

# Lindenwood University

## Professional and School Counseling Program

### Professional Counseling Handbook



LINDENWOOD  
UNIVERSITY

Revised April 2009

# Lindenwood University

## Professional and School Counseling Program

### Professional Counseling Handbook

April 2009

This handbook is published through the Lindenwood University Professional and School Counseling Program, Lindenwood University Cultural Center, 400 North Kingshighway, Suite 301, St. Charles, Missouri 63301. This handbook is for information purposes only and does not constitute a contract. Although the handbook was prepared with the latest information available at the time of publication, information is subject to change without notice. It is recommended that the reader consult with the Program Coordinator or Assistant Dean for any changes that may occur after the publication date of this document.

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## Student Responsibilities

The Professional Counseling Handbook is intended to assist and inform students in the Professional and School Counseling Program at Lindenwood University. It is essential that students read and become aware of all Program policies and procedures. It is the responsibility of each student to be familiar with the contents of the Professional Counseling Handbook and, if necessary, to seek clarification of any information by contacting his or her advisor.

The Professional and School Counseling Program must continue to meet the requirements of the Missouri Committee for Professional Counselors and the Missouri Department of Elementary and Secondary Education. This is an ongoing process; therefore, the Program reserves the right to change or revise any information, policy, or procedure. Revised information may supersede, modify, or eliminate existing information. Students can access updates on the Professional and School Counseling Program website, [www.lindenwood.edu/counseling](http://www.lindenwood.edu/counseling).

Program completion is the responsibility of each student. Students must maintain an up-to-date advising sheet (Program Planner). It is recommended students review their Program Planners at the close of each semester.

## Mission Statement

The Professional and School Counseling Programs at Lindenwood University develop students' potential as professional or school counselors. We recognize the uniqueness of human beings and are dedicated to helping students obtain the knowledge, skills, and experience necessary to facilitate their development as counseling professionals. We prepare students to be ethical, reflective practitioners for work in school and/or mental health settings with individuals, groups, and families. The Programs are designed to meet the academic requirements toward licensure as a Professional Counselor and/or for recommendation for certification as a School Counselor.

## Conceptual Framework

The conceptual framework for the Lindenwood University Professional and School Counseling Program is driven by the Mission Statement of the University, the Mission Statement of the Professional and School Counseling Program, and the Missouri Department of Elementary and Secondary Education's Standards for Teacher Education Programs. These Mission Statements and Quality Standards reflect the integration of intuition and scientific inquiry required in the practice of counseling. Therefore, the

design of the Professional and School Counseling Program, including the admission of candidates, the construction and maintenance of curriculum, the structuring of clinical experiences, and the support of newly-employed professionals, is based upon the conceptualization of counseling as a blend of art and science.

Counseling is an art. The act of counseling requires the use of intuition and creativity in formulating theories, planning and implementing effective interventions, and guiding client change. The intuitive and feeling qualities the counselor brings to the helping relationship are essential elements of the art of counseling (Gladding, 1992; Satir, 1987).

Counseling is a science. The counselor must possess a knowledge base built on scientific inquiry and a skill set based on scientifically proven methods. The counselor uses data to guide the selection of intervention methodology and to monitor the effectiveness of ongoing intervention. The counselor must possess the ability to read and analyze research findings presented in professional literature, evaluate the effectiveness of counseling approaches, produce research data, and report research data to the scientific community. The logical and analytical qualities the counselor brings to his or her professional endeavors are essential elements of the science of counseling (Vacc & Loesch, 1987).

## Outcomes

Graduates of the Professional Counseling Program will develop the awareness, knowledge, skills, and techniques to function effectively and ethically in a mental health system. Upon completion of the Program:

- The student will demonstrate an understanding of individual and family development theories, and how transitions across the life-span impact learning and personality development including developmental crises, disabilities, and psychopathology. He or she will routinely integrate these principles in working with clients.
- The student will demonstrate an understanding of multicultural and pluralistic trends, attitudes, and behaviors related to diversity, how diversity in families impacts clients, and how culture affects the counseling relationship. The student will consistently and competently demonstrate a systemic and cultural awareness. Modifications to counseling approaches will be made based on this awareness.
- The student will demonstrate sound knowledge of measurement constructs and effectively select, administer, and interpret assessment and evaluation instruments. He or she will systematically integrate assessment results within the counseling process.

- The student will demonstrate an understanding of career development and the planning process across the lifespan. He or she will effectively select and apply career counseling models to assist clients in their career exploration, decision-making, and planning through various assessment techniques and the use of current career information.
- The student will know and understand a variety of individual and small group counseling theories and techniques, integrate this information to develop therapeutic alliances with clients, and formulate appropriate goals and strategies in accordance with clients' needs.
- The student will know, understand, and use various research and evaluation tools to monitor and assess the effectiveness of interventions with individuals and groups that are within the school or mental health systems.
- The student will demonstrate knowledge and understanding of ethical principles of the counseling profession and employ ethical decision-making in his or her work.
- The student will demonstrate a commitment to ongoing professional growth and development through personal reflection and self-appraisal, consultation, and supervision.

## Graduate School Admission

The standards of admission to the Lindenwood University Professional and School Counseling Program are selective, yet flexible. Program applicants are expected to have a sound undergraduate academic background, and each applicant's records are carefully examined to determine whether or not the student has the potential to be successful at Lindenwood. To be considered for admission, students should submit an application packet that includes:

- \_\_\_ A completed and signed application form
- \_\_\_ \$30.00 application fee (non-refundable)
- \_\_\_ Official transcripts from the school granting the undergraduate degree and from any graduate school(s) attended
- \_\_\_ Current resume

The completed application packet should be submitted to Graduate Admissions located in the Welcome Center on Lindenwood University's main campus.

## *Transfer of Credit*

Students may transfer up to nine credit hours of course work from another accredited college or university if the grade received in each course was an A or B and the course is equivalent to the course offered at Lindenwood University. The student is responsible for providing course descriptions and syllabi that demonstrate the content of the course. Under certain circumstances, courses that are not equivalent to a course offered at Lindenwood University may be transferred as electives, but will not substitute for a core course in a student's program of studies at Lindenwood University.

## Program Requirements

Degree seeking students must elect one of the following degree program options:

Master of Arts in Professional Counseling	48 credit hours
Master of Arts in School Counseling (for teachers)	48 credit hours
Master of Arts in School Counseling (for non-teachers)	57 credit hours

Students who are Illinois residents or wish to practice as a professional counselor in Illinois must meet the state requirements of core curriculum. Illinois requires students complete IPC 565 Introduction to Substance Abuse Counseling and IPC 531 Family Therapy rather than selecting elective courses for their program. The curriculum for each state is presented later in this handbook (see Program Planners in Appendices) and in the School Counseling Handbook.

The Professional Counseling Program culminates with the completion of 6 credit hours of Internship experiences. Students must have completed the specific course prerequisites and have at least a 3.0 cumulative GPA to begin Internship. The specific prerequisites for Internship are listed on the Professional Counseling Program Planner.

## Internship Requirements

Students in the Lindenwood University Professional Counseling Program must complete two semesters of Professional Counseling Internship. During the Internship experiences, the student will engage in the activities of a professional counselor under the supervision of a Licensed Professional Counselor or another licensed professional in the counseling field and a Lindenwood University faculty member in a group supervision class (IPC 590). Each semester of Internship requires a minimum of 300 clock hours and must include a minimum of 120 hours engaged in the provision of direct service to clients.

It is the student's responsibility to secure his or her Internship site. The student should begin the process of arranging an Internship site at least one semester prior to the term in which he or she plans to begin the Internship. To begin the process, the student should contact the agency in which he or she is interested in doing his or her Internship. Agencies vary with respect to the requirements for accepting students for Internship. The student must inquire about and comply with the requirements of the agency.

The student must submit a completed Internship Application Packet. The Internship Application Packet includes: the Internship Proposal, Supervisor's resume, completed and signed Clinical Internship Program Contract, and Proof of Student Liability Insurance. Students can find the Internship Application Packet and instructions in the Professional Counseling Internship Handbook on the Professional and School Counseling Program's website, [www.lindenwood.edu/counseling](http://www.lindenwood.edu/counseling) (follow the links for Handbooks). Students will not be allowed to enroll in Internship until the completed Internship Application Packet has been submitted and approved.

The completed Internship Application Packet must be submitted to the student's faculty advisor by *June 1* to begin Internship for the *Fall Semester*. The completed Internship Application Packet must be submitted to the student's faculty advisor by *November 1* to begin Internship for the *Spring Semester*. The completed Internship Application Packet must be submitted to the student's faculty advisor by *March 1* to begin Internship for the *Summer Semester*.

Students are expected to act in a professional manner and abide by the ethical principles of the Missouri Committee for Professional Counselors and the American Counseling Association (ACA). Students are expected to be present at their Internship sites during the hours for which they have been scheduled to work; be punctual for appointments with clients or supervisors and other scheduled meetings; be prepared to submit all agency reports and records; and be respectful toward clients, staff, and any individuals with whom they have contact. **Failure to follow these expectations may result in dismissal from the Program.**

## Policies and Procedures

### *Advising*

Upon admission to the Professional and School Counseling Program, the student is expected to schedule a meeting with a faculty member to register for his or her first term of classes. Graduate students are allowed to take between three and twelve credit hours of course work per semester. Students receiving financial aid are expected to complete at least six credit hours per semester. Those taking nine credit hours are considered full-time graduate students. Students who wish to enroll in twelve credit hours should seek the approval of their advisor.

Once assigned to an advisor, the student should schedule at least one meeting with him or her prior to the beginning of each semester to discuss course options. Course requirements are listed on the Program Planners (see Appendices). Registration dates will be announced on our Program's website, [www.lindenwood.edu/counseling](http://www.lindenwood.edu/counseling). Students should visit this website on a weekly basis for new announcements and information pertaining to Program activities and requirements.

## *LionMail*

LionMail accounts are e-mail accounts given to students enrolled at Lindenwood University. All students are held responsible for reading and maintaining their LionMail accounts. Students can easily access their e-mail account via Lindenwood's webpage: click "LionMail," click "Find Your Username." If students have difficulty accessing their e-mail account, they are encouraged to contact their advisor or the Help Desk at [helpdesk@lindenwood.edu](mailto:helpdesk@lindenwood.edu). Students who fail to maintain their LionMail account may miss important messages.

## *Student Portal*

CAMS is Lindenwood's Comprehensive Academic Management System. The CAMS Student Portal is the web location where all Lindenwood students are able to access their final grades, billing ledgers, transcripts, and financial aid statements. The CAMS Student Portal is also used to enroll in classes. Students can access the Portal and the Student User Manual by clicking "Portals" on Lindenwood University's homepage. The Portal site is accessible from on or off campus computers. Questions about using the Portal should be directed to the CAMS support team at [CAMSSupport@lindenwood.edu](mailto:CAMSSupport@lindenwood.edu).

## *Procedures for Enrolling in Classes*

Students may only attend classes in which they have been formally enrolled. Students are responsible for enrolling in classes in a timely fashion. As of the date of this publication, Lindenwood University is in the process of transitioning to the CAMS online registration system. During this time of transition, students should be sure they are checking their LionMail and the website, [www.lindenwood.edu/counseling](http://www.lindenwood.edu/counseling), for announcements regarding registration procedures. When enrolling, students should seek advisement from their assigned advisor by phone, e-mail, or appointment. Enrollment in class is ensured after completing the online registration process. The last day to enroll in classes for each term can be found in the graduate catalog.

Students may enroll in classes during the open enrollment period by following these procedures:

- Students must take action to ensure the necessary prerequisites have been met for the classes in which they wish to enroll
- Course must be open
- Students must obtain approval from their advisor regarding course selections
- Students must register online via CAMS
- Students must contact the business office to finalize payment arrangements
- Students can view online schedules and determine classroom locations through the Student Portal

## *Procedures for Adding/Dropping/Withdrawing Courses*

At times students may need to change their course schedule. Students may increase the number of hours for which they are registered by adding a course. Students may decrease the number of hours for which they are registered by dropping a course they *have not attended* or withdrawing from a course they *have attended*. **Students are required to complete the proper procedures to modify their schedule.** Students may change their course schedule through the Student Portal prior to the start of the term. After the start of the term, students are required to complete an Add/Drop/Withdrawal Form. When modifying their schedule, students should seek advisement from their assigned advisor. Add/Drop/Withdrawal Forms are available in the Professional and School Counseling Offices and online. All deadline dates can be found in the Graduate Catalog.

### *Adding a Course*

Students are allowed to register/add/audit a class during the first two weeks of the term by following these procedures:

- Signature of the professor is not required
- Advisor's signature is required
- Course must be open
- Contact the professor via e-mail prior to attending the class to make up any work missed
- Student must sign the Add/Drop/Withdrawal Form and return it to his or her advisor

### *Dropping a Course*

Students are allowed to drop a class they have never attended by following these procedures:

- Professor's signature is required
- Professor should circle N/A
- Advisor's signature is required
- Student must sign the Add/Drop/Withdrawal Form and submit it to his or her advisor once all signatures have been obtained

## *Withdrawing from a Course*

Students may withdraw from a class they have attended prior to the deadlines listed in the Graduate Catalog by following these procedures:

- Professor's signature is required
- Professor should indicate the student's last day of attendance and circle W, WP, or WF (refer to withdrawal deadline on the academic calendar)
- Advisor's signature is required
- Student must sign the Add/Drop/Withdrawal Form and submit it to his or her advisor once all signatures have been obtained
- The student's transcript will reflect their withdrawal status from the course

## *Grading System*

Graduate students may earn grades of A, B, C, F, P, W, WP, WF, AF, I, and Audit. A grade of A indicates outstanding performance. A grade of B indicates satisfactory performance at the graduate level. A grade of C indicates performance below that acceptable at the graduate level. An F indicates a significant failure in performance relative to the requirements of the course. A grade of P indicates the student passed their exit exam. Grades of W, WP, and WF indicate the student has withdrawn from a course after attending (see catalog deadlines). A grade of AF is assigned when a student stops attending a particular class but does not withdraw from the course by completing an Add/Drop/Withdrawal Form. The grade of AF is treated as a grade of F in the calculation of the student's grade point average. No credit is awarded toward a graduate degree for any course in which a grade of F is earned. Grades of A, B, C, and F are used to calculate the student's academic standing.

A grade of I (Incomplete) is given at the end of a term only for failure to complete course work due to exceptional circumstances beyond the student's control. Such circumstances include documented illnesses or extremely disruptive personal circumstances. A grade of Incomplete is also appropriate when a Field Placement or Internship did not provide sufficient hours to satisfy requirements. In the case of Field Placement or Internship shortages of hours, all other course work should be completed on time. When the requirements for the course have been met, the Professor will complete a Change of Grade Form which is then submitted to the Assistant Dean for approval. An I grade must be resolved prior to the end of the next term (see catalog deadline dates), otherwise it automatically becomes an F. In rare circumstances a request to extend the time needed to resolve an incomplete grade may be submitted to the registrar no later than two weeks before the date the grade is due. Such a request will then be sent to the Provost to be considered for approval.

## *Academic Fitness*

Students are expected to maintain at least a 3.0 grade point average (GPA) in order to graduate from the Program. This is the minimum acceptable level of performance at the graduate level. Students who fail to maintain at least a 3.0 GPA will be placed on academic probation. Students who fail to improve their GPA to a 3.0 or higher within two terms will be dismissed from the Program for unsatisfactory academic progress. Students who enter the Program with less than a 3.0 GPA are automatically placed on academic probation and will be expected to earn at least a 3.0 GPA during their first semester in order to continue in the Program.

Students can accumulate no more than two C grades during the Program. If a third C grade is earned, the student will be dismissed from the Program. Students will be dismissed from the Program if they receive an F in any course.

Students may appeal a grade they believe was calculated in error within the term following the term in which the grade was posted. The disposition of all appeals must take place before the last day of the term following the term in which the grade was posted. After that date the grade will be irreversible.

## *Attendance*

All students at Lindenwood University are expected to attend all classes and class activities for which they have enrolled. The attendance policy for each course will be specified on the course syllabus. Most professors allow up to two absences per term before a significant grade penalty results. Excessive absences may result in a failure in the course. Class assignments are expected to be completed according to schedule whether absences are excused or unexcused.

## *Purchasing Textbooks*

Prior to the meeting of the first class, students are to have purchased the appropriate textbooks for each class. Lindenwood University supplies students with required textbooks through an online company, MBS Direct. MBS Direct maintains the official listing of Lindenwood University's textbooks and course materials. Students may order textbooks and materials online or by phone, fax, or mail. Students can choose from a variety of shipping and delivery options. Students who purchase their textbooks through MBS Direct can find a direct link to the company's website through Lindenwood University's homepage, [www.lindenwood.edu](http://www.lindenwood.edu).

## *Academic Honesty*

Academic honesty is the foundation of any educational institution. It is the responsibility of each student, professor, and administrator at Lindenwood University to uphold the honor of the institution by acting honestly and truthfully in all situations. To act otherwise is to undermine the contract of good faith on which productive study and the open exchange of ideas is based. Therefore, students wishing to maintain formal membership in a learning community must display the high level of integrity expected of all its members.

Academic dishonesty is an exceptionally serious offense to oneself and one's colleagues. Academic dishonesty may result in a lessened or failing grade on the work or test or failure in the course. According to Lindenwood University's Academic Honesty Policy, names of students found guilty of cheating or plagiarizing will be sent to the University Provost. A second offense will lead to academic probation and a third offense may result in suspension from the University.

## *Code of Ethics*

Students and faculty are expected to adhere to the ethical standards and statements as defined by the American Counseling Association, American School Counselor Association, and the Missouri Committee for Professional Counselors. Proven violations of professional or ethical conduct may result in dismissal from the Program.

## *Independent Studies*

Independent Studies are offered under unusual circumstances when a student has a special interest or expertise and develops a proposal to do independent research on a counseling related subject. This proposal should include the activities that the student will undertake and the means by which the work will be evaluated. Students must obtain the appropriate Proposal for Independent Study Form to accompany the proposal. The required coursework should be completed within one term. An independent study must be sponsored by a faculty member who agrees to work with the student in this capacity. This is a voluntary activity for a professor and no faculty member will be required to offer an independent study.

## *Tutorials*

Tutorials are offered under unusual circumstances such as relocating to a different city within a few credit hours of completing the Program or a course not being offered when a student needs it to graduate that term. Students taking a tutorial complete the requirements of an established course independently, using the same syllabus and assignments as in-class students. The coursework is to be completed within one term with assignment due dates as per the syllabus. The sponsoring professor should meet regularly with the student to monitor progress. The student and professor will sign the Tutorial Form to that effect. A tutorial must be sponsored by a faculty member who agrees to work with the student in this capacity. This is a voluntary activity for a professor and no faculty member will be required to offer a tutorial.

## *ADA*

In accordance with the Americans with Disabilities Act (1990), professors at Lindenwood University provide reasonable accommodations to students with documented disabilities. Students are responsible for informing the University and their professor(s) of their disability if accommodations are requested. Students who require accommodations due to a disability should contact Ms. Tonie Rincon-Gallardo, Coordinator for Campus Accessibility Services (636.949.4784). Ms. Rincon-Gallardo will provide the specific information regarding the student's needed accommodations to the student's professors.

## Evaluation for Fitness

The faculty members of the Professional and School Counseling Program want to ensure that students admitted into the Program have a fair chance to succeed in this profession. Faculty members have the ethical responsibility to endorse candidates for school counselor certification or professional licensure who are academically, professionally, and ethically fit to practice. Therefore, the progress of these candidates is closely monitored. Candidates are expected to demonstrate appropriate communication practices with faculty members, fellow students, and all University personnel. Students are expected to respond to formal and informal evaluations in an appropriate manner. Clinical skills checklists will be maintained on individual students to monitor their clinical and professional development. The student's academic record, clinical skills checklists and anecdotal information will be used to determine the student's fitness to continue in the Program to the point of endorsement.

Students must receive a grade of A or B in their Foundations course. Receiving a grade of C or F will result in dismissal from the Program. Earning a grade of B will cause a student to be referred to the Faculty Review Board to evaluate the student's fitness for the Program.

Students must receive a grade of A or B in Field Placement or Internship courses. A grade of C will necessitate repeating the Field Placement or Internship course. A grade of F in a Field Placement or Internship course will result in dismissal from the Program.

### *Concerns Related to Fitness*

The majority of concerns related to fitness are minor and can be addressed by individual professors as they arise. Some concerns necessitate the completion of the Performance Review Request Form. The Performance Review Request Form is completed by the professor and submitted to the Assistant Dean and the issue is subsequently brought before the Faculty Review Board. The Faculty Review Board will determine the next step to be taken. The Faculty Review Board will either propose a direct action be taken or arrange a meeting with the student, the referring faculty member, and the Faculty Review Board. It will be determined whether the student will enter a probationary period and complete a remediation agreement or will be recommended to the Provost for dismissal from the Program. Students who complete a remediation agreement will periodically be reevaluated by the Faculty Review Board. Students who are recommended to the Provost for dismissal from the Program may follow the Provost's procedures if they wish to appeal the decision of the Faculty Review Board. A student who has been dismissed from the Program may not be considered for reinstatement or readmission until two calendar years have elapsed following dismissal from the Program.

## Exit Requirements

### *Counselor Preparation Comprehensive Exam (CPCE)*

The Counselor Preparation Comprehensive Examination (CPCE) is a nationally administered multiple choice exam designed to evaluate professional knowledge students have obtained during the counselor preparation program at Lindenwood University. The CPCE covers eight core curriculum areas:

- Human Growth & Development (IPC 521, IPC 522+, IPC 523\*)
- Social & Cultural Foundations (IPC 562)
- Group Dynamics (IPC 561)
- Lifestyle & Career Development (IPC 582)
- Appraisal of the Individual (IPC 581, IPC 583\*)
- Research Methods & Program Evaluation (IPC 541)
- Professional Orientation & Ethics (IPC 511+, IPC 512+, IPC 513)
- Helping Relationships (IPC 551+, IPC 523\*, IPC 552+, IPC 531, IPC 532, IPC 575\*, IPC 590+, IPC 591\*, IPC 598)

\* School counseling classes

+ Professional counseling classes

The CPCE is offered each fall, spring, and summer term. The Exam is administered on a Saturday at the St. Charles campus. The dates for the CPCE and application deadlines can be found online, [www.lindenwood.edu/counseling](http://www.lindenwood.edu/counseling). In compliance with the national CPCE regulations and security, accommodation for another date cannot be made.

Students applying to take the CPCE should do so during his or her last semester of coursework. Students must have completed coursework covering the eight core areas listed above and one semester of internship prior to sitting for the Exam.

### *CPCE Application*

Students must apply to take the CPCE. The CPCE application form is available online and in the Professional and School Counseling offices. The student should complete the CPCE application form and obtain his or her advisor's signature. The student should then proceed to the Business Office to pay the \$40.00 fee for the Exam. The student should submit the completed CPCE application and payment receipt to the Professional and School Counseling Offices. *Payment to the Business Office does not guarantee your reservation for the test. The Professional and School Counseling Offices must receive the application and receipt before the student is added to the Exam list. Test booklets are ordered only for those on the Exam list.* The student will receive a confirmation letter to inform him or her of the location and time of the Exam.

### *CPCE Results*

Lindenwood University receives CPCE results approximately two weeks after the exam date. Students will receive a letter indicating their scores.

### *Scholarly Paper*

Students may choose to complete a scholarly paper to meet their graduation requirement. Students who choose to complete a scholarly paper must register for IPC 599: Culminating Project after completing or concurrently with IPC 541: Research Methods and Program Evaluation. Students completing the Scholarly Paper will work closely with their faculty advisor to develop their Scholarly Paper. Students choosing to complete a Scholarly Paper will be expected to design, conduct, and report a research review in an area pertaining to counseling and related fields of psychology. See Appendix for specific instructions regarding the process for completing the Scholarly Paper.

# Graduation Requirements

Graduation from the Professional Counseling Program requires: completion of coursework with at least a 3.0 cumulative grade point average; completion of all Internship hours; and completion of a Scholarly Paper or a passing score on the Counselor Preparation Comprehensive Examination (CPCE). Graduation from the Program does not occur automatically when all requirements have been met. Students must apply for graduation. Students must complete and submit the Application for Degree to their advisor in a timely manner. The deadlines are as follows:

Deadline to apply for May graduation	November 1
Deadline to apply for August graduation	February 28
Deadline to apply for December graduation	February 28

Students are invited to participate in the graduation ceremony held annually in May. Students are eligible to walk in the graduation ceremony if they have completed or will complete the degree requirements between the August preceding the ceremony and the August subsequent to the ceremony. Degrees are posted on the transcript on the 30<sup>th</sup> of the month in which the student graduates. Diplomas are available for pick up from the Business Office located in Roemer Hall two weeks after the degree is posted. If the student desires to have the certificate sent to his or her home, the student must submit a letter to the Registrar.

## Obtaining Licensure

The Professional Counseling Program at Lindenwood University is designed to meet the academic requirements toward licensure as a Professional Counselor set forth by the State of Missouri and the State of Illinois. Upon completion of the Program, students may choose to pursue licensure as a Professional Counselor. Professional licensure is regulated by the Missouri Committee for Professional Counselors and by the Illinois Department of Financial and Professional Regulation. Students should be aware of the various requirements for each state. Requirements for professional licensure can be found at <http://pr.mo.gov> or [www.idfpr.com](http://www.idfpr.com).

The faculty members of the Professional and School Counseling Program have the ethical responsibility to endorse candidates for school counselor certification, school psychological examiner certification, or professional licensure who are academically, professionally, and ethically fit to practice. Lindenwood University reserves the right to not recommend a student for state certification or licensure, regardless of grades earned and requirements fulfilled, if the student's pattern of conduct is inconsistent with generally accepted professional standards.

# Appendices

Professional Counseling Program Planner – Missouri

Professional Counseling Program Planner – Illinois

School Counseling Program Planner

School Psychological Examiner Program Planner

Instructions for Completing the Scholarly Paper

Contact Information

# Professional Counseling Program Planner

Missouri

48 Credit Hour Program

Student \_\_\_\_\_ Advisor \_\_\_\_\_ Date \_\_\_\_\_

IPC	Core Curriculum	Prerequisite(s)	Completed (√)
511	Foundations of Professional Counseling	None	
512	Ethics and Professional Issues	None	
521	Human Growth and Development	None	
522	Personality Theories & Psychopathology	None	
524	Adult Diagnosis and Treatment Planning	511, 512, 521, 522	
541	Research Methods and Program Eval.	581	
551	Counseling Theory and Practice	511, 512, 521, 522	
552	Counseling Skills Lab	Concurrently with 551	
561	Group Dynamics, Process & Counseling	551, 552	
562	Social and Cultural Foundations of Counseling	511, 512, 521	
581	Appraisal of the Individual	511, 512, 521	
582	Lifestyle and Career Development	511, 512, 521	
590	Internship (first semester)	524, 561, 562; 3.0 GPA	
590	Internship (second semester)	1 <sup>st</sup> semester Internship; 3.0 GPA	
	<b>Elective Courses (Select Two)</b>	<b>18 hours of core curriculum completed</b>	
542	Statistical Analysis	541, 581	
531	Family Counseling	551	
532	Marital Counseling	551	
553	Theories of Counseling Children & Adol.	511, 521	
564	Crisis Intervention	551	
565	Intro. to Substance Abuse Counseling	551	
575	Family and School Consulting	551	
583	Analysis of the Individual	511, 512, 581	
598	Special Topics in Counseling		
	<b>Exit Requirements</b>		
599 <b>OR</b>	Culminating Project (Scholarly Paper)	541; Must be completed during 2 <sup>nd</sup> semester of 590	
605	Comprehensive Exam (CPCE)	Must be completed during 2 <sup>nd</sup> semester of 590	

# Professional Counseling Program Planner

Illinois

48 Credit Hour Program

Student \_\_\_\_\_ Advisor \_\_\_\_\_ Date \_\_\_\_\_

IPC	Core Curriculum	Prerequisite(s)	Completed (√)
511	Foundations of Professional Counseling	None	
512	Ethics and Professional Issues	None	
521	Human Growth and Development	None	
522	Personality Theories & Psychopathology	None	
524	Adult Diagnosis and Treatment Planning	511, 512, 521, 522	
531	Family Counseling	551	
541	Research Methods & Program Evaluation	581	
551	Counseling Theory and Practice	511, 512, 521, 522	
552	Counseling Skills Lab	Concurrently with 551	
561	Group Dynamics, Process & Counseling	551, 552	
562	Social and Cultural Foundations of Counseling	511, 512, 521	
581	Appraisal of the Individual	511, 512, 521	
582	Lifestyle and Career Development	511, 512, 521	
565	Intro. to Substance Abuse Counseling	551	
590	Internship (first semester)	524, 561, 562; 3.0 GPA	
590	Internship (second semester)	1 <sup>st</sup> semester Internship; 3.0 GPA	
	<b>Exit Requirements</b>		
599 <b>OR</b> 605	Culminating Project (Scholarly Paper)	541; Must be completed during 2 <sup>nd</sup> semester of 590	
	Comprehensive Exam (CPCE)	Must be completed during 2 <sup>nd</sup> semester of 590	

# School Counseling Program Planner

## 48-57 Credit Hour Program

Student \_\_\_\_\_ Advisor \_\_\_\_\_ Date \_\_\_\_\_

IPC	Core Curriculum	Prerequisite(s)	Completed (✓)
510	Foundations of School Counseling	None	
512	Ethics & Professional Issues	None	
513	Principles of School Counseling	None	
521	Human Growth and Development	None	
523	Adjustment and Learning Issues in Children and Adolescents	None	
541	Research Methods and Program Eval.	512, 581	
553	Theories of Counseling Children & Adol.	510, 513, 521	
561	Group Dynamics, Process & Counseling	553	
562	Social and Cultural Foundations of Counseling	510, 513, 521	
575	Family and School Consulting	553	
581	Appraisal of the Individual	510, 513, 521	
582	Lifestyle and Career Development	510, 513, 521	
583	Analysis of the Individual	581	
591	Field Placement	553, 561, 562, 575, 582; 3.0 GPA	
592 593 594	Elementary (K-8) Field Placement, Secondary (7-12) Field Placement, OR K-12 Field Placement	591; 3.0 GPA	
	<b>Elective Courses (Select One)</b>	<b>18 hours of core curriculum completed</b>	
531	Family Counseling	553	
532	Marital Counseling	553	
542	Statistical Analysis	541, 581	
564	Crisis Intervention	553	
565	Intro. to Substance Abuse Counseling	553	
584	Individual Intelligence Testing	581	
585	Individual Diagnostic Assessment	581	
598	Special Topics in Counseling		
<b>Education Courses (or equivalent) for Students without Teacher Certification</b>			
EDU 521	Classroom Teaching Management		
EDU 535	Methods of Teaching		
EDU 541	Education of the Exceptional Child		
	<b>Exit Requirements</b>		
606	PRAXIS II Exam	Must be completed during 592/593/594	
606	MO STEP Standards Portfolio	Must be completed during 592/593/594	

# School Psychological Examiner Certification Program Planner

27 Credit Hour Program

Student \_\_\_\_\_ Advisor \_\_\_\_\_ Date \_\_\_\_\_

IPC	Core Curriculum	Prerequisite(s)	Completed (√)
521	Human Growth and Development	None	
523	Adjustment and Learning Issues in Children and Adolescents	None	
542	Statistical Analysis	541, 581	
581	Appraisal of the Individual	510, 513, 521	
584	Individual Intelligence Testing	581	
585	Individual Diagnostic Assessment	581, 584 (or concurrently)	
586	Internship in Diagnostic Assessment	584, 585, and 3.0 GPA	
<b>Education Courses (or equivalent)</b>			
EDU 502	Psych. of Teaching and Learning		
EDU 541	Education of the Exceptional Child		
<b>Degree Requirement</b>			
Master's degree in: Counseling, Psychology, Education, or Educational Psychology			

# The Scholarly Paper Project Directive

The Scholarly Paper project is the final demonstration of the Professional Counseling student's academic ability. Any student opting to complete the Scholarly Paper project will be expected to design, conduct, and report a research review in an area pertaining to counseling and related fields of psychology. There are a number of kinds of research reviews: describing a phenomenon, reviewing an existing theory or presenting a new one, critically evaluating how one theory accounts for some data as compared to some other theory, etc. Whatever type of review is conducted, the goal is to organize, integrate, and evaluate previous research in order to clarify a particular problem or issue.

The Scholarly Paper project provides a concrete example of the student's ability to collect and evaluate resources, to effectively report their findings, and to demonstrate competence using the APA guidelines for research and documentation. Each student who opts to satisfy their exit requirement through the Scholarly Paper will submit the completed project to his or her advisor one semester before expected graduation. The project is graded pass or fail. The advisor will grade the work and inform the student of any changes that need to be made before approval can be granted. The following guidelines are intended to provide the student with information regarding the requirements for the project.

## *General Guidelines*

The Scholarly Paper project is a research paper of no less than fifteen pages of text, excluding the title page, abstract, and reference page. Students must follow APA guidelines. All margins must be one inch and justified on the left only. The paper should be double-spaced using a size twelve-point font. Preferred typefaces include Times New Roman or Courier New. There should be no first person references in the paper.

## *Title Page*

The title page should include the Scholarly Paper project title, the student's name, the Faculty Advisor's name, the date of submission, the institutional affiliation statement, the authenticity certification statement, and the student's signature and date. See the sample title page for wording and formatting included in the Appendix.

## *Abstract*

The abstract for a research review should include the topic and purpose, the scope of the material covered, the sources used and the conclusions. The abstract begins on page two and includes the word Abstract as the heading. It should be written as one paragraph, not exceeding 120 words in length.

## *Introduction*

The introduction begins on page three, subsequent to the title page and abstract. The introduction should clearly define the problem or issue. The introduction should include a paragraph communicating the outline and organization of the paper to the reader.

## *Body*

This section should present the relevant literature and ideas. Try to identify relationships, contradictions, gaps, and inconsistencies in the literature. Suggest possible solutions to any problem(s) identified and/or suggest future directions for research to take. This section can be lengthy. The length will vary depending upon the amount of material presented. It is often useful to use headings (and perhaps subheadings) in the body of the research report to help organize the paper. The format of headings must follow APA style.

Often the instructor will set a minimum number of references that are required. These references will be listed in the Reference section and must be cited using APA style. A common mistake that students make is to organize the paper around the specific references they are using. The paper should be organized around the relevant phenomenon or theory and not by the specific references that one uses in the paper.

## *Conclusion*

The concluding paragraph should give the reader a sense of closure or completion. Conclude the paper by summarizing the main points presented in the paper. The conclusion should explain the significance of the findings and discuss implications for further research.

## *Reference Page*

The Reference page begins on a new page and includes the word References as the heading. All sources included in the References section must be cited in the body of the paper and all sources cited in the paper must be included in the References section. Presentation of sources in the Reference section must follow APA style.

Title  
Student Name  
Faculty Advisor Name  
Date of Submission

Submitted in partial fulfillment of  
the requirements for the degree of Master of Arts  
Lindenwood University

I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in this paper. I have also cited sources from which I used data, ideas, or words, either quoted directly or paraphrased.

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Signature

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Date

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