for graduates applying for licensure in any of the degree tracks available in the MAPC. It also affects application for licensure in other jurisdictions.)

Finalized transcripts do include a statement reflecting the completion of a Mental Health Counseling program and, if applicable, completion of a concentration in marital and family therapy and/or addiction counseling. Official transcripts may be ordered directly through the [ORU website](#).

Academic Requirements, Policies, and Procedures

Grading System

Grades are recorded as A, B, C, D, or F. Grade points are assigned to each grade: four grade points are allowed for each semester hour of A, three for B, two for C, and one for D. In the GSoC, only graduate hours for which grades of A, B, or C are earned count toward the completion of the degree, with a 3.0 GPA required overall (see below).

Academic Probation and Suspension

Students enrolled in the GSoC are expected to maintain an appropriate GPA for the program in which they are enrolled. For the MAPC, this is considered to be at least 3.00. Students whose GPA falls below this minimum during a 15-week semester automatically enter probation, which is a grace period that lasts up to one year. Students are urged to take advantage of support services available to them while they are on probation. Students who are admitted to the program on probation begin their studies within this one-year grace period. Please note: probationary semesters do not qualify for financial aid.

Students whose GPA does not raise to 3.00 during the probationary year are counseled on options outside the GSoC, and this concludes their enrollment in the MAPC. Advisors are available to work with students throughout the entire process.

Academic Appeal Policy

To make an academic appeal, students use ORU's online petition process. This starts at petitions.oru.edu. For the academic appeal, the student selects the "New" tab on the petitions page and, from the resulting drop-down menu, chooses the petition with the title which best matches the issue. "Grade changes (grade to grade)" is often, though not always, used for academic appeals. After selecting the appropriate petition, term and class will be filled in, and then the student is given the opportunity to provide in his or her own words the situation they encountered and how they wish it to be resolved, with supporting reasons, evidence, or documentation. The professor responds. The student may provide further appeal if desired, in an ongoing conversation on the same petition page. Finally, the Dean adjudicates. The student may follow the progress of his or her petition by viewing the tabs "In Progress," "Approved," and "Denied" on the petitions page, to which students have constant access.

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Readmission Requirements

Students whose enrollment is interrupted and who desire to resume their studies at ORU after an absent semester must apply for readmission through the Admissions Office. Students readmitted to the Seminary are subject to the requirements of the current catalog at the time of readmission. If students have attended other institutions, official transcripts are required from every institution. The Admissions Committee may request additional information. (Note: Although the summer semesters are part of the graduate counseling degrees, ORU does not include summer semesters in its continuous-enrollment policy, thus readmission requirements do not apply to a missed summer semester.)

Remedial Procedures

The MAPC program employs a Fitness-to-Practice Procedure, which involves multiple assessments of students' fitness to practice in the counseling profession across their tenure in the program. If at any point students do not demonstrate competence in any of the Fitness-to-Practice standards, according to their time in the program, the student will be required to attend a meeting with his/her advisor and one other faculty member. During that meeting, the specific standard(s) of concern are communicated, an Action Plan is developed, and specific requirements and timeline for completion are defined. The student will then be required to have a final meeting with the advisor, demonstrating fulfillment of requirements. If these stipulations are not met, the faculty may either modify the Action Plan or recommend dismissing the student from the program. This articulation and practice, along with the university-wide Academic Probation process for academic remediation needs (see above), incorporates the profession's ethical codes and standards of practice.

Grievance Procedure

The grievance procedure is designed to supplement the informal departmental means of resolving student problems or complaints in regard to discrimination based on race, color, national or ethnic origin, sex, disability, or status as a veteran. If a student has a grievance, see the GSTM Associate Dean or the GSoC Assistant Dean.

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Health Fitness Requirements

GSoC students participate in a full range of fitness opportunities. The core of the health and physical education program is the aerobics emphasis. Students in the M.A. program are required to take a total of two health fitness/activities courses. Graduate students must earn a grade of “C” or better in all HPE(R) courses. HPE courses may be taken as pass/fail (P/F).

In the semesters following the successful completion of Grad Health Fitness (GHPE 503), or when Health Fitness was completed during bachelor’s work at ORU, students may elect GHPE 515 Grad Aerobics, GHPE 525 Grad Walk for Fitness, or other activity courses. Students use the [Petition for Policy Exception](#) for requests that are exceptions to the normal policies and procedures, located online (petitions.oru.edu).

Petition Policy and Some Examples

Recorded Course Withdrawal Form

Students use the [Recorded Course Withdrawal form](#) to withdraw from a class. Students may withdraw while passing (WP) if the withdrawal is made before the scheduled deadline for the semester; otherwise, the student receives “withdraw while failing” (WF). The assistant registrar calculates the WF into the GPA just like an F.

Report of a Repeated Course

The assistant registrar notes on the student’s transcript a course that is repeated at ORU GSoC to replace the original credit. The first course taken remains on the document with a note indicating the first grade given and a repeat flag. Students notify the registrar’s office of any repeated courses by completing a [Report of Repeated Course form](#). Courses successfully repeated outside ORU with departmental approval have the original credit removed, but the GPA earned at ORU remains on the transcript. Only HPE(R) activity courses, student teaching, early field-based experiences, some seminars, and certain independent study and research courses may be taken twice for credit.

Late/Irregular Exams

Early exams are not allowed. Late exams without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician). A [Petition for Late Examination](#) must be submitted to the academic dean’s office.

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A late exam fee receipt from the Student Accounts office, plus proper documentation, must accompany the petition. The academic committee, in consultation with the professor, reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)

Withdrawal From and Dropping Classes

After the second week of class, no refunds are authorized for withdrawals from classes. For withdrawals made during the first two weeks of classes, tuition charges are recalculated from the approval date by the registrar. Non-attendance of classes does not constitute an official withdrawal or course drop. Early withdrawal or dropping to less than full-time enrollment also affects financial aid. Students taking modular classes must also drop during the designated drop-add period in order to receive refunds. Refund schedule can be found online at vision.oru.edu and click on Academic Calendar.

For further information, contact Student Accounts at 918-495-7370 or Registrar's Office at 918-495-6549.

Incompletes

The grade of I (incomplete) is allowed for work that is incomplete at the time grades are given. It is allowed only after the student establishes with the instructor and the academic dean, by petition, that work is incomplete for a good cause. Incompletes are granted only for extenuating circumstances, normally a prolonged illness that is verified by medical documentation or death in the family. [Petitions for Incomplete Grade](#) must be granted before the last day of regular classes. It is the responsibility of the student to make up any incomplete work and have the professor submit a grade change to the academic dean. If this is not done by the final day of class in the subsequent semester, the incomplete grade is changed to an F.

General Information

Matriculation Steps

After acceptance, locate your Z-number, pay your enrollment fee, and, for U.S. citizens, file a FAFSA. Send your Medical Assessment and immunization records, and have your official transcripts sent to ORU. If you are chosen for the Federal Process of Verification, complete that process without delay. You will be enrolled in your first semester classes.

Desire to Learn (D2L)

D2L is ORU's learning management system for online and hybrid classes. It is also used for auxiliary materials and electronic drop box for residential classes. Once you enroll in a class that is using D2L, you will receive your username and password from the D2L office in your ORU email. Find D2L at <https://d2l.oru.edu>; for password/login questions, go to d2lhelp@oru.edu or see the D2L Dropbox tutorial on Class Pages>D2L.

Registration

Students are responsible to enroll electronically for classes each semester on the secure system VISION, at <https://vision.oru.edu>. Important attention should be paid to address verification, insurance, security, and financial aid. A student is registered when all applicable information is processed and they have enrolled in classes, made all financial arrangements, and received a registration worksheet.

Degree Plans & Emails

Degree plans are available in DegreeWorks at dgreeworks.oru.edu, as well as on the ORU website at <http://degreeplansheets.oru.edu/>. Students use the degree plan from the academic year of enrollment and follow the degree plan as published.

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ORU Email

Outlook is ORU's email system. By FERPA law, all university correspondence must go to student's ORU e-mail address. For help, contact the I.T. student help desk at 918-495-6321, or go to the [IT web pages](#) to access their student guide.

Identification Cards (Eagle Card)

During registration each new student is photographed for an Eagle Card, which is used for dining services, vending, laundry, library, athletic events, chapel attendance, and access to various buildings. This card should be carried at all times. In the event of a lost card, the student may go to the Eagle Card Center and have the card replaced, for a fee. The Eagle Card Center is located on the third floor of the Learning Resource Center and can be reached at 918-495-7256.

Library Access

The J.D. McKean Library is in the new library, in its own building, located to the north of Christ Chapel. A computerized checkout system is used which requires a validated Eagle Card. Library registration for new students is available during the normal registration process, and library access is also available via the [ORU library website](#).

Chapel

ORU holds chapel services on Wednesdays and Fridays when classes are in session. All full-time residential students are required to attend both services; commuter students are required to pick one chapel services to attend for the entire semester. Students are requested to sit in the section designated for GSoC students. Students swipe their student ID at the appropriate card reader to be counted present. Swiping-in for attendance occurs 10:45 - 11:05 a.m., strictly enforced.

Students are allowed **two unexcused absences** during each semester; additional absences incur a \$50-fee/each. To receive an excused absence, students must complete a [chapel excuse form](#) and return it to the seminary's director of student development within **48 hours of the absence**.

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Dress Code for Students

A student's sense of fashion should be guided by good taste, modesty, and good grooming. ORU has on-campus dress code regulations that vary by location, activity, and time. Regular attire regulations are in effect from 7:00 am to 4:30 pm Monday through Friday in the Graduate Center (GC), Learning Resource Center (LRC), and Christ's Chapel, and any class. For complete dress code information see the current [university catalog](#).

Honor Code

The honor code is the central criterion of conduct for the ORU community. It is a concept of personal honor based on principles of integrity, common sense, and reverence for God, esteem for man, and respect for social and spiritual laws. The complete code of honor pledge can be found in the current university catalog located at <http://www.oru.edu/academics/catalog/>

Graduate School of Counseling Student Services

Counseling Services

Counseling services are available to all currently enrolled students. Available appointment times are between 9:00 a.m. and 5:00 p.m. To make an appointment:

- Call **918.495.6581**
- E-mail **counseling@oru.edu**, with the times you are available and let them know that you are a counseling graduate student.
- Or complete the form found at <http://www.oru.edu/current-students/my-services/counseling-services/make-an-appointment.php>

ORU's Counseling Clinic serves university students and also maintains an active referral list of counselors and clinics off campus. In addition, several local clinics and counselors partner with the ORU Graduate Counseling Department by offering their services at reduced rates. For-free support services in Tulsa, such as support groups and psychoeducational events through NAMI and others, are publicized to program students and they are encouraged to participate. The list of these resources is available in the Graduate Counseling Office (GC4A), from faculty advisors, or upon request from the Counseling Coordinator.

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Faculty Advisors

A primary force for spiritual formation is the strong advisement program that assigns students to individual faculty members for personal educational journeys. In most cases faculty advisors are assigned from the specific program the student is enrolled in. Students should visit with advisors at least once a semester; advisors are available for advisement/mentoring and prayer.

Advisors are assigned after drop/add of the semester.

Student Information Center

Student forms and general information publications are conveniently located at the entrance of the Graduate School of Theology and Ministry office area directly across the hallway from the elevator on the GC 4th floor.

Graduate Assistantships

Graduate assistantship (GA) positions in the GSoC work-study program are available to several qualified students with specified abilities and skills. Opportunities are primarily available in the seminary administrative offices.

To apply, see Deborah Foster, Administrative Assistant to Dr. Bill Buker, Associate Dean of the College of Theology and Ministry.

Teaching Assistantships

Teaching assistantships (TAs) are available to students primarily in the academic Master of Arts degree programs. Responsibilities are usually in the theological baccalaureate program of the university.

Assistantships may include working under the supervision of a faculty advisor to enrich existing course content, developing new teaching resources, leading undergraduate Bible and theology discussion groups, participating in limited classroom teaching and lectures, or preparing special projects and assignments. The positions require an average of 15 hours per week. To apply, see the administrative secretary in **undergrad theology department**, GC 4A02, or contact her or him at 918-495-7891.

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Graduate Theology Student Assembly (GTSA)

The Graduate Theology Student Assembly (GTSA) services the student body in the seminary. The representatives (current students) are elected by GSoC and GSTM students each spring for the following year. The GTSA are students working to benefit student services, the administration of ORU, and to improve communication and understanding of needs in all areas.

The Director of Student Development in the seminary works very closely and is available to provide information to students.

Disability Services

The Office of Disability Services at ORU, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability is denied “reasonable accommodations” in the modification of policies, practices, and procedures. Disability services offer “reasonable accommodations” to qualifying students based on individual needs. Reach out to disabilityservices@oru.edu to explore accommodations, if you experience either chronic or acute conditions. Provide medical documentation to move forward with accommodations, in complete confidentiality.

Tutoring Center

The Tutoring Center offers free tutoring in writing, math, and English skills. A collection of writing skills modules is available to students. The modules offer simple, clear explanations of English writing rules and concepts and are self-paced and “user-friendly.” Tutoring Center office hours may vary, so students should call before going for assistance.

Vehicle Registration

All vehicles, including motorcycles and bicycles, must be registered with the university. A current ORU parking permit must be properly displayed on the vehicle at all times. Parking permits may be obtained at the security office, located on the first floor of the Hamill Student Center. The make, model, year, color, and license tag number of the vehicle is needed when you apply for the parking permit. For further information, the security office may be contacted at

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(918)495-7750. For Modular-only students, a temporary parking permit is available free of charge any day you need it. See the person on duty at the security hut on Evelyn Drive to request yours, when you park.

Final Comments

Welcome to the Counseling program! The faculty hopes that this handbook has answered many of your questions. We encourage you to refer back to it as you make your way through the program. Remember that your advisor is the person designated to help through the process of obtaining your degree. It is important that you contact him or her throughout your coursework with the various questions and concerns you may have.

Congratulations on this important first step to becoming a professional counselor!