

Master of Arts

School Counseling
&
Clinical Mental Health Counseling

Graduate Student Handbook



College of Education

TABLE OF CONTENTS

The University	5
The Graduate School.....	5
The College of Education Conceptual Framework.....	7
The Counseling Program	11
Personal Development of the Counselor.....	11
CACREP Core Areas and Objectives	11
Specializations in Counseling.....	13
School Counseling	13
Clinical Mental Health Counseling.....	13
The Curriculum.....	13
Respect for Diversity	13
Statistics/Research Component.....	15
Clinical Experiences	15
Applying for Clinical Experiences.....	16
Professional Placement Endorsements by Program Faculty.....	18
Comprehensive Evaluation and Retention Procedures	18
First Level of Evaluation	18
Second Level of Evaluation	19
Third Level of Evaluation.....	19
Fourth Level of Evaluation.....	20
Counselor Preparation Comprehensive Examination Policy	20

Exceptions to Program Requirements.....	21
Transfer Credits	21
Applying for Graduation.....	21
Licensure and Certification Information.....	22
Licensed Professional Counselor	22
Licensed Clinical Professional Counselor	22
Type 73 School Counselor Certification.....	22
School Counseling Certification Only	22
National Board of Certified Counselors	23
Professional Organizations	23
American Counseling Association.....	23
American School Counselor Association	23
Illinois Counseling Association	24
Information Essential to Admitted Students.....	24
Academic Advising	24
Student Evaluation of Courses and Faculty	24
Student Performance Summary	24
Student Progress Self-Report	25
Ethical Standards.....	25
Faculty Expectations	25
Blackboard.....	26
Syllabi.....	26

Time Limitation.....	26
Grade Point Averages.....	26
Incomplete Grades.....	26
In-Progress Grades	26
Grade Reports.....	27
Final Grade and Academic Dishonesty Appeals.....	27
Student Concerns Other Than Final Grade Appeals	28
Liability Insurance.....	28
Counseling Services for Students.....	28
Academic Success Center	29
Office of Disability Services	29
Office of Career Services	29
Financial Aid	29
Employment Outlook for Professional Counselors.....	30
Course Descriptions	32
Appendix A.....	37
Appendix B	39
Appendix C	41
Appendix D.....	42

Revised September 2009

An electronic version of this handbook is available on the Counseling Program's webpage located on the Roosevelt University's website (www.roosevelt.edu)

The University

Roosevelt University was founded in 1945 and offers more than 60 graduate and undergraduate programs at the downtown Chicago campus and the Robin campus in Schaumburg. The university includes the six colleges: College of Arts and Sciences, Walter E. Heller College of Business Administration, Chicago College of Performing Arts, Evelyn T. Stone College of Professional Studies, the College of Education, and the College of Pharmacy. The university is accredited by North Central Association of Colleges and Schools.

The Graduate School

The Graduate School grants master's degrees across all the colleges except for the College of Pharmacy. Doctoral degrees are offered through some programs within the College of Arts and Sciences, the College of Education, and the College of Pharmacy. The Graduate School is a member of the Midwest Association of Graduate Schools.

The College of Education Conceptual Framework



Democratic Learning Communities

Roosevelt University was founded in 1945 with the mission to provide equal educational opportunities to students of all backgrounds. The university grew out of a dispute concerning minority admissions at a small private Chicago college. The goal of those founders—both students and faculty—was to found an institution based on social justice and equal opportunity for all people.

This goal is still very much a part of the University. Approved in 2003, the mission statement of Roosevelt University affirms the university's commitment to educating socially just citizens:

Roosevelt University aspires to be a national leader in educating socially conscious citizens for active and dedicated lives as leaders in their professions and their communities. The University's student-centered faculty and staff inspire academically qualified students from diverse backgrounds and all ages to benefit from rigorous higher education and professional development opportunities in the dynamic Chicago metropolitan environment.

Deeply rooted in practical scholarship and principles of social justice expressed as ethical awareness, leadership development, economic progress and civic engagement, Roosevelt University encourages community partnerships and prepares its diverse graduates for responsible citizenship in a global society.

The College of Education of Roosevelt University takes as its foundational philosophy the recognition that reality is fluid and dynamic and that multiple ways of knowing and methods of inquiry contribute to an understanding of the myriad representations of existence and to addressing urgent social problems. The many different ways in which phenomena can be perceived and interpreted call us to participate in learning communities (Gabelnick, MacGregor, Matthews, & Smith, 1990), places where we can share what we have learned about this world, listen attentively as others tell us what they see and know, and engage in cooperative consideration of interesting problems, relationships, and mysteries.

For communities of learning to be authentic to this purpose, it is necessary that participants embrace democracy as a lived process of knowing and acting. A meaningful education upholds the social standard of democracy and shared decision-making, understood not merely as allegiance to representative government but as a method of social deliberation on problems of significance (Dewey, 1916). A useful starting point is to view democratic education as a principled approach to the sharing of social practices and goals founded on the requirements that all education be non-repressive and nondiscriminatory (Gutman, 1987). Democratic practice, however, also requires that communities take their deliberation into action and then evaluate whether the action is effective in solving the social problem (Dewey, 1927).

Democracy requires that all members of a learning community be active participants in the dimensions of the learning experience, whether in developing curriculum, facilitating instruction, or participating in self- or community assessment of the value of educational action (Apple and Beane, 1999; Beyer, 1996; Goodman, 1991). Democracy is a learned process of collaborative deliberation at all levels of educational institutions; the College of Education is responsible for constructively practicing and teaching this process (Novak, 1994). Democratic deliberation is both an integral part of the knowledge base and the ethic of the College of Education; it is a willingness to consider together those personal and social questions which evoke deeper understandings and to act on consensually determined decisions. This means that the educator's role is far more complex than that of a knowledge dispenser. The authentic educator invites students to access prior knowledge, research new

perspectives, and reconstruct concepts to accommodate new understandings that can contribute to the act of learning.

To develop and implement democratic learning communities, candidates and faculty of the College of Education at Roosevelt University are committed to developing and expanding:

- Devotion to social justice and global responsibility;
- Respect for knowledge and learning;
- Passion for the educator's craft.

Devotion to social justice and global responsibility

The College of Education recognizes that it is a remarkable privilege and a profound responsibility to influence the identity and conduct of education for the twenty-first century. Education can transform individuals and societies. It is a life-long endeavor with each person acting as both teacher and learner in a variety of contexts. The philosophical assumptions that are the basis of our understanding of education's purpose are an acceptance of global responsibility, and a devotion to the Earth and its peoples. This goal is achieved through:

- Exercising an ethic of care

Education is a worthy human activity that is integral to the betterment of the world. Such education is based on an ethic of care, a positive regard for the learner that strives for his or her welfare, acknowledging both learner and teacher are inevitably participating in a larger web of existence. We are educators who attend carefully to our students, our colleagues, their families, and to the wider society and shared environment. We foster democratic deliberation in all dimensions of educational practice.

- Inviting and engaging human diversity

Devotion to diversity is finding the differences within the human community as sources of insight rather than alienation and calling out the many kinds of understanding to full deliberation. It is our responsibility to encourage the different voices that live within and without the democratic learning community of educators who invite and empower diverse voices and ensure that curriculum and instruction is responsive to all learners in the community.

- Advocating social change

To be genuine to Roosevelt University's charter and the College of Education's commitment to caring and diversity in democratic learning communities, we advocate for social equality with special attention to educational resources. We integrate justice concerns into the dynamics of educating and act on behalf of socially, economically, and politically marginalized peoples. This translates to underscoring the social relevance of education and

advocating for public policies that will advance the well-being of learners through democratic practice.

Respect for knowledge and learning

The College of Education recognizes knowledge as a powerful agent for affecting a better world. This respect for knowledge and learning demands that we accept knowledge on its own terms constituted of various structures, purposes, and discourses and that we acknowledge learning as “acts of meaning” (Bruner, 1990) rather than mimetic training, i.e., imitating the words and action of a teacher. This goal is achieved through:

- Engaging and developing multiple critical literacies

The varied paths of knowledge demand that a member of the College of Education construct and exercise a variety of literacies or ways of thinking, talking, and writing about the world. Respect for knowledge means we continue to develop multiple critical literacies, effectively and meaningfully communicating in various academic disciplines, multiple intelligences, and social discourses through written, verbal, visual, and technological media. By engaging in diverse discourses created by individual and social differences and exercising multiple intelligences, we critically evaluate theories, contest the validity of knowledge statements, and expand personal and social understanding.

- Expert participation in specialized ways of knowing and in integrating educational foundations to professional practices

It is our professional responsibility to participate as experts in disciplinary ways of knowing, contributing to this knowledge and guiding others in developing critical literacies. This expertise is validated by both broad and specialized scholarship in the academic or professional knowledge base, continued scholarship in this field of study, and contributing to the knowledge and/or educational designs for this field. It is also a dimension of the profession to be able to apply foundational knowledge of educational history, philosophy, sociology, political analysis, and psychology. This knowledge base extends to attending to individual student differences and addressing the needs of students with identified special needs.

- Adaptive decision making

As adaptive decision-makers, we recognize diverse approaches to framing a problem or considering relationships and engage in various methods to acquire knowledge, develop understanding, and effect solutions. In exercising intelligence in diverse contexts to better understand the purposes and dynamics of education, we reshape our philosophic assumptions and transform our professional practices.

Passion for the educator's (counselor's) craft

The College of Education recognizes that the remarkable professional educator, whether counselor, school administrator, or teacher, combines personal artistry with technical skills. Artistry and technical competence are the hallmarks of a craft. The essential element in the making of the remarkable educator, however, is a passion for the educator's craft, an enthusiasm that issues from the dispositions and understandings of the educator (Fried, 1995). Passion is a holistic urging and response to share and construct meaning. The passionate educator recognizes the multiple responsibilities and opportunities that constitute the profession. This passion extends to the various roles of the educator.

- As educators/counselors, we creatively engage with learners, taking the initiative to gain personal knowledge about their lives and their communities. This is an act of compassion, a willingness to share our experiences, as well as essential knowledge to motivate learning and act for the well-being of the learners.
- As instructors/facilitators, we develop and implement curriculum and instruction that is responsive to student interests and needs to engage learners in the continuous generation and application of complex ideas, theories, and judgments. Through a variety of assessment methods, we assist learners in critical evaluation of their knowledge and skills through their products and processes. We are responsive to student differences in background and development. We consider democratically the dilemmas that arise in a learning community.
- As colleagues to other professionals and members of the wider community involved in the practice or support of education. To extend this collegial network, we employ contemporary technology to advance the learning and well-being of learners.
- As reflective practitioners, we are continual learners who keep our eyes wide open, analyzing and evaluating our craft to affect personal and professional growth. We are engaged in various forms of inquiry into the craft's techniques and the contexts of learning. Given equal emphasis is critical consideration of the social, economic, and political dimensions of education and schooling.
- As educational leaders engaged in the continual transformation of the craft, we combine reflective practice with a passion to extend the excellence of the profession. We assume leadership so that the educator's craft and the institutions where the craft is practiced are socially effective and personally beneficial to all members of the community. Progressively contributing to the knowledge base of the profession, we help to address social and individual needs with quality and equity.

THE COUNSELING PROGRAM

The Counseling Program at Roosevelt University offers an academic program, that leads to the Master of Arts (M.A.) in School Counseling or Clinical Mental Health Counseling. The counselor education programs are built upon knowledge-based and counseling-proficiency objectives.

Personal Development of the Counselor

The Counseling program is committed to providing an experience that includes a personal growth component with experiences that will extend students' competencies as persons and as professionals engaged in helping relationships. The program operates with the philosophy that effectiveness as a professional counselor depends on personal development, the ability to communicate effectively, commitment, and academic preparation. The faculty believe that it is essential for students to examine their own values, motivations, personal characteristics, and relationships with others. Thus, students are required to actively participate in growth experiences within the program. Prominent examples include participation in a small group experience in CHS 421; development of a family genogram in CHS 420; and various course requirements involving journaling, self-reflection papers, in-class role-play, practice demonstrations, and other activities that call for interpersonal exploration. Ultimately, students are required to develop an individually relevant philosophy and approach to the helping process based on an expanded awareness of their beliefs, values, and understanding of contemporary theory and methods.

Roosevelt prepares professional counselors who are active problem solvers and decision makers. They strive to:

- make a difference in people's lives as holistic practitioners;
- enjoy self-growth while facilitating growth in others;
- lead proactively in schools and community mental health agencies;
- focus on human development across the life span;
- understand and respect human diversity; and
- be actively involved in professional development.

The programs include regularly scheduled individual academic advising; an eclectic theoretical orientation; an integration of classroom skills with counseling internships; a strong foundation in course work for meeting certification and licensing requirements; and supervised experiences in schools and community agencies.

CACREP Core Areas and Objectives

The knowledge-based objectives of the programs are designed around the core areas of study recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The CACREP core areas, with an abbreviated description of objectives, are as follows:

Core Area 1: Professional Orientation and Ethical Practice

- Studies that include, but are not limited to providing an understanding of the following aspects of professional functioning: history and philosophy of the counseling profession; professional roles, functions, responsibilities and relationships; self-care strategies; computer literacy; professional organizations; professional credentialing; advocacy processes; and ethical standards.

Core Area 2: Social and Cultural Diversity

- Includes studies that provide an understanding of the cultural context of relationships, and issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities, etc.

Core Area 3: Human Growth and Development

- Studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including, but not limited to, theories of individual and family development, theories of learning and personality development, strategies for facilitating optimum development, and ethical/legal issues, etc.

Core Area 4: Career Development

- Studies that provide an understanding of career development and related life factors, including, but not limited to, career development theories and decision-making models, computer-based career information systems, career and educational planning, assessment instruments, diversity issues, and ethical/legal considerations.

Core Area 5: Helping Relationships

- Studies and experiences that provide an understanding of counseling and consultation processes in a multicultural society including, but not limited to, an understanding of essential interviewing and counseling skills; an understanding of wellness and prevention as a desired counseling goal; how counseling theories are utilized to conceptualize counselor interventions; a systems perspective for working with families and institutions; a framework for consultation; and ethical/legal issues.

Core Area 6: Group Work

- Includes studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, counseling methods, and approaches for other types of group work (e.g., task, psychoeducational, guidance, and therapy). Students will participate in a minimum of 10 clock hours of small group activities over the course of one academic term.

Core Area 7: Assessment

- Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society including, but not limited to, basic concepts of standardized and non-standardized testing; statistical concepts; norm concepts; strategies for selecting, administering, and interpreting assessment instruments; and ethical/legal issues.

Core Area 8: Research and Program Evaluation

- Studies that provide an understanding of research methods (e.g., qualitative, quantitative, single-case, action, and outcome-based research), statistical analysis, needs assessment, program evaluation, and ethical/legal issues.

Further information about CACREP standards and accreditation can be found on their website at www.CACREP.org

The Core Areas listed above relate to the three major areas of the College of Education's Conceptual Framework. The relationship is as follows:

1. **Devotion To Social Justice And Global Responsibility** - All Core Areas relate to this component of the Conceptual Framework to some degree. The basic philosophical foundation underlying all courses, within the counselor education curriculum, is to understand each person as an individual member of the human race who has been influenced by his/her unique social and cultural environment. Each person must be understood from the collective perspective of his/her human, cultural, and individual self. This orientation and attitude relates to all counseling functions (i.e., assessing, advising, guiding, and counseling). The primary Core Area that sets the tone for this philosophical orientation is Core Area 2: Social and Cultural Diversity.
2. **Respect for Knowledge and Learning** - The student in counselor education must both acquire an understanding of and demonstrate an ability to perform in many specialized areas relating to the complexity of psychological and social development. The student must also demonstrate an ability to take the specialized knowledge and adapt it to the unique needs of individuals in order to establish a facilitative counseling environment, in which the client can grow and become. Some courses focus on cognitive information and some focus on facilitating the art of counseling (i.e., adaptive decision making). The primary Core Areas related

- to this component of the Conceptual Framework are Core Area 3: Human Growth and Development, Core Area 4: Career Development Core Area 5: Helping Relationships, Core Area 6: Group Work, Core Area 7: Assessment, and Core Area 8: Research and Program Evaluation
3. Passion for the Educator's (Counselor's) Craft - The courses relating to this component of the Conceptual Framework are the research courses and the experiential field courses. The primary Core Areas are Core Area 1: Professional Identity, Core Area 2: Social and Cultural, Core Area 5: Helping Relationships and Core Area 8: Research and Program Evaluation.

SPECIALIZATIONS IN THE COUNSELING PROGRAM

The Counseling and Human Services program area offers an academic program leading to the Master of Arts (M.A.) in Counseling. Students may select from one of two specializations leading to the master's degree: School Counseling or Clinical Mental Health Counseling. All specializations include knowledge-based objectives and counseling-proficiency objectives.

School Counseling

The School Counseling specialization requires either 39, 42, or 51 semester hours, depending upon whether the student has teacher certification and two years of teaching experience under a standard contract. According to Illinois state law, only students that graduate from a 48 semester hour minimum program are able to add any necessary coursework to become eligible for counselor licensure in Illinois. The School Counseling specialization prepares the student to apply for an Illinois Type 73: School Service Personnel certificate. School counseling students may add the necessary mental health courses to the 51 semester hour option in order to be eligible to take the National Counselor Exam.

Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program is a 60-credit program that is designed to prepare students for work as professional clinical counselors in comprehensive community and mental health agencies. The Clinical Mental Health Counseling Program meets the academic requirements for licensure as a Professional Counselor and Clinical Professional Counselor in the State of Illinois. In addition, this CACREP (Council for Accreditation of Counseling and Related Educational Programs)-accredited program also meets the academic requirements for national certification in Clinical Mental Health Counseling. Internships tend to be completed in comprehensive hospitals and mental health agencies i.e., agencies that provide multiple services for the range of mental health needs within the community.

THE CURRICULUM

All students take the core courses. Each student then completes all courses required of the selected specialization. All courses carry 3 semester hours of credit.

Core courses required for students in either specialization area:

CHS 400 Foundations in Counseling
CHS 401 Ethical, Legal, and Professional Issues in Counseling
CHS 406 Fundamentals of Statistics, Research, and Program Evaluation
CHS 411 Social and Cultural Foundations
CHS 413 Counseling Theory and Practice
CHS 416 Human Appraisal
CHS 417 Career and Lifestyle Development
CHS 421 Theories and Dynamics of Group Counseling
CHS 426 Pre-practicum: Techniques and Interventions
CHS 457 Topics and Issues in Human Development

The School Counseling specialization requires the following courses in addition to the core courses:

CHS 414 Seminar in School Counseling
CHS 428 Practicum: Clinical Practice in the Schools
CHS 422 Topics in Substance Abuse (*for certified teachers*)
or
SPED 419 Exceptional Children and Youth (*for students without teacher certification*)
CHS 498 Internship in School Counseling (taken twice over two consecutive semesters)

Students without teacher certification must also complete:

CHS 415 School Environment, Classroom Management, and Consultation
CHS 418 Organization, Administration, and Leadership of Effective School Counseling Programs

The Clinical Mental Health specialization requires the following courses in addition to the core courses:

CHS 419 Psychopathology: Diagnosis and Treatment Planning
CHS 420 Family, Marriage, and Relationship Counseling: Theories and Therapeutic Modalities
CHS 422 Topics in Substance Abuse and Addictions
CHS 427 Practicum: Clinical Practice in Public and Private Agencies
CHS 431 Counseling and Consultation in Mental Health Settings
CHS 464 Child and Adolescent Counseling
CHS 599 Internship in Mental Health Counseling (taken twice over two consecutive semesters)

Two specialization electives chosen with the consent of the student's academic advisor.

Respect for Diversity

Students are expected to interact with others with sensitivity and understanding, to listen effectively to the words and ideas of others, to communicate orally with precision and appropriateness, to be able to examine personal issues that impact their counseling relationships, and to conduct themselves professionally in compliance with the ethical

standards of the American Counseling Association and the Illinois state laws and statutes.

The department strives to provide a learning environment that cultivates an understanding and appreciation of the multicultural world in which we live and an understanding of the effects of oppression. Both the faculty and students work to increase personal awareness regarding the full range of human experience and to eliminate oppressive practices and abuses of power within all areas of the program, the counseling profession, and in the world at large. We do not expect all graduates of our program to think the same way, but we do expect that they will be accepting of differences and strive to understand how other people's perspectives, behaviors, and world views are different from their own. No person will be treated differently with regard to race, age, color, creed, national origin, ancestry, religion, gender, gender-identity, sexual orientation, economic status, marital and/or parental status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

The program actively seeks out and strongly encourages students of diverse backgrounds to apply to the program. The program is committed to a social justice perspective in its program, its student body, and the counseling profession.

Statistics/Research Component of the Program of Studies

The statistics/research component of the program of studies is satisfied through two courses taken sequentially. First, CHS 416 (Human Appraisal) presents students with concepts of measurement and descriptive statistics. Second, CHS 406 (Fundamentals of Statistics, Research, and Program Evaluation) presents students with techniques of parametric and nonparametric statistics as well as an introduction to research design and methodology. The course also provides a forum in which students apply knowledge of statistics and research to current professional issues. This application of knowledge involves reviewing the literature, writing a research proposal, and sharing results with other students.

Clinical Experiences

All students are required to take CHS 426: Pre-practicum: Techniques and Interventions, which is a prerequisite for all clinical experiences. Pre-practicum is an in-class, skill-building course that provides supervised experience in the specific techniques and strategies of counseling. The Pre-practicum is offered during the Fall and Spring semesters and must be completed with a grade of "B" or better to continue on to Practicum. All students in all specializations participate in supervised clinical experiences; however, specific requirements vary across areas of specialization.

Students in the **School Counseling** concentration, are required to take CHS 428: Practicum in the Schools, which requires 100 hours of total service, with a minimum of 40 hours of direct service to students. School Counseling students must also take two consecutive semesters of CHS 498 (Internship in School Counseling). Students who are certified teachers and have a minimum of two full time years under a standard teaching contract are required to complete a minimum of 400 supervised hours of school counseling and guidance experience

divided over two consecutive semesters, which includes 240 direct service hours. Students in the School Counseling concentration who are not certified teachers or do not have two years of teaching experience under a standard teaching contract must complete an additional 200 clinical hours of counseling and guidance experience for a total 600 hours, divided between the two semesters of CHS 498.

Students in the **Clinical Mental Health Counseling** specialization are required to take CHS 427: Practicum: Clinical Practice in Public and Private Agencies, which involves 100 hours of total service, which includes a minimum of 60 hours in direct service to clients. CMHC students must also take two semesters of CHS 599 Internship in Clinical Mental Health Counseling and are required to complete 600 hours of total service, with a minimum of 240 hours in direct service to clients.

Applying for Clinical Experiences

Locating and securing a practicum and internship site is ultimately the responsibility of the student, but the Director of Field Placement must approve sites that have not previously supervised a Roosevelt University student. Please note that single provider private practice agencies/offices are generally not considered appropriate sites for Clinical Mental Health Counseling students. Also note that School Counseling students who are currently teaching in a school are generally not allowed to complete their practicum and internship experience in the school in which they are teaching. Any questions regarding these policies may be directed to the Director of Field Placement.

Practicum is offered only during the Summer semester. Internship is offered Fall and Spring semesters. A combined Clinical Mental Health Counseling and School Counseling internship section will be offered during Summer semester if needed and is intended to be exclusively for those students who were unable to complete the total required internship hours during Fall and Spring semesters. Students are expected to work with their program advisor to design a plan of study that will reflect a schedule of clinical experience that occurs in three successive semesters.

An application for Practicum and Internship experience should be submitted to the Office of Field Placement, 1400 Roosevelt Rd., Schaumburg, IL 60173 by **December 1** for summer placement.

ABSOLUTELY NO LATE APPLICATIONS WILL BE ACCEPTED. FURTHER, APPLICATIONS THAT ARE NOT COMPLETE WILL NOT BE ACCEPTED

All students are expected to declare their area of specialization prior to practicum placement. Students must have completed the appropriate prerequisite courses (identified below) before applying for Practicum or Internship Placement. Students must receive a grade of “P” in their Practicum course in order to advance to Internship.

All students are required to submit the following documents with their Practicum/Internship application in order to be considered for placement.

- Practicum/Internship Application form (Appendix A)
- Declaration of Concentration (e.g., SC students' transcripts identify a school counseling concentration; CMHC students transcripts identify a CMHC concentration).
- Unofficial copy of your academic transcript (available via RU Access)
- A copy of your liability (malpractice) insurance
- Proof of a background check done by Argus Services
- Copy of teaching certificate (if applicable)
- Resume
- Written Plan to meet internship requirements (Appendix B)

FAILURE TO TURN IN ALL REQUIRED PAPERWORK WILL RESULT IN YOU NOT BEING PERMITTED TO PARTICIPATE IN PRACTICUM AND/OR INTERNSHIP.

Each semester you will also be required to provide your university Internship instructor with proof of valid liability insurance.

Written Plan for Meeting Prerequisites Prior to Internship: At the time of application for practicum and internship, students should complete the Prerequisites form detailing when prerequisites for practicum and internship will be completed and the grades received up to the point of application. This is required to ensure that the student will be properly prepared for internship and a smooth transition may occur between the two training experiences. In the event that a student cannot complete all prerequisites prior to practicum and/or internship, the student is expected to contact his or her advisor to adapt the Plan of Work. If this is not possible, the student must submit a Petition of Exception to the faculty.

Declaration of Concentration: Students are expected to declare his or her concentration of study at the time of application for practicum and internship. If the student's transcript does not list the correct concentration, then a Change of Graduate Major/Concentration form must be filled out and submitted to the student's academic advisor. A photocopy of this form should accompany your application as evidence that you have taken the necessary steps to declare your concentration. This form is available from the registrar, and is required only if your transcript does not list your intended concentration.

Submission to Criminal Background Checks: All Counseling and Human Services students seeking placement in a school or community agency must submit to a criminal background check pursuant to the policy of the College of Education. These are currently performed by Argus Services, and students will incur the cost of this service. Argus Services makes itself available at the Roosevelt University Schaumburg campuses several times a year and dates are advertised by the College of Education and the Counseling and Human Services Program. Students enrolled on the Chicago campus are required to physically go to the Argus' main offices Monday – Thursday, 11:00 am – 3:00 pm, which are located downtown near the University (123 W. Madison Ave. Chicago, IL 60603). Chicago students

may make an appointment at a time convenient for them (312-377-9441). Results of the background check are good for three years. Please note that previous background checks completed by employers of other entity cannot be accepted.

Prerequisites for field experience courses are:

CHS 427: CHS 413, 426

CHS 428: CHS 413, 426

CHS 496: CHS 415*, 416, 417, 421, 428, and SPED 419*

(*required only of students without teacher certification)

CHS 499: CHS 416, 419, 421, 427

CHS 599: CHS 416, 419, 421, 427

No student will be permitted to accrue practicum or internship hours without having the required liability insurance or without being enrolled in the appropriate practicum or internship course!

Professional Placement Endorsements by Program Faculty

Faculty in the Counseling program will ONLY recommend and endorse the professional placement of students for those positions for which the student has been adequately prepared by way of training, experience, and disposition.

COMPREHENSIVE EVALUATION AND RETENTION PROCEDURES

Students in the Counseling program are evaluated throughout their tenure in the program. The **FIRST LEVEL OF EVALUATION** is course grades.

To be in good academic standing, graduate students at the master's level must maintain a cumulative grade point average of 3.0 or higher for all graduate work attempted within the student's current degree program. No more than two courses with grades of a "C" will be included in the course credits accepted for the master's degree.

Students are placed on probation following any semester in which their grade point average falls below 3.0 or in which they earn their third "C" or below in their graduate program. Students are notified that they have been placed on probation should contact their graduate advisor or program director and agree upon a plan to return good academic standing within one semester. Probation is a temporary status that allows these students to have one semester or six semester hours to improve their grade point average and/or eliminate excessive grades of "C" or below from their academic record. This can be accomplished by retaking the required course.

Students on probation who fail to return to good academic standing in one semester will be suspended and barred from registering for further courses

until a written plan for regaining good standing is presented to the program director, the program chair, and is recommended and approved by the graduate dean. This plan must include an account of the reasons for the inadequate performance and a detailed proposal of specific actions (courses to be retaken and in which semesters) needed to retain good academic standing. Students who successfully appeal will be permitted to register for one additional semester.

Suspended students who fail to present an acceptable plan for returning to good standing, or who fail to earn adequate grades to return to good standing, will be dismissed from the graduate program. Additionally, students who earn two or more grades of “D” or “F” in one semester or in two consecutive semesters will be dismissed without first being placed on probation or suspended. Students whose continued poor grades place them on probation a second time will be dismissed directly (Graduate School Policies on Academic Standing, Probation, Suspension, and Dismissal, 2009-2010).

For reinstatement procedures please see the current College of Education graduate catalogue.

A SECOND LEVEL OF EVALUATION is a periodic review of student progress. Faculty within the Counseling program area complete a *Student Performance Summary* (Appendix C) for each student in each class during each semester. The SPS evaluates cognitive and affective performance and appropriateness of student disposition for the profession of counseling. If significant cognitive, affective, or dispositional deficits are noted, results are shared with the student by their advisor with possible referral to University resources (i.e., Learning Resource Center; Counseling Center; Academic Success Center). In addition, students may be required to complete a remediation plan with their academic advisor. Results from the Student Performance Summary do not influence course grades.

A THIRD LEVEL OF EVALUATION is faculty review. Faculty within the program area meet once each academic year or as needed to review student academic status (i.e., course grades, student academic progress, personal and professional disposition, Student Progress Self-Report [Appendix D] and clinical performance). Specific nonacademic factors may also be considered by the program faculty, this includes but is not limited to student interpersonal behaviors and personality characteristics that are likely to negatively impact the trainees’ ability to effectively deliver mental health services. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards (2001) specify psychological fitness as a key characteristic of a professional counselor “Fitness implies psychological health, including the following variables: self-awareness, self- acceptance, self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation, and emotional stability.”

Intrapersonal qualities that impede or interfere with a student’s ability to carry out

professional responsibilities may indicate professional impairment. Inability to relate to others interpersonally, resolve conflict, control emotional reactions and personal stress, exercise professional judgment, respect professional and personal boundaries, or inhibit disturbing personal attributes may be cause for remediation or dismissal from the program. Additional indicators of professional impairment include an inability or unwillingness to acquire professional standards or skills to an acceptable level of competency.

During this evaluation, if any evidence of unethical, illegal, unprofessional, or inappropriate behavior is noted, these behaviors are discussed. If such behaviors are considered severe, a staffing conference is held, with the student's attendance requested. After the staffing conference is held, the faculty may recommend a remediation plan. Remediation plans are not generic, but rather they are tailored to the needs of the identified student. Therefore the specific requirements of each remediation plan will vary from student to student (e.g., personal mental health counseling, self-reflection assignments, repetition of appropriate courses, attendance at appropriate professional seminars or trainings, regular meetings with the student's academic advisor or another identified faculty member, and/or other identified tasks to remediate skill and/or dispositional deficits). Associated costs (i.e., personal counseling, registration fees, etc.) related to remediation plans are the full responsibility of the student.

Students will have ONE opportunity to successfully complete a remediation plan for any reason. Failure to successfully complete the remediation plan by the agreed upon end date will result in an automatic dismissal from the Counseling program. Every completed remediation plan will be evaluated by the Counseling program faculty. Successful completion of the remediation plan is determined by a majority decision of the full-time counseling faculty. This decision is final and there is no appeal process after the counseling program faculty have made the decision.

All students are expected to understand and abide by the American Counseling Association's Ethical Codes. Please see <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx> for a copy of these standards. Students will be held accountable for all the information within this document regardless of having read the code.

A FOURTH LEVEL OF EVALUATION is the comprehensive exam. The Counseling program uses the Counseling Preparation Comprehensive Examination (CPCE), which includes objective assessment of the core content areas as identified by CACREP. The CPCE is administered during both the fall and spring semesters. Students are advised to take the exam during their first semester of internship. Associated costs for exam registration are the responsibility of the student. Information related to the CPCE can be found at <http://www.cce-global.org/cpce>

Counseling Preparation Comprehensive Examination Policy
Beginning with the examination administered during the 2011-2012 academic year the

following policies apply with respect to the CPCE and program completion:

1. A passing score be greater than one (1) standard deviation below the national mean of the most recent norms for the examination
2. A student who does not make a passing score must meet with his/her advisor to discuss strategies for preparing to take the examination again
3. The faculty will determine when the examination will be administered again for those who failed the examination
4. A student who does not make a passing score on the second administration of the examination must meet with his/her faculty advisor. They will review the examination results and develop a remediation plan for the student to successfully complete those areas of the examination where the student did not meet competency level.

Exceptions to Program Requirements

Students who believe they have a valid reason to deviate from published program requirements must file a written "Petition of Exception" with their academic advisor, the program director, or the department chair. Petitions will be reviewed and a decision will be made at the next regularly scheduled department meeting. Students will be notified of the outcome through the academic advisor, program director, or department chair.

Transfer Credit

Students may transfer up to six semester hours of graduate credit with the approval of the Counseling program faculty. All transfer credits must have been completed at an accredited institution prior to the time of admission to graduate study in Counseling at Roosevelt University. Students should submit official transcripts, course syllabi and catalog descriptions of completed courses to their academic advisor who will review the documentation and forward complete requests to the program director or department chair for consideration by the program area faculty.

Students will be allowed to transfer the course credits if the following conditions are met:

1. The hours were in graduate level course work at a regionally accredited institution
2. The credit was earned with a grade of at least a "B" (3.0 GPA minimum)
3. It was taken less than six years before the semester in which the Roosevelt degree is to be granted
4. It was not applied toward any other degree. Only course work completed prior to admission to Roosevelt University will be considered.

Students are not permitted to transfer in credits from any clinical experience course.

Applying for Graduation

Students satisfying course work and clinical experience requirements and receiving a passing score on the competency exam in their respective specialization will be recommended by the Counseling Program faculty to the Graduate School for the degree Master of Arts in

Counseling. The student's specialization is listed on the transcript. Students are required to submit an Application for Graduation to the Registrar early in the semester of intended graduation. Please consult <http://www.roosevelt.edu/registrar/graduation.htm> for additional information and registration deadlines.

Licensure and Certification

There are two tiers of licensure in Illinois: the Licensed Professional Counselor (LPC) and the Licensed Clinical Professional Counselor (LCPC).

Requirements for the **Licensed Professional Counselor** include a 48-semester hour Master's degree in counseling, rehabilitation, or a related field, and the passage of the National Counselor Examination (NCE). *Students must have successfully completed course work with a grade of "B" or higher in Human Growth and Development; Counseling Theory; Counseling Techniques; Group Dynamics, Processing, and Counseling; Appraisal of Individuals, Research and Evaluation; Professional, Legal and Ethical (responsibilities relating to professional counseling, especially related to Illinois law); Social and Cultural Foundations; Lifestyle and Career Development; Practicum/Internship; Substance Abuse; Maladaptive Behavior and Psychopathology; and Family Dynamics in order to be eligible to sit for the National Counselor Exam or the Illinois Professional Counseling Exam.* Licensed Professional Counselors will need to work under the supervision of a licensed clinical professional counselor, licensed social worker, or licensed clinical psychologist. Please see <http://www.idfpr.com/dpr/WHO/prfcns.asp> for the application or if you have additional questions.

Requirements for the **Licensed Clinical Professional Counselor** include a minimum of a 48-semester hour Master's degree from a counseling, rehabilitation, or related field (that includes the curricular experiences required for the LPC exam), two years of work experience, and a passing score on the National Mental Health Counselors Examination.

State of Illinois Type 73 Certification of School Counselors

Students who have successfully completed the school counseling specialization may apply for Type 73 certification as a school counselor (kindergarten through grade 12) in the state of Illinois. Application forms are available from the Certification Officer at the College of Education. Please see <http://www.roosevelt.edu/education/certification/default.htm> for additional information.

School Counselor Certification Only Option

A non-degree option for certification as a school counselor is available for students who have graduated from Roosevelt University with an existing Master's degree in an education field and who hold a valid Illinois teaching certificate or for students who graduated from Roosevelt University with a master's degree in community counseling, mental health counseling, clinical mental health counseling or psychology but no teaching certificate.

Under these circumstances, students must complete, at Roosevelt University, all course work required of the School Counseling specialization not completed during the previous degree program in Counseling. In addition, students must take at Roosevelt University CHS 414, CHS 415, CHS 418, SPED 419, and CHS 498.

National Board of Certified Counselors (NBCC)

Graduates of the Master's program in Counseling at Roosevelt University with specializations in Clinical Mental Health Counseling may be eligible for certification through the National Board for Certified Counselors by receiving a passing score on the National Counselor Examination (NCE). School Counseling graduates are eligible to take the exam upon successful completion of NBCC requirements, the professional counselor is entitled to use the designation Nationally Certified Counselor (NCC). Please contact the CACREP campus coordinator for applications:

National Board for Certified Counselors

3 Terrace Way

Greensboro, NC 27403

(336) 547-0607

nbcc@nbcc.org - general inquires & information requests

certification@nbcc.org - NBCC certification questions & applications in process

examinations@nbcc.org - exam content & administration

recertification@nbcc.org - continuing education & maintaining your certification

Graduates of the Master's degree program in Counseling at Roosevelt University with specialization in Clinical Mental Health Counseling may be eligible for a specialty certification as a Certified Clinical Mental Health Counselor (CCMHC) by satisfying all NCC requirements, documenting a minimum of two years of acceptable post-Master's clinical experience that includes 3000 hours of direct client contact, and obtaining a passing score on the National Clinical Mental Health Counseling Examination (NCMHCE). Please NBCC for specific requirements (www.nbcc.org).

Professional Organizations

Students are urged to join and participate in the appropriate professional organizations. Full-time students are offered membership at reduced price in professional organizations.

American Counseling Association (ACA) - is the national professional association for counselors. The ACA offers continuing education opportunities, quality publications, resources, advocacy for public policy and legislative issues that affect both counselors and clients, opportunities to become involved at local, state, and national levels, and support through interaction with professionals who share similar activities and concerns. Publications include the *Journal of Counseling and Development* and *Counseling Today*. Divisions within the ACA relate to specific interests that include assessment, adult development and aging,

career development, college counseling, counselor education and supervision, mental health, multicultural counseling, school counseling, specialists in group work.

American School Counselor Association (ASCA) – The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 25,000 professional school counselors around the globe.

Illinois Counseling Association (ICA) - Each state has a branch of the national association. The Illinois Counseling Association provides benefits similar to the ACA, but on a state level. ICA's professional publication is the *Quarterly*. The eight divisions (adult development and aging, assessment, career development, college counselors, counselor education and supervision, mental health counselors, multicultural counseling and development, school counselors) offer newsletters, yearly retreats, workshops, and/or conferences. Membership in ICA also includes membership in the coalition of Illinois Counselor Organizations. This is a proactive advocacy network for professional counselors that is focused on legislative issues affecting counselors and clients, third-party payment issues, and other relevant concerns for counselors.

INFORMATION ESSENTIAL TO ADMITTED STUDENTS

Academic Advising

Each student meets with a faculty advisor each semester to discuss academic progress and select courses for the subsequent semester. Open registration occurs in April for the Fall semester and in November for the following Spring and Summer semesters. Students who enroll during open registration can be relatively assured of getting the classes that they need based on student enrollment. Students who wait to enroll until after request registration ends cannot be guaranteed a space in a course if that course has closed.

Student Evaluation of Courses and Faculty

At the end of each semester, students are presented with evaluation forms to be completed anonymously for each course and instructor. These evaluations are used in two ways. They influence the manner in which courses are taught in the future and they are part of the evaluation data used to determine the retention, promotion, and tenure of faculty members. Additionally, students at any time may communicate to an advisor or the program director their needs, suggestions, criticisms, or observations.

Student Performance Summary (SPS)

A rating scale is based on observations of classroom performance that assesses social and emotional aspects of each student's professional behavior. The SPS (Appendix C) is completed by each faculty member for each student during each semester. Those faculty with

specific concerns about unprofessional and/or unethical behavior will discuss those concerns with the student. Under some circumstances, when overall composite ratings indicate significantly substandard performance, the student is requested to discuss these performance issues with the program area faculty. Results from the SPS are not used in the calculation of grades.

Student Progress Self-Report (SPSR)

At the completion of each academic year, every student is required to complete the Student Progress Self-Report (Appendix D). The purpose of the self-report is to facilitate the faculty's on-going awareness of each student's **academic, professional, and personal development**. Progress in each of these areas will be judged by the faculty to be either satisfactory or unsatisfactory. When a student's progress is less than satisfactory, the Faculty Advisor will arrange a meeting to discuss suggestions or requirements. Students are strongly encouraged to request feedback from their Faculty Advisors and to request assistance from faculty members as appropriate in attaining career and personal development objectives.

All students are required to submit a copy of this report by August 15 to their Faculty Advisor. This report covers the entire academic year, including Fall, Spring and Summer semesters. **Any student who does not submit the *Student Progress Self-Report* form by the deadline will have their Fall registration cancelled.**

The completed forms will be reviewed by your Faculty Advisor and may be seen by other members of the faculty. An oral summary of the information will be presented by your advisor in a meeting of the faculty in the Roosevelt University Counseling Program.

Ethical Standards

The ACA ethical standards both guide and protect the student, the practitioner and the client. Ethical standards, such as confidentiality, informed consent and adequate training, are impressed upon students throughout the program. Failure to adhere to ethical standards may result in dismissal. Students may access the 2005 edition which is available on the ACA website (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>.)

Faculty Expectations

Faculty expectations of the professional and personal development of students are made explicit in admission and retention standards and procedures as well as in the academic standards listed in course syllabi. Students should plan their progress through the program at a pace that allows them to meet normal responsibilities to self and others. Students are responsible for knowing and following all Counseling program policies, procedures, and deadlines.

Regular contact with the program advisor is urged.

As a general rule, students who work more than 20 hours per week in outside employment are advised to take no more than 6 credits per semester. Students who work less than 20 hours per week are advised to take up to 9 credits. Those students that have no external employment and are interested in taking 12 credits should meet with their academic advisor to discuss their options.

Blackboard

Roosevelt University uses Blackboard (ruonline.roosevelt.edu) as the online course portal. Fully online courses use the portal for complete course delivery, while campus-based courses use the portal to deliver supplemental content and incorporate interactive tools.

Every currently enrolled student has access to the Blackboard portal. To log in, the nine-digit Roosevelt University ID is the user name, and for first time Blackboard users, the nine-digit ID will also be the default password. Students should change their password the first time they log in to provide a secure learning experience. All students and faculty are required to use their Roosevelt email account. Free Blackboard training is available to students. Please visit faculty.roosevelt.edu/ruonline/student_training.html for more information.

Syllabi

Copies of all course syllabi are available to students and are available electronically. Syllabi include descriptions of course content, objectives, assignments, methods, evaluation measures, and bibliographies. Instructors will follow the program syllabus for a given course, but each is free to supplement and enrich the course as considered necessary.

Time Limitation

All course work must be completed within six years of the date when the first course is begun. In extraordinary cases, Department of Counseling may grant a limited time extension. The Graduate School must approve the application for time extension.

Grade Point Averages

	A = 4.00	A- = 3.67
B+ = 3.33	B = 3.00	B- = 2.67
C+ = 2.33	C = 2.00	C- = 1.67
D+ = 1.33	D = 1.00	D- = 0.67
F = 0.00		

Incomplete Grades

Students are given the grade of "I" only when a small part of the semester's work has not been done, and when the student is able to present to the instructor a satisfactory reason for not completing the required work within the usual time allotted. It is expected that this work be completed within the following semester. Student and instructor should meet as soon as

possible to arrange for removing an incomplete grade. The grade of “I” cannot be changed after one calendar year and will become an “F”.

In Progress Grades

With some courses containing clinical experience, a grade of “IP” is given until such time as all clinical experience requirements are satisfied. Once the requirements have been satisfied, the final grade will be submitted by the instructor to the Registrar’s Office.

Grade Reports

Student grade reports are available through RU Access (www.roosevelt.edu) and through my.roosevelt.edu. Official grade reports can be printed from RU Access. Grade reports are not mailed to students’ home addresses. Grades can be viewed the day following the due date from instructors. Due dates and important dates for each semester are published on the Registration Guide online. For more information, log onto www.roosevelt.edu/registrar/transcript.htm.

Final Grade and Academic Dishonesty Appeals

The procedure detailed below should be followed for appeal of final grades and allegations of academic dishonesty:

The student shall request a conference with the instructor, explain the reason for the appeal and seek a resolution. For fall semester grades, the request must be made no later than ten (10) working days after the start of spring semester. For spring and summer grades, the request must be made no later than ten (10) working days after the start of fall semester. Please note that, in matters relating to grades, the instructor’s judgment is normally deemed final and conclusive. Students may appeal the professional judgment exercised by an instructor in assigning a grade only under the following circumstances:

- Grades resulting from deviations in the instructor's established and announced grading procedures
- Errors in application of grading procedures
- Modification of grades for non-academic reasons
- Gross error in judgment by the instructor

If the student is not satisfied with the instructor's response to the grade appeal, the student shall request to meet with the instructor's department chair or program director. This request must be made in writing within ten (10) working days from the date of the meeting with the instructor. The written request should specify the student's reason for appeal and provide supporting evidence where appropriate. The department chair or program director shall conduct an investigation, prepare a written report of his/her findings and deliver or mail a copy to the student and Dean of the college within ten (10) working days of the student conference.

If the student desires to appeal the findings and decision of the department chair or program director, a written request for a conference with the college Dean must be filed by the student within ten (10) working days of delivery or mailing of the decision of the department chair or program director. The college Dean will provide a copy of the appeal to the instructor, and the instructor will respond in writing prior to the date of the student conference with the Dean. The college Dean will confer with the student and prepare a concise written report of his/her findings and deliver or mail a copy to the student within ten (10) working days of the student conference.

If a student desires to appeal the decision of the college Dean, the student may first appeal to the Student Review Board and then to the Provost by following the procedures set forth in the Code of Student Conduct described in the Student Handbook.

Student Concerns Other Than Final Grade Appeals

If a student has a concern about a faculty member other than a final grade appeal, the student should first discuss the concern directly with the faculty member. In many cases, the communication of the concern will lead to an improved understanding between the faculty member and the student and result in an immediate adjustment of expectations on one part or the other.

If the student is not comfortable speaking with the faculty member directly, he/she may contact the department chair or program director. For clarity of communication, it is desirable for the student to submit the concern in writing. The department chair or program director will present the concern to the faculty member to verify the facts, hear the faculty member's point of view, and seek a resolution.

If the student is not satisfied with the resolution at the department chair or program director level, he/she may appeal the matter to the college dean who will review the matter with the department chair or program director and decide whether to uphold the proposed resolution or to offer a different resolution. The decision of the dean is final.

Complaints or concerns that are sent to a department chair or program director anonymously will not, in most cases, result in an investigation. However, if a student brings a concern to the department chair or program director and prefers that his/her name remain confidential, this request will be honored when practical.

Concerns should be brought to the appropriate person during the academic term when the concern occurred. Students may bring a concern up to 30 days after the conclusion of the course. After 30 days, the concern cannot be reviewed.

Liability Insurance

Students are required to obtain professional practice liability insurance prior to the beginning of clinical experience in the Practicum and Internship and are expected to maintain this

insurance throughout clinical experience. Student members of the American Counseling Association (ACA) are eligible for individual liability insurance as a benefit of membership. Please see www.counseling.org for more information.

Counseling Services for Students

Actively enrolled Roosevelt University students are eligible for counseling services through the Roosevelt University Counseling Center. The duration of counseling is determined by your needs and counselor or group availability. While most students are eligible to receive counseling services, the Counseling Center staff reserves the right to deny initial or additional service to an enrolled Roosevelt University student whose concerns and behavior are beyond what the counseling staff can effectively and ethically treat.

In the event that the counseling center is unable to provide services, the staff will work to refer a student to local resources, agencies, hospitals or clinics. The student health insurance, or other comparable health insurance plans, may reimburse part of the cost of private therapy or psychiatric services. If an outside referral is made, possible options to help lower costs will be suggested. To make an appointment to see a counselor, contact the RU Counseling Center office at ☐312-341-3548.

Academic Success Center

The Academic Success Center (ASC) provides group and individualized academic support and tutoring across a wide spectrum of subject areas. Students can work on specific writing needs or use the center as a place to go to discuss projects, paper topics, or ideas. Tutoring is free for currently enrolled Roosevelt students. Chicago students can schedule a tutoring appointment by calling 312-341-3818. Schaumburg students can schedule a tutoring appointment by calling 847-619-7978

The **Office of Disability Services (DS)** is also located within the ASC. The DS program serves all students with special needs and the use of services is voluntary and confidential. The program is a resource for students and faculty. The goal of this office is to ensure educational opportunity for all students with special needs by providing access to full participation in all aspects of campus life and increase awareness of disability issues on campus. Students seeking assistance from the Office of Disability Services can call 312-341-3810. Schaumburg students seeking assistance can call 847-619-8846.

Office of Career Services

The Office of Career Services (OCS) at Roosevelt University strives to educate students, alumni, faculty, staff and employers about the career development process. The OCS seeks to support, connect, and engage these stakeholders through the use of technology, career counseling, and other educational programming. The goal is to facilitate career related exploration and experiences in order to "educate socially conscious citizens for active and dedicated lives as leaders in their professions and their communities." Please see <http://www.roosevelt.edu/ocs/> for additional information or to schedule an appointment.

Financial Aid

Limited sources of financial assistance are available. The Financial Aid Office administers several financial aid programs: Federal Perkins Loans, Federal Stafford Loan Program, Federal Unsubsidized Stafford Loan, Federal Work-Study Program and Veteran Education Benefits. The Admission Office administers several full and partial academic scholarships, which are distributed through a competitive application process, with application deadlines of February 15, June 15, and October 15.

A limited number of **graduate assistantships** positions are available through the College of Education. The assistantship provides stipends paid in eight monthly installments, and free tuition for graduate courses necessary for the degree up to 18 semester hours in one academic year. The application process is competitive and preference is given to full-time students.

Applications are available on-line, please see

<http://www.roosevelt.edu/financialaid/graduate/assistantships.htm>

In addition, a limited number of federal work-study positions are available through Roosevelt University. The student's eligibility for FWS is determined by financial need. For more information please see

www.roosevelt.edu/stujobs/documents/RUFWSHandbook0910Final.pdf

Employment Outlook for Professional Counselors

According to the 2008-09 edition of the Occupational Outlook Handbook, published by the U.S. Dept. of Labor, overall employment of counselors is expected to increase by 21 percent between 2006 and 2016, which is much faster than the average for all occupations. However, growth is expected to vary by specialty.

- Employment of mental health counselors is expected to grow by 30 percent. Mental health counselors will be needed to staff statewide networks that are being established to improve services for children and adolescents with serious emotional disturbances and for their families. Under managed care systems, insurance companies are increasingly providing for reimbursement of counselors as a less costly alternative to psychiatrists and psychologists.

Median annual earnings of wage and salary mental health counselors in May 2006 were \$34,380. The middle 50 percent earned between \$26,780 and \$45,610. The lowest 10 percent earned less than \$21,890, and the highest 10 percent earned more than \$59,700.

- Employment for school counselors is expected to grow 13 percent. Demand for school counselors may increase due in large part to increases in student enrollments at postsecondary schools and colleges. Many States also now require elementary schools to employ counselors. Expansion of the responsibilities of school counselors

should also lead to increases in their employment. For example, counselors are becoming more involved in crisis and preventive counseling, helping students deal with issues ranging from drug and alcohol abuse to death and suicide. Although schools and governments realize the value of counselors in helping their students to achieve academic success, budget constraints at every school level will dampen job growth of school counselors. Federal grants and subsidies may help to offset tight budgets and allow the reduction in student-to-counselor ratios to continue.

The median annual earnings of wage and salary for school counselors in May 2006 were \$47,530. The middle 50 percent earned between \$36,120 and \$60,990. The lowest 10 percent earned less than \$27,240, and the highest 10 percent earned more than \$75,920. School counselors can earn additional income working summers in the school system or in other jobs

- Employment of substance abuse and behavioral disorder counselors is expected to grow 34 percent. As society becomes more knowledgeable about addiction, it is increasingly common for people to seek treatment. Furthermore, drug offenders are increasingly being sent to treatment programs rather than jail.

Median annual earnings of wage and salary substance abuse and behavioral disorder counselors in May 2006 were \$34,040. The middle 50 percent earned between \$27,330 and \$42,650. The lowest 10 percent earned less than \$22,600, and the highest 10 percent earned more than \$52,340.

- Employment for career counselors and vocational counselors is expected to grow 13 percent. Demand for vocational or career counselors should grow as multiple job and career changes become common and as workers become increasingly aware of counseling services. In addition, State and local governments will employ growing numbers of counselors to assist beneficiaries of welfare programs who exhaust their eligibility and must find jobs. Other opportunities for employment of counselors will arise in private job-training centers that provide training and other services to laid-off workers and others seeking to acquire new skills or careers.
- Jobs for rehabilitation counselors are expected to grow by 23 percent. The number of people who will need rehabilitation counseling is expected to grow as advances in medical technology allow more people to survive injury or illness and live independently again. In addition, legislation requiring equal employment rights for people with disabilities will spur demand for counselors, who not only help these people make a transition to the workforce but also help companies to comply with the law.

Median annual earnings of wage and salary rehabilitation counselors in May 2006 were \$29,200. The middle 50 percent earned between \$22,980 and \$39,000. The lowest 10 percent earned less than \$19,260, and the highest 10 percent earned more

than \$53,170.

- Marriage and family therapists will experience growth of 30 percent. This is due in part to an increased recognition of the field. It is more common for people to seek help for their marital and family problems than it was in the past.

Median annual earnings of wage and salary marriage and family therapists in May 2006 were \$43,210. The middle 50 percent earned between \$32,950 and \$54,150. The lowest 10 percent earned less than \$25,280, and the highest 10 percent earned more than \$69,050. Median annual earnings were \$36,020 in individual and family social services, the industry employing the largest number of marriage and family therapists.

Overall, employment possibilities appear promising for professional counselors in the near future. For more information consult the *Occupational Outlook Handbook, 2006-07 Edition*, on the Internet at <http://www.bls.gov/oco/ocos067.htm>

CATALOG DESCRIPTION OF COURSES

CHS 400 Foundations in Counseling

A comprehensive overview of the counseling profession. Historic, philosophical, and sociocultural trends in the field of counseling. Topics include: academic and clinical requirements, academic integrity, professional roles, functions, specialties, employment trends, preparation standards, credentialing, and ethical standards. Departmental expectations for writing skills, technological competency, and computer literacy will also be covered in this course. (3)

CHS 401 Ethical, Legal, and Professional Issues in Counseling

Legal, ethical and professional choices faced by practicing school and mental health counselors. Topics include ethical decision-making; professional standards; counselor values and attitudes; counselor competence and supervision; client rights and confidentiality; dual relationships; unethical behavior and ethical issues in research and testing. IL laws and statues related to the counseling profession will be addressed. Specific ethical issues related to multicultural counseling, marital and family therapy, and group counseling are included. (3)

CHS 406 Fundamentals of Statistics, Research, and Program Evaluation

Research methods, statistical analysis, needs assessment, and program evaluation. Methods of evaluating counseling process and program effectiveness; review of descriptive statistics; study of inferential statistics; legal and ethical considerations; and fundamentals of writing the research report. Prereq: CHS 400 & CHS 416. (3)

CHS 411 Social and Cultural Foundations

Sociological studies on cultural context of relationships, issues, and trends in a multicultural and diverse society; factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couples,

families, ethnic groups, and communities. Studies also include interpersonal communication among staff, schools, and community. (3)

CHS 413 Counseling Theory and Practice

Philosophical foundations of counseling with concentrated study of counseling theories; historical and contemporary theories; and student's personal philosophical and theoretical beliefs. (3)

CHS 414 Seminar In School Counseling

The elementary and secondary school counselor's role. History, trends, professional identity, and cultural, legal, and ethical influences. ACA and ASCA ethical standards. Coordinating program components; program development; individual and group guidance; peer facilitation; and consultation. (3)

CHS 415 School Environment, Classroom Management, and Consultation

Fundamental issues in American education; philosophical and historical development of ideas, events, and laws in relation to organization, purpose, and programs. Principles and practices of P-12 education; theory of curriculum and instruction, research-based instructional methods; approaches to assessment; classroom management. Role of the school counselor as consultant; models of consultation. Prereq: CHS 400 and 401. (3)

CHS 416 Human Appraisal

Individual and group approaches to assessment and evaluation. Topics include historical perspectives on assessment; standardized norm-referenced, criterion-referenced, and non-standardized assessment; psychometric concepts including reliability and validity; strategies for selecting, administering, and interpreting assessment and evaluation instruments; case conceptualization; assessment and diagnosis of mental and emotional status; cultural, ethical, and legal considerations. (3)

CHS 417 Career and Lifestyle Development

Topics include career theories and decision-making models; assessment instruments and technology-based applications; processes, strategies, and resources available to the career counselor; program planning, organization, and administration; and interrelationships among work, family, and other life roles, including diversity and gender. Clinical observations and case studies consistent with student's career direction. Clinical experience required for school counseling options. (3)

CHS 418 Organization, Administration, and Leadership of Effective School Counseling Programs

The skills necessary to planning and implementing effective school counseling programs. Topics include needs assessment, program planning, and program evaluation. (3)

CHS 419 Psychopathology: Diagnosis and Treatment Planning

Training in diagnosis using the DSM-IV-TR classification system and treatment methods for mental and emotional disorders. Skills in completing assessment interviews, establishing short- and long-range goals, and writing treatment plans. (3)

CHS 420 Family, Marriage, and Relationship Counseling: Theories and Therapeutic Modalities

Preparation for mental health counselors to provide assistance to couples and families seeking marriage and family counseling. Methods and techniques of relationship and family counseling explored in didactic and experiential formats. Various theoretical perspectives are presented.

CHS 421 Theories and Dynamics of Group Counseling

Theories of group counseling and principles of group dynamics. Historical developments, diversity issues, and contemporary research findings. Participation in an ongoing group required. Group guidance concepts as a significant component of the educational and prevention aspects of a counseling program. (3)

CHS 422 Topics In Substance Abuse and Addictive Disorders

Theoretical concepts and practical techniques unique to the field of substance abuse counseling. Emphasis on the major areas of substance abuse and treatment as it relates to psychoactive drugs. Non-psychoactive drugs frequently misused; legal, recreational, or social drugs frequently misused. (3)

CHS 426 Pre-practicum: Techniques and Interventions

Study, demonstration, and role-playing practice of techniques relevant to counseling theories presented in CHS 413. Emphasis on development of counselor's abilities to evaluate self and counselee in counseling relationship. Students placed in and oriented to field practicum site. Prereq: CHS 413. (3)

CHS 427 Practicum: Clinical Practice In Public and Private Agencies

A minimum of 100 hours of individually supervised clinical practice in a public or private agency. Classroom seminar required. Degree candidates must display ability to integrate theory and practice equivalent to that of a competent beginning counselor and show capacity for continued learning and growth on the job. See Practicum/Internship Handbook. Prereq: CHS 413, 426.

CHS 428 Practicum: Clinical Practice In Schools

A minimum of 100 hours of supervised practice in-school counseling at elementary and secondary levels. Classroom seminar required. Degree candidates must display ability to integrate theory and practice equivalent to that of a competent beginning counselor and show capacity for continued learning and growth on the job. See Practicum/Internship Handbook. Prereq: CHS 413, 426. (3)

CHS 431 Counseling and Consultation in Mental Health Settings

Combined didactic and seminar with focus on concepts, issues, and treatment protocols for mental health settings. Historical overview of the mental health movement; emphasis on social policies and their impact on the delivery of service to the mentally disabled. Psychopharmacology and best practice for mood, personality, and psychotic disorders. Focus on the mental health counselor's role in comprehensive community mental health. (3)

CHS 457 Human Growth and Development

The nature and needs of individuals at all developmental levels, including theories of individual and family development; theories of learning and personality development; human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors affecting behavior, and strategies for facilitating optimum development over the life span. Cultural, legal, and ethical considerations. (3)

CHS 460 Cognitive Counseling: Theories and Applications

Cognitive approaches to counseling including historical foundations, philosophical underpinnings, theories, assessment methods, techniques, and interventions. Application of cognitive models in counseling settings and nontraditional settings such as school/classrooms, organizations, and communities. Integrative potential of cognitive theories. Prereq: CHS 413. (3)

CHS 462 Health and Holistic Counseling

The counseling process and the practice of assessment, intervention, and health promotion. Topics include the bio-psycho-social model, the counselor's role, stress, pain management, wellness, strategies of coping, the change process, treatment adherence, issues of community prevention, and strategies for assessing and treating specific disorders. Prereq: CHS 413. (3)

CHS 463 Counseling and Psychotherapy Integration

Theories of counseling and psychotherapy; models of theory integration; conceptual and historical issues; common factors, technical eclecticism, and theoretical integration. Prereq: CHS 413. (3)

CHS 464 Child and Adolescent Counseling

The literature of child and adolescent counseling, including disorders and delays that affect social, emotional, cognitive, and physical development. A specific focus is given to application of theoretical models and intervention strategies relevant to the counseling of children and adolescents. The influence of multiple and interacting events that shape adaptive and maladaptive childhood development. Prereq: CHS 413. (3)

CHS 490 Thesis

Individual research and thesis writing. Student defines, designs, and implements an original research project. (3)

CHS 495 Independent Study

Independent study under guidance of College of Education faculty member. Proposal must state purpose of study, problem, methods of approach, and evaluation. Prereq: Approval by faculty advisor and Dean. (1-6)

CHS 498 Internship in School Counseling

Supervised experience in implementing all aspects of school counseling academic foundations. Six hundred hours of counseling and counseling related activities in a school and related classroom experience are required. Issues in clinical assessment, case management, ethics, school law, and consultation models for parents and teachers. This class is taken twice over two consecutive semesters. See Practicum/Internship Handbook. Prereq: CHS 415*, 416, 417, 421, 428, SPED 419* (3)

CHS 513 Clinical Biofeedback

Theoretical, research, and technical overview of clinical biofeedback. Emphasis on integrating physiology, learning theory, and biofeedback. Biofeedback as treatment modality in stress management, psychosomatic illness, psychotherapy, and muscle re-education. Both a foundation course and review for professional health care providers preparing to take certification boards in clinical biofeedback. (3)

CHS 599 Internship in Clinical Mental Health Counseling

Supervised clinical internship requiring 60 hours; all aspects of mental health counseling. Attendance in university seminars required; clinical assessment, individual, group, and family counseling, case management, ethics, brief therapies, and psychopharmacology. See Practicum/Internship Handbook. Prereq: CHS 416, 419, 421, and 427. (3)

SPED 419 Exceptional Children and Youth

Comprehensive overview of all types of exceptionality. Fulfills requirements of Illinois House Bill 150. Exceptional characteristics of mentally, physically, or emotionally disabled children; the special instructional programs, practices, and facilities that help them realize their potential more fully. Requires 25 hours of clinical field experience (3)

APPENDIX A
ROOSEVELT UNIVERSITY

APPLICATION FOR PRACTICUM and INTERNSHIP
Department of Counseling and Human Services
College of Education

Name: _____ Date: _____

Address: _____

Phone: Day () _____ Evening () _____ Cell () _____

E-mail: _____

1. What is your concentration?
____ Clinical Mental Health Counseling (100 hrs/600 hrs. internship)
____ School Counseling w/teaching certificate & min 2 yrs teaching (100 hrs/400 internship)
____ School Counseling less than 2 years certified teaching (100 hrs/600 hrs. internship)

2. Are you seeking a Type 73? ____ Yes ____ No

3. Who is your pre-practicum instructor? _____

4. When do you plan to complete your practicum? _____ Internship? _____
(semester, year) (semesters, year)

5. What type of sites (i.e.: population served, settings) are you interested in?

5. If you have a preference for any specific sites, please list them below. In addition, please note if you are currently working or volunteering there. Include any other information that may be helpful such as contact person, phone number, etc.

7. Please check all the geographic areas to which you could travel for practicum. If you wish, include a ranking preference where "1" is the most preferred.

____ Chicago Loop	____ Chicago South Side
____ Chicago West Side	____ Chicago North Side
____ South Suburbs	____ West Suburbs
____ North Suburbs	____ Northwest Suburbs

8. What hours are you available for practicum? *

- _____ Days during the week
- _____ Evenings during the week
- _____ Weekends

***It is extremely difficult to place persons who state they can only work evenings and weekends. These sites are very scarce.**

9. If you are fluent in a foreign language or have any special training, please describe.

10. Please attach a resume or a brief summary of relevant past work/volunteer experiences.

11. Please attach a copy of your liability insurance.

12. Please attach a copy of your teaching certificate or social security number for verification.

13. Please provide comments or additional information.

14. If you anticipate doing your internship at your practicum site, please indicate the name of the contact person, director of training, supervisor, etc. Include a phone number and the extent of the arrangements.

FOR DEPARTMENTAL USE ONLY

Placement contact notes

Student Name: _____

Site Name: _____

Address: _____

Phone: _____

E-mail: _____

Student's Supervisor: _____

E-mail: _____

Phone: _____

Supervisor's E-mail: _____

APPENDIX B
ROOSEVELT UNIVERSITY

Written Plan for Meeting Prerequisites Prior to Internship

I understand that my program requires that I meet certain prerequisites before being permitted to participate in Practicum or Internship. I also understand that I must have a cumulative GPA of “B” or better (3.0) before being permitted to participate in Practicum or Internship. This form is designed to communicate my plan for having all prerequisites met in time for my internship experience. This form is submitted with the application for practicum.

NAME: _____ CONCENTRATION: _____

CORE PREREQUISITE COURSES (all programs must complete prior to practicum placement)	Semester Taken	Grade Received
CHS 400 (Foundations in Counseling)		
CHS 401 (Ethical, Legal, and Professional Issues in Counseling)		
CHS 413 (Counseling Theory and Practice)		
CHS 416 (Human Appraisal)		
CHS 421 (Theories and Dynamics of Group Counseling)		
CHS 426 (Pre-practicum: Techniques and Interventions)		

In addition to the core prerequisites, students in the Clinical Mental Health program must complete the following prerequisite courses:

CLINICAL MENTAL HEALTH COURSES	Semester Taken	Grade Received
CHS 419 (Psychopathology: Diagnosis and Treatment Planning) Must be taken prior to practicum placement		
CHS 427 (Practicum: Clinical Practice in Public and Private Agencies) Must be completed with a grade of P prior to beginning Internship		

In addition to the core prerequisites, students in the School Counseling program who are not certified teachers must complete the following prerequisite courses:

SCHOOL COUNSELING COURSES (for students who are not certified teachers with two years experience)	Semester Taken	Grade Received
CHS 415 (School Environment, Classroom Management and Consultation)		
CHS 417 (Career and Lifestyle Development)		
SPED 419 (Exceptional Children and Youth) Must be taken prior to practicum placement		

CHS 428 (Practicum: Clinical Practice in the Schools) Must be completed with a grade of P prior to beginning Internship		
----------------------------------------------------------------------------------------------------------------------------	--	--

In addition to the core prerequisites, students in the School Counseling program who are certified teachers with two years teaching experience must complete the following prerequisite courses:

SCHOOL COUNSELING COURSES (for certified teachers)	Semester Taken	Grade Received
CHS 417 (Career and Lifestyle Development)		
CHS 428 (Practicum: Clinical Practice in the School) Must be completed with a grade of P prior to beginning Internship		

By signing below, I understand that it is my responsibility to meet all prerequisites as detailed above. Failure to do so for any reason may result in denial of permission to participate in Practicum or Internship until all prerequisites are completed.

If special circumstances prevent the student from meeting all the prerequisite requirements before the planned start of internship, a petition of exception may be submitted to the department faculty as detailed in the Student Handbook (this must be done at least two weeks prior to the submission deadline for the Practicum/Internship application). However, doing so is not a guarantee that the student will be permitted to advance to internship.

Signed: _____ Date: _____

APPENDIX C

ROOSEVELT UNIVERSITY
STUDENT PROFESSIONAL BEHAVIORAL SUMMARY

Name: _____ Semester: _____
 Course: _____ Year: _____

Please evaluate the student on the following characteristics. Base the evaluation on observations of the student in this course. Check the appropriate rating for each characteristic as follows:

1	2	3	4	5	X
Exceptionally Weak	Below Average	Average	Above average	Exceptionally strong	Inadequate opportunity to observe

Professional Behaviors:

	1	2	3	4	5	X
1. Demonstrates the ability to conceptualize.	<input type="checkbox"/>					
2. Demonstrates clarity and force of expression in speech.	<input type="checkbox"/>					
3. Demonstrates clarity and force of expression in writing.	<input type="checkbox"/>					
4. Demonstrates self-reliance and independence in preparation for classes, exams, and research.	<input type="checkbox"/>					
5. Demonstrates mastery of clinical/applied skills taught in course.	<input type="checkbox"/>					
6. Opinions, comments, and ideas relevant to the context of class topics.	<input type="checkbox"/>					
7. Demonstrates evidence of thought in quality of comments.	<input type="checkbox"/>					
8. Expresses willingness to cooperate with class members.	<input type="checkbox"/>					
9. Accepts and supports the openness, rights and feelings of other class members.	<input type="checkbox"/>					
10. Demonstrates strength of motivation.	<input type="checkbox"/>					
11. Demonstrates promptness and dependability.	<input type="checkbox"/>					
12. Demonstrates the ability to function in stressful situations.	<input type="checkbox"/>					
13. Demonstrates the ability to manage conflict resolution appropriately.	<input type="checkbox"/>					
14. Demonstrates sensitivity to the needs of the population preparing to work with i.e. children, etc.	<input type="checkbox"/>					
15. Demonstrates sensitivity to a multicultural milieu.	<input type="checkbox"/>					
16. Demonstrates ethical conduct.	<input type="checkbox"/>					
17. Practices good physical hygiene.	<input type="checkbox"/>					
18. Demonstrates inappropriate physical and/or verbal behavior.	<input type="checkbox"/>					
If Yes, please provide examples of behaviors.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

Please state briefly the nature of any deficiencies rated 1 or 2 in Professional Behaviors. Include any recommendations for remediation.

Signature of Faculty Member: _____

Date: _____

Retention in the College of Education is determined by GPA, IL Test of Basic Skills performance and professional behaviors. The Student Professional Behavior Summary is an assessment of your professional behaviors and will not effect your academic grade. All statements have equal weight.

APPENDIX D
ROOSEVELT UNIVERSITY
College of Education
Counseling & Human Services

Student Progress Self-Report

Today's Date:

STUDENT INFORMATION	
Last Name:	First Name:
Home Phone:	Other Phone:
Year admitted to the Counseling Program: Fall	Roosevelt email address:
Faculty Advisor:	@mymail.roosevelt.edu
Program Concentration: School Counseling Clinical Mental Health Counseling	Total number of semesters as a RU enrolled student

All students are required to submit a copy of this report by August 15 to their Faculty Advisor. This report covers the entire academic year, including Fall, Spring and Summer semesters. **Any student who does not submit the *Student Progress Self Report* form by the deadline will have their Fall registration cancelled.**

The completed forms will be reviewed by your Faculty Advisor and may be seen by other members of the faculty. An oral summary of the information will be presented by your advisor in a meeting of faculty in the Roosevelt University Counseling Program.

The purpose of this review is to facilitate the faculty's on-going awareness of each student's **academic, professional, and personal development.** Progress in each of these areas will be judged by the faculty to be either satisfactory or unsatisfactory. When a student's progress is less than satisfactory, the Faculty Advisor will arrange a meeting to discuss suggestions or requirements. Students are strongly encouraged to request feedback from their Faculty Advisors and to request assistance from faculty members as appropriate in attaining career and personal development objectives.

<p>Part I – Progress in Academic Performance</p>

A. Check those statements that apply:

	I am continuing in the same program of study sequence as developed with my advisor
	I plan to change my rate of progress (full time/part time) and/or my major (School to Clinical Mental Health Counseling). <i>Both options require permission</i>
	I have received a grade of “B” or higher in the courses I took this year
	I have maintained a grade point average of 3.0 or higher
	I have received a grade of a “C” or lower in one or more of my courses List courses:
	I plan on submitting a Practicum & Internship application by the December 1 deadline.

B. Please describe what you regard as the most significant professional and/or personal learning from each course you have completed or will complete during this reporting period.

Course number, title, and final grade:

Professor:

Learning:

Course number and title:

Professor:

Learning:

(Continue format for all courses taken by copying and pasting outline).

Part II – Professional Development

Please describe (please be very descriptive) your current status in each of the following areas:

- A. **Counseling Knowledge and competency.**
- B. **Interest and participation in education and training which supplements the Roosevelt curriculum, such as conferences, workshops, institutes, volunteer or paid experiences and the like.**
- C. **Membership and involvement in professional organizations at local, state, regional, and national levels.**

Part III – Personal Development

Please briefly describe:

- A. **Any specific personal area/s related to you as a counselor upon which you have been concentrating during this period.** (Note: If you have previously been advised by the faculty, your advisor, the program chair, or the department chair, to do remedial and/or developmental work in this area be sure to report the results of that activity.)
- B. **Specific area/s or personal challenge related to you as a counselor that need continuing attention.**
- C. **Describe any way in which the faculty, individually or collectively, might be helpful to you in this effort.**
- D. **Any additional feedback you wish to give the faculty about the program or related topics.**

Please save a copy of your Progress Self-Report for your records, attach this completed form to an email and send to your advisor. Deadline August 15.

Chicago Campus A-K

dfrank@roosevelt.edu

Chicago Campus L-Z

kpeterston@roosevelt.edu

Schaumburg Campus A-K:

bdykeman@roosevelt.edu

Schaumburg Campus L-Z

rrhode@roosevelt.edu

Your Fall registration will be cancelled if you have not turned in the completed Student Progress Self-Report.