

# Lindenwood University

Professional and School  
Counseling Program

Field Placement Handbook



LINDENWOOD  
UNIVERSITY

Revised January 2008

# Lindenwood University

## Professional and School Counseling Program

### Field Placement Handbook

January 2008

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

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## Student Responsibilities

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

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

## Mission Statement

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

## Field Placement Requirements

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

requires a minimum of 300 clock hours (350 in Illinois) and must include a minimum of 120 hours (140 in Illinois) engaged in the provision of direct service to school counseling clients.

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

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

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

Field Placement 1 and Field Placement 2 are also classes that meet in the evening. Students are required to attend and participate. Any student who is absent for more than two sessions per trimester may receive an incomplete grade and be required to complete additional Field Placement work the following term in order to receive credit.

Students are required to keep records of their field experiences and to submit original documentation of their work at the end of each term to the class professor. Failure to submit properly completed documents in a timely fashion may result in loss of Field Placement credit for the term. **Students should keep copies of all the Field Placement forms and records they submit to their faculty supervisor.**

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.**

Lindenwood University does NOT provide liability insurance for students. Students are required to purchase and show proof of insurance prior to the beginning of IPC 590 and IPC 591. Insurance may be purchased through the American Counseling Association (ACA), the American School Counseling Association (ASCA), or Healthcare Providers Service Organization (HPSO). Insurance provided by the National Education Association (NEA) is also permitted.

### *Field Placement Options*

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

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

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

Candidates have several options with respect to Field Placement. The option ultimately selected depends upon the certification(s) desired. Students must keep in mind that Field Placement 2 should be at the grade level they are pursuing for certification. Field Placement options include:

#### Candidates seeking K-8 Certification

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

### Candidates seeking 7-12 Certification

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

### Candidates seeking K-12 Certification

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

### *Field Placement 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 should e-mail their professor "Field Placement Pre-Observation" sheets for *each* of the three observations *before* the day of the 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. Approximately one week after the site visit, students should e-mail or submit a completed "Field Placement Observation Reflection" for each counseling activity to their professor.

## *Accountability Project*

Students in Field Placement 1 and 2 must complete an accountability project. Details regarding this project can be found in the appendices of this handbook. The results of the accountability project will be included in the student's MoSTEP portfolio and a hard copy or e-mailed copy will be sent to the course professor.

## *Portfolio*

Each student must complete a Missouri Standards for Teacher Education Programs (MoSTEP) Portfolio. Due to the complexity of the portfolio, students are encouraged to develop their portfolio project throughout their program of study. Artifacts and reflections for a minimum of three of the Quality Indicators are required to be completed in Field Placement 1. Completion of the portfolio will take place in Field Placement 2. The professor will expect to review each portfolio to verify that the student has collected artifacts and written reflections for all of the Quality Indicators.

## *Evaluations*

At midterm and at the end of the semester each site supervisor will submit an evaluation of the student's work as an intern to the student's portfolio. Instructions and passwords will be provided to each site supervisor.

## *Grading Policies*

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

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 grades will be irreversible.

## *Incomplete Coursework*

A grade of I (Incomplete) is given at the end of a term only for failure to complete course work due to exceptional circumstances beyond the student's control. Such circumstances may include documented illnesses or extreme disruptive personal circumstances. A grade of Incomplete is also appropriate when a Field Placement or Internship did not provide sufficient hours to satisfy requirements. In the case of Field Placement or Internship shortages of hours, all other course work should be completed on

time. **To request an Incomplete, the student must complete an official Petition for an Incomplete Grade Form and receive the approval of the professor and the Assistant Dean.** Approval must be obtained before the final examination is given in the course. The signed Petition will be sent with grade rosters and kept in the student's file. When the requirements for the course have been met, the professor will complete the appropriate section of the Petition to change the grade. An I grade must be resolved prior to the end of the next term (see catalog deadline dates), otherwise it automatically becomes an F. In rare circumstances a request to extend the time needed to resolve an incomplete grade may be submitted to the registrar no later than two weeks before the date the grade is due. Such a request will then be sent to the Assistant Dean to be considered for approval.

### *Field Placement/Internship Dress Code*

It is important to dress professionally each day. Interns must make a special effort for people to view them seriously and professionally. Interns do not want to be mistaken for a school student. The professionals that interns work with during their field experiences will be the people providing important references later.

Interns should wear clothes that make them look mature and professional. They should notice what their colleagues at the field experience site are wearing and dress similar to their more formally dressed colleagues. Clothes should be clean and unwrinkled. Modest attire is recommended. As such, women may want to wear a dress or either slacks or a skirt (knee length or below) with a sweater or jacket. Men may want to wear dress slacks, khakis, or a suit. Notice whether or not the other men in the office are wearing ties, and choose accordingly. It is better to be a little more formal than casual in comparison to what others in the office are wearing.

Interns should not wear revealing, low-cut, or overly tight shirts or short skirts. They should not dress in dirty or wrinkled clothes. Interns should not wear jeans, shorts, sweat shirts, or sweat pants. They should not wear sneakers, flip-flops, hiking boots, or informal sandals. They should not wear hats or inappropriate head coverings.

When an Internship or Field Placement site has dress-down Fridays, it is recommended that the Intern still dress professionally. Unlike the full-time permanent staff counselors, Interns have to demonstrate on a daily basis that they are at a professional level. Appropriate attire is a first step in conveying the right impression.

### *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.

# Appendices

Field Placement Application

Weekly Activity Log

Accountability Project for Field Placement

Field Placement Pre-Observation Form

Field Placement Observation Reflection Paper

Field Placement Observation Scoring Rubric: Small Group

Field Placement Observation Scoring Rubric: Classroom Guidance

Field Placement Observation Scoring Rubric: Individual Session

Frequently Asked Questions

Contact Information

# Lindenwood University School Counseling Program

## Field Placement Application

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

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

The student must submit a completed Field Placement Application Packet. The completed Application Packet includes:

- \_\_\_\_\_ **Field Placement Approval Form**
- \_\_\_\_\_ **Field Placement Preparation Form**
- \_\_\_\_\_ **Philosophy of School Counseling**
- \_\_\_\_\_ **Background Check**
- \_\_\_\_\_ **Copy of TB Test Results**
- \_\_\_\_\_ **Proof of Student Liability Insurance**

Students will not be allowed to enroll in Field Placement until the completed Field Placement Application Packet has been submitted and approved.

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





**Field Placement Preparation Form, page 2**

Other Vocational Experience:

<i>Position Held</i>	<i>Employer</i>	<i>Dates</i>

Special Interests and Hobbies:

Membership/Participation in Group Organizations:

Extra-Curricular Activities:



### **Background Check Information:**

Students are responsible for submitting a *Request for Child Abuse or Neglect/Criminal Record* to Missouri's Department of Elementary and Secondary Education, including a \$9.00 (fee subject to change without notice) money order made payable to *Treasurer, State of Missouri*. DESE will submit the results to the Lindenwood University Education Division. Students may obtain a *Request for Child Abuse or Neglect/Criminal Record* form from the Lindenwood University Professional and School Counseling Department's website, [www.lindenwood.edu/academics/counseling](http://www.lindenwood.edu/academics/counseling). Please be sure to read and follow all of the directions on the form. DESE will not process forms that are not completed according to the directions on the form.

Students who are planning to begin Field Placement in January should submit their background check to DESE no later than September of the previous trimester. Students who are planning to begin Field Placement in August should submit their background check no later than February of the previous trimester.

Students will need to submit digital fingerprints in order to obtain Missouri teacher certification as a School Counselor. Some districts require that students submit fingerprints before beginning Field Placement. DESE has chosen Integrated Biometric Technology (formerly Identix) as the vendor for fingerprints for all teacher candidates. Integrated Biometric Technology charges \$52.50 (fee subject to change without notice) for this service. To schedule an appointment with Integrated Biometric Technology, students should call 1-866-522-7067 or visit their website, [www.L1id.com](http://www.L1id.com).

### **TB Test Information**

Students are required to submit results of a recent Tuberculosis (TB) test. Test results must be less than six months old. Additional information regarding Tuberculosis and TB testing may be obtained on the St. Charles County Department of Community Health website, [www.scchealth.org](http://www.scchealth.org).

### **Student Liability Insurance Information:**

Lindenwood University does not provide liability insurance for students. Students 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 Counseling Association (ASCA), or Healthcare Providers Service Organization (HPSO). Insurance obtained through the National Education Association (NEA) is also permitted.

# School Counseling Field Experience

## Weekly Activity Log

Name of Student	Week #	Dates
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### Directions:

Record the number of hours spent in the following school counseling activities each week during the practicum/field experience. At the end of the semester, a cumulative report of experiences will be available to you from your professor.

Type of Experience	Clock Hours
I. Direct Service to School Counseling Clients	
A. Guidance Curriculum	
1. Classroom activity (specify) _____	_____
2. Group counseling	_____
B. Individual planning	_____
C. Responsive services	_____
II. System Support	
A. Professional development	
1. Supervision received	
a. Individually (site supervisor)	_____
b. As a group or class (LU class)	_____
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:	_____

Student Signature	Supervisor's Signature*	Date
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\*Supervisor's signature indicates that a one hour face-to-face meeting took place during this time period.

## Accountability Project for Field Placement

- Goal 1 - Outline a coherent evaluation process you can use to improve services to students, focusing on key emotions, attitudes, and behaviors of identified students who undergo specific interventions.
- Goal 2 - Use Excel to enter, analyze, graph, and present results of evaluation. You may use PowerPoint graphs to graph data—it's very user friendly.
- Goal 3 - Develop PowerPoint presentation from Excel graphs, using statistical tests of mean scores and comparing students and marker categories.
- Goal 4 – Submit a written paper that describes the project. This should include the following sections:
  - *Statement of the problem* to be addressed for each of the 3 students selected, based on your school's identification of an issue they want to change. This will include a case study of each student, containing a brief history of the client, and the presenting problem.
  - *Intervention to be used*, which may include a specific individual counseling strategy for a specific set of students, or a psycho-education group aimed at a specific issue, or a series of guidance lessons on an identified topic.
  - *Methods of evaluating progress* that includes at least 3 markers that will be tracked over the course of the intervention.
    - Marker #1 should be **affective**
    - Marker #2 should be **attitudinal**
    - Marker #3 should be **behavioral**
  - *Results of the evaluations* including graphs of changes over time for each client used to evaluate progress, narrative on statistical evidence of change, and anecdotal evidence of change.
  - *Conclusion* of the effectiveness of the intervention and how it has/has not contributed to solving the issue identified in your school.

How to get started:

- Talk to your site supervisor and professor about an issue that you can help with at school.
- Decide on an intervention.
- Create the evaluation markers that you will track, developing a form that you can easily fill out. Put the items from the evaluation form into an Excel spreadsheet. Create a separate page for each student to be tracked. A sample Excel spreadsheet will be available to the class. The first worksheet has the spreadsheet for data; the

second worksheet gives instructions and then asks you to write your goals and markers; the third sheet has sample graphs.

- Assessments should be made, using your evaluation marker spreadsheet, before the intervention takes place (to obtain baseline emotions, attitudes, and behaviors) and then following each time you meet with your intervention group or individuals. You should have 5 measurements for each student (i.e., fill out the evaluation marker spreadsheet 5 times for each student).
- The easiest way to develop your graphs is to take the scores that you have obtained and put them into a PowerPoint document. In PowerPoint you can pull down the icon for charting and put your data in the table provided. Label the data on the left side:
  - Affective
  - Attitudinal
  - Behavioral

The labels for the rows at the top, from left to right, should be:

- Obs. #1 Obs. #2 Obs. #3 Obs. #4 Obs. #5

Enter the data from your spreadsheets. PowerPoint will create a chart that will show results of all three markers. You can copy and paste this chart into your “chart” worksheet in Excel for each of your 3 clients.

You can also use the chart as part of your PowerPoint presentation of your accountability project, as one of the last pages of your explanation of the problems, goals, markers, and results of your interventions.

# Lindenwood University School Counseling

## Field Placement Pre-Observation Form

Name of Student	Date
School	Grade Level

1. Which of the Comprehensive Guidance Program Components (individual planning, responsive services, system support) will be addressed?
  
2. Briefly describe the guidance activity and the participants.
  
3. What materials will be used?
  
4. How will the students be engaged? What will students be expected to do during the activity?
  
5. Did you anticipate students having difficulties (diversity issues, developmental issues) or concerns with the activity? If so, what? How were the concerns addressed?
  
6. Is there anything about the environment that you think might affect the students during the observation? If so, what? How will you compensate?
  
7. What are the routines, procedures, rules and expectations for the students? How have these been communicated to the students?
  
8. Are there any special circumstances of which the observer(s) should be aware?
  
9. On what specifics (topics/behaviors/processes/techniques) do you want the observer to note and provide feedback?
  
10. What will the students have gained through the Comprehensive Guidance Program Activity? How will you assess the students' new learning/skill/understanding?

Note: Please type your responses on a separate sheet of paper for each observation session. These may be included in your portfolio as needed. **This paper is due the day of the school visit. Please hand to your professor before observation begins.**

# Lindenwood University School Counseling

## Field Placement Observation Reflection Paper

Name of Student	Date
School	Grade Level

1. Briefly describe the guidance activity and the students. Specify how the activity was tied to the Comprehensive Guidance Program Components (guidance curriculum, individual planning, responsive services, system support).
  
2. Did the participants become engaged in the activity?
  
3. What indications did I have that the students understood what to do during the activity?
  
4. What feedback did I receive from the students indicating that they achieved understanding and that the goal(s)/objective(s) was/were met for this activity?
  
5. Did students have difficulties or concerns with the activity? If so, what? How were these addressed?
  
6. Knowing what I know now, if I had the opportunity to do this activity again with the same students, what would I do differently?
  
7. If there was one thing from this activity that I could share with a colleague, what would it be?

Note: Please type your responses on three separate sheets of paper, as they are to be included in your portfolio.

**These papers are due one week after the school observation visit.**







# Frequently Asked Questions

## **How will I get a Field Placement site?**

All of the necessary information and forms for Field Placement preparation are available online, [www.lindenwood.edu/academics/counseling/docs/internship\\_field/FieldPlacementApplication.pdf](http://www.lindenwood.edu/academics/counseling/docs/internship_field/FieldPlacementApplication.pdf).

## **I have printed the application for Field Placement. Do I complete this and hand mail or e-mail it to my faculty advisor?**

You may mail or fax the completed application. The fax number is 636-949-4334.

## **I have not submitted my application for Field Placement. Can I enroll in the Field Placement class and turn in the paperwork later?**

No. Anyone who is intending to enroll in Field Placement must submit a completed application packet before he or she can enroll in either Field Placement 1 or Field Placement 2. You can find the Field Placement Application online, [www.lindenwood.edu/academics/counseling/docs/internship\\_field/FieldPlacementApplication.pdf](http://www.lindenwood.edu/academics/counseling/docs/internship_field/FieldPlacementApplication.pdf).

## **I do not have the results of the background check. Will this hold up my application for Field Placement?**

You may submit the application with a statement that you have filed all of the required information for the background check. That will be acceptable for application purposes; however, you will need the results documenting that you have passed the background check prior to actually beginning your Field Placement. This applies to background check only.

## **I am going to be doing my Field Placement at the school at which I am currently working. Do I need to submit a background check, fingerprints, and TB test results? The district has those on file, which was a requirement at the time I was hired.**

Because you are doing your Field Placement at the school in which you are currently employed, we will accept a statement from a school official stating (1) that you completed and passed a background check and TB test prior to your employment and (2) that they will accept these in lieu of a new background check and TB test. You may include that statement with the rest of your application.

## **I have membership through MNEA and NEA, will that be appropriate for the Proof of Liability Insurance?**

Check with them to make sure that your insurance covers activities done as a student trainee. Their response should be included with your application for our records.

**If I work in a school and will do my Field Placement there, do I have to have the liability insurance?**

We need a statement from your school that your liability insurance covers student activities. This information will go into your application file. We prefer that students not take chances with liability when for approximately \$29 you can be sure you are protected.

**I have heard the Illinois State Board of Education (ISBE) has increased the number of Field Placement hours required for Illinois School Counselor certification. Is this true?**

Yes. Recently we have been in contact with the Illinois State Board of Education and have ascertained that the new hours required for Field Placement amount to 700 (100 Practicum plus 600 Field Placement). This is a firm decision with no “grandfathering” allowed, according to ISBE sources. We regret any hardship this places on Illinois students. If you intend to get certified in Illinois, please be sure that you can collect that number of hours.

**Can I carry over hours from Field Placement 1 to Field Placement 2 if I get more than the required number of hours?**

Yes, as long as your hours are documented as usual. They will automatically be recalculated based on the requirements for group, direct, and total hours.

**I am going to be doing Field Placement 2 at the same site at which I completed Field Placement 1. Can I submit a new Field Placement Approval Form or do I need to submit another application packet?**

You should submit a new Field Placement Approval Form only. You do not have to submit another application packet.

**Do I have to do a portfolio if I am an Illinois student?**

Yes. The portfolio is your culminating project. This is a Lindenwood University requirement.

**Is there a grant or addition to the financial aid loan that graduate counseling students can request that might help supplement income while they are completing their Internship or Field Placement?**

You definitely should contact financial aid and read any loan application VERY carefully. Typically, graduate students may borrow funds in excess of the cost of tuition and books to assist with living expenses such as housing, food, and transportation, within certain limits. Sometimes the extra funds come from loans that do not have interest subsidies. We would recommend that you carefully consider the amount you need and the true costs of borrowing the money before applying for a financial aid loan.

# Contact Information

## St. Charles Campus

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## Belleville Campus

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Assistant Professor

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### Dr. Jan Hager-Klein

Assistant Professor

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## Florissant Campus

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

### Mr. Jim Jump

Site Director

Phone: 314.838.7653

E-mail: [jjump@lindenwood.edu](mailto:jjump@lindenwood.edu)

## Important Numbers (St. Charles Campus)

Academic Services:

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