LINDENWOOD

UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

School Counseling Program Handbook

This handbook is published through the Lindenwood University College of Education and Human Services, Roemer Hall, 209 South Kingshighway Street, 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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Section One: Lindenwood University System Student Responsibilities

The School Counseling Handbook is intended to assist and inform students in the School Counseling Program within the College of Education and Human Services at Lindenwood University. It is essential that students read and become aware of all Department 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 College of Education and Human Services 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 Department 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 to the School Counseling Program on the College of Education and Human Services website, https://www.lindenwood.edu/education/

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

Mission Statement

The Mission of the College of Education and Human Services at Lindenwood University is to provide an experiential education of exceptional quality which prepares students to successfully lead and serve as professionals in a diverse society.

Outcomes

- Graduates of the School Counseling Program will develop 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 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 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 demonstrate knowledge and understanding of a variety of individual and small group counseling theories and techniques and will demonstrate the ability to integrate this information in order to develop therapeutic alliances with clients and formulate appropriate goals and strategies in accordance with clients' needs.

- The student will demonstrate knowledge, understanding, and the ability to 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 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 Applicants with a GPA less than a 3.0* will not be considered for admission to the School Counseling Program. Lindenwood University offers rolling admissions each semester for the School Counseling Program; however, applicants must be accepted into the School Counseling Program two weeks prior to the term in which he or she plans to begin. To be considered for admission, prospective students should submit an application packet that includes:

1. An application form completed online, select the St. Charles application link.-

   The application may be completed online for St. Charles Campus at: http://www.lindenwood.edu/admissions/evening-and-graduate-admissions/. Click on "Apply Today" to create an account and complete the form.

2. Official transcripts from the school granting the undergraduate degree and from any graduate school(s) attended.

3. A current resume.

   *Rarely, exceptions may be made, if an applicant's GPA is between 2.7-2.99, the applicant will need to provide a short writing sample and 3 letters of recommendation in addition to the application. A determination of admission will be made following the review of documents.

Readmission

Students who have not taken classes within the past one year and wish to enroll in the School Counseling Program must complete the application form to be considered for re-admission. The readmit process can take up to two weeks to complete. Students granted re-admission to Lindenwood University will be contacted by the Evening and Graduate Admissions Office.

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. It is expected that students seeking certification only (non-degree seeking) will complete a minimum of 15 hours in residence at Lindenwood University and take the Foundations of School Counseling course (IPC 51000) at Lindenwood University.

Accreditation

Lindenwood University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is a member of the Teacher Education Accreditation Council and the Council for Higher Education Accreditation. The School Counseling Program at Lindenwood University is approved by the Missouri Department of Elementary.

Academic Fitness

Students are expected to maintain at least a 3.0 grade point average (GPA) 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 and will be restricted to enrolling in no more than six credit hours a semester until their cumulative GPA reaches 3.0. Students who enter the Program with less than a 3.0 GPA are automatically placed on academic probation and will be restricted to enrolling in no more than six credit hours a semester until their cumulative GPA reaches 3.0.

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.

Counselor Competencies

The faculty members of the College of Education and Human Services 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. The College of Education and Human Services believes that counseling knowledge, clinical skills, ethical practice, and appropriate counselor disposition are crucial to success as a counseling practitioner as well as a student in the Program. Therefore, the progress of these candidates is closely monitored. Successful completion of the School Counseling Program requires successful completion of all courses, demonstrating appropriate academic success; successful development of appropriate counselor disposition, evidencing competency as a counselor; and successful development of counseling knowledge and skills, as deemed appropriate by the Counseling Faculty. It is the objective of the counseling program to, as early as possible, identify students who demonstrate difficulty achieving standards for competent practice and to initiate appropriate intervention to assist them. Thus, the faculty of the College of Education and Human Services reserves the right to review students at any stage of their coursework. Students enrolled in the School Counseling Program are expected to consistently demonstrate the competencies set forth by the Department. Each student enrolled in the School Counseling Program will:

a. demonstrate nonjudgmental warmth and acceptance of others without regard to ethnic group, race, religion, gender, sexual orientation, age, and/or disability;

b. demonstrate concern for and accurate understanding of the thoughts and feelings of others;

c. demonstrate compliance with the Code of Ethics of the American Counseling Association and/or the American School Counselor Association and abide by accepted social/moral codes of behavior;

d. utilize interactions and communications that are facilitative;

e. demonstrate the ability to consult with peers, supervisors, and instructors to make appropriate changes in dispositions and behavior resulting in accurate self-evaluation, and engage in learning activities to enhance knowledge and skill;

f. demonstrate the ability to model appropriate human behavior and adaptive coping processes.

It is the student's responsibility to uphold the ethics and competencies established by the counseling profession and Lindenwood University in all academic settings. The American School Counselor Association Code of Ethics will be embedded across the curriculum and used as a guide by school counseling students. Each of the competencies is assessed as candidates matriculate through the program. Consistent evidence of such counselor competencies is crucial to successful completion of the program. A timeline of which assessments and when they are taken are listed in **Appendices C and D.**

1. Students will be informed of the competencies in the first course in which they enroll, IPC 51000 Foundations of School Counseling or 51100 Foundations of Professional Counseling. Students will complete a self-assessment and will be evaluated by their instructor using a disposition in several courses throughout the program: IPC 51000 Foundations of School Counseling or IPC 51100 Foundations of Professional Counseling, IPC 55100 Counseling Theory and Practice or IPC 55300 Theories of Counseling Children and Adolescents, IPC 62000 Counseling Internship or IPC 62400 Field Placement 2 or IPC 60700/IPC60800 Field Placement. Results of the self-assessment and the instructor evaluation will be discussed with the student at the end of each course. Students will receive a copy of the instructor's evaluation. The original evaluation, along with the student's self- assessment, will be placed in the student's permanent file within the College of Education and Human Services **Appendix E.**

2. Should a faculty member express concerns regarding a student's competencies, such concern will be documented using the disposition and 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. Students who complete a remediation agreement will periodically be reevaluated by the Faculty Review Board.

Student Retention and Remediation

Institutional Retention and Support

Lindenwood University strives to provide academic, social-emotional and career support for all counseling candidates to retain, but also scaffolds candidates into competent and reflective practice. Institutional areas of support include academic, counseling, or career

service and are detailed below. Within the CMHC Program, there are multiple opportunities to receive disposition feedback to the candidate and these are detailed in the next sections.

First, academic assistance beyond the classroom instructor, is provided by the Academic Support Services (SASS) office. To promote academic growth, services at the Counseling candidate and Academic Support Services (SASS) include tutoring, a writing center that assists counseling candidates with APA 7th formatting, and study strategies. Services are offered in person and remotely. Within the College of Education and Human Services, there are also periodic opportunities for Google Boot Camp Trainings which equip our counseling candidates with Google skills they may need for developing forms, spreadsheets, and presentations.

Second, the Student Counseling and Resource Center (SCRC), housed under the Counseling candidate Services umbrella, provides free counseling services for counseling candidates who are struggling with coping skills, who are seeking work/life/academic balance, or who need outside assistance for healthcare, food, or childcare assistance. The Counseling candidate Resource Center provides some evening hours for counseling candidates who wish to see a counselor. Group services are also offered throughout the academic year through this office with some evening hours available for our counseling candidates who work during the day. The SCRC is in Evans Commons on the third floor.

Third, counseling candidates have access to Career Services when seeking gainful employment prior to or upon graduation to ensure successful, transitions into their profession. Housed in the Center for Experiential Learning, Career Services offers job fairs, career coaching, resume assistance, and internship opportunities.

Remediation Resources, Policies, and Procedures (CACREP 1-O, P)

The Learning environment

There are multiple levels of support within the University, College of Education and Human Services, and Counseling candidate Services. To attract diverse counseling candidates including first-generation college counseling candidates, it is understood that a variety of supports will enhance their learning experiences. First, the institutional supports are described followed by the College of Education and Human Services and at the program level.

Remediation Processes, Human Services Department

The opportunity for growth is an important value of the counseling profession. Programs should utilize multiple opportunities for ongoing feedback throughout the program, designed to identify and strengthen any skill or disposition deficiencies among candidates while also prioritizing candidate well-being and self-care. Relying on approaches that identify and promote realistic, attainable solutions with focused, measurable goals will foster the learning

process and development of clinical skills. Candidates are encouraged to reflect, engage, and if applicable, attend professional development opportunities that promote learning and address any disposition issue.

Counselor education programs are responsible for ensuring counseling candidates graduate with the clinical skills necessary to be ethical counselors (American Counseling Association, 2014). This means that even candidates who excel academically may not be a good fit for the application of clinical skills and the profession of counseling. To identify and coach/remediate candidates and to cultivate and enrich their skills, our program aligns program outcomes with professional expectations as outlined by the Missouri Professional Licensure Board and the Council for Counseling and Related Programs (CACREP) standards.

The School Counseling Program at Lindenwood University is committed to collaborating with counseling candidates to identify specific areas of growth and methods to improve or expand potential in those areas. Lindenwood University's primary goal in the School Counseling Program is to prepare counseling candidates to be effective, ethical, and reflective practitioners for work in school and/or mental health settings with individuals, groups, and families. Once counseling candidates have been admitted into the program, they will be supported and connected with any necessary resources that can enhance their abilities as practitioners.

Upon admission to the program, each counseling candidate is assigned an advisor who will be the primary contact for counseling candidate questions and concerns outside of a specific course. Advisors will also serve in the capacity of mentor and aid with registration and professional practice questions and concerns. Advisors are expected to respond to counseling candidate communication within 24 hours during the work week, excluding holidays and university breaks.

Any faculty, instructor, and program staff may identify and refer, if warranted, any counseling candidate conduct, academic or disposition concerns the remediation committee. The remediation committee will be comprised of:

- Program Lead
- Instructor
- Site Visitor or Site Supervisor, if warranted during field work or internship
- Advisor

A persistence plan is formulated in conjunction with the student based on recommendations from the remediation committee. Examples of action steps required in the plans might include a requirement to take additional coursework, participate in personal counseling, engage in identified professional development opportunities, or take time off from the program. Remediation processes will differ based on whether there is a minor or major concern, and during which point in the program the student is enrolled. Importantly, the program provides an opportunity for ongoing feedback. Formative assessments will be included regularly throughout the program, with disposition measures strategically

introduced in courses from the inception of the program to its culmination. Clinical skills competencies within the disposition are used to ensure the practitioners are well-equipped to manage and mentor counseling candidates through this growth process (Section 1-N, O; Section 2-F.1.i, k, l; Section 4-F-I).

Counseling candidates may seek additional support for specific courses by communicating with their course instructor. Every course instructor has consistent office hours which are listed in the course syllabus and posted outside their offices. This is a time when counseling candidates can collaborate with course instructors to identify any additional support or mentoring that might be helpful to a counseling candidate as it is necessary. Further, 100% of our faculty, including adjuncts, have a minimum of 3 years clinical experience and are credentialed practitioners in their field, contributing real world experiences to the classroom and during advising and mentoring sessions.

Standard Disposition Administration

Candidates' counseling skills are assessed using the disposition assessment during three courses by the instructor of the specified course: IPC 51100 Foundations of Professional Counseling, IPC 55200 Counseling Skills Lab, IPC 61100 Practicum, and IPC 63000 Internship 2. These are completed 3 weeks before the end of the semester or earlier if a disposition concern arises. There are two instances when a candidate will be required to complete a remediation plan. The first instance is if a candidate summary score is marked as a minor or major concern. In addition, any candidate who scores a "needs improvement" or "needs considerable improvement" on a disposition assessment item, will be required to complete a remediation plan. The person responsible for following up with the candidate and the plan will be any adjunct faculty, core faculty, site visitor, site supervisor, or advisor.

Course Instruction Issues

In the instance the candidate's skill deficiency is of minor concern in a course, the instructor will be responsible for addressing and creating remediation plans with counseling candidates of minor concern. and will re-assess candidates' skill growth at the completion of the semester the class is taught. Course instructors will notify the remediation committee of any counseling candidate assessed overall on the disposition measure with a minor concern or when the candidate scores a "0" (needs considerable improvement) or scores a "1" (needs improvement) on any item if not resolved by the end of the course.

A major concern will be communicated with the Remediation Committee immediately. The Remediation Committee will convene with the instructor to determine next action steps which may include meeting with the student, developing an action plan, or other as determined by the committee.

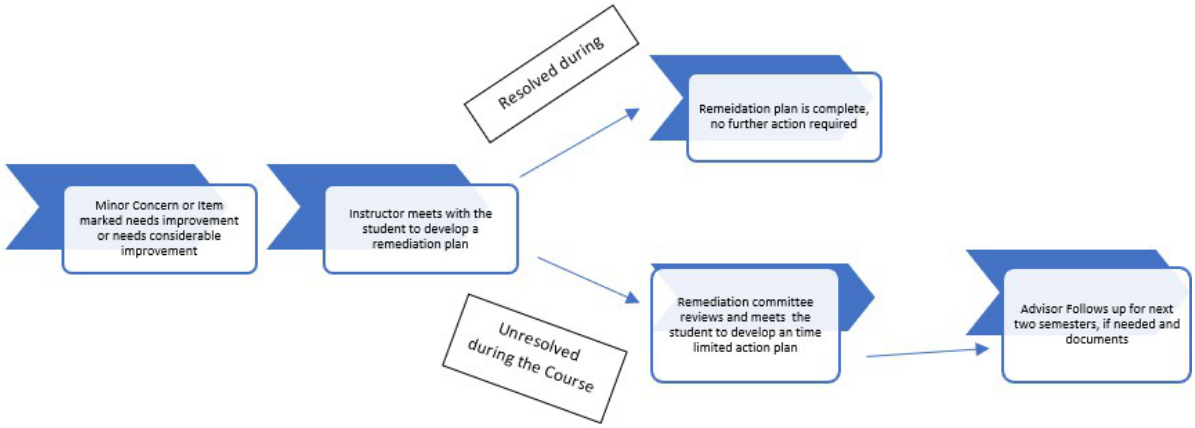
All instances of this occurring will be documented in Lindencircle. If unresolved by the end of the term the candidate is enrolled in the course, the instructor will bring the concern to the remediation committee. The remediation committee will then determine what, if any,

additional support might be recommended to the student to build and enhance skills or disposition. The candidate's advisor will complete any necessary follow-up designated by the Remediation Committee. If the issue is not resolved within 2 semesters, the concern will be brought back to the Remediation Committee to identify the next action steps.

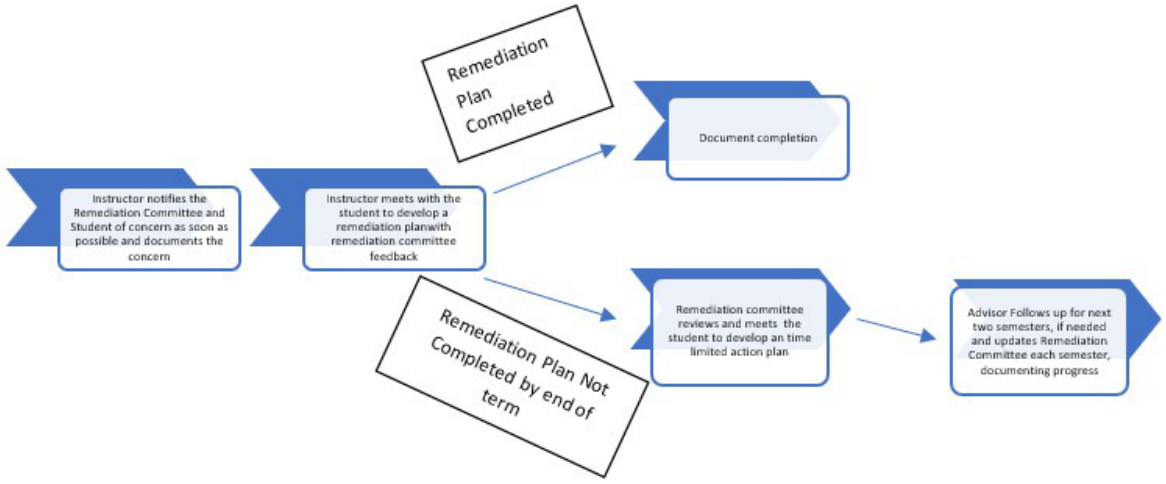
Processes for any Course except Practicum and Internship

No Concern

Minor Concern or item marked as needs improvement or needs considerable improvement



Major Concern



Advising Instruction Issues

Any minor concern that arises outside of a class context should be addressed with the counseling candidate's advisor. The counseling candidate's advisor is responsible for meeting with the counseling candidate to process the concern and determine if a remediation plan is necessary. If a remediation plan is needed, the advisor is responsible for overseeing the development of a remediation plan including the reassessment of counseling candidate skills at the completion of the remediation plan.

At any point, course instructors who have major concerns about a candidate's skill deficiency will present their concerns to the remediation committee. The remediation committee is responsible for supporting counseling candidates with major skill deficiencies and will develop a remediation plan with these counseling candidates if the issue is unresolved.

Ongoing Candidate Conduct

Beyond disposition assessments, faculty, course instructors, and program staff are all responsible for identifying any concerning counseling candidate behaviors that are misaligned with the counseling profession's values and ethics. It is imperative that counseling candidates are able to demonstrate appropriate interpersonal skills, an openness to supervision and feedback, and ethical decision-making skills.

Any minor concerns that arise during any course should be addressed by the course instructor. If the concern is unresolved, the course instructor will bring the concern to the remediation committee. Any minor concern that arises outside of a class context should be addressed with the counseling candidate's advisor. The counseling candidate's advisor is responsible for meeting with the counseling candidate to process the concern and determine if a remediation plan is necessary. If a remediation plan is needed, then the advisor is

responsible for overseeing the development of a remediation plan including the reassessment of counseling candidate skills at the completion of the remediation plan.
Any major concerns, such as ethics violations or harmful counseling behaviors/interventions, should be sent directly to the remediation committee.

Program Requirements

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

Appendix A, Missouri School Counseling Program Planner or,

- □ Master of Arts in Counseling-School Emphasis in Missouri (for certified teachers) 48 credit hours
- □ Master of Arts in Counseling-School Emphasis in Missouri (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 nine credit hours to their program. The education courses are not required for graduation from the program but are necessary when applying for certification. The School Counseling Program Planner lists the three additional courses in the areas of classroom management, psychology of the exceptional child, and psychology of teaching and learning. Missouri students only may also seek an add-on certification as a School Psychological Examiner upon conferral of the MA degree. The curriculum for each option is presented later in this handbook (Appendices A and B)

The School Counseling Program culminates with the completion of six credit hours of Field Placement experience. Students must have completed the specific course prerequisites and have at least a 3.0 cumulative GPA to begin Field Placement 1 and 2. Students must have all incomplete grades resolved prior to being approved for FP 1 and FP2. The specific prerequisites for Field Placement 1 and 2 are listed on the School Counseling Program Planners.

Field Placement Requirements

Students in the Lindenwood University School Counseling Program must complete two semesters 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 who must be certified

minimally at the Masters level in School Counseling and have at least three years full-time school counseling experience. Students are also required to enroll in a group supervision class at Lindenwood University (IPC 62100-Field Placement 1 and IPC62400, Field Placement 2).

Students in the school counseling track are required to complete a minimum of 400 hours of supervised field placement experience. Field Placement 1 requires a minimum of 200 clock hours. Field Placement 2 requires a minimum of 200 clock hours. One hundred of these hours must be in an alternative grade level building. If applying for professional licensure, students must earn 600 hours across both semesters of Field Placement.

All field placements must be in K-12 settings under the supervision of a certified school counselor. Students must have at least a 3.0 GPA to begin Field Placement 1 or Field Placement 2. Students are expected to earn a grade of A or B in Field Placement (IPC 62100 and IPC 62400) in order to graduate. Students will be required to repeat the course if they earn less than a B. If students take an incomplete in IPC 62100 and are unable to complete at least half the required field placement hours, they must enroll in IPC 62101 for zero credit hours to allow them to attend field placement classes while completing the required hours. If students take an incomplete in Field Placement 2, regardless of how many hours are needed, they must enroll in IPC 62401 for zero credit hours to allow them to attend field placement classes while completing the required hours. A fee of $50 will be incurred for each extension.

The student must upload a **completed** Field Placement Application Packet to Microsoft Forms. Students can find the link to Microsoft Forms in the School Counseling Student Resources Canvas shell and all classes the student is enrolled in during the program under the first module in Canvas.

The application is reviewed and approved by the Field and Clinical Placement Office (counselingplacement@lindenwood.edu). The Field and Clinical Office will send an email of approval, signifying a successfully completed application to the student, their advisor, and the site supervisor to verify and confirm the internship placement.

Students will not be allowed to enroll in Field Placement until the completed Field Placement Application Packet has been submitted, approved, and a placement has been secured. The Field Placement Application information includes

- The Field Placement Request Form
- The Field Placement Preparation Form
- Philosophy of School Counseling
- Acknowledgement of Handbook Review
- The Field Placement Pre-Hours Contract (if applicable)

- TB Clearance
- FCSR (Family Care Safety Registry)
- Professional Liability Insurance
- An unofficial copy of your Graduate Transcripts
- MO Substitute Certificate
- Travel Waiver

The documents are to be completed and uploaded to the students application for placement in Microsoft Forms.

School districts vary with respect to the requirements for accepting students for Field Placement. Some districts may require additional documentation. Students applying to such school districts will be informed of any additional requirements.

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 may result in dismissal from the Program.**

Students are instructed to list their first, second and third choices on their field placement request form in the application. Students are not permitted to contact the schools themselves. If a student has questions about the procedure involved with this process, they should contact the Counseling Placement Office at counselingplacement@lindenwood.edu for assistance. All materials must be uploaded into Microsoft Formsto be considered for Field Placement and approved by the Placement Office prior to paper enrollment in the course.

Deadlines:

Intended Semester for FP 1 and FP 2	**Date all materials are due in Canvas**
Field Placement in Spring Semester	August 1 of the previous year
Field Placement in Fall Semester	February 1 in the same year of application

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 K-12. A detailed description of these hours may be found in Appendix G. **Field Placement 1** consists of 200 clock hours at one grade level building (300 hours if looking for professional licensure). If the student is seeking k-12 certification upon completion of the program, they will need to complete 200 hours in Field Placement 2 (300 hours if looking for

professional licensure). The purpose of the first field experience is to provide students with knowledge of various school counseling work environments. Students have 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 at an alternative grade level building. The purpose of the second field experience is to encourage the process of changing roles from school counselor candidate to professional school counselor. This complex transition takes place over a time period in small increments. The candidate is provided an intensive exposure to a school counseling 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 their Field Placement experience should include the grade level they are pursuing for certification.

Field Placement Extension

Should a student be unable to complete the required hours of Field Placement within the semester, he or she will receive an Incomplete for a grade. If the student receiving an Incomplete is in Field Placement 1 and has completed more than half the required hours of Field Placement 1, the student should enroll in Field Placement 2 the following term. Any student unable to complete the required hours of Field Placement 2 must enroll in a section of Field Placement Extension the following term. Enrolling in the Field Placement Extension course will allow students to continue to receive supervision from Lindenwood University faculty by attending the Field Placement class as they complete their Field Placement hours. All other coursework for Field Placement must be completed prior to enrolling in Field Placement Extension. Field Placement Extension is a zero-credit hour course. A $50.00 fee is charged for each extension.

Section 2: Lindenwood University Academic Services Information & Support

Office 365

Email accounts are given to students enrolled at Lindenwood University. All students are held responsible for reading and maintaining their university email accounts. Students can easily access their e- mail account via Lindenwood's webpage: click "Email" and select "Student Email". If students have difficulty accessing their e-mail account, they are encouraged to contact their advisor or the Help Desk at helpdesk@lindenwood.edu. Students who fail to regularly (at a minimum, weekly) check their email account may miss important messages. The contact number for the help desk on campus is 636-949-5100.

Social Media

The College of Education and Human Services at Lindenwood University currently maintains a Canvas page to provide a virtual meeting place for students and alumni to share and obtain information and resources about everything counseling related. The page is made available in service to practicing counseling professionals and prospective counseling professionals. Field Placement opportunities, Internship opportunities, job openings, and upcoming seminars are regularly announced in the shell titled, School Counseling Student Resources.

Every effort will be made to respect individual expression with the understanding that it falls within acceptable ethical standards of practice as determined by ACA and/or Lindenwood University. There is also a Linked In page that is a closed group for all HS current students and alumni of the program.

Advising

Upon admission to the 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. Thereafter, the student should contact his or her advisor prior to the beginning of each semester to discuss course options. Graduate students are allowed to take between three and twelve credit hours of course work per semester. Students receiving financial aid are required to complete at least six credit hours per semester. Those taking nine credit hours are considered fulltime graduate students. Students who wish to enroll in twelve credit hours should seek the approval of their advisor. When considering course options for each semester, students should kind in mind that they are required to take courses on the same campus should they plan to take two courses on the same night. Course requirements are listed on the Program Planners (Appendices A)

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. Students may register online through the Student Portal during the open enrollment period, which usually ends the Friday before the term starts. After the open enrollment period, students must register for class using an Enrollment Form until the beginning of the semester. When enrolling, students should seek advisement from their assigned advisor by phone, e-mail, or appointment.

It is crucial that the student discuss course options with his or her advisor prior to enrolling. 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.

During the enrollment period, students may enroll in classes 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(s) must be open
- Students must obtain approval from their advisor regarding course selections
- Students must register online via the Student Portal
- Students must contact the business office to finalize payment arrangements
- Students can view schedules and determine classroom locations online through the Student Portal **After the enrollment period**, students may enroll in classes 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(s) must be open
- Students must obtain approval from their advisor regarding course selections
- Students must complete an Enrollment Form
- Students must contact the business office to finalize payment arrangements
- Students can view schedules and determine classroom locations online 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 during the open enrollment period. After the open enrollment period, students are required to complete an Add/Drop/Withdrawal Form. When modifying their schedule, students should seek advisement from their assigned advisor. Students should be aware of the financial ramifications of modifying their course schedule after attending class. Add/Drop/ Withdrawal Forms are available in the College of Education and Human Services Offices. All deadline dates can be found in the Graduate Catalog.

Adding a Course

Students may register/add/audit a class during the first week of the term by following these procedures:

- Complete the Add portion of the Add/Drop/Withdrawal Form
- 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:

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

*Withdrawing/**Unregistering** 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:

- Complete the Drop portion of the Add/Drop/Withdrawal Form
- 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
- Failure to withdraw officially will result in a grade of F or AF (attendance failure) which will be calculated in your grade point average as an F.

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/Unregister 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 awarded 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. In some cases, students may not be allowed to register for future terms until the incomplete grade is resolved.

Course Evaluations

Students are encouraged to complete course evaluations for each class in which they enroll. Course evaluations are available for students to complete online through Canvas. There will be a banner notice around two weeks at the beginning of the term that prompts them to complete the evaluation. Students who choose not to complete their course evaluations will be able to view grades approximately two weeks after the term ends.

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, tardies, or camera being off may result in a failure to earn attendance and participation and lower the grade in the course. Class assignments are expected to be completed according to schedule whether absences are excused or unexcused.

Purchasing Textbooks

Students are expected to have obtained the appropriate textbooks for each class prior to the meeting of the first class. Students can obtain textbooks for class through the campus bookstore, Barnes and Noble. Barnes and Noble maintain the official listing of Lindenwood University's textbooks and course materials. Students are able to purchase or rent textbooks. Students may order textbooks and materials online through Barnes and Noble at https://www.lindenwood.edu/about/news/details/barnes-and-noble-college-bookstore- nowopen-on-st-charles-campus/.

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 result in expulsion 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. See also the section on remediation processes and procedures.

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 the Student Support and Accessibility Program Manager, Janet Owens (jowens1@lindenwood.edu) at 636.949.4768. Ms. Owens will provide the specific information regarding the student's needed accommodations to the student's professors.

Program Exit Requirements Missouri Students

School Counselor Content Test (MOCA, #056)

All students seeking certification and to graduate the program as a School Counselor in Missouri must successfully complete the *Missouri Educator Gateway Assessment for School Counselors, the School Counseling Content Test.* The test code is 056. Arrangements to register for the test are the responsibility of the student. Completing the *Missouri School Counselor Content* Test is a graduation requirement and the passed test score verification must be uploaded to the course, IPC 60500, Comprehensive Exam in Canvas.. Students applying to take the *MOCA* test should do so during late Field Placement 1 or early Field Placement 2. *MOCA* tests are offered on scheduled dates

throughout the year at universities, high schools, and other locations throughout the state. To register for the *MOCA* test, students should visit Missouri Content Assessment.

MOCA pass or fail scores will be provided for you the same day as the test is administered. **Scores on individual test sections will be available approximately four weeks after the test date.** It is recommended students save a copy of their score report for future reference, email a copy of their score report their advisors and the instructor of IPC 60500 Comprehensive Exam, Section SC31 (school counseling 31). There are online testing options available. Please note there are not any accommodations available for the MOCA 056 for those who may have had approved accommodations in the past.

Missouri Graduation Requirements

Graduation from the School Counseling Program requires completion of coursework with at least a cumulative grade point average of 3.0; completion of all Field Placement hours; completion of an electronic standards covering the MoSPE Standards); and a passing score on the MOCA (056). Graduation from the program does not occur automatically when all requirements have been met.

In addition, students must apply for graduation. Students must complete and submit the Application for Degree to their advisor through their student portal under by clicking on "Forms". A policy exemption must be completed with the application for degree form if the student is past the deadlines listed below. The deadlines are as follows:

Deadline to apply for May Graduation December 30

Deadline to apply for August graduation February 28

Deadline to apply for December graduation May 30

Students are invited to participate in the graduation ceremony held annually. 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 after 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 on the St. Charles Campus. Otherwise, they will be mailed to you within 5-8 weeks of the graduation ceremony.

Section 3: Reflections

Lindenwood Reflections

Glossary of Terms

MOSPE	These refer to the Missouri standards for educator programs. School counseling has 5 total standards with multiple quality indicators. They can be found here.
Key Assessment	Key assessments are critically designed to cover an entire standard and all of its quality indicators. They are found in 5 school counseling specific courses and contain 5 column-rubrics used to evaluate the assignment. The rubrics for each of these Key Assessments are in your Assignments section in Canvas.
Anchored Assessment	Anchored assessments are found in the remaining courses in the program including both professional and school counseling tracks. They are designed to cover targeted standards and specific quality indicators. The rubrics for each Anchored Assessment are found in your Assignments section in Canvas.
Reflection	A reflection is written to accompany every KEY Assessment only (i.e., artifact). They demonstrate how the KEY Assessment is linked to the MOSPE Standard. It is about 1.5 pages and has specific items to be written about in each of the 5 paragraphs. (An example follows below, in this section.)
MOCA (Missouri Counselor Exam, 056)/Exit Exam	The exit exam for the school counselor program and students pursuing school and professional counseling is the MO Counselor Exam. It is an objective test taken at a test center at the very beginning of Field Placement 2. This test is also required for certification in the State of Missouri.

The Office of Clinical and Field Experiences	This office serves as a repository for data collection gathered in Canvas and Microsoft Forms for our entire School Counseling Program. This office also reviews applications for entry into Field Placement 1 and 2 and coordinates placement after you have uploaded your application into Microsoft Forms Application.
MEES Performance Exam (Missouri Educator Evaluation System Performance Exam)	The performance exam covers all 5 MOSPE Standards and is gathered during Field Placement 1 and Field Placement 2. Your University Site Visitor and your k-12 Site Supervisor will each complete this assessment. They will receive an email link from the Clinical and Field Placement Office during the semester several times. These scores are submitted to DESE for certification at the end of your program.
Site Supervisor	The Site Supervisor is the credentialed school counselor who will supervise you at your Field Placement sites.
Site Visitor	The Site Visitor is the University representative who will serve as a liaison between Lindenwood and the k-12 school site you are at for field placement 1 and 2.

Missouri School Counseling Standards

Portfolio Standards and Artifacts Course Matrix

The Educator Preparation Program Portfolio at Lindenwood University is based upon the five School Counseling Standards from the Missouri Department of Elementary and Secondary Education. You will also see the themes of the Lindenwood University School of Education School Counseling Conceptual Framework throughout your coursework and within this matrix. In particular, the information contained within this document will be of vital assistance when writing your reflections and in selecting an

artifact for each standard. This matrix matches the artifacts with the appropriate courses. As you begin your school counselor preparation program in Foundations of School Counseling (IPC 51000), you will simultaneously begin the work of creating your own electronic portfolio. As you continue through the program, your work will become organized and goal driven. By the time you complete Field Placement 1; you will have a fully documented description of your professional growth and achieved competence in school counseling.

Key Assessments

Key assessments are found in 5 courses and cover the entire MOSPE Standard through its outlined objectives. The rubrics for each of these Key Assessments is in your Assignments section in Canvas. These will need to be uploaded by the student in Canvas.

List of Key and Anchored Assessments and Course

Course	**Standard Covered (and all quality indicators are listed in the first paragraph of the reflection)**	**Assignment Title and what to Upload to Canvas**
IPC 51000 Foundations of School Counseling	Standard #5 – Ethical and Professional Conduct The professional school counselor knows, understands and adheres to current ethical and professional standards and legal requirements. Quality Indicators 1-4.	Personal Theory Paper and Reflection over the entire Standard 5.
IPC 51300 Principles of School Counseling	Standard #2 – Program Implementation The professional school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, career, and personal/social development of all students.	School Counseling Website and Reflection over the entire Standard 2.

IPC 52300 Adjustment and Learning Issues in Children and Adolescents	Standard # 3 – Professional Relationships The professional school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district	Diagnosis and Mental status Exam screenshot with grade and Reflection to the entire Standard 3.
IPC 55300 Theories of Counseling Children and Adolescents	Standard #1 – Student Development The professional school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and wellbeing of all students by facilitating their academic, career, and personal/social development.	Case Study Paper and Reflection for the entire Standard 1.
IPC 62400 Field Placement 2	Standard #4 – Leadership and Advocacy The professional school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive guidance and counseling program and the school district.	Internal Improvement Review (IIR) Upload: Excel IIR completed Narrative/Paper SMART Programmatic Goals SMART Professional Development Goals promoting self-care Reflection over the entire Standard 4

Table of KEY ASSESSMENTS for the SCHOOL COUNSELING PROGRAM

Anchored Assessments

Anchored assessments are assignments in the remaining counseling courses and cover specific quality indicators under the MOSPE Standards. Anchored assessments are focused and targeted to a specific standard and quality indicator. For example, the anchored assessment for IPC 58200, Lifestyle and Career Development measures your understanding of Standard 1, Quality Indicator 6, Career Development. These more targeted assignments demonstrate more specific content knowledge. They are listed as an assignment in the Canvas course shell of that course. Anchored assessments will also need to be uploaded by the student in Canvas .

Anchored Assessments in Portfolio (remember these do NOT require a reflection)

Course	**Standard and Quality Indicators Covered**	**Assignment Title—No reflection required on Anchored Assessments**
IPC 51200 Ethics & Professional Issues	**5.1-5.4: Ethical and Professional Conduct** The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements. **Quality Indicator 2:** Professional Standards: The school counselor knows, understands and practices in accordance with standards associated with the counseling profession **Quality Indicator 3:** District and School Policies: The school counselor knows, understands and practices in accordance with local school policy and procedures. **Quality Indicator 4:** Legal Requirements: The school counselor practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources.	Ethics Case Assessment

IPC 52100 Human Growth & Development	**Standard #1** – Student Development The professional school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development. **Quality Indicator 1 Human Growth and Development**: The school counselor demonstrates knowledge of human development and personality and how these domains affect learners, and applies this knowledge in his or her work with learners.	Lifespan Observation Paper
IPC 56100 Group Theory and Process	**Standard #1** – Student Development The professional school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development. **Quality Indicator 3 Helping Relationships**: The school counselor establishes helping relationships with students through individual counseling, group work, classroom counseling, and mental health and well-being activities within the comprehensive school counseling program.	Group Proposal

IPC 56200 Introduction to Social and Cultural Counseling	**Standard #1 – Student Development:** The professional school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development. **Quality Indicator 4 Social and Cultural Diversity:** The school counselor demonstrates knowledge and understanding of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families through lesson plans, counseling activities, and interactions with students.	Cultural Plunge
IPC 58100 Appraisal of the Individual	**Standard #1 Student Development**: The professional school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development. – Quality Indicator 5: Appraisal of Student Growth and Achievement: The school counselor knows and understands the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, career, and personal/social development of all students through full implementation of a comprehensive school counseling program and defines the counselor's role in assessment consistent with level of training, expertise, and a fully implemented comprehensive school counseling program.	Objective Test on Appraisal Instruments and Basic Statistics

IPC 58200 Lifestyle & Career Development	**Standard #1 Student Development:** The professional school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development. **Quality Indicator 6:** Career Development and Planning: The school counselor demonstrates knowledge and understanding of career development and planning processes across the life span and assists all students in their career awareness, exploration, decision-making, and planning.	Career Case Study
IPC 54100 Research Methods & Program Evaluation	**Standard #2 Program Implementation:** The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive school counseling program to advance the academic, career, and personal/social development of all students.	Program Evaluation Project

IPC 57500 Family and School Consulting	**Standard # 3 Professional Relationships:** The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school and district. **Quality Indicator 3 Consultation Theories and Strategies:** The school counselor uses theories, models, and processes of consultation strategies to improve communication, develop and promote professional, family, and school relationships and coordinate school and community resources to promote the academic, career, and personal/social development of all students.	Self-Case Study
IPC 58300 Analysis of the Individual	**Standard # 3 Professional Relationships** The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school and district. **Quality Indicator 2 Collaboration:** The school counselor develops collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other school counselors in order to promote the academic, career, and personal/social development success of all students.	Psychological Report

IPC 62100 **Field Placement 1**	**Standard #2 Program Implementation** The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive school counseling program to advance the academic, career, and personal/social development of all students. **Quality Indicator 1 Structural Components:** The school counselor knows and understands the structural components of a fully implemented comprehensive school counseling program including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns.	Outcome Research Project

For a complete listing of ALL MO Standards with performance and knowledge indicators, please go to:
https://dese.mo.gov/sites/default/files/CounselorContinuumStandards.pdf

The key assessments and corresponding MO Standard are outlined in the matrices below. In addition, the School Counseling Program contains benchmarks to measure disposition and content knowledge of process and procedures. A full timeline of benchmarks can be found in Appendices C (Missouri).

Reflection Writing Directions for KEY Assessments (IPC 51000, IPC 51300, IPC 52300, IPC 55300, and IPC 624)

Students must upload the assessments to Canvas Course under the Assignments Tab. It must be uploaded to Canvas in order for the student to earn a grade for the semester.

Key Assessments (ONLY) will require a reflection paper in addition to the Key Assessment when completing the assignment. The purpose of this reflection is to for the student to link the assignment to the standard and all its quality indicators.

Each reflection should be at least one full page in length but must not exceed 1 ½ pages. The appropriate font for each reflection is Times New Roman, 12-point font, single spaced.

The reflection should begin with a heading that includes the title, "Reflection," identification of the appropriate Standard, and the corresponding quality indicator (e.g., R 1.2-Student Development/Counseling Theories and Interventions, also see example below). This heading should be in bold font. Underneath this heading, the reflection should be organized around five components.

The first paragraph should reiterate the standard verbatim in bold face type. For example, using Standard 1.2, it might read as follows:

The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social and career development. The school counselor works to maintain skills and current literature about counseling theories and interventions.

The second paragraph should begin with a short introductory statement describing the Standard in the student's own words. The student should write his or her own rendition of the essential information listed in **ALL** of the quality indicators for that standard .

The third paragraph should describe the student's current level of understanding of the Standard, providing an assessment of his or her current level of understanding or knowledge of the Standard. Include personal experiences, classroom knowledge or professional application as supporting evidence. This paragraph may begin with, "My current understanding of this Standard is…"

The fourth paragraph describes the artifact and why it is important. The discussion of the selected artifact is a crucial component of each reflection. Begin with a description of the artifact, remembering that the reader may not be familiar with the artifact. Next, explain why this artifact was selected and how this artifact

demonstrates the student's competence with this Standard. This explanation should be analytical, not descriptive. End the paragraph by describing how this artifact helped the student understand the meaning of Standard.

The fifth paragraph indicates plans for the future learning in regard to the Standard. Students should describe what activities, continuing education, course work or other methods of training will facilitate growth in this area. Discuss how future activities will demonstrate a growing expertise. The following example is for a reflection regarding the Standard of Professional Relationships:

Reflection Example

R- 3.2 Professional Relationships/Consultation Theories and Strategies in the School, Family, and Community

The professional school counselor candidate understands, develops, and uses systems theories, models, and processes of consultation within school system to enhance student development, well-being, and learning through family-school collaboration. The professional school counselor candidate uses consultation strategies demonstrated to improve communication to promote teamwork; and consultation strategies to coordinate resources and the efforts of staff (teachers, administrators, and other school personnel), to promote school-home relationships through the involvement of parents and other family members, and to involve private and public community agencies in students' academic, career, and personal/social development. The public school system is an entity that involves community ownership. The school district must seek methods to communicate with the public. Communication should be a collaborative process in that no one person or group of administrators monopolizes the operation or principle theory of schools. When the notion of teamwork becomes a commitment, everyone within the system will benefit.

My understanding of the quality indicator has matured throughout the school counseling program. Originally, my contacts with parents were due to low achieving or misbehaving students. Furthermore, it really wasn't a joint effort. I outlined the problem and I expected the parent to determine 20 strategies to change the behavior to conform to my expectations. It makes perfect sense to approach members of the complete school community as an alliance. Teamwork accomplishes goals on a larger scale. Let's face it – the more people involved the more resources available, and the more students we can help. Helping students is the primary focus of a school counselor. We must provide all students with opportunities to develop through various stages of life. The artifact I selected originated from the Francis Howell School District website. The guidance department provides a vast amount of information related to course scheduling, graduation preparation and college preparation. Oftentimes, students ignore crucial information readily available.

Therefore, parents must initiate the process of hunting for colleges or seeking scholarships. Providing parents with the knowledge and tools to better their own child's future potential creates a positive atmosphere. The realization that the guidance department truly desires success for all students will create an environment within the school community that enhances the lives of our students. The artifact is a wealth of information to the educated parent who actively seeks data to promote the lives of their children. However, what about the parent who prays for the minimal high school graduation? Because our world today is so competitive, people forget about the other half of our community that doesn't progress to college. It would be nice to address issues prevalent in that group of students. Because of the diverse needs of our school's population, communication is an essential ingredient of a successful school district's operation.
I plan to make a commitment to creating a supportive environment for students. In doing so, I realize the necessity of communicating with all groups of our school community. When marketing our school guidance department, it is crucial to remember all types of students and the issues each encounter.

Although the computer is an excellent tool to reach the public, not everyone utilizes it. Sending home hard copies of upcoming programs will reach those who don't have the means or knowledge to acquire access to a computer. Additionally, information could reach the population by publishing data in the local newspaper. My familiarity with promoting positive relationships within the school community will undoubtedly cultivate with time. (MacMillan, 2007, unpublished**)**

Section 4: Field Placement Registration and Processes

Registration Processes

Administrative Processes and Deadlines for Field Placement 1 and 2

Students are instructed to list their 1st-3rd choice on their application. They are not permitted to phone the schools themselves. If a student has questions about the procedure involved with this process, they are advised to email counselingplacement@lindenwood.edu for assistance.

Deadlines:

Course	FP Semester	Deadline for Application to be submitted
Field Placement	Spring	August 1 of prior year

	Summer	n/a-there is no Summer semester
Field Placement	Fall	February 1 of same year

*Note. The K-12 School Counseling Bridge Course to earn additional certification level uses the same deadlines for the semesters as outlined above for Field Placements.

Request for Field Placement 1

Acknowledgement of Field Placement Application Instructions

Please complete the form below. Save it.

Request for Field Placement 1

Please complete the form below. Save it.

Field Placement Preparation Form

Please complete the Field Placement Preparation Form TEMPLATE provided

Philosophy of Counseling

Please upload your philosophy of counseling. Remember to include goals you have for your students as well as goals you have for yourself. Please limit your response to no more than one page.

Field Placement Pre-Hours Contract

Under certain circumstances, students enrolled in Field Placement classes may collect pre-hours and Post- Hours prior to the beginning of the semester and after the semester has ended. For the fall semester, hours may not begin any earlier than August 1st. For spring semester, hours may not begin prior to January 1st. If you wish to collect pre-hours, you must have this contract on file. Please complete the Field Placement Pre- Hours and Post-Hours Contract and upload the signed contract.

TB Clearance

You are required to submit results of a recent Tuberculosis (TB) test. Test results must be dated no earlier than six months prior to the submission of the Field Placement Application. Additional information regarding Tuberculosis and TB testing may be obtained on the St. Charles County Department of Community Health website, http://health.sccmo.org/health/. Please upload TB results.

Professional Liability Insurance

Lindenwood University does not provide liability insurance for students. You are required to purchase and show proof of student liability insurance prior to beginning Field Placement. Student liability insurance may be purchased through the American Counseling Association (ACA), the American School Counselor Association (ASCA), Healthcare Providers Service Organization (HPSO), or National Education Association (NEA). Student Liability Insurance is not health, automobile, homeowners, or any other type of insurance. It is specifically insurance to cover clinical liabilities for counselors. Please upload evidence of membership or documents verifying coverage here. Please upload a copy of the results.

Graduate Transcripts (unofficial)

You are required to submit an unofficial copy of your graduate transcripts. If you are strictly seeking certification and have completed graduate coursework at another institution(s) other than Lindenwood University, an unofficial copy of that institutions transcript should be included in the Field Placement Application as well. You should print out a copy of your Lindenwood University graduate coursework by accessing your transcript through the Student Portal. Please upload transcripts.

Missouri, Background Clearance (fingerprints and criminal background check)

If a student is already a fully certified teacher, or already practicing in a Missouri school district, a clearance letter on district letterhead will be accepted in place of a substitute certificate. This must be uploaded under the appropriate Field Placement for which the student is applying. If not, the student needs to obtain a substitute content certification following the directions below.

Substitute Certificate – School Counseling candidates and school counseling field placement students must have a valid substitute certificate. Applications for a substitute certificate must be made through DESE's website. In order to obtain a substitute certificate, the school counseling field placement student is responsible for (in order):

a. Creating an educator profile at DESE.

b. Applying for the substitute certificate online.

c. Sending official transcripts to DESE verifying 60 college credit hours

d. Having fingerprints taken and sent directly to DESE by using code 2301.

e. Paying the $50 processing application for the substitute certificate.

How to get fingerprinted for a substitute certificate.

School counseling field placement students must schedule an appointment to get fingerprints taken through the Missouri State Highway Patrol for a background check and must have the results sent directly to DESE following the checklist provided at the link below using the code 2301: Highway Patrol, background check

The cost of the fingerprint background check is $44.80. Prints are valid for one year and may need to be updated and re-sent to DESE in order to receive the initial school counselor certification at the end of field placement experiences.

Once the certificate is issued, it can be printed from the user's profile page under "certification status." Typical turn-around time for issuance of the certificate is one to two days upon receipt of fingerprints, official transcripts and submission of the application online. There is a processing fee of $50 for the substitute teaching certificate.

You are responsible for obtaining a Family Care Safety Registry (FCSR) Background Screening from the Missouri Department of Health and Senior Services (DHSS). This can be requested online at http://www.dhss.mo.gov/FCSR. New applicants are required to pay a registration fee of $12 by using a valid credit card. Please allow a minimum of four weeks to receive results from DHSS. The clearance letter must be dated no earlier than six months prior to the submission of the Field Placement Application. For students already on file with FCSR, simply call the number indicated on the website to request an updated report. The report will be emailed to you. Please upload a copy of the results here.

Student Responsibilities and Expectations on Site

It is essential that students read and become aware of Program policies and procedures in the first section of this handbook. It is the responsibility of each student to be familiar with the contents of the Professional Counseling Internship Handbook and, if necessary, to seek clarification of any information by contacting the course professor or an advisor. The Department of Counseling must continue to meet the requirements of the Missouri Department of Elementary and Secondary Education. This is an ongoing process; therefore, the Department 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 to the School Counseling Program on the School of Education, Counseling website at: Counseling Program Handbooks.

Field Placement Requirements

Students in the Lindenwood University School Counseling Program must complete two semesters of Field Placement. During Field Placements, the student will engage in the activities of a certified or licensed school counselor and a Lindenwood University faculty member in a group supervision class.

Students are required to keep records of their field placement hours and submit original documentation of their work at the end of each term to the class professor on the Weekly Log. Failure to submit completed documents in a timely fashion may result in loss of Field Placement credit for the term. Students should keep copies of all the forms and records they submit to their faculty supervisor.
Graduates who plan to pursue school counselor certification or licensure and/or licensure as a Professional Counselor will need to report Internship information during the application process.

Professional Conduct

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 Counseling 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 clients or supervisors and other scheduled meetings; be prepared to submit all agency reports and records; and be respectful toward students, faculty, parents and any individuals with whom they have contact. Failure to follow these expectations may result in dismissal from the Program.

Dress Code

Students are expected to dress as appropriate by their site. Typically, this may mean no denim except days that are outlined as denim days at their sites.

Direct and Indirect Hours

Direct and Indirect hours will be required for field placement students in Missouri and Illinois although these ratios vary. Direct service includes activities such as intake interviewing; individual, couples, family, and group therapy; crisis intervention; and assessment. This must be face-to-face contact. Indirect service includes activities such as individual and/or group supervision, training, staff meetings, case preparation, telephone calls, and report writing. Students may carry over excess hours from the first semester Counseling Internship and apply them to their second semester. Counseling Internship students are required to spend a minimum of one clock hour per week in individual face-to-face supervision with his or her Internship Site Supervisor. The Weekly Activity Log must be submitted to document these hours. Individual supervision occurs when the student and the on-Site Supervisor meet on a one-on-one basis to discuss the student's work with clients. Administrative supervision does not count towards this requirement. Students are encouraged to arrange for as much agency supervision as possible.

Pre-Hours

Under certain circumstances, students enrolled in field placement classes may collect pre-hours prior to the beginning of the semester. To collect pre-hours, several conditions must be met. A completed Application Packet must be submitted and approved for the site, the student must be enrolled in the appropriate field placement class, and the Field Placement Site Supervisor, on behalf of the site, must agree to accept responsibility for any liability incurred by the student's actions should the student collect direct hours during that time. The Counseling Internship Site Supervisor should provide documentation of his or her acceptance of liability by completing the Counseling Internship Pre-Hours Contract. The Counseling Internship Pre-Hours Contract must be submitted with the Counseling Internship Application Packet prior to the collection of pre-hours. The Contract can be found in the appendices of this handbook. Should students fail to comply with all conditions regarding the collection of pre-hours, hours collected during that time will not be accepted. Counseling Internship Extension Should a student be unable to complete the required hours of Counseling Internship within the semester, he or she will receive an Incomplete for a grade.

As a rule of thumb, pre-hours may begin August 1st for Fall Semester and post hours may be gathered until the end of December. All criteria above must be met to earn pre and post hours. For Spring semester, pre-hours may begin on January 2nd and accrue until May 31st.

Hour Requirements

Field Placement 1 consists of 200 clock hours in a k-12 building. If the candidate would like to pursue MO licensure in addition to the school counseling credential, they need to complete 300 clock hours. The purpose of the first field experience is to provide students with knowledge of how to create and apply measured interventions in the k-12 setting. The anchored assessment is the Outcome Research Project. It is a data informed project where students create a polished, APA 7th edition paper and class presentation that could be used in a school board or other meeting.

Field Placement 2 consists of 200 clock hours in an alternative k-12 building level (300 if the candidate is wanting to meet MO professional licensure requirements). A minimum of 100 hours must be completed in this alternative grade level building. 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 in small increments. The candidate is provided an intensive exposure to a different grade level building in a school counseling setting.

All hours are broken down by type of contact in the table below.

	Counseling Curriculum or Small Group Counseling	**Required Direct Hours**	**Maximum Indirect Hours**	**Total Hours**
Field Placement 1	20 (30 for professional licensure)	80 (120 for professional licensure) (group hours are included in the small group or	120 (180 for professional licensure)	200 (300 for professional licensure)
Field Placement 2	20 (30 for professional licensure)	80 (120 for professional licensure) (group hours are included in the small group)	120 (180 for professional licensure)	200 (300 for professional licensure)
K-12 School Counseling Bridge Course*	15	60	150	

*Note. K-12 School Counseling Bridge Course hours are generally 150 to meet the new DESE hour requirements in the certification area for which they require additional hours to meet the 300-hour requirement at more than one grade level building. Only students who hold k-8 or 7-12 certification would need to take this course. Candidates register for IPC 62400, Field Placement 2.

Field Placement Extension

Should a student be unable to complete the required hours of Field Placement within the semester, he or she will receive an Incomplete for a grade. If the student receiving an Incomplete is in Field Placement 1 and has completed more than half the required hours of Field Placement 1, the student should enroll in Field Placement 2 the following term. Any student unable to complete the required hours of Field Placement 2 must enroll in a section of Field Placement Extension the following term. Enrolling in the Field Placement Extension course will allow students to continue to receive supervision from Lindenwood University faculty by attending the Field Placement class as they complete their Field Placement hours. All other coursework for Field Placement must be completed prior to enrolling in Field Placement Extension. Field Placement Extension is a zero-credit hour course. A $50.00 fee is charged for each extension.

If the student receiving an Incomplete is in the first semester of field placement

and has completed more than half the required hours of field placement, the student should enroll in the second semester of field placement the following term. Any student unable to complete the required hours of the second semester field placement must enroll in a section of field placement extension the following term. Enrolling in the field placement extension course will allow students to continue to receive supervision from Lindenwood University faculty by attending the field placement class as they complete their field placement hours. All other coursework for field placement must be completed prior to enrolling in field placement extension. Field placement extension is a zero-credit hour course. A $50.00 fee is charged for each extension.

Incomplete Coursework

A grade of I (Incomplete) is awarded at the end of a term only for failure to complete coursework due to exceptional circumstances beyond the student's control. Such circumstances include documented illnesses or extremely disruptive personal circumstances in advance of the ending of the course when the event occurs earlier in the semester. A grade of Incomplete (I) is also appropriate when a Field Placement did not provide sufficient hours to satisfy requirements. In the case of Field Placement 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. **This is the student's responsibility to resolve through reaching out to the instructor once the placement office has confirmed their hours have been completed.** 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. In some cases, students may not be allowed to register for future terms until the Incomplete grade is resolved.

Section 5: Site Supervisor Resources-This section should be shared with site supervisors and is often shared with site supervisors by site visitors, also.

Letter from the College of Education and Human Services

Dear Site Supervisor:

Thank you for considering one of our school counselors-in-training for a Field Placement in your school. The purpose of this manual is to familiarize you with the essential elements of Field Placement. This manual also provides information regarding the standards for a Field Placement experience as required by the Department of Elementary and Secondary Education and the Lindenwood University Counseling Program standards.

Hosting an intern can be a wonderful experience for all involved. A successful Field Placement provides students with an unparalleled opportunity to apply their classroom learning to the workplace. Field Placements also provide host schools with high-achieving workers who bring fresh perspectives and ideas. For a Field Placement to be successful, both the site supervisor and the intern must understand how this field experience differs from a job, and both must commit to working together to make the most of the opportunity.

We look forward to working with you and hope this will be an enjoyable experience that you will want to repeat in the future. Please keep in touch if we can help in any way. Should you have any questions or desire additional information, please feel free to contact any member of the Lindenwood University College of Education and Human Services.

Sincerely,

The Counseling Department at Lindenwood University

Field Placement Description in the Lindenwood System

The School Counseling Program culminates in two terms of Field Placement, during which the student engages in the activities of a School Counselor under the supervision of a certified School Counselor and a Lindenwood University faculty member. These Field Placement experiences are considered a critical component of the School Counseling Program. The Field Placement experiences provide interns with a variety of field experiences intended to build and reinforce pedagogical knowledge and skills. Specifically, the Field Placement experiences are intended to develop the following competencies: application of developmental and ethical principles while maintaining school policies in working with learners in a variety of school counseling activities; utilizing cultural sensitivity and awareness in counseling activities; utilizing assessment results in counseling activities as well as individual planning and career development activities; designing, implementing and evaluating developmentally appropriate guidance activities; collaborating with other school personnel in the delivery of a guidance curriculum; knowledge of crisis interventions and appropriate referral procedures; the ability to use available technology for planning as well as for managing and delivering a guidance program; developing and promoting professional relationships within the school and community to promote the development of all learners; implementation of methods to promote both personal and professional development; and

demonstration of accountability through the outcome research project.

During the Field Placement experiences interns meet regularly with their site supervisor and their university instructor, both of whom monitor the field work. Interns submit weekly activity logs in which they report their hours and the activities in which they engaged during the week. These logs will not be accepted without the site supervisor's signature. We encourage Site Supervisors to sign these forms as part of the weekly face-to-face supervision hour with their intern. Part of that hourly session should address how these hours were met. In addition, Site Supervisors submit evaluations of their interns' skill development at midterm and at the end of the term.

Process for Hours Submission

The *Weekly Activity Log* is to be submitted by the intern, via email to counselingplacement@lindenwood.edu every week. Students should name the uploads with the week number and dates of the work week listed. For example, "Week 1 August 1-August 5". If students have any questions, they may contact counselingplacement@lindenwood.edu and the field placement instructor.

Professional & Ethical Practices

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. Students are also expected to attend institute days, workshops, faculty meetings, and all activities expected of regular school counselors.

In short, the Field Experience should be treated the same as paid employment.

Student Hour Requirements

School Counselor interns complete a minimum of 200 clock hours of field-based experience during Field Placement 1 and a minimum of 200 clock hours of field-based experience during Field Placement 2 for a total of 400 clock hours of field based experience. Students who are seeking professional licensure in MO are required to earn 300 hours in Field Placement 1 and 300 in Field Placement 2. Details regarding percentages of time can be found in Appendix G. If a student wishes to be eligible for professional licensure in Missouri, they will be required to earn a minimum of an additional 100 hours of Practicum at a school or professional placement site and take the additional coursework required by the Clinical Mental Health Program.

Role of the Site Supervisor

The site supervisor is a person who has expressed a willingness to supervise and serve as a mentor for a developing professional. The site supervisor is the key person at the school site who facilitates and supervises all of the activities in which the intern will be participating. When the Field Placement experience begins, the site supervisor is asked to orient the student to the Field Placement site. Specifically, the site supervisor should:

- Introduce the student to co-workers
- Give a tour of the school and discuss its origin, mission, and function
- Explain the duties and responsibilities of the intern and tasks as related to others in the school
- Emphasize the importance of confidentiality as it relates to your organization
- Determine the student's Field Placement schedule and establish a policy for covering absences
- Inform the student of your school's dress code and what you expect from the student in this regard
- Inform the student of the district's Acceptable Use Policy
- Provide one hour each week of face-to-face supervision of the intern
- Monitor and sign the intern's Weekly Activity Log
- Provide feedback on the intern's performance during the site visit by the faculty representative
- Provide a mid-term and final evaluation of the intern(on-line)
- Provide certification of counseling Field Placement completion

Group Supervision

During Field Placement, interns are required to meet for group supervision class on the Lindenwood campus. A member of the program faculty conducts group supervision. The Field Placement course requires that students meet in group supervision for a minimum of 2 hours per week, scheduled weekly throughout the semester. Students receive credit for hours attended in group supervision towards their required clock hours.

Outcome Research Project

Students in Field Placement 1 must complete an outcome research project. This project allows School Counselor interns to gain experience in creating interventions that can be evaluated to see if their work is making a difference in their students' lives. Outline a coherent evaluation process you can use to improve services to students, focusing on key attitudes, skills and knowledge of identified students who undergo specific interventions (A.S.K). Review and apply at least one ASCA mindset and behavioral goal that is developmentally applicable to your age group.

Details regarding this project can be found here.

Evaluations of Interns

School Counseling interns are evaluated by site supervisors at mid-term and at the end of the term of Field Placement. These evaluations are completed by the site supervisor on-line through Microsoft Forms and is required for certification by the State of Missouri, Department of Elementary and Secondary Education. This assessment is called the Missouri Educator Evaluation System, School Counselor Performance Test. Site visitors will be visiting three times during the semester to assess their development as a School Counselor. The first two assessments are formative and the last one is a summative assessment.

The Site Supervisor will be responsible for a midterm and a final assessing the student. These scores are also required for The information from these evaluations is important for the improvement of each intern. The aggregated data is monitored for purposes of program improvement.

Missouri site supervisors will receive an email link to a midterm and final intern evaluation in FP 1 and FP2 from the Field and Clinical Experiences Office. These dates will be made available in the syllabus and relayed to site supervisors by the university site supervisor. The evaluation is the DESE School Counselor MEES Assessment. The university site supervisor will be completing a minimum of 3 site visits and completing the same assessment per MO DESE requirements during those visits. Training materials are available from the site visitor.

If you need help accessing the account or have any questions about this process, contact counselingplacement@lindenwood.edu. School Counseling interns are evaluated by site supervisors at mid-term and at the end of the term of Field Placement. These evaluations are completed by the site supervisor on-line through Microsoft Forms.

Resolving Problems

Despite everyone's best efforts, problems sometimes arise. If you experience a conflict with a student intern, please observe the following procedures for handling problems:

- Address the student directly regarding the issue (s). Usually this face-to-face meeting is sufficient to clarify expectations and clear up any miscommunications.
- If the problem persists after addressing the student directly, contact the Faculty Representative or any school faculty member listed in this handbook. Any of these faculty members can arrange mediation between the student and your organization. If necessary, the faculty representative can arrange to place the student at a different site.

- If the student is consistently late or frequently absent, contact the Faculty Representative or any school faculty member listed in this handbook. Please track any and all absences and tardy arrivals by date. A percentage of each student's grade is based upon reliability of service.

  Also, see under competencies remediation processes and procedures for more details on resolution of difficulties.

Site Observations

Each student's Field Placement site will be visited by a University faculty member. The faculty member will conduct three observations of the student engaged in School Counseling activities. The three observations should be scheduled for the same visit. Students are expected to provide an overview of their activities at the Field Placement site as well as to demonstrate three types of counselor activities: individual counseling (with a student or consultation with a teacher, parent, or administrator); small group counseling; and classroom guidance. Counseling interns are responsible for coordinating visits by the faculty representative. The observations should be scheduled at a mutually convenient time in collaboration with the site supervisor. The following forms are what will need to be completed by the site supervisor.

Section 5: Certification and Endorsement Procedures

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. All certification applications must be completed through the Missouri Department of Elementary and Secondary Education's online system, Certification | Missouri Department of Elementary and Secondary Education

In addition to the certification, application made online, all students must register with the Department of Elementary and Secondary Education for certification.

APPLY FOR CERTIFICATION WITH DESE:

1. Create an account and password
2. Click **EDUCATOR CERTIFICATION SYSTEM**
3. Click **OK**
4. Applications > Student Services > Initial Student Serv
5. Answer the Professional Conduct Questions
6. Be sure to choose LU in the drop down

If you have additional questions about certification, you may the Academic and Retention Office at arcc@lindenwood.edu.

Students must submit fingerprints that have been updated within the past twelve months in order to obtain Missouri teacher certification as a School Counselor. In most cases, fingerprinting completed for Field Placement will be outdated and will require the student to complete fingerprinting again for certification purposes. If the student has completed fingerprints within the last twelve months for a Lindenwood University School Counseling Field Placement, the student should contact their advisor to learn how to obtain a copy of their fingerprints to submit to DESE for certification. DESE has chosen 3M/Cogent Corporation through the Missouri Automated Criminal History Site (MACHS) as the vendor for fingerprints for all candidates. Though students will have registered through this site prior to Field Placement, students will need to register again to update their fingerprints and have their results sent directly to DESE.

To register with the Missouri Automated Criminal History Site MACHS), visit their website, MACHS. From the homepage, select the Fingerprint Portal. Select the option requiring the four-digit registration number to begin the registration process. At the top of the registration page, enter the four-digit registration number, **2301**, and then click "Enter." Verify the agency information (Department of Elementary and Secondary Education) and begin entering personal data into the spaces provided. When finished, select "Register." Students will be provided with a Transaction Control Number (TCN). Students should keep this number on file, as it will be used to track fingerprints in the future. Upon verification of the information entered, select "Schedule." Please contact 3M/Cogent at 1-877-862-2425 or the Missouri Highway Patrol at 1- 573-526-6312 with any inquiries regarding this process.

Students will have the option to pay online or at the time of the appointment. 3M/Cogent charges $44.80 (fee subject to change without notice) for fingerprinting services. Once payment arrangements have been made, students are required to schedule an appointment at a fingerprint service site. Students are encouraged to print the appointment information for their records.

Due to the heavy volume of Teacher, School Counselor, Administrator, Career Administrator, and Superintendent Certification applications, students can expect it will take approximately 4-6 weeks from the time the degree is posted for Lindenwood University's Certification Officer to process student paperwork and send it to the Missouri Department of Elementary and Secondary Education. The Department of Elementary and Secondary Education anticipates an additional 6-8 weeks to process student paperwork once it is received. 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.

Provisional Certification

Lindenwood University will assist students in acquiring a two-year, nonrenewable certificate (Provisional Certification). Students must be within 24 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. To initiate an application, the employing school district will need

to do so by completing the proper paperwork online through the Missouri Department of Elementary and Secondary Education's website: Student Services - Personnel.

Upon your completion of your application, Lindenwood University's Certification Department can be reached at arcc@lindenwood.edu.

Missouri Educator Evaluation System School Counselor Performance Evaluation

School Counseling Candidates in our Master of Arts, School Counseling track who did not pass the Missouri School Counseling Performance Assessment) by September 1st, 2018, will be recommended for certification if they meet ALL of the criteria below.

1. Student has passed Field Placement 1 and Field Placement 2 with a "B" or better respectively.
2. Student has passed the School Counseling Content Assessment.
3. Student has demonstrated proficiency and completed the required all MOSPE School Counselor Standards.
4. Student must be eligible for or have the Master of Arts, School Counseling conferred. Degree conferrals for spring semester is May 30th, summer semester is August 30, and Fall Semester is December 30.

Program Contact Information

St. Charles Campus

Lindenwood University
Roemer, 3rd Floor
209 South Kingshighway
St. Charles, MO 63301
Fax: 636.949.4334

Dr. Annie Arnone
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CMHC Faculty & Staff

Dr. Michael Rankins
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Claudia Lopez
Program Support Coordinator
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Appendices

Appendix A. Missouri School Counseling Program Planner

Appendix B. Missouri Assignments and Benchmarks

Appendix C. Pre-Service Counselor Disposition Assessment

Appendix D. Field Placement Hourly Activity Requirements

Appendix E Field Placement 1 Outcome Research Project

Appendix A, Missouri School Counseling Program Planner

LINDENWOOD UNIVERSITY
SCHOOL OF EDUCATION

2020-2021 Program Planning Worksheet
MASTER OF ARTS in Counseling
(Certification for School Counseling)

Name:		LU ID:	
Phone:		Advisor:	
E-Mail:			

Notes:

Core Courses required for Degree					
	Hour	**Term**	**Transfer Institution**	**Grade**	**Prerequisites/Notes**
IPC 51000 Foundations of School Counseling	3				
IPC 51300 Principles of School Counseling	3				• IPC 51000 or concurrently
IPC 51200 Ethics & Professional Issues	3				• IPC 51000 or concurrently
IPC 52100 Human Growth and Development	3				• IPC 51000 or concurrently
IPC 52300 Adjustment & Learning Issues in Children and Adolescents	3				• IPC 51000 or concurrently
IPC 54100 Research Methods and Program Evaluation					• IPC 58100
IPC 55300 Theories of Counseling Children & Adolescents					• IPC 52100, IPC 52300, or concurrently
IPC 56100 Group Dynamics, Process, & Counseling					• IPC 55300 or IPC 55100
IPC 56200 Social and Cultural Foundations of Counseling					• IPC 52100
IPC 57500 Family and School Consulting					• IPC 55300 or IPC 55100
IPC 58100 Appraisal of the Individual					• IPC 52100
IPC 58200 Lifestyle and Career Development					• IPC 52100
IPC 58300 Analysis of the Individual					• IPC 58100
Field Placements					
IPC 62100 Field Placement 1					• IPC 55300, IPC 56100, IPC 56200, IPC 57500, IPC 58200, 3.0 GPA
IPC 62200 Field Placement 2 (K-8)					• IPC 62100, 3.0 GPA
IPC 62300 Field Placement 2 (7-12)					• IPC 62100, 3.0 GPA
IPC 62400 Field Placement 2 (K-12)					• IPC 62100, 3.0 GPA
Extensions to Field Placement					
IPC 62201 Field Placement 2 (K-8) Extension					• Incomplete in FP 2
IPC 62301 Field Placement 2 (7-12) Extension					• Incomplete in FP 2
IPC 62401 Field Placement 2 (K-12) Extension					• Incomplete in FP 2

2020-2021

EIE'ttive Coul'ses - (must eompletE' 3 cl'edit hours}					
	3				
Educatio11Courses (or equh-alent) fol' Studears wirbouc Teacbe.. Certiticatio11					
EDC 52100 Classroom Teaching & Management for Counselors	3				
EDC 53500 Methods of Te.aching for Counselors	3				
EDC 54100 Education of the Exceptional Child for Counselors	3				•
E:tir **RE'quir,ements**					
IPC 60500 Comprehensive Exam	0				**Must be completed durin.g** !PC 62200162300/62400 •
Portfolio	0				**Musi be cowpJ.e.ted during** !PC 62200162300/62400
Total De,gree Credit Hom·s	**48-**57				

For maximum pr.ogram success, all students must:

1. Keep theProgramPlanningWorksheet ament.
2. Take at least3 credit hoursof eleciivecoW'SeWort
3. Maintain a GPA of 3.0 or higher
4. Complete 2 semestersof FieldPlacememt

'_ Holdprior teachingcertifiication, or completerequirededucationcourses

6. Earnno more tllan two C's duringlhe enliraprogram of study
7. Earngradesof A or B in Foundalioos and Field Placement 1 and 2
3. Pass!tte comprehensiveexa:m-nalioo
9. Complete a Porlfo◆o
10_ S◆bmil ocaijonb deadline

Appendix B. Missouri Assignments and Benchmarks

School Counseling Program Benchmarks, Missouri	**Course/When completed**	**Description**
Disposition Assessment, Routine Administrative Times	IPC 51000/51100 IPC 55300 IPC62400 Any other time in the program, if warranted	Filled out by instructor following role play student is provided feedback on counseling skills.
Disposition Assessment, as needed	Any other time, as warranted by any counseling faculty member and their advisor	Completed by advisor
Missouri Content Exam for School Counselors	IPC 62100	Student takes the content exam
Key Assessments and Reflections (5 column rubric, standardized assessments)	**Standard 5**-IPC 51000 Foundations of School Counseling **Standard 2**-IPC 51300 Principles of School Counseling **Standard 3**-IPC 52300 Adjustment and Learning Issues among Children and Adolescents, **Standard 1**-IPC 55300 Counseling Theories of Children and Adolescents **Standard 4-**Field Placement 2	Students will be evaluated on a standardized 5 column key assessment in IPC. Students must score at or above meeting the standard (minimum of 75%).
Anchored Assessments (3 column rubric, formative checkpoint assignments)	IPC 51200 Ethics and Professional Issues IPC 52100 Human Growth and Development IPC 54100 Research Methods & Program Evaluation	Students' knowledge of content will be assessed throughout the program via anchored assessments (1 per course). The rubrics for these are in every course Canvas shell and are 3 columns. These require the student score in the 'meet' range on the rubric overall. Upon completion of the assignment, two weeks before the end of the semester, students

	IPC 56100 Group Dynamics, Process and Counseling IPC 56200 Social and Cultural Foundations of Counseling IPC 57500 Family and School Consulting IPC 58100 Appraisal of the Individual IPC 58200 Lifestyle and Career Development IPC 58300 Analysis of the Individual IPC 62100 or IPC 60700, Outcome Research Paper	need to upload their Anchored Assessments to the corresponding course folder.

Appendix C Disposition Assessment Procedures

Pre-Service Counselor Candidate Disposition Assessment
Lindenwood University
Counseling Division

Dispositions to be assessed from the Lindenwood University Conceptual Framework

Pre-service counseling candidates will:

1. demonstrate commitment to core counseling skills.
2. demonstrate the ability to incorporate counseling theory and research into clinical practice.
3. demonstrate respect for cultural and individual differences.
4. demonstrate a strong commitment to high ethical standards and professionalism.
5. demonstrate the ability to collaborate with family, other professionals, and community resources.

Procedures for Lindenwood University's Counseling Division Disposition Assessment

1. Pre-service candidates will be informed of the dispositions which will be assessed during their first class, IPC 51000 Foundations of School Counseling or 51100 Foundations of Professional Counseling. This will also be discussed by counseling advisors at the first meeting with the candidate as the pre-service counseling candidate's program is being developed and in the Handbooks. Candidates will be provided with information to access handbooks on-line during their initial enrollment period. This information will include a table with the courses this assessment is implemented in.

2. Dispositions will be assessed and discussed with the candidate at the end of the Foundations class by instructor and advisor, using the Pre-Service Counselor Candidate Disposition Assessment. The "Pre-Service Counseling Candidate Disposition Assessment" will also be completed following the completion of IPC 55100 Theories of Counseling (professional) or IPC 55300 Theories of Counseling Children and Adolescents (school). All data will be reviewed at completion of Internship (professional) or Field Placement (school). Recommendation for certification for school counseling candidates will be contingent upon a favorable assessment. Instructors will discuss the completed assessment instruments with the Pre-service counseling candidates and will provide

copies of completed forms and to advisors to be included in the candidates' Counseling Division files.

3. Whenever there is a concern or an exemplary action regarding a pre-service counseling candidate's disposition, documentation will be written, discussed with the candidate by the appropriate faculty member or advisor, and kept in the pre-service candidate's Counseling Division file. Candidates will be provided a copy of all completed disposition forms and documentation. Concerns and exemplary actions will be considered as applicable at each decision point.

4. If a pre-service counseling candidate has not made satisfactory progress toward meeting the disposition outcomes, he or she will not be allowed to move to the next step in the program. (See Pre-Service Counseling Candidate Disposition Assessment Timeline "When" benchmarks.) If necessary, a "plan for improvement" for the pre-service counseling candidate will be developed jointly by representatives of the Counseling Division as well as representatives of other divisions if necessary.

5. The pre-service counseling candidate may file an appeal if admission or continued progress is not permitted.

Pre-Service Counseling Candidate Disposition Assessment Timeline

When:	**How:**	**By Whom:**
During Foundations class (IPC 51000 for School or IPD 51100 for Professional candidates)	"Pre-Service Counseling Candidate Disposition Assessment" completed by instructor; results reviewed with pre-service counseling candidate.	Instructor of IPC 51000 or IPC 51100 class; Department Chair, or Assistant Dean if needed
Any time concerns or exemplary actions are identified	Concerns or exemplary action is documented and discussed with the pre-service counseling candidate.	Counseling Division faculty member or advisor
After theories classes (IPC 55100 for Professional and IPC 55300 for School candidates)	Pre-Service Counseling Candidate Disposition Assessment" will be administered.	Instructors of IPC 55100 or IPC 55300

During Internship (IPC 62000 for Professional) or Field Placement (IPC 62100 for School) classes	Completion of the "Pre-Service Counseling Candidate Disposition Assessment" information discussed with candidate, along with mid-term counselor evaluation by site supervisor for School Counseling Candidates	Instructors of Internship or Field Placement classes and cooperating site supervisor of Counseling Candidates
During Field Placement II (IPC 62200 for School) class	Completion of student portfolio	Cooperating site supervisor and Field Placement instructor
End of Internship (IPC 62000 for Professional) class	Review site supervisor evaluation	Site supervisor and internship instructor
Program completion	Review of all disposition data	Advisor, Counseling Division Cabinet members, Assistant Dean of Counseling

Pre-Service Counseling Candidate Disposition Assessment
Lindenwood University Department of Professional and School Counseling

Disposition One: The counseling candidate demonstrates commitment to core counseling skills.

Relationship Skills

	Needs considerable improvement	Needs improvement	Typical for level of training, experience	Strong	Very strong	Not applicable
Attends through eye contact, posture, and gesture to communicate interest and warmth to client.	0	1	2	3	4	n/a
Paraphrases the client's basic message to test own understanding and to demonstrate understanding.	0	1	2	3	4	n/a
Facilitates client's verbal behavior; encourages client to open up, to expand.	0	1	2	3	4	n/a
Labels client's feelings consistently and accurately.	0	1	2	3	4	n/a

Deals with client behavior in non-judgmental, non-threatening way.	0	1	2	3	4	n/a
Recognizes and labels client values, whether stated or implied.	0	1	2	3	4	n/a
Deals openly with alternative points of view and lifestyle/cultures.	0	1	2	3	4	n/a
Checks perceptions/assumptions to eliminate confusion and verify accuracy.	0	1	2	3	4	n/a
Responds to client questions non-defensively and helpfully.	0	1	2	3	4	n/a

Therapeutic Skills

Clarifies by helping to sort out client's feelings, actions, and behaviors.	0	1	2	3	4	n/a
Probes to elicit needed information not volunteered by client.	0	1	2	3	4	n/a
Confronts client with incongruities in words or actions.	0	1	2	3	4	n/a
Tolerates and maintains periods of therapeutic silence to foster client growth.	0	1	2	3	4	n/a
Moves a dialogue toward greater concreteness and specificity.	0	1	2	3	4	n/a
Recognizes and labels client feelings toward self and beliefs about self.	0	1	2	3	4	n/a
Makes and tests tentative hypotheses in interpersonal context.	0	1	2	3	4	n/a
Provides feedback (positive and negative) to client; deals with immediacy of therapeutic relationship.	0	1	2	3	4	n/a
Encourages client responsibility and risk-taking, both in and out of session.	0	1	2	3	4	n/a
Assesses cases using appropriate assessment techniques and instruments.	0	1	2	3	4	n/a
Formulates and implements appropriate treatment plans.	0	1	2	3	4	n/a

Total Score:

Disposition Two: The counseling candidate demonstrates the ability to incorporate counseling theory and research into clinical practice.

Outlines and explains the process and stages of his/her theory of counseling.	0	1	2	3	4	n/a
Is familiar with the therapeutic interventions of his/her chosen theory.	0	1	2	3	4	n/a
Demonstrates an understanding of the stages of counseling and ability to	0	1	2	3	4	n/a
implement appropriate actions at each stage.						
Applies the theory appropriately.	0	1	2	3	4	n/a
Knows, or gains knowledge of, various specific populations or issues relevant to client needs.	0	1	2	3	4	n/a
Coherently summarizes client concerns and possible contributing/relevant factors.	0	1	2	3	4	n/a

Total Score Disposition Indicator 2:

Disposition Three: The counseling candidate demonstrates respect for	Needs considerable improvement	Needs improvement	Typical for level of training,	Strong	Very strong	Not applicable
Utilizes language that demonstrates sensitivity to cultural, gender, and sexual orientation issues.	0	1	2	3	4	n/a
Is tolerant of and responsive to ideas and views of others.	0	1	2	3	4	n/a
Is respectful of and responsive to individual differences.	0	1	2	3	4	n/a
Provides equitable opportunities for all persons.	0	1	2	3	4	n/a
Considers backgrounds, interests, and attitudes of all persons.	0	1	2	3	4	n/a
Demonstrates comfort in raising issues of difference or diversity.	0	1	2	3	4	n/a

Total Score:

Disposition Four: The counseling candidate demonstrates a strong commitment to high ethical standards and professionalism.						
Complies with the Code of Ethics of the ACA and abides by accepted social/moral codes of behavior.	0	1	2	3	4	n/a
Demonstrates knowledge of and adherence to course, University, and site expectations, policies, and procedures.	0	1	2	3	4	n/a
Accepts and applies feedback from supervisor and instructor nondefensively.	0	1	2	3	4	n/a
Is honest and trustworthy in communication and interaction with others.	0	1	2	3	4	n/a
Maintains a positive attitude during and outside of class.	0	1	2	3	4	n/a
Is punctual and regularly attends class.	0	1	2	3	4	n/a
Recognizes personal limitations and seeks to compensate for/overcome them.	0	1	2	3	4	n/a
Recognizes personal strengths and seeks ways to enhance them.	0	1	2	3	4	n/a
Is an independent learner.	0	1	2	3	4	n/a
Demonstrates ability to communicate effectively in writing.	0	1	2	3	4	n/a
Demonstrates effective verbal communication skills.	0	1	2	3	4	n/a

Total Score:

Disposition Five: The counseling candidate demonstrates the ability to collaborate with family, other professionals, and community resources.

Relates to clients, peers, faculty, staff, and others in a professional manner.	0	1	2	3	4	n/a
Includes family/extended family in treatment planning when appropriate.	0	1	2	3	4	n/a
Considers community resources when planning.	0	1	2	3	4	n/a
Demonstrates the ability to work with a professional team.	0	1	2	3	4	n/a

Total Score

Lindenwood University
Counseling Division

Pre-Service Counseling Candidate Disposition Concern Notification Procedures

1. The pre-service counseling candidate will be given a copy of the Counseling Division Disposition Assessment Procedures including the "Pre-Service Counseling Candidate Disposition Assessment Timeline" and the "Pre-Service Counseling Candidate Disposition Assessment". The student must sign this statement indicating that they understand the procedures as written.

    a. Copies of the procedures will be available in the Counseling Division Office and with all Counseling Division advisors.

    b. Pre-service counseling candidates will be informed of the dispositions, which will be assessed during their first class, IPC 51000 Foundations of School Counseling or 51100 Foundations of Professional Counseling. Candidates will be provided with a copy of the "Pre-Service Counseling Candidate Disposition Assessment".

2. Signed statements will be kept in the pre-service counseling candidate's Counseling Division file.

3. The pre-service counseling candidate may appeal admission and continuation decisions to the Assistant Dean of the Counseling Division. Appeals will follow the Lindenwood University appeals process.

I have received a copy of the Counseling Division Disposition Assessment Procedures including the "Pre-Service Counseling Candidate Disposition Assessment Timeline" and the "Pre-Service Counseling Candidate Disposition Assessment". I have had the opportunity to discuss these procedures with my academic advisor and/or a faculty member of the Counseling Division.

_____
Candidate name (printed)

_____ _____
Candidate's Signature Date

_____ _____
Advisor's Signature Date

Appendix D: Field Placement Hourly Activity Requirements

School Counseling Field Experience
Field Placement Activity Requirements

Field Placement 1
Type of Experience

I. Direct Service to School Counseling Clients — Min. 60 Hours (140 for IL cert.)
- A. Guidance Curriculum — Min. 15 hours from 1and 2 below (35 for IL cert.)
  - 1. Classroom activity (specify)
  - 2. Group counseling
- B. Individual Counseling
- C. Responsive Services

II. System Support — Max. 90 Hours (210 for IL cert.)
- A. Professional development
  - 1. Supervision received
    - A. Individually (1 hr. per week)
    - B. As a group or class in IPC class (2 hrs. per week)
  - 2. Training/other
- B. Staff & community relations
- C. Consultation with teachers
- D. Advisory councils
- E. Community outreach
- F. Program management
- G. Research & development
- H. Other

Total Hours for Field Placement 1 = 150
Illinois Interns = **350**
Professional Degree Aspirants = **300**

Field Placement 2
Type of Experience

I. Direct Service to School Counseling Clients — Min. 120 Hours (140 for IL cert.)
- A. Guidance Curriculum — Min. 30 hours from 1and 2 below (35 for IL cert.)
  - 1. Classroom activity (specify)
  - 2. Group counseling
- B. Individual Counseling
- C. Responsive Services

II. System Support — Max. 180 Hours (210 for IL cert.)
- A. Professional development
  - 1. Supervision received
    - A. Individually (1 hr. per week)
    - B. As a group or class in IPC class (2 hrs. per week)
  - 2. Training/other
- B. Staff & community relations
- C. Consultation with teachers
- D. Advisory councils
- E. Community outreach
- F. Program management
- G. Research & development
- H. Other

Total Hours for Field Placement 2 = 300
Illinois Interns = **350**
Professional Degree Aspirants = **300**

Appendix E Outcome Research Project in Field Placemen 1

Overview of Outcome Research Project in Field Placement 1

Goal: Outline a comprehensive evaluation process (including continuous program improvement) you can use to improve services to students, focusing on key attitudes, skills and knowledge of identified students who undergo specific interventions. Review and apply at least one ASCA mindset and behavioral goal that is developmentally applicable to your age group.

Steps: Talk to your site supervisor about some issue that you can help with at your school. Write a goal to address this issue. The goal should be written in positive terms and should be measurable and observable. (SMART Goals)

1. Align your SMART goal with the following:
    - Missouri Grade Level Equivalencies
    - Align your SMART goal with the ASCA Mindsets and Behaviors - ASCA National

    Competencies/Goal. To align with ASCA, go to the ASCA website. You can pull up the ASCA Mindset and Behaviors List (from the taskbar at the top) and select at least one that matches your SMART goal.

    If you would like help in selecting the appropriate mindset/behavioral goal, you can also select the top menu button titled "Mindsets and Behaviors". You will then see the screen below. Select the top item, "Search for a Student Competency".

    Once you are on this page, you have two options. You may search by topic or grade level. To search by topic, you may enter some key words for the issue you will be working with. It may be something like, "frustration"; "anxiety"; "study habits"; etc. (see screen below)

    To search by grade level, you will select the other screen option "Advanced Search" and enter the appropriate information.

    (This should take you to an ASCA mindset or behavior appropriate for your grade level. You can be very fancy and search by grade level and issue under advanced search, too.)

2. Create your intervention.

    You will create a unit (2-3 lesson plans following the same theme) that you will implement with a class or a small group (not with an individual

student). You may follow the lesson plan template on the DESE website or you may choose the following Task 2 template for your Lesson Plans. If you chose the Task 2 template, select Task 2 Word Format so that you can type onto the lesson plan with your own information (see screen shot below).

Keep track of what happens in each lesson so you can report on how the lesson went and the general reception of the information presented -anecdotal.

3. Create your measure.

   To measure student progress, you will need to create a pre-and post-test. This is the same instrument administered before the intervention (the entire unit) and then after the intervention. You are required to include at least one question for each of the ASCA areas described below.

   □ **Attitudinal** (change in student's attitude toward the issue/goal)
   □ **Skills** (change in student's behavior regarding the issue/goal)
   □ **Knowledge** (change in student's cognitive understanding about the issue/goal)

   See Hatch (2014), Chapter 7 beginning on page 241 for in-depth explanations and examples.

4. Determine what additional types of data are going to be used to help with the overall process. There are three main sources of data, process, perception and outcome data. These are defined below:
   □ Process data-project number of students affected by intervention
   □ Perception datatype of surveys and assessments to be used
   □ Outcome Data-achievement (grades), attendance, and or behavior data

5. Create an Excel spreadsheet to track the pre and post test scores of each student.

DO NOT start working with the students until your project has been approved by the professor. Format for the paper:

Paper should be written in APA style with an abstract, running head, reference page and appendix.

1. *Demographics/overview of district and your school*

2. *Statement of the issue* to be addressed based on your school's identification of the identified group. This should include a rationale for the selection of the identified goal and pre- post- test questions.

3. SMART goal, GLEs and ASCA Mindset/Behavioral Goal

4. *Interventions used* which may include a psycho-education group aimed at a specific issue, or a series of guidance lessons on an identified topic. To design your lesson, you may use either template listed above. Discuss what happened during the lessons. If you are borrowing ideas, list credit for the interventions in reference page. Put a copy of worksheets used in the appendix or appendices.

5. *Methods of evaluating progress* include your pre-post test results (attitude, skills and knowledge data) and process, procedural and outcome data available to you.

   □ Discuss the rationale behind the pre- and post- test measure.
   □ Clearly describe the *type* of data gathered (Process, Procedural and Results)

6. *Results of the evaluations* should include process data (what was done, numbers), perception data (anecdotal evidence, stories of what you observed) and results data (objective and measurable outcomes). Results data would include *graphs* of pre-post test results.

7. *Conclusion* of the effectiveness of the interventions

8. *What you learned from this project as a school counselor*

Format for Interactive Presentation:

The power point presentation should discuss **the intervention applied to your student group.**

Presentation should be interactive:

□ Move around room (don't just stand behind the podium)
□ Ask questions of your audience; get them involved
□ Highlight your main points and make sure that when you are finished, your audience knows these points

□ Do not read your visual presentation (power point, prezi type technology)- know what you are saying so you can talk to the audience and not just read notes or screen
□ Do not put too much text on the screen- use bullet points, visually appealing graphs, pictures
□ Bring the group process to life with examples and stories
□ Speak clearly and at a moderate pace

Presentation should follow the steps outlined in the paper.

The interactive presentation should be around 15 minutes. Points will be deducted if it goes over 25 minutes. Paper and power point presentation should be uploaded to Canvas before your presentation in class.