

Lindenwood University

Professional and School
Counseling Program

School Counseling Handbook



LINDENWOOD
UNIVERSITY

Revised January 2008

Lindenwood University

Professional and School Counseling Program

School Counseling Handbook

January 2008

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 Division Dean for any changes that may occur after the publication date of this document.

Table of Contents

Student Responsibilities.....	4
Mission Statement.....	4
Conceptual Framework	4
Outcomes.....	5
Graduate School Admission.....	6
Transfer of Credit.....	7
Residency Requirement	7
Program Requirements.....	7
Field Placement Requirements.....	8
Field Placement Options	9
Policies and Procedures	10
Advising.....	10
Procedures for Adding/Dropping/Withdrawing Courses.....	11
Grading System.....	13
Academic Fitness	14
Attendance.....	14
Academic Honesty.....	15
Code of Ethics	15
Independent Studies	15
Tutorials.....	15
ADA.....	16
Evaluation for Fitness.....	16
Concerns Related to Fitness.....	17
Graduation Requirements	17
Obtaining Certification.....	18
Missouri.....	18
Provisional Certification.....	18
Illinois.....	18
Contact Information	19
School Counseling Program Planner.....	20
Professional Counseling Program Planner-Missouri.....	21
Professional Counseling Program Planner-Illinois.....	22
School Psychological Examiner Certification Program Planner.....	23

Student Responsibilities

The School 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 School Counseling Handbook and, if necessary, to seek clarification of any information by contacting an 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/academics/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 trimester.

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 School Counseling Program will develop the awareness, knowledge, skills, and techniques to function effectively and ethically in a school 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.

Residency Requirement

Students with a Master's degree from another institution who wish to transfer to Lindenwood University with the intention of seeking a recommendation for certification as a School Counselor must meet the requirements outlined by the Missouri Department of Elementary and Secondary Education. It is expected that students seeking certification only (non-degree seeking) will complete a minimum of 15 hours in residence 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 seeking school counselor certification who do not possess a valid teaching certificate are required to complete three additional education courses, adding 9 credit hours to their program. The School Counseling Program Planner lists the three additional courses. Students may also seek certification as a School Psychological Examiner. The curriculum for each option is presented later in this handbook (see Program Planners in Appendices) and in the Professional Counseling Handbook.

The School Counseling Program culminates with the completion of 6 credit hours of Field Placement experiences. Students must have completed the specific course prerequisites and have at least a 3.0 cumulative GPA to begin Field Placement 1 and 2. The specific prerequisites for Field Placement 1 and 2 are listed on the School Counseling Program Planner.

Field Placement Requirements

Students in the Lindenwood University School Counseling Program must complete two trimesters of School Counseling Field Placement. During the Field Placement experiences, the student will engage in the activities of school counseling in a school setting under the supervision of a certified school counselor (must be certified minimally at the Master's level in School Counseling with at least three years school counseling experience) and a Lindenwood University faculty member in a group supervision class (IPC 591, 592/593/594). Field Placement 1 requires a minimum of 150 clock hours (350 in Illinois) and must include a minimum of 60 hours (140 in Illinois) engaged in the provision of direct service to school counseling clients. Field Placement 2 requires a minimum of 300 clock hours (350 in Illinois) and must include a minimum of 120 hours (140 in Illinois) engaged in the provision of direct service to school counseling clients.

It is the student's responsibility to secure his or her School Counseling Field Placement site. The student should begin the process of arranging a Field Placement site at least one trimester prior to the term in which he or she plans to begin the Field Placement. To begin the process, the student should contact the school or district in which he or she is interested in doing his or her Field Placement. School districts vary with respect to the requirements for accepting students for Field Placement. The student must inquire about and comply with the requirements of the district.

The student must submit a completed Field Placement Application Packet. The Field Placement Application Packet includes: the Field Placement Approval Form, the Field Placement Preparation Form, a Philosophy of School Counseling, a Background Check, a Copy of TB Test Results, and Proof of Student Liability Insurance. Students can find the Field Placement application and instructions on the Professional and School Counseling Program's website, www.lindenwood.edu/academics/counseling (follow the links for Internship/Field Placement). Students will not be allowed to enroll in Field Placement until the completed Field Placement Application Packet has been submitted and approved.

The completed Field Placement Application Packet must be submitted to the student's faculty advisor by *June 1* to begin Field Placement for the *Fall Trimester*. The completed Field Placement Application Packet must be submitted to the student's faculty advisor by *November 1* to begin Field Placement for the *Spring Trimester*. Field Placement is not offered during the Summer Trimester.

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

Field Placement Options

The Field Placement experiences have been designed to meet the requirements for Missouri School Counselor certification. The combination of Field Placement 1 and Field Placement 2 determines eligibility for Missouri certification as a School Counselor in grades K-8, 7-12, or K-12.

Field Placement 1 consists of 150 (350 in Illinois) clock hours. The purpose of the first field experience is to provide students knowledge of various school counseling work environments. It provides students the opportunity to apply knowledge gained in the classroom and through the practice of School Counseling. Field Placement 1 occurs in one placement setting.

Field Placement 2 consists of 300 clock hours (350 in Illinois). The purpose of the second field experience is to allow the process of changing roles from school counselor candidate to a professional school counselor to occur. This complex transition takes place over a period of time in small increments. The candidate is provided an intensive exposure to a school counselor setting. Field Placement 2 may occur at two placement settings.

Candidates have several options with respect to Field Placement. The option ultimately selected depends upon the certification(s) desired. Students must keep in mind that field experiences should be at the grade level they are pursuing for certification. Field Placement options include:

Candidates seeking K-8 Certification

- Field Placement 1
 - One placement in an elementary school
 - or
 - One placement in a middle school
- Field Placement 2
 - One placement in an elementary school
 - or
 - One placement in a middle school
 - or
 - Two placements—one in an elementary school and one in a middle school

Candidates seeking 7-12 Certification

- Field Placement 1
 - One placement in a middle school
 - or
 - One placement in a high school

- Field Placement 2
 - One placement in a middle school
 - or
 - One placement in a high school
 - or
 - Two placements—one in a middle school and one in a high school

Candidates seeking K-12 Certification

- Field Placement 1
 - One placement in an elementary school
 - or
 - One placement in a middle school
 - or
 - One placement in a high school
- Field Placement 2
 - One placement in an elementary school
 - or
 - One placement in a middle school
 - or
 - One placement in a high school
 - or
 - Two placements—any combination of elementary school, middle school, or high school.

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 trimester. Students receiving financial aid are expected to complete at least six credit hours per trimester. 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 an advisor.

Once assigned to an advisor, the student should schedule at least one meeting with him or her prior to the beginning of each trimester 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/academics/counseling. Students should visit this website on a weekly basis for new announcements and information pertaining to Program activities and requirements.

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. When enrolling, students should seek advisement from their assigned advisor by attending open registration or by scheduling an appointment with their advisor. Enrollment Forms are available in the Professional and School Counseling Offices and online. Students should take note and follow the proper procedures when enrolling in classes. The last day to enroll in classes for each term can be found in the graduate catalog. Detailed information regarding registration dates and locations for each term will be announced on the Program's website, www.lindenwood.edu/academics/counseling.

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 sign the Enrollment Form and turn it into the Counseling Offices
- Advisor's signature is required
- Students must contact business office to finalize payment arrangements
- Students can view online schedule one week prior to the beginning of class to determine classroom locations

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 paperwork to modify their schedule.** Add/Drop/Withdrawal Forms are available in the Professional and School Counseling Offices and online. Students should take note and follow the proper procedures when adding, dropping, or withdrawing from a course. All deadline dates can be found in the graduate catalog.

Adding a Course

Students may add or 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
- Students must sign the Add/Drop/Withdrawal Form and turn it in to the Counseling Offices
- Students should contact the professor via e-mail prior to attending the class to make up any work missed

Dropping a Course

Students may drop a class (the student has not attended the class) *during* the first two weeks of the term by following these procedures:

- Professor's signature is required
- Professor should circle N/A
- Advisor's signature is required
- Students must sign the Add/Drop/Withdrawal Form and turn it in to the Counseling Offices once all signatures have been obtained

Students may drop a class (the student has not attended the class) *after* the first two weeks of the term by following these procedures:

- Professor's signature is required
- Professor should circle N/A
- Advisor's signature is required
- Students must complete a Petition for Policy Exemption Form
- Students must sign the Add/Drop/Withdrawal Form and turn it in to the Counseling Offices once all signatures have been obtained

Withdrawing from a Course

Students may withdraw from a class (the student has attended the class) *during* the first two weeks of the term by following these procedures:

- Professor's signature is required
- Professor should indicate the student's last day of attendance
- Professor should circle W
- Advisor's signature is required
- Students must sign the Add/Drop/Withdrawal Form and turn it in to the Counseling Offices once all signatures have been obtained
- Students' transcripts will reflect their withdrawal status from the course

Students may withdraw from a class (the student has attended the class) *after* the first two weeks of the term by following these procedures:

- Professor's signature is required
- Professor should indicate the student's last day of attendance
- Professor should circle WP or WF
- Advisor's signature is required
- Students must sign the Add/Drop/Withdrawal Form and turn it in to the Counseling Offices once all signatures have been obtained
- Students' transcripts will reflect their withdrawal status from the course

After the deadline, only students who encounter exceptional circumstances, such as documented illnesses or extreme disruptive personal circumstances will be allowed to petition for withdrawal. To petition for withdrawal after the deadline, follow these procedures:

- Professor's signature is required
- Professor should indicate the student's last day of attendance
- Professor should circle WP or WF
- Advisor's signature is required
- Students must complete a Petition for Policy Exemption Form
- Students must sign the Add/Drop/Withdrawal Form and turn it in to the Counseling Offices once all signatures have been obtained
- Students' transcripts 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 his or her exit exam. A grade of W indicates the student has withdrawn from a course after attending. A grade of WP or WF indicates the grade of Withdraw Passing or Withdraw Failing when a student has withdrawn from a course after the first two weeks of the term. 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 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 may include documented illnesses or extreme 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. **To request an Incomplete, the student must complete an official Petition for an Incomplete Grade Form and receive the approval of the professor and the Assistant Dean.** Approval must be obtained before the final examination is given in the course. The signed Petition will be sent with grade rosters and kept in the student's file. When the requirements for the course have been met, the professor will complete the appropriate section of the Petition to change the grade. 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 Assistant Dean 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 trimester 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.

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 Isenhour, Coordinator for Campus Accessibility Services (636.949.4784). Ms. Isenhour 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 grade 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.

Graduation Requirements

Graduation from the School Counseling Program requires: completion of coursework with at least a 3.0 cumulative grade point average; completion of all Field Placement hours; completion of an electronic standards portfolio (MoSTEP Portfolio); and a passing score on the Praxis II examination. 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 Graduation 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 30th 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 Certification

Missouri

Missouri School Counselor Certification is not automatically granted upon graduation from the Program. Upon completion of the Program, students must apply for School Counselor Certification through the Missouri Department of Elementary and Secondary Education. Application forms and additional information may be obtained on the Missouri Department of Elementary and Secondary Education's website, www.dese.mo.gov/divteachqual/teachcert/studserv.html.

Provisional Certification

Lindenwood University will assist students in acquiring a two-year, nonrenewable certificate (Provisional Certification). Students must be within 12 hours of completing the required school counseling coursework at Lindenwood University. Eligibility is contingent upon DESE approval, a request of an employing school district, and completion of an academic contract by the University. Additional information may be obtained on the Missouri Department of Elementary and Secondary Education's website, www.dese.missouri.gov/divteachqual/teachcert/provisional.html.

Illinois

Illinois honors Missouri certification to obtain Illinois School Counselor Certification under certain conditions. It is recommended that students interested in pursuing Illinois certification obtain Missouri certification first and then seek reciprocity in Illinois. Some students choose to attempt to obtain certification directly through Illinois. Students considering either option are strongly encouraged to review the certification rules currently in effect in Illinois. Application forms and additional information may be obtained on the Illinois State Board of Education's website, www.isbe.state.il.us/certification/pdf/cert_guide.pdf.

Contact Information

St. Charles Campus

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400 North Kingshighway, Suite 301
St. Charles, MO 63301
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Belleville Campus

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Dr. Jan Hager-Klein
Assistant Professor

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Florissant Campus

4500 Washington Ave
Florissant, MO 63033
Phone: 314.838.7653
Fax: 314.838.3942

Mr. Jim Jump
Site Director

Phone: 314.838.7653
E-mail: jjump@lindenwood.edu

Important Numbers (St. Charles Campus)

Academic Services:
Business Office:
Graduate Admissions:

Phone: 636.949.4954
Phone: 636.949.4650
Phone: 636.949.4933

School Counseling Program Planner

48-57 Credit Hour Program

Student _____ Advisor _____ Date _____

IPC	Core Curriculum	Prerequisite(s)	Completed (√)
510	Foundations of School Counseling	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	510, 513, 521	
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	
	Elective Courses (Select Two)	18 hours of core curriculum completed	
512	Ethics & Professional Issues	None	
531	Family Counseling	575	
532	Marital Counseling	575	
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		
Education Courses (or equivalent) for Students without Teacher Certification			
EDU 521	Classroom Teaching Management		
IPC 598	Methods of Teaching		
EDU 541	Education of the Exceptional Child		
	Exit Requirements		
606	PRAXIS II Exam	Must be completed during 592/593/594	
606	MO STEP Standards Portfolio	Must be completed during 592/593/594	

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 trimester)	524, 561, 562; 3.0 GPA	
590	Internship (second trimester)	1 st trimester Internship; 3.0 GPA	
	Elective Courses (Select Two)	18 hours of core curriculum completed	
542	Statistical Analysis	541, 581	
531	Family Counseling	552	
532	Marital Counseling	552	
553	Theories of Counseling Children & Adol.	511, 521	
564	Crisis Intervention	511, 512, 521	
565	Intro. to Substance Abuse Counseling	511, 512, 521	
575	Family and School Consulting	511, 512	
583	Analysis of the Individual	511, 512, 581	
598	Special Topics in Counseling		
	Exit Requirements		
599 OR 605	Culminating Project (Scholarly Paper)	541; Must be completed during 2 nd trimester of 590	
	Comprehensive Exam (CPCE)	Must be completed during 2 nd trimester 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	552	
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	511, 512, 521	
590	Internship (first trimester)	524, 561, 562; 3.0 GPA	
590	Internship (second trimester)	1 st trimester Internship; 3.0 GPA	
	Exit Requirements		
599 OR 605	Culminating Project (Scholarly Paper)	541; Must be completed during 2 nd trimester of 590	
	Comprehensive Exam (CPCE)	Must be completed during 2 nd trimester of 590	

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	
	Education Courses (or equivalent)		
EDU 502	Psych. of Teaching and Learning		
EDU 541	Education of the Exceptional Child		
	Degree Requirement		
	Master's degree in: Counseling, Psychology, Education, or Educational Psychology		