

OUR LADY OF THE LAKE UNIVERSITY

MASTER OF ARTS IN COUNSELING PROGRAM

Clinical Mental Health Counseling – School Counseling – Clinical Rehabilitation Counseling

- STUDENT HANDBOOK -

OLLU
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AN EQUAL OPPORTUNITY EDUCATIONAL INSTITUTION

OLLU believes in equal access to education and does not discriminate against members of any group because of their ancestry, religion, gender, sexual orientation, ethnicity, age, national origin, veteran status, genetic information, or any characteristic or status that is protected by federal or Texas law. OLLU follows Department of Education guidelines; Executive Order 11246 of October 1, 1972; Title IX of the Educational Amendments of 1972; and subsequently issued federal guidelines and regulations.

NOTICE TO STUDENTS

The OLLU Counseling Program Handbook is not intended to supersede any of the policies and codes of conduct in the OLLU Student Handbook. Policies herein are in addition to, not in place of, any university policies. In addition to program and university policies, students are expected to adhere to the ethical standards of the counseling profession and their chosen specialization area. This includes the ACA Code of Ethics (2014), the ASCA Ethical Standards for School Counselors (2022), the TEA Educator Code of Ethics, and the Code of Ethics for Certified Rehabilitation Counselors (2022). Students are also expected to adhere to all state and federal laws that apply to the counseling profession.

Our Lady of the Lake University and the Counseling Department reserve the right to remove, add, or change courses in Master of Arts in Counseling degrees plan for any reason and cannot guarantee enrollment in specific courses or sections. OLLU also reserves the right to effect changes in tuition cost and fees without notice.

The faculty of the OLLU Counseling Department encourage students to fully engage in their own personal and professional development as a graduate student. Throughout their program of study, students will have opportunities to examine the relationship between personal development and professional competency. Some courses include experiential components designed to foster student self-reflection in relation to course content, competencies, and professional development. Courses and field experience will also include material and activities that require personal exploration related to the psychological, social, and cultural aspects of human behavior. This self-exploration is a necessary aspect of ethical professional counselor identity development. At times, these self-reflective elements may be challenging. OLLU counseling students are strongly encouraged to engage in the counseling process from the client perspective by participating in their own counseling sessions. The faculty reserve the right to request a student engage in their own personal counseling sessions and may require participation in counseling as a condition of remediation or re-admittance into the counseling program.

Student Attestation:

I understand that my educational success is a collaborative effort between the faculty and myself, the outcomes of which cannot be guaranteed. I acknowledge that my progress and success in the program is dependent upon my personal dedication and efforts as a graduate student and counselor-in-training. I agree to adhere to the polices in the OLLU MAC Student Handbook and the OLLU MAC Clinical Manual. I also agree to adhere to the ethical and professional standards of the counseling profession, including my chosen specialization area. I understand that violations of the university code of conduct, program policies, or professional ethical standards could result in my dismissal from the program. I understand I may be dismissed at any time if I do not satisfy these requirements and adhere to these policies.

Student Signature	**Date**
Printed Signature	**Date**
Advisor Signature	**Date**

WELCOME

On behalf of the OLLU Counseling Faculty and Staff, we welcome you to the Master of Arts in Counseling (MAC) Program at Our Lady of the University! We are a CACREP Accredited, fully on-line counseling program, offering three professional specializations: Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling. Your degree program will prepare you to pursue post-graduate licensure and/or certification aligned with your chosen specialization area. This handbook outlines valuable program information that will guide you through your counselor education and training. Please review this handbook regularly and contact your assigned faculty advisor with any questions. We're so glad you've joined the OLLU MAC Program community!

OLLU HISTORY

Our Lady of the Lake University was founded by the Sisters of the Congregation of Divine Providence, a religious order beginning in the 18th century in Lorraine, France. Members of the Congregation arrived in Texas in 1866, where they initially established themselves in Austin in 1866, and then in Castroville in 1868. The Order continues as the sponsoring organization of the University. By 1896, educational programs were started at the current site of the main campus of OLLU. The first college program began in 1911 as a two-year curriculum for women. In 1919, the curriculum was expanded to four years and the institution was admitted to membership in the Texas Association of Colleges and Schools. In 1923, OLLU became the first San Antonio institution of higher education to receive regional accreditation; it continues to be accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. In 1927, OLLU became the third Texas school to be approved by the American Association of Universities. Graduate work has been coeducational from its inception in 1942. All programs became fully coeducational in 1969. In 1975, the name of the institution changed from Our Lady of the Lake College to Our Lady of the Lake University of San Antonio. Living up to the mission of providing education to those with limited access, OLLU introduced Weekend College to Texas in 1978, starting in San Antonio. The undergraduate Weekend College was expanded to Houston in 1986 followed by graduate and MBA programs with complete class schedules on the weekends. Today OLLU schedules alternatives, including summer sessions, daytime, evening, and online classes at the main campus in San Antonio, as well as undergraduate and weekend degree programs in San Antonio, Houston, and South Texas.

PROGRAM MISSION & VISION STATEMENTS

The mission of the Master of Arts in Counseling Program, in support of the mission of Our Lady of the Lake University, is to empower our graduates to serve the needs of diverse communities as ethical, reflective, and knowledgeable counselors. The program promotes a learning environment rich in appreciation for diversity, inclusiveness, social justice, and accessibility by fostering the professional, personal, and spiritual development of our students.

The OLLU Master of Arts in Counseling Program strives to be the national online counseling program of choice for those who are seeking a learner centered, strength-based, and application-focused program with a low student to instructor ratio. We inspire our graduates to become leaders in the field, advocates

for social justice and underscore importance of global citizenship.

The OLLU Master of Arts in Counseling Program recognizes the importance of addressing the needs of a progressively growing diverse population. The program strives to increase the educational opportunities for all student populations and to create an atmosphere where the values and concerns of diverse populations receive attention and respect. These values are integrated into the program's curriculum and align with the professional and ethical guidelines of the counseling profession.

COUNSELING PROGRAM CORE FACULTY & STAFF

Dr. Melissa Shiplett-Jupe	Counseling Department Chair CMHC Coordinator
Dr. Melissa Brennan	MAC Program Director School Counseling Coordinator
Dr. Bianca Goodrum	Admissions Coordinator Fitness-to-Practice Coordinator
Dr. Yvette Longoria	Clinical Director Comprehensive Exams (CPCE) Coordinator
Dr. Mary Ann Rocha	CRC Coordinator OLLU ACA Student Organization Sponsor
Tiffany L. Garcia	Counseling Department Office Manager Field Experience Coordination Specialist

MASTER OF ARTS IN COUNSELING DEGREE PLANS

CLINICAL MENTAL HEALTH COUNSELING (CMHC) SPECIALIZATION

OLLU's online Master of Arts in Counseling with a specialization in Clinical Mental Health Counseling offers a comprehensive curriculum equipping you with the knowledge, skills, and experience to develop into a well-balanced clinical mental health professional. You'll learn to identify, assess and address mental health challenges to help clients of all ages and cultural backgrounds to improve their emotional health and well-being. An MA in Clinical Mental Health Counseling will set you up for success in private practice, inpatient or outpatient agencies, government and non- government facilities, or community organizations. Completion of the degree program allows you to apply for licensure as a Licensed Professional Counselor Associate through your state board of examiners. Additional supervision as an LPC-Associate will be required before your full LPC licensure approval; however, graduates of this program are eligible to begin that process in Texas and most other states. Out-of-state students should confirm licensure requirements with their respective state.

Master of Arts Degree in Counseling - Clinical Mental Health Specialization Degree Plan (60 semester credit hours)

SCHOOL COUNSELING (SC) SPECIALIZATION

Our Lady of the Lake University's (OLLU) online Master of Arts in Counseling with a specialization in School Counseling is designed to prepare you for a career in elementary and secondary educational settings, equipping you with the necessary knowledge, skills, and experience to support children and adolescents in a school setting. Upon completion of the School Counseling Specialization, graduates are prepared to serve as educational leaders in schools, trained to facilitate student growth through services in guidance curriculum, responsive services, individual planning, and systems support. In addition to direct student services such as teaching and counseling, school counselors also engage in significant advocacy, coordination, and collaboration with programs and agencies within their school and community. Students graduate ready to meet the needs of today's diverse student populations as a school leader. This flexible online program prepares you to apply for Texas School Counseling Certification or school counseling certification in many other states. For those seeking certification in Texas, OLLU's program includes the required internship and fieldwork. Out of state students should confirm their respective state's certification requirements.

Master of Arts Degree in Counseling – School Counseling Specialization Degree Plan (60 semester credit hours)

CLINICAL REHABILITATION COUNSELING (CRC) SPECIALIZATION

The Clinical Rehabilitation Counseling (CRC) specialization empowers you to gain the knowledge and skills to support individuals with all types of disabilities. Students explore the diverse professional practice of rehabilitation counseling, focusing on topics such as the medical and psychosocial impacts of disability, workplace accommodations, assistive technology and strategies to improve the overall quality of care. The CRC specialization equips graduates with the practical skills needed to help clients reach their personal, social, vocational, psychological and independent living goals. Graduates from this 60-credit hour, 100- percent-online specialization are prepared to work in a variety of clinical rehabilitation settings, including both private and public agencies, hospitals, non-profit organizations and beyond. Completion of the degree program allows you to apply for Clinical Rehabilitation Counselor Certification or for licensure as a Licensed Professional Counselor Associate in Texas and most other states. Out-of-state students should confirm LPC licensure requirements for their respective state.

Master of Arts Degree in Counseling - Clinical Rehabilitation Counseling Specialization Degree Plan (60 semester credit hours)

PROGRAM DELIVERY

The Master of Arts in Counseling (MAC) Program is completely online, utilizing a digital delivery model with a combination of asynchronous and synchronous courses. Semesters are 14 weeks long and follow the National Online 14-week schedule on the OLLU Academic calendar.

Asynchronous Courses

Asynchronous courses do not have scheduled class meetings; However, they are not self-paced. In an asynchronous course, information and materials are posted by the instructor and students work on their assignments independently or in groups. A course schedule is provided and students are expected to adhere to the course dates and deadlines. Students should regularly log in

to asynchronous courses to receive important course information and feedback from the instructor.

Synchronous Courses

Synchronous courses are fully online; However, scheduled live class meetings must be attended each week. In a synchronous course, students virtually meet with the instructor at a specified day and time each week of the semester. Courses that require synchronous meetings include:

- COUN 8312 Group Dynamics in Counseling
- COUN 8352 Foundational Counseling Skills
- COUN 8390 Counseling Practicum
- COUN 8391 CMHC Counseling Internship
- COUN 8325 School Counseling Internship
- COUN 8375 CRC Counseling Internship (300 Hours)
- COUN 8600 CRC Counseling Internship (600 Hours)

PROGRAM & UNIVERSITY COMMUNICATIONS

Program information can be accessed from the program's website and the MAC Student Resources page in Blackboard. Important information is also regularly distributed to students' OLLU email accounts. Please be sure to monitor your OLLU email account regularly for time sensitive messages

Students are responsible for becoming familiar with university, program, and degree requirements, following policies and procedures, and meeting all deadlines. Students are encouraged to carefully review this handbook, the OLLU graduate catalog, the MAC Student Resources page in Blackboard, and the MAC Program website to familiarize themselves with relevant policies, procedures, and deadlines. Refer to the Registrar's Calendar for important university dates and deadlines.

The OLLU Portal, Saints Connect, offers quick access to many important university links and resources. To access the student portal, navigate to the OLLU website. Under '*Info for'*, click the down arrow. Under '*Current Students'*, log in to the Saints Connect Portal using university login credentials. Within the portal, students can access grades, university email, Blackboard, and additional student services information and resources.

TECHNOLOGY EXPECTATIONS

Due to the online nature of this program, students must own or have regular access to a reliable PC or MAC computer with a high-speed internet connection. Courses require effective utilization of online tools and technology platforms such as Blackboard, Microsoft 365 programs, and Tevera. Students will be required to view, read, and/or download several different file types including, but not limited to, PowerPoint, Word docs, PDFs, videos, and websites. For specific LMS technical requirements, visit the 'Technology and Support services' webpage.

OLLU students are given access to Microsoft Office 365 and the programs associated with it, such as Outlook email, Word, PowerPoint, and Excel. It is imperative that students keep up with their OLLU email. Students are responsible for pertinent announcements that come from the program and university, such as MAC Program clinical application windows, scholarship opportunities, financial aid information, student course satisfaction surveys, and graduation information. Students are encouraged to download the Outlook app and add OLLU email access on their personal device. The Outlook app provides quick access to OLLU emails, will display new messages and upcoming appointment notifications, and has

access to all OLLU contacts in the global address book. Review the Guide to Set Up Email on Personal Devices. If unable to download the app or get OLLU emails to load, contact the OLLU Helpdesk:

ITS Help Desk Support
Email: helpdesk@ollusa.edu
Phone: 210-431-3908 or 1-800-260-8130
Website: https://helpdesk.ollusa.edu

COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP)

ACCREDITATION

The OLLU Master of Arts in Counseling (MAC) Program has earned initial accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accreditation was granted to all three counseling specializations — Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling — for a full eight-year term through October 31, 2034.

STANDARDS

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the leading national accrediting body for professional counselor preparation programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. The OLLU Master of Arts in Counseling specializations are CACREP Accredited and align with CACREP standards to develop and deliver the best educational opportunities for our counselors-in-training. CACREP standards are structured around a foundational counseling curriculum that unifies professional counselors. These areas include:

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Lifespan Development
- Career Development
- Counseling Practice and Relationships
- Group Counseling and Group Work
- Assessment and Diagnostic Processes
- Research and Program Evaluation

Additionally, CACREP specifies standards related to:

- Curriculum unique to each specialized practice area (CMHC, SC, CRC)
- Supervised clinical field work experiences
- Student assessment and program evaluation

MAC PROGRAM EVALUATION AND ASSESSMENT PLAN

PROGRAM OBJECTIVES

The MAC Program's objectives, outcomes, and KPIs have been developed through thoughtful collaboration and consideration with program stakeholders. The following table outlines the program's objectives and lists the various data sources used to measure and evaluate each objective.

PROGRAM OBJECTIVE 1:
Make continuous efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.
Measures of Program Objective 1: • Demographics Data (applicants, students, graduates) • Admissions Data • Program Completion Data • Alumni Survey Responses
PROGRAM OBJECTIVE 2:
Provide counselors-in-training with learning experiences that build knowledge and skills in the eight core areas designated by CACREP and their chosen specialization: (a) professional counseling orientation and ethical practice; (b) social and cultural diversity; (c) human growth and development; (d) career development; (e) counseling and helping relationships; (f) group counseling and group work; (g) assessment and testing; (h) research and program evaluation; and (i) Clinical Mental Health, Clinical Rehabilitation, or School Counseling.
Measures of Program Objective 2: • Aggregate knowledge and skills assessment data - Key Performance Indicators (KPIs)
PROGRAM OBJECTIVE 3:
Develop and graduate competent counselor candidates that demonstrate the knowledge, skills, and disposition expected of professional counselors (according to student's respective specialization area).
Measures of Program Objective 3: • CCS-R Counselor Competencies Evaluations (Aggregate) • Fitness-to-Practice Evaluations (Aggregate) • Comprehensive Exam Results (Aggregate) • Employer & Site Supervisor Surveys • Credentialing Exam Pass Rates

PROGRAM LEARNING OUTCOMES & KEY PERFORMANCE INDICATORS

Core Area 1: Professional Counseling Orientation & Ethical Practice

PLO 1: Facilitate professional counselor identity development as ethically sound, reflective, and multiculturally competent counselors who adhere to the standards of professional counseling organizations and credentialing bodies.

> ***KPI 1:*** Counselors-in-training demonstrate knowledge of multiculturally-competent ethical and legal considerations of professional counseling practices and engage in multiculturally-competent personal and professional self-evaluation practices aligned with ethical and legal standards of the counseling profession.

KPI 1 (Knowledge SLO): Counselors-in-training will demonstrate knowledge of multiculturally-competent ethical and legal considerations of professional counseling practices.

KPI 1 (Skill SLO): Counselors-in-training engage in multiculturally-competent personal and professional self-evaluation practices aligned with ethical and legal standards of the counseling profession.

Core Area 2: Social & Cultural Diversity

***PLO 2*:** Prepare multiculturally competent counselors-in-training to effectively serve diverse populations through ethical and socially just counseling and advocacy strategies.

KPI 2: Counselors-in-training demonstrate knowledge of multicultural counseling competencies and utilize ethical and socially just counseling and advocacy strategies to serve diverse populations.

KPI 2 (Knowledge SLO): Counselors-in-training will demonstrate knowledge of multicultural counseling competencies.

KPI 2 (Skill SLO): Counselors-in-training demonstrate multicultural counseling competencies when working with diverse clients.

Core Area 3: Human Growth & Development

PLO 3: Prepare counselors-in-training to promote optimal development and wellness of diverse clients across the lifespan through utilization of ethical and multiculturally sensitive counseling strategies.

KPI 3: Counselors-in-training demonstrate knowledge of various factors that affect human development, functioning, and behavior to promote resilience, optimal development, and wellness of diverse clients across the lifespan.

KPI 3 (Knowledge SLO): Counselors-in-training will demonstrate knowledge of biological, neurological, and physiological factors that affect human development, functioning, and behavior of diverse clients.

KPI 3 (Skill SLO): Counselors-in-training apply ethical and multiculturally sensitive strategies for promoting resilience, optimal development, and wellness of diverse clients across the lifespan.

Core Area 4: Career Development

PLO 4: Prepare counselors-in-training to address career development through use of ethical and multiculturally sensitive theories and models of career counseling with diverse clients.

KPI 4: Counselors-in-training demonstrate knowledge of theories and models of career development, counseling, and decision making to address career development of diverse clients through ethical and multiculturally sensitive strategies.

KPI 4 (Knowledge): Counselors-in-training demonstrate knowledge of theories and models of career development, counseling, and decision making.

KPI 4 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for addressing career development with diverse clients.

Core Area 5: Counseling & Helping Relationships

PLO 5: Prepare counselors-in-training to establish and maintain helping relationships that utilize appropriate counseling theories, models, and skills to ethically and multiculturally promote the welfare of diverse clients.

KPI 5: Counselors-in-training utilize ethical and multiculturally sensitive theories and models of counseling that promote establishment and maintenance of helping relationships with diverse clients.

KPI 5 (Knowledge): Counselors-in-training demonstrate knowledge of ethical and multiculturally sensitive theories and models of counseling that promote establishment and maintenance of helping relationships with diverse clients.

KPI 5 (Skill): Counselors-in-training apply ethical and multiculturally sensitive counseling theories and techniques to establish and maintain helping relationships with diverse clients.

Core Area 6: Group Counseling & Group Work

PLO 6: Prepare counselors-in-training to design and facilitate counseling groups using ethical and multiculturally sensitive strategies informed by theoretical foundations of group work.

KPI 6: Counselors-in-training design and facilitate counseling groups using ethical and multiculturally sensitive strategies informed by theoretical foundations of group work.

KPI 6 (Knowledge): Counselors-in-training demonstrate knowledge of group counseling theories, as well as ethical and multiculturally sensitive strategies for designing and facilitating counseling groups.

KPI 6 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for designing and facilitating counseling groups.

Core Area 7: Assessment & Testing

PLO 7: Prepare counselors-in-training to effectively utilize assessments for diagnostic and intervention planning in an ethical and multiculturally sensitive manner.

KPI 7: Counselors-in-training utilize assessments appropriate for diagnostic and intervention planning with diverse clients in an ethical and multiculturally sensitive manner.

KPI 7 (Knowledge): Counselors-in-training demonstrate knowledge of assessments appropriate for use in diagnostic and intervention planning with diverse clients.

KPI 7 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for selecting, administering, and/or interpreting assessment and test results.

Core Area 8: Research & Program Evaluation

PLO 8: Prepare counselors-in-training to effectively utilize ethical and multiculturally sensitive research strategies to inform counseling practice and program evaluation.

KPI 8: Counselors-in-training utilize ethical and multiculturally sensitive research strategies to inform counseling practice and program evaluation.

KPI 8 (Knowledge): Counselors-in-training identify ethical and multiculturally sensitive research strategies for utilization in counseling practice and/or program evaluation.

KPI 8 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for conducting, interpreting, and/or reporting the results of research and/or program evaluation.
range of mental health issues to meet the needs of diverse client populations.

Clinical Mental Health Counseling Specialization

PLO 9: Prepare Clinical Mental Health Counselors-in-training to meet the needs of diverse client populations through ethical and multiculturally sensitive counseling techniques in varied roles and settings within the counseling profession.

> ***KPI 9:*** Clinical mental health counselors-in-training demonstrate knowledge of ethical and multiculturally sensitive counseling interventions to address a broad range of mental health issues with diverse client populations in various counseling contexts.
>
> > ***KPI 9 (Knowledge):*** Counselors-in-training identify ethical and multiculturally sensitive interventions for a broad range of mental health issues to meet the needs of diverse client populations.
> >
> > ***KPI 9 (Skill):*** Counselors-in-training apply ethical and multiculturally sensitive interventions for a broad range of mental health issues to meet the needs of diverse client populations.

School Counseling Specialization

PLO 10: Prepare school counselors-in-training to plan, deliver, and evaluate a comprehensive school counseling program that is responsive to the educational, career, personal, and social needs of all students.

> ***KPI 10:*** School counselors-in-training demonstrate knowledge of comprehensive school counseling program models and meet the needs of diverse student populations through delivery of ethical and multiculturally sensitive school counseling services according to a comprehensive school counseling program model.
>
> > ***KPI 10 (Knowledge):*** School counselors-in-training demonstrate knowledge of comprehensive school counseling program models that meet the needs of diverse student populations through delivery of ethical and multiculturally sensitive school counseling services.
> >
> > ***KPI 10 (Skill):*** School counselors-in-training provide ethical and multiculturally sensitive school counseling services according to comprehensive school counseling program models to meet the needs of diverse student populations.

Clinical Rehabilitation Counseling Specialization

PLO 11: Prepare clinical rehabilitation counselors-in-training to apply ethical and multiculturally sensitive rehabilitation counseling interventions to serve diverse clients in a wide variety of circumstances within the clinical rehabilitation counseling context, including persons with disabilities.

> ***KPI 11:*** Clinical rehabilitation counselors-in-training identify a wide variety of roles, skills, and activities performed by clinical rehabilitation counselors and apply ethical and multiculturally sensitive strategies to serve diverse clients within the clinical rehabilitation counseling context.
>
> > ***KPI 11 (Knowledge):*** Counselors-in- training identify roles, skills, and activities performed by rehabilitation counselors in a wide variety of circumstances within the clinical rehabilitation counseling context.
> >
> > ***KPI 11 (Skill):*** Counselors in training apply ethical and multiculturally sensitive strategies for rehabilitation counseling services and rehabilitation service delivery systems including case management.

KPI OUTCOME MEASURES

Key performance indicators (KPIs) are used to assess student learning outcomes (with individual scores) and evaluate program outcomes (with aggregate scores). KPI outcome data is collected for each of the KPI outcome measures identified in the table below.

Key Performance Indicator (KPI) Policy

Counseling Faculty have a professional and ethical responsibility to ensure students are equipped with the necessary knowledge and skills to be successful in the counseling profession. As such, counselor education programs must systematically assess each counselor-in-training's development of essential counseling knowledge and skills (according to CACREP's 8 core content areas and the CIT's chosen specialization area). Major program assignments, called Key Performance Indicators (KPIs), serve as assessment checkpoints throughout the program.

- Students *must* earn a *passing grade* (70+) on designated Key Performance Indicator (KPI) assignments to receive credit for the associated course. Students earning a *failing grade* on a KPI assignment must meet with the course instructor to develop a plan for remediation. *Remediation may include, but is not limited to, revising and resubmitting the KPI assignment and/or repeating the course. Note: re-submission of the KPI assignment does not guarantee successful remediation and/or credit for the course.*
- CITs are expected to demonstrate *mastery* (80+) in each of CACREP's 8 core content areas and their chosen specialization area prior to program completion. In cases where a CIT has not demonstrated mastery (80+) on at least one KPI assessment for a given content area, the CIT will be required to participate in remediation with program faulty. *Remediation may include, but is not limited to, revising and resubmitting a KPI assignment and/or repeating a course. Note: re-submission of a KPI assignment and/or repeating a course does not guarantee successful remediation or program completion.*

NOTE: In rare cases where a student's KPI performance is closely approaching expectations, a grade of 'incomplete' may be considered. This option is only considered when the CIT has demonstrated consistent effort and participation throughout the course that merit an exception and will be at the discretion of the course instructor. In such cases, grades of 'incomplete' must be resolved through successful completion of the KPI assignment by the deadline (see academic calendar for the following semester). If the KPI assignment is not successfully completed prior to the deadline, the incomplete course grade will be permanently recorded as an 'F'.

KPI 1 – Professional Counseling Orientation & Ethical Practice	
1.1 – Knowledge Measure	COUN 6315 Ethical Case Study CPCE – Core Area 1
1.2 – Skill Measure	COUN 8390 Week 11 Tapescript Assignment
KPI 2 – Social & Cultural Diversity	
2.1 – Knowledge Measure	COUN 8314 Cultural Research Project CPCE – Core Area 2
2.2 – Skill Measure	Internship II CCSR Eval (2F Multicultural Competence)
KPI 3- Human Growth & Development	
3.1 – Knowledge Measure	COUN 7335 Human Development Case Study Analysis CPCE – Core Area 3
3.2 – Skill Measure	COUN 8390 Multicultural Case Presentation
KPI 4 – Career Development	

4.1 – Knowledge Measure	COUN 6330 Personal Career Development Analysis CPCE – Core Area 4
4.2 – Skill Measure	COUN 6330 Case Study Analysis
KPI 5 – Counseling & Helping Relationships	
5.1 – Knowledge Measure	COUN 8302 Theory Implementation Paper Two CPCE – Core Area 5
5.2 – Skill Measure	COUN 8390 Week 11 Tapescript Assignment
KPI 6 – Group Counseling & Group Work	
6.1 – Knowledge Measure	COUN 8312 Group Formation Project CPCE – Core Area 6
6.2 – Skill Measure	COUN 8312 Group Participation Project
KPI 7 – Assessment & Testing	
7.1 – Knowledge Measure	COUN 6325 Career Counseling & Business Assessments CPCE – Core Area 7
7.2 – Skill Measure	COUN 8390 Multicultural Case Presentation
KPI 8 – Research & Program Evaluation	
8.1 – Knowledge Measure	COUN 6360 Quantitative Research Proposal CPCE – Core Area 8
8.2 – Skill Measure	COUN 8314 Cultural Research Project
KPI 9 – CMHC Specialization	
9.1 – Knowledge Measure	COUN 8317 Technique Paper
9.2 – Skill Measure	COUN 8390 Week 11 Tapescript Assignment
KPI 10 – SC Specialization	
10.1 – Knowledge Measure	COUN 6323 Final Exam
10.2 – Skill Measure	COUN 8330 School Counselor Intern Performance Evaluation
KPI 11 – CRC Specialization	
11.1 – Knowledge Measure	COUN 8368 Final Exam
11.2 – Skill Measure	COUN 8390 Week 11 Tapescript Assignment

CREDENTIALING INFORMATION

The OLLU Master of Arts in Counseling Program is designed to prepare students with the knowledge and skills needed to serve as competent, effective, and influential professional counselors in one of the following three specialization areas:

CLINICAL MENTAL HEALTH COUNSELING (CMHC)

The Clinical Mental Health Counseling specialization prepares students for licensure in professional counseling. CMHC Program graduates are eligible to sit for the National Counselor's Examination and the Texas Jurisprudence Examination. Once both exams have been passed, the graduate is eligible to apply for a temporary license in the state of Texas, becoming a Licensed Professional Counselor Associate (LPC-Associate). LPC-Associates are required to complete 3000 hours of direct and indirect counseling services under the supervision of a Texas Behavioral Health Executive Council (TBHEC) approved supervisor. After 3000 hours of

supervision, the LPC Associate may submit the required documentation to TBHEC requesting approval for full licensure. The graduate is responsible for all necessary steps required for licensure post-graduation. Students not residing in Texas should familiarize themselves with their state's requirements for licensure, including licensure examination requirements. Students may also contact the CMHC Program Coordinator, Dr. Melissa Shiplett-Jupe, to consult on licensure and credentialing: mshiplett-jup@ollusa.edu

SCHOOL COUNSELING (SC)

Upon completion of the School Counseling Specialization, graduates are prepared to serve as educational leaders in schools, trained to facilitate student growth through services in guidance curriculum, responsive services, individual planning, and systems support. In addition to direct student services such as teaching and counseling, school counselors also engage in significant advocacy, coordination, and collaboration with programs and agencies within their school and community. Students pursuing School Counselor Certification in Texas must meet all certification requirements outlined by the Texas Education Agency including successful completion of the TExES school counselor examination. Students who do not reside in Texas should familiarize themselves with their state's requirements for licensure, including licensure examination requirements. Students may also contact the School Counseling Program Coordinator, Dr. Melissa Brennan, to consult on school counselor credentialing: mabrennan@ollusa.edu

CLINICAL REHABILITATION COUNSELING (CRC)

The Clinical Rehabilitation Counseling (CRC) specialization empowers students with the knowledge and skills to support individuals with all types of disabilities. Graduates are prepared to work in a variety of clinical rehabilitation settings, including both private and public agencies, hospitals, non-profit organizations and beyond. Graduates are eligible to apply for national certification as a Clinical Rehabilitation Counselor or for licensure as a Licensed Professional Counselor Associate in Texas (and most other states). Students who do not reside in Texas should familiarize themselves with their state's requirements for licensure to confirm eligibility. Students may also contact the CRC Program Coordinator, Dr. Mary Ann Rocha, to consult on credentialing information for clinical rehabilitation counselors: marocha@ollusa.edu

FACULTY ENDORSEMENT OF STUDENTS

MAC program students are encouraged to request endorsement from faculty for credentialing and employment purposes. Endorsements may be provided in the form of written reference letters, recommendations, and/or verification of completed requirements for licensure/certification. Please note that faculty reserve the right to decline requests for endorsement if they do not have sufficient personal knowledge of the requesting individual's competence or the individual has not demonstrated qualifications necessary for the endorsement being requested. An endorsement may also be withheld if it is believed that the individual is impaired in any way that may interfere with their performance related to the endorsement. This policy aligns with the ethical standards of the counseling profession (ACA, 2014):

> *F.6.d. Endorsements. Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse*

supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

JOB OUTLOOK FOR GRADUATES

If you are interested in learning more about career opportunities in the counseling field, please consult the Center for Career Development and Testing (CCDT).

CCDT Career Development Services Main Building, Room 123
(210)431-3971
ccdt@ollusa.edu
Office Hours: Monday-Friday, 9:00 a.m. to 5:00 p.m.

The CCDT delivers career development programs as well as testing and assessment services to OLLU students, alumni, and community members in San Antonio and across the country. CCDT staff supports students and alumni with career planning and job search assistance. The staff helps with resumes, cover letters, job search techniques, and interviewing skills. Students can schedule an appointment with a career coach for advising or to take a career assessment to learn more about their skills, values, and interests in relation to academic majors and occupations.

STUDENT EVALUATION OF FACULTY

It is highly recommended that you communicate with your professors throughout your course work on specific needs and concerns you may have as you matriculate through the course work. If you have concerns with your professor or peers in the program, please refer to Appendix D - Fitness to Practice Policy. We strongly recommend that you voice concerns immediately to address issues appropriately and promptly.

You will be offered the opportunity to formally evaluate courses as well as your instructors at the end of each semester. We ask that your evaluations be objective and facilitative, with a spirit of constructive reflection. The evaluations are processed by a national firm and the scores and comments are mailed back to the individual instructor, the Department Chair, and the Dean.

Evaluations are anonymous and instructors receive the compiled information on their courses after all grades are finalized. Student evaluations may be considered in evaluating professional competence when faculty members are reviewed for tenure, promotion, and merit distributions.

PROFESSIONAL ORGANIZATIONS

The Master of Arts in Counseling Program encourages you to obtain a membership or affiliation in professional organizations at the national, state, and local levels. Affiliation with these organizations will enhance your professional development and provide important information and networking opportunities.

NATIONAL ORGANIZATIONS

American Counseling Association (ACA)

ACA is a not-for-profit, professional organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in a variety of practice settings.

ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents interests of the profession before congress and federal agencies and strives to promote recognition of professional counselors to the public media.

Students are encouraged to join the ACA and network with many professionals and peers dedicated to the profession of counseling. Memberships are available to both undergraduate and graduate students enrolled at least half-time or more at the college level. Student members must present proof of academic credentials upon request. A professor signature may be required. Students interested in obtaining ACA's competitive insurance rates for their clinical courses may contact ACA staff directly or download insurance information at the link below. For additional information, please contact:

American Counseling Association
Telephone: (800) 347-6647
Website: https://www.counseling.org/

American School Counselor Association (ASCA)

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, research and advocacy to school counselors around the globe.

American School Counselor Association
Phone: (703) 683-ASCA
Website: https://www.schoolcounselor.org/

National Rehabilitation Counseling Association (NRCA)

NRCA embraces a holistic approach to its mission, welcoming professionals from varying disciplines to share in the development of research, education, intervention strategies, and communication of expanded opportunities for people of all ages with disabilities to participate in and contribute to the larger community. Further, NRCA seeks to increase awareness of work in these areas on a global level, so that synergies are recognized and communities of practice are expanded.

National Rehabilitation Counseling Association
Phone: (903) 386-3433
Website: https://nationalrehabcounselingassciation.wildapricot.org/

American Rehabilitation Counseling Association (ARCA)

ARCA members comprise rehabilitation and clinical mental health counselors, educators, students, and allied mental health professionals—each of whom are dedicated to the tenants of rehabilitation counseling by serving persons with disabilities.

American Rehabilitation Counseling Association
Phone: (800) 347-6647
Website: https://arcaweb.org/leadership/

Association for Play Therapy

The Association for Play Therapy (APT) is a professional organization which advocates for and sets standards for the field of play therapy. It credentials play therapists through their Registered Play Therapist (RPT) and Registered Play Therapist-Supervisor (RPT-S), and Registered Play Therapist in School Counseling (SB-RPT) programs. Members of APT enjoy benefits such as publications, professional development opportunities, research opportunities, and networking opportunities with others who support the goals of play therapy. APT members receive the Play Therapy Magazine, and the quarterly journal, the International Journal of Play Therapy. APT provides professional development opportunities through APT-approved CE provider trainings and the APT annual international conference. APT also provides awards that recognize outstanding members of APT in the profession of play therapy.

Association for Play Therapy
Website: http://www.a4pt.org/

STATE ORGANIZATIONS

Texas Counseling Association (TCA)

Under the umbrella of the American Counseling Association, each state has a branch counseling organization. In Texas, the Texas Counseling Association (TCA) is open to individuals interested in promoting the counseling profession. Any person who has met the qualifications for regular membership and has paid the prescribed dues shall be eligible to attend meetings of the association, to vote, and to hold office. Student membership is open to graduate and undergraduate students who are currently enrolled in three hours or more of a counseling-related program. Student certification by instructor may be required at the time of joining the association. Any person who has met the qualifications for student membership shall be eligible to attend meetings of the association, but student members may not vote or hold office. For additional information:

Texas Counseling Association
Phone: (512) 472-3403
Website: http://www.txca.org

Texas School Counselor Association (TSCA)

TSCA is a division of the Texas Counseling Association (TCA), a large association of Texas counselors who are represented in 12 different divisions. TSCA is the division of TCA that addresses the needs of professional school counselors.

Texas School Counselor Association
Website: https://tsca.txca.org/

Texas Association for Play Therapy (TxAPT))

TxAPT is a state division of the Association for Play Therapy (APT).

Texas Association for Play Therapy
Website: https://txapt.org/

LOCAL CHAPTERS

South Central Regional Counseling Association (SCRCA)
The South Central Regional Counseling Association, a chapter of Texas Counseling Association (TCA), is an organization of professional counselors serving children and adults in a variety of settings who have joined together to provide leadership and direction that encourages the personal and professional development of counselors; to influence decisions that affect the counseling profession; and to promote progress, understanding, and improvement of counseling. The Association is organized to represent the diverse interests of its membership through an Executive Board and committees. South Central Regional Counseling Association represents professional counselors in Atascosa, Bexar, Comal, Frio, Guadalupe, Kinney, Medina, Uvalde, Val Verde, and Wilson counties.

South Central Regional Counseling Association
Website: https://txca.org/scrca/

OLLU MAC PROGRAM STUDENT ORGANIZATION (OLLU ACA)

OLLU's Aspiring Counselors in Action (ACA) is a Recognized Student Organization (RSO) of the Division of Student Affairs at Our Lady of the Lake University. ACA aims to provide graduate counseling students with opportunities for networking, professional and academic development, advocacy, and volunteering. Membership is open to all MAC counseling students.

Faculty Sponsors
Dr. Mary Ann Rocha – marocha@ollusa.edu
Dr. Bianca Goodrum – bgoodrum@ollusa.edu

DEGREE PLANNING AND REGISTRATION

DEGREE PLANS

Students are encouraged to develop a degree plan with their faculty advisor during their first semester of study. Current degree plans should be regularly reviewed by logging into the 'Saints Connect' Portal and clicking on 'My Academic Plan' (MAP). Students are also expected to be aware of their degree requirements and follow the recommended course sequence listed on the degree plan contained in this handbook (Appendices A, B, C).

See the OLLU Course catalog to view detailed course descriptions for all COUN courses.

COURSE REGISTRATION

Graduate admissions staff enroll students in courses for their initial term of study. Following the first term, students self-register for courses according to their approved degree plan developed with their assigned faculty advisor. Our Lady of the Lake University has two official registration periods: one for the summer and fall semesters, and one for the spring semester. Students are expected to register themselves for courses during the designated registration periods. Faculty advisors are available for academic consultation in preparation for registration periods (and as needed). Students are responsible for ensuring that all courses are taken in accordance with their approved degree plan. It should be noted that

certain courses are offered exclusively in the fall or spring semester. Courses are also offered based on estimated enrollment (see '*Course Availability*' below).

ADD/DROP COURSES

The official academic calendar, published on the OLLU Registrar's Office webpage, specifies the deadlines for adding and dropping courses each semester. Students considering a schedule adjustment must consult with their faculty advisor to evaluate the academic impact and address any necessary revisions to their degree plan. All add/drop actions must be completed in accordance with university procedures through the Registrar's Office. Courses may not be added after the first week of the semester except under extraordinary circumstances and with appropriate approvals. The academic calendar also outlines deadlines for withdrawing from courses without academic or financial penalty.

COURSE AVAILABILITY

Availability of particular courses or sections are not guaranteed. Not all courses will be offered every fall and spring semester, as courses are offered based on estimated enrollment. The university reserves the right to cancel any course that has insufficient enrollment. For a master's course a minimum of six (6) students must be enrolled. Course sections also have a maximum number of seats available. Once course capacity has been reached, it will be closed for further enrollment. Course capacity will not be exceeded.

COURSE LOAD

OLLU Counseling students typically take two courses (6 semester hours) per term; This is considered full-time graduate enrollment at OLLU. Taking less than six semester hours in a term may limit the availability of financial aid. Students who would like to enroll in more than two courses per term must contact their faculty advisor to request approval. Students will not be approved to take three courses during their first year in the counseling program. The following conditions must be met for a course overload request to be granted:

- The student's cumulative GPA in the Counseling Program must be 3.5 or higher.
- A written request must be submitted no earlier than seven weeks before, and no later than three weeks before, the end of the prior semester. No late requests will be considered.
- A new request must be submitted for each semester that a course overload is desired.
- Financial aid is based on 2 courses a semester (6 courses in an academic year). Students may not qualify for financial aid assistance during the summer semester if they have already taken five or six courses for that academic year. (If you have questions about financial aid, please contact the financial aid office.)
- Taking a course overload will impact the student's course plan and may or may not shift their anticipated graduation date. Not all courses are offered each semester and the counseling program will not add courses to the schedule to accommodate students on a course overload. Courses will not be filled beyond capacity and additional sections of courses will not be added to accommodate course overload requests. Approval to take three courses is contingent upon class enrollment and availability.

CONTINUOUS ENROLLMENT

Students are expected to maintain continuous enrollment in the MAC Program and should communicate with their assigned faculty advisor if there is a need to take time off from the program. Students sitting out

for less than a year (and in good standing) may return to the program and self-register for courses without consequence. *Students sitting out for one year or more must reapply to the program and be re-admitted in order to resume courses.* If reapplying, students will be required to meet current program admission requirements at that time. For all questions regarding time frames and applicable reapplication process, students may contact their assigned faculty advisor or the registrar's office.

ADVISING

MAC program students receive advising support from their faculty advisor in preparation for course registration periods and as needed. Students are assigned faculty advisors based on their specialization area (CMHC, SC, CRC) and according to their last name.

MAC PROGRAM FACULTY ADVISOR ASSIGNMENTS		
Clinical Mental Health Faculty Advisors		
Students with Last Names: A-F	**Dr. Bianca Goodrum**	**Bgoodrum@ollusa.edu**
Students with Last Names: G-L	**Dr. Mary Ann Rocha**	**Marocha@ollusa.edu**
Students with Last Names: M-P	**Dr. Yvette Longoria**	**Ylongoria@ollusa.edu**
Students with Last Names: R-V	**Dr. Melissa Shiplett-Jupe**	**Mshiplett-jup@ollusa.edu**
Students with Last Names: W-Z	**Dr. Melissa Brennan**	**Mabrennan@ollusa.edu**
Clinical Rehabilitation Faculty Advisor		
All students in CRC Specialization	**Dr. Mary Ann Rocha**	**Marocha@ollusa.edu**
School Counseling Faculty Advisor		
All students in SC Specialization	**Dr. Melissa Brennan**	**Mabrennan@ollusa.edu**

ACADEMIC POLICIES & REQUIREMENTS

ADMISSIONS REQUIREMENTS

To be considered for full admission into the Master of Arts in Counseling (MAC) Program, prospective students must:

1. Complete an admissions application
2. Hold an undergraduate degree from an accredited institution
3. Undergraduate GPA of 3.0 or higher (on 4-point scale) as verified by official transcripts
4. Provide two professional recommendations
5. Provide a written personal statement
6. Provide a current resume or CV
7. Successfully complete a background check
8. Successfully complete an admissions interview with MAC Program faculty

SATISFACTORY ACADEMIC PROGRESS

The OLLU counseling curriculum has been developed to meet the requirements for CACREP Accreditation, the Texas State Board of Examiners of Licensed Professional Counselors, the Texas Education Agency, and The Commission on Rehabilitation Counselor Certification. These content areas aid in the development of basic competencies in awareness, knowledge, and skills that are fundamental for professional counselors. Course instructors will provide a syllabus with expectations regarding course content mastery, activities, and due dates at the beginning of each semester.

Students enrolled in the OLLU Master of Arts in Counseling Program must maintain a 'B' average in all coursework with a 3.0 grade point average throughout the program of study. Students may receive only one grade of 'C' in non-clinical coursework. If a student receives more than one 'C' or a 'C' in clinical coursework, they must repeat the course or will not be allowed to continue as a student in the program (See '*Enforced Scholastic Withdrawal*' below).

ACADEMIC DISCIPLINE

Students who fail to maintain a 3.0 GPA will be placed on scholastic probation for the next nine (9) semester hours of coursework, as outlined in the Graduate Catalog. Students on scholastic probation are not eligible to take comprehensive examinations. Failure to increase the GPA to 3.0 or receiving a grade of 'F' at any time will result in Enforced Scholastic Withdrawal (see below).

Enforced Scholastic Withdrawal

The academic records of all MAC Program students are reviewed at the end of each semester. When a course grade of "F" is earned, the student will be placed on Enforced Scholastic Withdrawal (ESW). Students placed on ESW are required to sit out for a one semester suspension. To resume classes the student must submit a letter of appeal requesting approval to continue in the program. If approved, the student may register to repeat the failed course in the semester following their ESW suspension. If a passing grade is earned, the student may fully resume their coursework in the program. Students who are placed on Enforced Scholastic Withdrawal (ESW) a second time are not eligible for readmission to the MAC Program.

DEGREE COMPLETION

Students who have fulfilled all requirements for the M.A. in Counseling have earned the right to participate in commencement exercises. No later than one term prior to the date on which a degree is conferred, a degree candidate must file an application for graduation with the Registrar. Students who fail to apply for graduation by the deadline set by the Registrar's Office will not have their degree conferred that semester. Graduation information, including application deadlines, may be found on the OLLU Registrar's webpage. OLLU confers degrees each semester (Spring, Summer, and Fall), but please note that commencement ceremonies are only held once each year (in May). Students have a responsibility to apply for graduation in accordance with university policies.

DEGREE TIME LIMITATION

All degree requirements, including courses transferred from previous graduate work, must be completed within six (6) years from the date of enrollment in the first course being counted towards the degree. Graduate credits earned more than 6 years prior to anticipated degree conferral may not be counted towards the Master of Arts in Counseling degree and must be retaken for credit. Extensions to the 6-year

limit are highly unusual, rarely granted, and require the approval of the faculty advisor and the department chair.

ATTENDANCE AND PARTICIPATION POLICY

Students are expected to participate every week in each course in which they are enrolled. Students are allowed to miss one (1) class per semester without penalty. With the second absence, a drop of one (1) letter grade will occur and the program director will be notified. Any subsequent absences will result in a fitness-to-practice evaluation. As this is an online program, participating in weekly discussion board posts and assignments is mandatory and constitutes attendance in asynchronous classes.

Participation means that you have logged into the course and have interacted with the professor or classmates through discussion postings and/or email exchanges. Active participation and total completion of the required assignments are an obligation of the student. Special circumstances may prevail. It is your responsibility to consult with the instructor regarding any special circumstances prior to the anticipated absence to gain approval. It is preferable to provide notification a minimum of a week in advance. Please note that the instructor has the discretion to grant or deny requests.

Financial aid programs require the university to report if a student is no longer attending any classes for which they are registered. If you stop attending and participating in class, the instructor will make reasonable efforts to contact you (email, retention alerts, etc.). If, however, you do not respond to OLLU's efforts to contact you, the instructor ***may drop you*** (submit a WI grade) from the class for non-attendance. Once a student is withdrawn from a course, they may no longer be reinstated. This may affect financial aid eligibility, so it is extremely important that you communicate with your instructor if you know you will be absent for an extended amount of time. See more information about WI grades below.

WI Grades (Withdrawal by Instructor): A WI is reserved only for student non-attendance and is not a means to avoid a poor grade in a class. It is the student's responsibility to withdraw (drop) from the course if, after discussing the implications with the student's advisor and a financial aid counselor, it is determined that dropping is the best option. A student may withdraw from a course using Self-Service until the drop date listed on the Registrar's Academic Calendar (will open new page).

GRADING POLICIES

In order to receive course credit, students must demonstrate successful mastery of the course's learning outcomes. Students are expected to adhere to faculty instructions and deadlines for assessment activities. All MAC Program assessment activities and final course grades utilize the following grading scale:

A = 100 – 90
B = 89 – 80
C = 79 - 70
F = 69 – below

Late Work
Late work will NOT be accepted unless preapproved by the course instructor. Late work will result in a loss of points on assignments.

Special Requirements For 'A' And 'B' Grades
Work that is complete, accurate, and demonstrates a firm understanding of the material will be considered 'B' level work. Demonstration of excellence (beyond the minimum expectations of the activity) is necessary to achieve a grade of 'A'. Application of principles to real-world examples or scenarios must

also be present to earn an 'A'.

Graduate Level Writing Expectations
Graduate-level writing skills are expected on all written activities. Written assignments will be evaluated on content as well as writing quality. It is imperative that students cite sources in written assignments. If the work of another is submitted as one's own, it will be considered plagiarism. This can be grounds for failure of the course and/or dismissal from the program so citation of all sources is critical.

APA Guidelines
All papers must follow APA guidelines for citations, references, and quotations; APA style for punctuation, abbreviations, headings, and other elements of the manuscript should be utilized unless otherwise indicated by the course instructor. Be aware that the only acceptable APA manual is: American Psychological Association. (2019). *Publication manual of the American psychological association*. (7th ed). Author. ISBN: 978-1-4338-3216-1 (paperback)

See also: ***KPI Policy***

FITNESS-TO-PRACTICE

As counselors-in-training, students in the OLLU Master of Arts in Counseling (MAC) Program are expected to conduct themselves in accordance with ethical and professional standards of the counseling profession. In adherence to professional ethics and standards (ACA Code of Ethics, 2014; CACREP Standards, 2024), counseling program faculty assess the disposition and conduct of all MAC Program students to regularly monitor their fitness-to-practice in the field of professional counseling. Routine fitness-to-practice evaluations are completed at designated points within the program. Instructors complete fitness-to-practice evaluations for all students at the conclusion of the following courses:

- COUN 6315 Professional Orientation & Ethics
- COUN 8312 Group Dynamics in Counseling
- COUN 8352 Foundational Counseling Skills
- COUN 8390 Practicum in Counseling
- All internship courses: COUN 8391, COUN 8325, COUN 8375, COUN 8600.

In addition to these systematic FTP evaluations of all students, an FTP review may be initiated for any student, at any time, if a faculty member, staff member, or field supervisor believes the student has displayed behavior that suggests the student does not possess sufficient competency in one or more of the program's FTP criteria. Faculty may also initiate an immediate FTP review at any time for:

- Students who engage in illegal or unethical behaviors
- Students who present a threat to the well-being of others
- Students who violate the OLLU Student Code of Conduct or any other OLLU policies

When evaluated for fitness-to-practice students receive one of the following ratings on each of the FTP competencies identified in the table below: 3- *No Concerns*, 2 - *Concerned, 1 - Highly Concerned, or N/A - Not Observed.* Students should achieve a rating of *'No Concerns'* or *'Not Observed'* on each item of the FTP evaluation.

Fitness-to-Practice Evaluation - Professional Dispositions Evaluated
PROFESSIONALISM
1. The student conducts themselves in a manner consistent with the professional and ethical standards of the counseling profession and OLLU Counseling Program.

2. The student conducts themselves in a manner consistent with Our Lady of the Lake University's core values (community, integrity, trust, service).
3. The student demonstrates a respectful attitude toward peers, professors, and others.
4. The student demonstrates sensitivity to real and ascribed differences in power between them and others.
5. The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.
6. The student is timely and adheres to course schedules and assignment due dates.
7. The student willingly increases knowledge (and implementation) of effective counseling strategies.
8. The student presents themselves professionally within course discussions and assignments.
GENERAL COMPETENCY
1. The student recognizes the boundaries of their particular competencies and limitations of their expertise.
2. The student takes responsibility for compensating for their deficiencies in a timely manner.
3. The student takes responsibility for assuring client welfare when faced with the boundaries of their expertise.
4. The student provides only those services, and applies only those techniques, for which they are qualified by education, training, supervision, or experience.
5. The student demonstrates basic cog cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems.
6. The student demonstrates oral and written language skills consistent with a graduate level education.
7. The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.
SOCIAL & EMOTIONAL MATURITY
1. The student demonstrates self-control (e.g. anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.
2. The student is honest.
3. The student is aware of their own belief systems, values, needs, and limitations, and the effect of these on their counseling work.
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.
5. The student exhibits the appropriate levels of self-assurance, confidence, and trust in owns abilities.
6. The student seeks to informally resolve problems/conflicts directly with the individuals with whom the problem exists.
7. The student contributes appropriately to classroom and supervisory discussions.
INTEGRITY & ETHICAL CONDUCT
1. The student refrains from making statements which are false, misleading, or deceptive.
2. The student avoids improper and potentially harmful dual relationships.
3. The student respects the fundamental rights, dignity, and worth of all people.
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.
5. The student respects cultural, individual and role differences, including those of age, gender, race, ethnicity, nationality, religion, sexual orientation, disability, language, and socioeconomic status.
6. The student adheres to the professional standards outlined in the ACA Code of Ethics (2014).
CLINICAL COMPETENCY
1. The student understands and accepts the importance of implementing the core conditions of counseling, unconditional positive regard, genuineness, and empathy.
2. The student demonstrates the core conditions of counseling unconditional positive regard, genuineness, and empathy.
3. The student demonstrates a capacity for understanding the influence of others on their own development (e.g.,

family of origin).
4. The student demonstrates a willingness and an ability to explore their own emotions, behavior, and cognitions in order to enhance self-awareness and self-knowledge.
5. The student consistently demonstrates excellent interpersonal skills, exhibiting a genuine interest in and appreciation of others, a respect for others, and an ability to interact with others in an appropriate manner.
6. The student demonstrates a potential for working effectively with distressful emotions (their own and the emotions of others).
7. The student presents a professional demeanor and image at field placement sites.
8. The student regularly attends class, is on time for class, and stays for the entire class meeting.
9. In field placements, the student establishes and maintains a regular schedule of attendance and service for the entire semester.

If fitness-to-practice concerns are identified at any point within the program, these concerns will be communicated with the student. When necessary, a plan of action or remediation plan may be collaboratively developed by faculty and student. A formal FTP committee may be convened according to the steps of the FTP Process Students will have the opportunity to participate and respond at each step of the FTP evaluation process, as outlined in the *Fitness-to-Practice Standards and Process* (Appendix D). Each use of the fitness-to-practice evaluation form, including documentation of any remediation plans, must be placed in the student's file. All students are encouraged to carefully review the FTP standards and process (Appendix D), seeking clarification when needed.

The competencies outlined in this document are in addition to the academic requirements and expectations of the program. Admission into the MAC program does not guarantee fitness to remain in the program; Students must meet and maintain program standards to continue in the program. Students may be suspended or dismissed from the OLLU MAC Program if fitness-to-practice expectations are not met and remediation plans are not successful. In rare cases of highly unethical or egregious behavior, immediate dismissal from the program without a remediation plan may be necessary. See '*Consequences of Unsatisfactory Performance or Conduct*' for detailed policies and procedures regarding potential dismissal.

CLINICAL EXPERIENCES

The OLLU Counseling Program requires all students to successfully complete clinical coursework that involves direct experiences with clients at a professional counseling site. The clinical course sequence must be followed, as these courses must be taken separately and build upon the prior course. Students must carefully and intentionally plan their clinical coursework, engaging in the required application process for the following clinical courses:

- Practicum - ***COUN 8390 (All specializations)***
- Internships - ***COUN 8391 (CMHC), COUN 8325 (SC), & COUN 8375/ 8600 (CRC)***

One practicum course (100 total hours) and a minimum of two (2) internship courses (600 total hours) are required for each specialization. During clinical courses, students participate in one (1) hour of weekly site supervision and two hours (2.0) of weekly synchronous supervision with classmates and professor. Students in the school counseling specialization are also required to receive field supervision (live observations and coaching) throughout each school counseling internship.

Clinical Orientation (Mandatory)
All counseling students are required to attend Clinical Orientation prior to beginning their practicum placement. Orientation is offered only twice per year — once in the fall and once in the spring — so students should plan accordingly and register early. Students who miss their scheduled orientation session must wait until the next offering (fall or spring) before beginning practicum hours. No exceptions or individual make-up sessions will be provided. Questions regarding clinical orientation should be directed to the clinical team: ylongoria@ollusa.edu and tlgarcia@ollusa.edu.

Clinical Applications
Students are responsible for finding their own practicum and internship sites that meet the site and supervisor requirements listed in the clinical manual. Applications for practicum and internships must be submitted for **every** semester. Acceptance and completion of one course/semester *does not* guarantee acceptance into the following clinical course. Application forms are completed via Tevera during specified application periods, and deadline information is communicated to eligible students each semester. As students approach the clinical portion of their degree plan, they will be contacted by the MAC Program Clinical Team with specific guidelines. Students will receive written confirmation of their clinical application approval. Students whose applications are not completed and/or accepted must reapply for the subsequent semester.

Please note: *The clinical application process informs how many sections of practicum and internship are offered each semester. Additionally, clinical courses have lower course enrollment caps to maintain required faculty to student ratios. Exceptions to application deadlines are rarely possible.*

Clinical Management Platforms (Tevera/ELC & Exxat)
Tevera/ELC and Exxat platforms support students' field experiences through management of site placement, hours logging, evaluations, and course assignments. Access to the designated clinical management platform is a one-time purchase and is charged as part of course tuition and fees; Students *do not* need to purchase on their own. Students are assigned to either Tevera/ELC or Exxat based on their program cohort. The Tevera/ELC Resources Page and Exxat Learning Hub provide additional training and information for students.

Site Policies
During practicum and internship experiences, counselors-in-training agree to adhere to additional policies and requirements set by their site. This may include expectations for professional behavior, documentation, hours, orientation, immunization, drug testing, etc. It is the student's responsibility to communicate with their site(s)/site supervisor(s) to ensure all requirements are met.

All further details regarding practicum and internship requirements can be found in the OLLU MAC Clinical Manual.

COMPREHENSIVE EXAMS

One of the final requirements of OLLU's counseling program is to complete comprehensive examinations prior to graduation. Comprehensive examinations evaluate students' knowledge and skills attained throughout the program. Students become eligible to take their comprehensive exams during their practicum semester. Once eligible, students receive detailed exam information and registration

instructions from the MAC Program faculty and staff.

Students must determine the appropriate examination(s) based on their degree specialization (Clinical Mental Health, School Counseling, or Clinical Rehabilitation Counseling). The appropriate examination(s) may also depend upon the student's state of residence (SC students). Please see the table below to confirm which exam(s) pertain to you.

ALL Students in MAC Program

ALL students in the MAC Program are required to take/pass the program's comprehensive exam (CPCE) in order to graduate.

- **School Counseling Students (Texas):** *School counseling students seeking certification in Texas must also take/pass the state-administered TExES School Counselor Certification Exam (#252), in addition to the comprehensive exam (CPCE), in order to graduate.*
- **School Counseling Students (Out-of-State):** *School counseling students seeking certification outside of Texas are only required to take the comprehensive exam (CPCE), not the TExES 252 certification exam, in order to graduate. These students are encouraged to research their state's licensure/certification requirements to find out what credentialing exam(s) they are required to take as a graduate of an out of state Educator Preparation Program.*

CPCE INFORMATION

NOTE: Students will receive more detailed information regarding the CPCE as they approach their graduation date and become eligible to sit for the exam.

The CPCE consists of 160 multiple choice items with 20 items per each of the eight (8) CACREP areas (identified below). Of the 20 items per section, 17 will be scored items and the remaining three will be pretest items that are not identified to the student. As such, the total amount of scored questions on the CPCE is 136. The test taker is allotted 4 hours. Additional information on the CPCE format can be found at: https://www.cce-global.org/assessmentsandexams/cpce.

Core Curriculum Area	% Items	# Items	MAC Course(s)
Professional Counseling Orientation & Ethical Practice	12.5	17	COUN 6315 & 8310
Social & Cultural Diversity	12.5	17	COUN 8314
Human Growth & Development	12.5	17	COUN 7335
Career Development	12.5	17	COUN 6330
Counseling & Helping Relationships	12.5	17	COUN 8302 & 8352
Group Counseling & Group Work	12.5	17	COUN 8312
Assessment & Testing	12.5	17	COUN 6325
Research & Program Evaluation	12.5	17	COUN 6360

Students should plan to sit for the CPCE exam at least 1-2 semesters prior to their anticipated graduation term. Official exam results are not immediate and must be received by the university prior to the registrar's deadline for degree conferral. Although students' official score reports are usually received by the university within 45 days, it can take up to 60 days depending on the specific testing date and month. Your anticipated graduation term may be delayed if you do not plan ahead and allow yourself plenty of time.

While we hope all MAC Program students pass the CPCE on their first attempt, some students do need to

re-attempt the CPCE for a passing score. The retesting process can delay a student's anticipated graduation term, as there is a required waiting period between CPCE attempts.

- *CPCE-CBT administration - 30 day waiting period before eligible to register for re-test*
- *CPCE-OnVUE administration - 90 day waiting period before eligible to register for re-test*

Demonstrating Professional Readiness

The difficulty level of the CPCE fluctuates depending on the version of the exam administered each month. To account for this variability, the passing cutoff is not based on a raw fixed score. Instead, the passing cutoff is calculated for each month based on the national average for that test version. MAC Program students demonstrate professional readiness on the CPCE by earning a score that is no lower than one standard deviation below the national average for the month in which their exam was administered.

> *Passing Cutoff = μ national - σ national*
>
> *For example, if the month's national average is a score of 85 and the standard deviation is 15, the passing cutoff for MAC students who tested that month would be 70.*

Since the passing cutoff varies by month and is not a fixed score, students will not know whether they passed the CPCE until they receive the official CPCE results from program faculty and staff. This notification occurs once we receive the official score reports and national data from the Center for Credentialing and Education (typically 45-60 days after the testing date).

Re-Testing Policy

- Students who are unsuccessful on their first CPCE attempt must wait the required 30- or 90-day waiting period before registering to re-attempt the CPCE at their own expense ($150).
- Students who are unsuccessful on their second CPCE attempt must sit for a third and final comprehensive exam attempt consisting of an oral examination administered by MAC Faculty.
- Students who are unsuccessful on their third and final comprehensive exam attempt are subject to dismissal from the program for failure to demonstrate professional readiness.

TEXES 252 SC CERTIFICATION EXAM INFORMATION

Texas-based school counseling students must apply for and successfully complete the 'practice school counselor certification examination' prior to sitting for the official state-administered school counselor certification examination (252). For questions regarding the practice and official TExES exam, please contact our certification officer Monica Castillo at: mycastillo@ollusa.edu or 210-528-6575.

To learn more about the school counselor certification test and to register for a testing site, please follow this link: https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX252_TestPage.html

STUDENT SERVICES & RESOURCES

ACADEMIC SUPPORT SERVICES

- OLLU Library
- OLLU Bookstore
- Counseling Research Guide

- Academic Center for Excellence (ACE) Writing Center
- Peer Mentoring Program
- Testing Center

ACCESSIBILITY SERVICES

The MAC Program also strives to provide a learning experience that is as accessible as possible for all students. Please reach out to your instructors and/or OLLU's accessibility services if you anticipate or experience any learning barriers in your courses.

Students who have qualified disabilities covered through the Americans with Disabilities Act Amendments Act or Section 504 of the Rehabilitation Act and who desire assistance should contact the Accessibility Services Office at (210) 431-4010, email ada@ollusa.edu, or visit the office located in Walter Center Suite 206.

OLLU COUNSELING SERVICES

Our Lady of the Lake University's Counseling Services offers free mental health support to currently enrolled students. Licensed mental health professionals are available to help navigate life's challenges, explore personal development and growth, improve relationships, and identify and accomplish academic goals. Individual and group therapy options are available by appointment. For more information, contact Counseling Services at 210-431-4053 or counselingandwellness@ollusa.edu.

Students also have access to free virtual support. UWill is available 24/7/365 and offers in the moment emotional support from counselors or urgent medical care. Students can also make scheduled counseling sessions or medical visits. To set up an appointment, visit: https://medical.uwill.com/ or call their customer support line at 866-533-1827. When registering, be sure to use OLLU's zipcode (78207) to access free services.

STATEMENTS ON A POSITIVE LEARNING ENVIRONMENT

The MAC Program aims to collectively promote equity and inclusion through recognition and respect for diverse identities, perspectives, and experiences. All members of the MAC Program community are expected to contribute to a respectful, welcoming, and inclusive learning environment for all.

Self-growth is a necessary component of counselor education. Students are encouraged to work towards understanding and respect for diverse experiences to better serve our communities outside of the program and university. Engagement in challenging, even uncomfortable, discussions may be necessary to fully develop the cultural competence required of professional counselors. During difficult conversations and experiences, students should feel comfortable expressing their own viewpoints while also demonstrating respect for those of others. If anything is said that makes you feel uncomfortable, please notify your instructor or faculty advisor. Your concerns will be treated with privacy and respect.

OLLU places a high commitment to the core values of community, integrity, trust, and service, and it is our policy to provide an educational experience free from sexual harassment, misconduct, violence, or discrimination. Faculty members are considered "responsible employees" who must report all incidents of sexual misconduct with full detail within 72 hours of learning of the event. If you believe that you are the victim of sexual harassment, misconduct, violence, or discrimination, and you are a student, please visit the Title IX website to contact a Deputy Coordinator.

COMPLIANCE WITH UNIVERSITY AND PROFESSIONAL STANDARDS

It is expected that counseling students, staff, supervisors, and faculty conduct themselves in a professional and respectful manner that reflects the ethical and professional behavior associated with the counseling profession. Students must conduct themselves with the awareness that their conduct, personal appearance, attitudes, values, and behavior can influence client, peer, and general public opinions.

The faculty expect that students will conduct themselves in accordance with the ethical standards of the profession. Students are also expected to adhere to the code of conduct described in the OLLU Student Handbook. Students are expected to adhere to the ethics and codes of conduct, to consult them whenever questions may arise about their conduct, and to seek faculty clarification on any part of the documents that they do not understand.

See also: ***Fitness-to-Practice***

CONSEQUENCES OF UNSATISFACTORY PERFORMANCE OR CONDUCT

Unsatisfactory or unacceptable performance or behaviors in any facet of the program including coursework, practicum/internship, or comprehensive examinations will result in a full review of the student's file. Events which can trigger this full review include, but are not limited to, the following:

- Failing to maintain a 3.0 GPA (*see ESW*).
- Earning a final course grade of 'F' in any course, or of 'C' or 'F' in a clinical course (*see ESW*).
- Earning a second final course grade of 'C' in any course (*see ESW*).
- An unsatisfactory practicum evaluation by either the site supervisor, field supervisor (School Counseling Specialization only), or faculty supervisor (this may include an evaluation of any items marked as "Unacceptable" or several items marked "Needs Improvement" at the discretion of the faculty).
- Being asked to leave a practicum/internship placement due to unsatisfactory performance in any aspect of the practicum/internship.
- Unprofessional conduct. This may include any situation or event that may constitute an ethical or legal violation that would prevent a student from receiving a professional license or certification upon graduation.

This review will be conducted by the Department Chair or Program Director, the Fitness-to-Practice Coordinator, and the student's faculty advisor; additional program faculty, adjunct faculty, and supervisors may participate as needed. The outcome of such a review may permit the student to continue in the program without consequences. The review may also include any of the following recommendations: departmental probation, remediation of a course or other academic requirement, withdrawal from practicum/internship, additional supervision, personal counseling, Enforced Scholastic Withdrawal (ESW), or permanent termination from the program.

See also: ***Fitness-to Practice*** ***and*** ***Academic Discipline***

Departmental Probation

Departmental probation is considered when serious concerns persist about a student's competence, professionalism, emotional stability, or ethical practice. Grounds for probation include, but are not limited to: failure to make adequate progress in a remedial plan; consistent lack of responsibility in one's

professional duties at a practicum or internship site; significant psychological or medical instability that interferes with the ability to deliver adequate services to clients or work with other staff and faculty; serious breach of professional codes of ethics, the laws of counseling practice in the State of Texas (or other state in which the student resides), or a violation of the student code of conduct outlined in the OLLU Student Handbook. Dismissal from the program may be indicated if a breach of conduct, professionalism, or ethics is of an egregious nature (violation of laws of practice or codes of ethics). When the faculty places a student on departmental probation, they will designate the length of the probationary status as well as the requirements that must be met before the probationary status will be lifted. These conditions will be communicated verbally, in writing, and documented in the student's permanent file. Failure to comply with the plan and make progress will result in dismissal from the program.

Psychological Remediation

In some instances, the faculty may require a student to undertake extensive remedial actions. In circumstances where professional and interpersonal conduct is a concern, the faculty may require that the student engage in personal counseling at the student's expense. Resumption in the program is contingent upon successful completion of these requirements.

Enforced Scholastic Withdrawal

When a course grade of 'F' is earned in any course, a course grade of 'C' or 'F' is earned in a clinical course, or a second course grade of 'C' is earned in any course, the student will be placed on Enforced Scholastic Withdrawal (ESW). Failure to maintain a 3.0 GPA may also result in Enforced Scholastic Withdrawal. Students placed on ESW are required to sit out for a one semester suspension. To resume classes the student must submit a letter of appeal requesting approval to continue in the program. If approved, the student may register to repeat the failed course(s) in the semester following their ESW suspension. If a passing grade is earned, the student may fully resume their coursework in the program. Students who are placed on Enforced Scholastic Withdrawal (ESW) a second time are not eligible for readmission to the MAC Program.

Dismissal from the Program

Unsatisfactory performance in any aspect of the academic program may be cause for dismissal from the program. Unacceptable behaviors that violate student codes of conduct, professional codes of conduct, or the law may cause immediate dismissal from the program without the option for remediation. If a decision is made to dismiss a student from the program, the student's academic advisor will conduct an exit interview.

POLICY ON STUDENT IMPAIRMENT

The students in the OLLU Counseling Program are held to professional codes of ethics and state laws concerning the practice of counseling. Accountability to the public and the maintenance of professional standards are the responsibilities of all mental health professionals. When mental health professionals become aware of colleagues or counselors in training whose performance has been impaired by medical conditions, psychiatric/psychological disorders, distressful personal problems, or substance abuse, they have a professional responsibility to intervene.

The ACA, ASCA, CRCC professional ethical codes address this issue by prohibiting professionals from delivering psychological services when their objectivity or effectiveness is impaired. Faculty members are required by all of these bodies to intervene to protect the public as well as the profession. Students in the OLLU Counseling Program have a responsibility to address personal issues that may impair their own performance in academic or practicum/internship or may jeopardize the well-being of others. Of course, it is preferable for impairments to be dealt with through prevention or voluntary intervention. The OLLU Counseling faculty may occasionally be required to intervene and insist that a student take steps to remediate impairment issues. Impaired students will be treated respectfully and supported throughout this process. Although it is a goal of the faculty to help students reach their professional goals it remains the primary responsibility of the faculty to protect the public, the student body, and the profession.

Definition

Impairment is a significant interference in functioning at the academic, clinical, or interpersonal levels due to medical or mental health conditions, including substance abuse and intense situational stress.

Reporting Impairment

Students are encouraged to discuss concerns about themselves and their perceptions about their ability to function in academic and counseling settings, or interpersonally with supervisors, or faculty with any of the faculty or the Program Director. Faculty, staff, supervisors, or students who are concerned about the possible impairment of an OLLU Counseling Student should first, if possible, talk directly with the student to express concerns about the possible impairment and to encourage the student to remediate the problem voluntarily. The student of concern should be encouraged to discuss these concerns with their advisor or the Fitness-to-Practice Coordinator. If the student of concern is unwilling to talk about the concerns raised, then the concerns should be reported to the Program Director or the student's faculty advisor. The person making this report should be prepared to provide specific behavioral examples that indicate a concern for impairment.

Student Follow-Through

If the impaired student chooses to comply with the remediation plan, continued contact with the Program Director should be maintained to ensure a return to good standing or active status in a timely manner. However, faculty may revise a remediation plan if the student fails to (a) comply with the original remediation plan, (b) successfully complete remediation, or (c) regain and maintain fitness-to-practice after remediation. In the event of noncompliance, the faculty will recommend dismissal from the program.

Deciding on a Course of Action

Once the Fitness-to-Practice Coordinator, Program Director, or the student's faculty advisor is alerted to concerns about a student's impairment, the faculty will convene to discuss the matter and determine a course of action. If the faculty finds grounds to suspect impairment, they may recommend any number of steps to ensure that an appropriate assessment and remediation plan is developed. These steps for remediation may include:

- A modified plan of study that may include additional supervision or coursework;
- A referral to an appropriate mental health professional to evaluate and treat the student for the concerns presented (at the expense of the student);

- Proposal that the student take a leave of absence; or
- Any combination of the above.

STUDENT CONCERNS & GRIEVANCES

As stated in the OLLU Student Handbook, the procedures for expressing concerns or pursuing a grievance are as follows:

Student Concerns Procedure

Students are encouraged to voice legitimate concerns to relevant university officials. Concerns should be directed verbally to the individual involved or, if the concern does not involve an individual, to the supervisor of the area or department of concern. If such action does not result in adequate resolution of the situation, concerns should be put in writing and one of the following procedures applies:

Academic concerns should be expressed first to the instructor, then to the appropriate program head or department chair, then to the dean of the appropriate school or college, then to the Vice President for Academic Affairs. Non-academic and administrative concerns should be expressed first to the individual, then to the director or supervisor of the department, then to the division Vice President or supervisor.

Student Grievance Procedure

Our Lady of the Lake University provides a uniform method by which students can pursue grievable academic issues.

Definition. An academic grievance is an allegation that something has occurred that violates existing university academic policy or established practices or is intrinsically wrong. Grievable academic issues include but are not limited to complaints about alleged violations of the institution's academic policies (e.g., application of grading policies), unfairness in the application of policies (e.g., accusation of plagiarism or cheating), or other academic matters.

Evaluation of a student's academic performance in a course or program of the university, when conducted by a faculty member, is presumed to be valid unless there is proof that the evaluation was significantly and adversely affected by prejudice (bias against the student as an individual or as a member of a group or class) and/or capriciousness (unjustifiable deviation from generally acceptable academic standards or procedures, or from explicit understandings established for the course or through the course syllabus, which is the de facto contract for course objectives, requirements and expectations).

Step 1 – Informal Resolution. First, the student must talk with the faculty member about their complaint within 30 working days of the end of the term. The faculty member is required by university policy to confer with a student who requests redress within 10 working days. Adhering to the OLLU's core values, the intent during this step is to maintain open communication between the student and the faculty member. The student may choose to have a support person accompany them, but the support person is not allowed to speak on the student's behalf. If the faculty member does not respond, the student may proceed to Step 2.

Step 2 – Academic Grievance. If the student and the faculty member are unable to resolve the matter in good faith, through reexamination of the issues and negotiation, the student must then talk with the faculty member's department chair or designee appointed by the dean, who will attempt to collaboratively resolve the complaint between the parties. In preparation for and prior to this meeting, the student must

submit the academic grievance in writing to the department chair within 10 working days of the meeting in Step 1. The grievance must include all of the following:

- How the decision or action is unfair and harmful to the grievant.
- A list of the university policies or state or federal laws that have been violated, if known.
- The name the respondent parties (the person(s) against whom the grievance was filed).
- A statement as to how the respondents are responsible for the action or decision.
- Evidence in support of the complaint.
- A statement of the requested remedy.

The department head is empowered to hear both sides of the matter, to examine all relevant documents and evidence held by either the student or the faculty member, to bring the student and the faculty member together (in person or through electronic communication tools) for further clarification, discussion and negotiation, and to suggest possible compromises or other remediation of the issue. The student may choose to have a support person accompany them but the support person is not allowed to speak on the student's behalf.

If the academic grievance concerns the department chairperson or other officials of the department, the student has a right to bypass Step 2 and proceed directly to the College/School Level. If the complaint is not satisfactorily resolved through Steps 1 and 2, a student may proceed to Step 3, Mediation.

Step 3 – Mediation. When an academic grievance is not resolved at the level of the department chair, the issue goes to the dean of the school or college to mediate. Similar to the department head, the dean is empowered to hear both sides of the matter, to examine all relevant documents and evidence held by either the student or the faculty member, to bring the student and the faculty member together for further clarification, discussion and negotiation, and to suggest possible compromises or other remediation of the issue. The student may choose to have a support person accompany them, but the support person is not allowed to speak on the student's behalf. The dean, the faculty member, and the student will collaborate to try to resolve the matter within 10 working days of the dean's receiving the mediation request.

Step 4 – Letter of Appeal and Final Resolution. If the mediating efforts in Step 3 do not satisfactorily resolve the matter at the level of the dean, the student is required to submit a letter of appeal to the Vice President of Academic Affairs (VPAA) requesting a review of the matter by the VPAA or an Academic Affairs delegate within 10 days of the Dean's decision. The letter of appeal must include all information presented at Steps 1 and 2 and any additional relevant information. The VPAA or delegate will review the materials within 15 working days of receipt of the appeal. This may or may not include a meeting with relevant parties to substantiate or clarify the information presented. The student may choose to have a support person accompany them to any meetings, but the support person is not allowed to speak on the student's behalf. Once the VPAA's decision is made, all parties will be notified in writing of the decision and any actions related to this petition. Communication of the decision ends institutional due process on the grievance, and no further appeal is possible. A Working day is defined as a day in which the university is in full operation, excluding Saturday and Sunday.

APPENDIX A

Master of Arts Degree in Counseling: Clinical Mental Health Counseling
Unofficial Degree Plan (60 semester credit hours)

I. Core Counseling Coursework (42 semester credit hours)

Course Number	Course Title	Completed
Core Courses should be taken within the first 24 hours in the program. *** Pre-requisites for Practicum COUN 8390** **** Pre-requisite for COUN 8352**		
COUN 6315	Professional Orientation & Ethics*	
COUN 8302	Counseling Theories*	
COUN 7335	Human Development across the Lifespan*	
COUN 8314	Multicultural Counseling*	
COUN 8310	Ethical Issues in Counseling**	
COUN 6360	Research Methods and Program Evaluation	
COUN 8312	Group Dynamics in Counseling*	
COUN 7337	Clinical Diagnosis* *(Pre-requisite for COUN 8317 Interventions w/ Abnormal Behavior)*	
COUN 8317	Interventions with Abnormal Behaviors	
COUN 6325	Assessment and Appraisal	
COUN 6330	Career Counseling	
COUN 8355	Child and Adolescent Counseling	
COUN 8360	Addictions Counseling	
COUN 8370	Couple and Family Counseling	

II. Clinical Coursework (12 semester credit hours)

Course Number	Course Title	Course Prerequisites	Semester
COUN 8352	Foundational Counseling Skills*	COUN 8310	
COUN 8390	Practicum in Counseling (100 hours)	6315, 8302, 7335, 8314, 8310, 8312	
INTERNSHIP (Students take COUN 8391 twice to accrue 600 hours)			
COUN 8391	Counseling Internship (300 hours)	COUN 8390	
COUN 8391	Counseling Internship (300 hours)	COUN 8390	

NOTE: Students must complete a total of 600 hours in internship. If they complete a minimum of 300 hours in their first two internship courses they do not need a third internship course. Students who complete a minimum of 200 hours in each internship course must take three internship courses to complete their 600 hours of internship required for degree completion.

III. Elective Coursework- Select two courses (6 semester credit hours)

Course Number	Course Title	Semester
COUN 8365	Trauma, Crisis, and Grief Counseling	
COUN 8321	Play Therapy	
COUN 6351	Professional Orientation: School Counseling	
COUN 6323	Professional School Counseling Services: Implementation & Evaluation	

SIGNATURES / APPROVALS:

Student Date

Advisor Date

Clinical Mental Health Counseling Specialization - Suggested Course Sequencing

Year 1			Year 2			Year 3			
Sem 1	Sem 2	Sem 3	Sem 1	Sem 2	Sem 3	Sem 1	Sem 2	Sem 3	Sem 4
COUN 6315 Prof Or.	**COUN 8314** Multicultural	***Course from List Below**	**COUN 8310** Ethics	**COUN 7337** Clinical Diagnosis	**COUN 8317** Interventions	**COUN 8352** Foundational Skills	**COUN 8390** Practicum	**COUN 8391** Internship I	**COUN 8391** Internship II
COUN 8302 Theories	**COUN 7335** Lifespan	***Course from List Below**	**COUN 8312** Group	***Course from List Below**	***Course from List Below**	***Course from List Below**	***Course from List Below**	***Course from List Below**	***Course from List Below**

NOTE: This suggested course sequence is provided as an ideal model; each student's actual course sequence is dependent upon course availability and student progress towards degree completion. Adjustments to the student's course sequence may be made by their Faculty Advisor throughout the duration of the MAC program.

***List of Other Required Courses**
COUN 6360 Research Methods and Program Evaluation
COUN 6330 Career Counseling
COUN 6325 Assessment and Appraisal
COUN 8355 Child and Adolescent Counseling
COUN 8360 Addictions Counseling
COUN 8370 Couple and Family Counseling
**Elective 1
**Elective 2

N O T E S

1. Total number of hours for the Master of Arts in Counseling Degree is 60.
2. Students can enroll in a maximum of 6 hours of coursework each semester.
3. Only one course with a grade of 'C' (2.0) will be accepted toward this degree.
4. Students must earn a 'B' (3.0) or higher in all clinical courses (COUN 8312, COUN 8352, COUN 8390, COUN 8391). Students who receive a 'C' or 'F' must retake the course and earn a 'B' or higher before progressing in the clinical course sequence.

APPENDIX B

Master of Arts Degree in Counseling: School Counseling
Unofficial Degree Plan (60 semester credit hours)

I. School Counseling and Core Counseling Coursework (48 semester credit hours)

Course #	Course Title	Completed
School Counseling Courses *(*Pre-requisites for Practicum COUN 8390)*		
COUN 6351	Professional Orientation: School Counseling*	
COUN 6323	Professional School Counseling Services: Implementation and Evaluation	
Core Counseling Courses *(*Pre-requisites for Practicum COUN 8390; ** Pre-requisite for COUN 8352)*		
COUN 6315	Professional Orientation and Ethics*	
COUN 8302	Counseling Theories*	
COUN 7335	Human Development Across the Lifespan*	
COUN 8314	Multicultural Counseling*	
COUN 8310	Ethical Issues in Counseling**	
COUN 6360	Research Methods and Program Evaluation	
COUN 8312	Group Dynamics in Counseling*	
COUN 6330	Career Counseling	
COUN 7337	Clinical Diagnosis* *(Pre-requisite for COUN 8370)*	
COUN 8317	Interventions with Abnormal Behaviors	
COUN 6325	Assessment and Appraisal	
COUN 8355	Child and Adolescent Counseling	
COUN 8360	Addictions Counseling	
COUN 8370	Couples and Family Counseling	

II. Clinical Coursework (12 semester credit hours)

Course #	Course Title	Course Prerequisites	Completed
COUN 8352	Foundational Counseling Skills*	COUN 8310	
COUN 8390	Practicum in Counseling (100 hours)	6315, 8302, 7335, 8314, 8310, 8312	
INTERNSHIP (Students take COUN 8325 twice to accrue 600 hours)			
COUN 8325	School Counseling Internship (300 Hrs)	COUN 8390	
COUN 8325	School Counseling Internship (300 Hrs)	COUN 8390	

NOTE: Students must complete a total of 600 hours in internship. If they complete a minimum of 300 hours in their first two internship courses they do not need a third internship course. Students who complete a minimum of 200 hours in each internship course must take three internship courses to complete their 600 hours of internship required for degree completion.

SIGNATURES / APPROVALS:

Student Date

Advisor Date

School Counseling Specialization - Suggested Course Sequencing

Year 1			Year 2			Year 3			
Sem 1	Sem 2	Sem 3	Sem 1	Sem 2	Sem 3	Sem 1	Sem 2	Sem 3	Sem 4
COUN 6315 Prof Or.	**COUN 8314** Multicultural	**COUN 8310** Ethics	**COUN 6351** Prof. Or. SC	**COUN 7337** Clinical Diagnosis	**COUN 8317** Interventions	**COUN 8352** Foundational Skills	**COUN 8390** Practicum	**COUN 8325** Internship I	**COUN 8325** Internship II
COUN 8302 Theories	**COUN 7335** Lifespan	**COUN 8312** Group	***Course from List Below***	**COUN 6323** Prof SC Svcs	***Course from List Below***	***Course from List Below***	***Course from List Below***	***Course from List Below***	***Course from List Below***

NOTE: This suggested course sequence is provided as an ideal model; each student's actual course sequence is dependent upon course availability and student progress towards degree completion. Adjustments to the student's course sequence may be made by their faculty advisor throughout the duration of the MAC program.

Summer Clinical Course options are limited: School Counseling Internships are not offered during summer semesters.

***List of Other Required Courses**
COUN 6360 Research Methods and Program Evaluation
COUN 6330 Career Counseling
COUN 6325 Assessment and Appraisal
COUN 8355 Child and Adolescent Counseling
COUN 8360 Addictions Counseling
COUN 8370 Couple and Family Counseling

N O T E S

1. Total number of hours for the Master of Arts in Counseling Degree is 60.
2. Students can enroll in a maximum of 6 hours of coursework each semester.
3. Only one course with a grade of 'C' (2.0) will be accepted toward this degree.
4. Students must earn a 'B' (3.0) or higher in all clinical courses (COUN 8312, COUN 8352, COUN 8390, & COUN 8325). Students who receive a 'C' or 'F' must retake the course and earn a 'B' or higher before progressing in the clinical course sequence.

APPENDIX C



Master of Arts Degree in Counseling: Clinical Rehabilitation Counseling
Unofficial Degree Plan (60 semester credit hours)

I. Clinical Rehabilitation Counseling and Core Counseling Coursework (48 semester credit hours)

Course #	Course Title	Completed
Clinical Rehabilitation Counseling Courses		
COUN 8368	Introduction to Rehabilitation Counseling	
COUN 8334	Rehabilitation Service Delivery and Case Management	
COUN 8346	Medical & Psychosocial Aspects of Disability	
Core Courses (*Pre-requisites for Practicum COUN 8390 or 8338; **Pre-requisites for COUN 8352)		
COUN 6315	Professional Orientation & Ethics*	
COUN 8302	Counseling Theories*	
COUN 7335	Human Development Across the Lifespan*	
COUN 8314	Multicultural Counseling*	
COUN 8310	Ethical Issues in Counseling**	
COUN 6360	Research Methods and Program Evaluation	
COUN 8312	Group Dynamics in Counseling*	
COUN 7337	Clinical Diagnosis* *(Pre-requisite for COUN 8370 Interventions w/ Abnormal Behavior)*	
COUN 8317	Interventions with Abnormal Behaviors	
COUN 6325	Assessment and Appraisal	
COUN 6330	Career Counseling	
COUN 8360	Addictions Counseling	
COUN 8370	Couple and Family Counseling	

II. Clinical Coursework (12 semester credit hours)

Course #	Course Title	Course Prerequisites	Completed
COUN 8352	Foundational Counseling Skills*	COUN 8310	
COUN 8390 (or 8338)	Practicum in Counseling (100 hours)	6315, 8302, 7335, 8314, 8310, 8312	

Students must complete a total of 600 hours in internship through one of the following options.
OPTION 1: COUN 8375 (300 hours) for Internship I and repeat the course for Internship II (additional 300 hours), OR
OPTION 2: COUN 8600 (600 hours) to fulfill all internship requirements.

Course #	Course Title	Course Prerequisites	Completed
OPTION 1: *(Students take COUN 8375 twice to accrue 600 hours)*			
COUN 8375	CRC Internship I (300 hours)	COUN 8390 (or 8338)	
COUN 8375	CRC Internship II (300 hours)	COUN 8390 (or 8338)	
OPTION 2: *(Requires Faculty Advisor Approval - Reserved for Internship Placements that require this structure)*			
COUN 8600	CRC Internship (600 Hours)	COUN 8390 (or 8338)	

SIGNATURES/APPROVALS:	
Student	Date
Advisor	Date

Clinical Rehabilitation Counseling Specialization - Suggested Course Sequence

Year 1			Year 2			Year 3			
Sem 1	Sem 2	Sem 3	Sem 1	Sem 2	Sem 3	Sem 1	Sem 2	Sem 3	Sem 4
COUN 6315 Prof Or.	**COUN 8314** Multicultural	***Course from List Below**	**COUN 8310** Ethics	**COUN 7337** Clinical Diagnosis	**COUN 8317** Interventions	**COUN 8352** Foundational Skills	**COUN 8390** (or 8338) Practicum	**COUN 8375** Internship I *(or COUN 8600)*	**COUN 8375** Internship II *(Or COUN 8600)*
COUN 8302 Theories	**COUN 7335** Lifespan	***Course from List Below**	**COUN 8312** Group	***Course from List Below**	***Course from List Below**	***Course from List Below**	***Course from List Below**	***Course from List Below**	***Course from List Below**

NOTE: This suggested course sequence is provided as an ideal model; each student's actual course sequence is dependent upon course availability and student progress towards degree completion. Adjustments to the student's course sequence may be made by the Student Services Coordinator and/or Faculty Advisor throughout the course of the MAC program.

***List of Other Required Courses**
COUN 8368 Introduction to Rehabilitation Counseling
COUN 8334 Rehabilitation Service Delivery and Case Management
COUN 8346 Medical & Psychosocial Aspects of Disability
COUN 6360 Research Methods and Program Evaluation
COUN 6330 Career Counseling
COUN 6325 Assessment and Appraisal
COUN 8360 Addictions Counseling
COUN 8370 Couple and Family Counseling

N O T E S

1. Total number of hours for the Master of Arts in Counseling Degree is 60.
2. Students can enroll in a maximum of 6 hours of coursework each semester.
3. Only one course with a grade of 'C' (2.0) will be accepted toward this degree.
4. Students must earn a 'B' (3.0) or higher in all clinical courses (COUN 8312, COUN 8352, COUN 8338 or COUN 8390, COUN 8375, & COUN 8600). Students who receive a 'C' or 'F' must retake the course and earn a 'B' or higher before progressing in the clinical course sequence.

APPENDIX D

Fitness-to-Practice Standards and Process

As a Catholic university sponsored by the Sisters of Divine Providence, Our Lady of the Lake University is a community whose members are committed to serving students by ensuring quality innovative learning experiences; fostering spiritual, personal, and professional growth; and preparing students for success and continued service.

In the spirit of the OLLU tradition, counseling students are expected to conduct themselves in an ethical, responsible, and professional manner while fostering their own spiritual and professional growth. The OLLU Counseling Program evaluates each student's growth through the Fitness-to-Practice (FTP) process as an element of students' performance. All counseling students are regularly monitored throughout their matriculation in the program, to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as a counselor-in- training (CACREP, 2024). The manner in which a student's progress may be routinely monitored includes consultation during faculty meetings, small group faculty consultation, or faculty consultation with department chair. All students are encouraged to review these standards and seek clarification regarding the FTP policies and procedures when needed.

For successful completion of the program and endorsement from the OLLU Counseling Program for any relevant certifications or licensure, students must demonstrate performance meeting or exceeding program standards in all settings, including classes, advising sessions, practicum/internship sites, and all verbal and written communication. These standards include:

1. Maintain a cumulative GPA of 3.0 or better with a grade of 'C' in no more than one course that is to be counted toward the degree. Students may NOT receive a 'C' in any of the following courses: COUN 6315, COUN 8312, COUN 8352, COUN 8390, COUN 8391, COUN 8325, COUN 8375, and COUN 8600.
2. Demonstrate professional fitness-to-practice in their interactions with others as measured by the standards on the *OLLU Counseling Program Fitness-to-Practice Form* (below).
3. Adhere to the codes of ethics of professional associations in counseling and all related national and state licensure and certification boards.

The FTP Evaluation Process:

The fitness-to-practice evaluation process includes an evaluation by the instructor of record using the *OLLU Counseling Program Fitness-to-Practice Form*. All students are evaluated in the following courses by the instructor of record: COUN 6315, COUN 8312, COUN 8352, COUN 8390, COUN 8391, COUN 8325, COUN 8375, & COUN 8600.

An FTP review may be initiated for any student, at any time, if a faculty member, staff member, or site/field supervisor believes the student has displayed behavior that suggests the student does not possess sufficient competency in one or more FTP criteria. Faculty may also initiate an immediate and unscheduled FTP review at any time for:

- Students who engage in illegal or unethical behaviors,
- Students who present a threat to the well-being of others, or
- Students who violate the OLLU Student Code of Conduct or any other OLLU policies or procedures.

In such cases, depending upon the circumstances, the fitness-to-practice process may result in the student being dismissed from the OLLU Counseling Program without the opportunity for remediation.

Faculty members, staff members, and site/field supervisors may evaluate all students according to the fitness-to-practice standards within the OLLU Counseling Program Fitness-to-Practice Form. Students will have the opportunity

to participate and respond at each step of the FTP process.

Performance on the FTP standards will be rated based on the following scales: 'N/A- Not Observed', '3- No Concern', '2- Concerned', or '*1- Highly Concerned*', as described in the *OLLU Counseling Program Fitness-to-Practice Form*. A rating of '*3- No Concern*' indicates competence achieved. A rating of '*N/A- Not observed*' indicates that the evaluator did not have the opportunity to observe the described standard for the student, therefore it does not indicate that competence has or has not been achieved. A rating of '*2- Concerned*' or '*1- Highly Concerned*' on any of the FTP standards indicates that competence has not been achieved and will initiate the FTP procedures described below in steps 1-3. **If a student receives a rating of '*2- Concerned*' on their FTP evaluation the FTP process will begin at step 1. If a student receives one or more rating(s) of '*1- Highly Concerned*', or if they have previously received a rating of '*2 - Concerned*' on an FTP evaluation at any other time throughout their program of study, the FTP process will automatically proceed to step 2. If the FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others, or has violated the OLLU Student Code of Conduct, the FTP process will proceed directly to step 2.**

STEP ONE:
The student with identified FTP concerns will be contacted to schedule a meeting to review the *OLLU Counseling Program Fitness-to-Practice Evaluation*. The meeting will be held with the issuing faculty member. The student's assigned faculty advisor and the OLLU Counseling Program Fitness-to-Practice Coordinator should be included in all FTP communication with the student and may also be present at the FTP meeting with the student/issuing faculty.

The student has five business/semester days to respond to the request to schedule a meeting. If the student does *not* respond by the close of business on the fifth business/semester day, the matter will proceed to steps 2 or 3 described below.

At the meeting, the issuing faculty will review the *OLLU Counseling Program Fitness-to-Practice Form* with the student and discuss plans for improvement on the standard(s) that competency was not achieved. Within five business/semester days after the meeting, the issuing faculty will provide a copy of the Fitness-to-Practice Form (incorporating any plans for improvement agreed upon at the meeting) to the student for review and signature. The student will have five business/semester days to review, sign, and return the Fitness-to-Practice Form. Failure of the student to sign and/or return the Fitness-to-Practice Form by the close of business on the fifth business/semester day will not impede the process and may be considered during the fitness-to-practice process.

Both the student and issuing faculty may retain copies of the signed OLLU Counseling Program Fitness-to-Practice Form and copies will be placed in the student's academic record/file. At any time during the remediation process, the issuing faculty member may refer the student to a faculty review committee (step 2).

STEP TWO:
A faculty review committee will be convened if:

- **A.** The FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the well-being of others, or violated the OLLU Student Code of Conduct or the Handbook of Operating Procedures,
- **B.** A student fails to respond to the issuing faculty's request to schedule a meeting to review the OLLU Counseling Program Fitness-to-Practice Form,
- **C.** A student fails to show reasonable improvement in the area(s) of concern discussed with the professor of record in step 1 of the FTP process, or
- **D.** A student receives more than one '*2- Concerned*' rating on the OLLU Counseling Program Fitness-to-Practice Form during their Program of Study; or the student receives a '*1- Highly Concerned*' rating on any standard at any time.

The faculty review committee will be comprised of three or more faculty members from the OLLU Counseling Program. The faculty review committee may consult with any of the counseling program faculty or supervisors regarding the development of remedial strategies and/or evaluation of the student's fitness for continuation in the Counseling Program.

At the meeting, the faculty review committee will review the *OLLU Counseling Program Fitness-to-Practice Form*

with the student and create/review a remediation plan to address the standard(s) in which competency was not achieved. Within five business/semester days after the meeting, the issuing faculty will provide a copy of the Fitness-to-Practice Form and remediation plan (incorporating any changes agreed upon at the meeting) to the student for review and signature. The student will have five business/semester days to review, sign, and return the Fitness-to-Practice Form and remediation plan. Failure to sign and/or return documents by the close of business on the fifth business/semester day will not impede the process and may be considered during the fitness-to-practice process.

The remediation plan should address, but is not limited to:

1. Specific competency(ies) from the Fitness-to-Practice Standards which require(s) remediation,
2. Specific tasks being required to demonstrate remediation of specified standards,
3. Specific deadline for completion of requirements and timeline of subsequent monitoring/evaluation of progress.

The remediation plan should be time-specific and outcome-focused. Tasks included in remediation plans should be directly related to the specific standard(s) identified as lacking competency for the student in question. Such tasks may consist of, but are not limited to, the following:

- Referral to personal counseling (i.e.- student must participate in weekly counseling sessions for 3 consecutive months prior to being re-enrolled in clinical coursework)
- Increased professional supervision (by site supervisor, faculty supervisor, faculty advisor, etc.)
- Requirement to repeat specified academic coursework
- Attendance at relevant professional seminar(s)
- Special assignment (i.e. completion of essay addressing importance of ethical codes violated)
- Requirement of formal probation or leave of absence for specified period of time

Both the student and issuing faculty may retain copies of the signed *OLLU Counseling Program Fitness-to-Practice Form* and remediation plan and copies will be placed in the student's academic record/file.

The faculty review committee will monitor the student's progress on the remediation plan. If at any time the student is determined not to be making satisfactory progress, the faculty review committee may either modify the remediation plan or dismiss the student from the program.

STEP THREE:
All faculty review committee decisions for a student's dismissal from the OLLU Counseling Program will be forwarded to the Department Chair. The Department Chair will forward the committee's decision to the OLLU Dean of Academics. The student may appeal the committee's decision to the Associate Provost for Academic Affairs. The decision of the Associate Provost is final.

My signature indicates that I have read the Fitness-to-Practice (FTP) Standards & Process Document and understand my responsibilities as a counselor-in-training. If at any time I have questions about the FTP evaluation, I will contact the OLLU Program Director and/or Department Chair.

_____

(Printed Name) **(Date)**

_____

(Signature) **(Date)**