

---

Name

---

Date

---

Email

**ADMISSIONS SUPPLEMENT**

**COUNSELING AND DEVELOPMENT SECTION**

School of Education  
Purdue University Calumet Graduate School

The content of your responses and your writing skills within this Supplement are important factors in the admissions decision. Please read the items carefully and take your time so as to give as thoughtful, complete, and in-depth responses as you can.

(Note: Item #9 of this Supplement **replaces** the “300-500 word Statement of Purpose” requested on the Graduate School application.)

1. Indicate your Degree Objective:  
(If unsure, check highest preference)
  - A. \_\_\_\_ School Counseling (P-12):
  - B. \_\_\_\_ Mental Health Counseling
  - C. \_\_\_\_ Human Services Counseling

For **all** questions that follow, please **type your responses on separate sheets**. Since this is a Master's or post-Master's program the faculty will be assessing your writing skills (i.e., spelling, grammar, punctuation, word usage, proofreading) in this Supplement.

2. List your work experiences, giving dates of service and a description of your responsibilities.
  
3. Describe any volunteer work you have done which is relevant to this program, giving dates of service.

In keeping with our philosophy that counselors ought to be people who have experienced and are open to self-exploration and self-growth along with learning how to help others effectively, PUC's Counseling Program includes opportunities throughout the program for counselor self-exploration of needs, traits, feelings, values, family background, and relationships via both group and individual work with faculty and advanced counseling students. Items 5 through 9 in this Supplement are related to the self-exploration and -awareness aspects of the program.

Your responses to the following questions are very important to us for admissions purposes. Please put time and thought into your responses so as to make them thorough, meaningful, and honest. In this program we value and look for openness, depth, honesty and exploration of self, not superficial introspection or attempts to simply "look good." We will not evaluate the content of your responses since that is personal and subjective. What will be evaluated will be the depth and insightfulness of your responses and evidence of your self-awareness and commitment to expanding and developing yourself as a person as well as assisting others in their growth.

4. Which of the following most accurately describes your belief in and interest in the self-exploration component of the counselor education program described above?

- \_\_\_\_\_ I believe in it and am eager to be involved.
- \_\_\_\_\_ I believe in it and am willing to participate, but am somewhat apprehensive about it.
- \_\_\_\_\_ I believe self-exploration is important, but think it should be done separately from the Counseling Program.
- \_\_\_\_\_ I'm not sure how I feel about this component of the Program. I guess I'd say I'm reluctantly willing to participate.
- \_\_\_\_\_ I really don't feel counselor self-exploration should be given much attention in a counseling program, and I'd rather not be involved in it.

Elaborate on your response on your separate sheets.

5. Self-Assessment

(A) In the list of traits below, rate yourself in **three** ways:

1. Put a “**1**” in the **left** column below next to each word that you think describes part of the **1st impression people generally have of you**.
2. Now go back through the list and put a “**2**” in the **middle** column next to all words that describe **how people who have known you awhile would describe you**. (Note that this is not necessarily the same as you would rate yourself on these traits.)
3. Lastly, put a “**W**” in the **right** column next to all words that describe **how you want to be seen by others** in both their first and later impressions of you.

	1	2	W		1	2	W		1	2	W
1. emotional				25. closed				49. impatient			
2. perfectionist				26. happy				50. guarded			
3. defensive				27. anxious				51. confident			
4. condescending				28. shy				52. intense			
5. approachable				29. organized				53. outgoing			
6. self-centered				30. clever				54. trusting			
7. aggressive				31. open				55. stubborn			
8. over-involved				32. angry				56. trustable			
9. manipulative				33. calm				57. assertive			
10. fearful				34. busy				58. distant			
11. sensitive				35. casual				59. mixed-up			
12. sarcastic				36. gentle				60. religious			
13. considerate				37. quiet				61. spiritual			
14. intellectual				38. tactful				62. caring			
15. opinionated				39. wise				63. accepting			
16. attractive				40. sad				64. cynical			
17. sincere				41. plain				65. humorous			
18. dynamic				42. naïve				66. detached			
19. intimidating				43. bitter				67. responsible			
20. self-critical				44. honest				68. competitive			
21. talkative				45. moody				69. sacrificing			
22. parental				46. warm				70. independent			
23. aloof				47. secretive				71. optimistic			
24. superficial				48. judgmental				72. quick-tempered			

(B) Now, look over the ratings above, compare them with each other, and write about what you learned about yourself from this exercise and what that implies for ways you want to grow during the program.

6. Below is the Valuing Diversity statement of the Counseling and Development program. Please read this statement and then comment on the following:

- a. your level of commitment to the values expressed in the statement,
- b. your level of commitment to actively confront your own prejudices,
- c. your willingness to be evaluated on and given feedback about your own levels of acceptance of others,
- d. insights you have gained about your own behavior and attitudes in both the past and present as regards diversity, acceptance, judgments, prejudice, or bias.

### Valuing Diversity

“The counseling profession is bound to the values of its governing organization (the American Counseling Association) and to those of the social sciences in which it belongs. These values include the importance of creating an interpersonal environment that is safe and accepting, with emphasis on the importance of counseling students and professionals being non-discriminatory and respectful of diverse people. The expectation of the Purdue Calumet Counseling Program, then, is that students will incorporate these values by being supportive and respectful of all individuals, with particular attention to those who are different from themselves in terms of race, ethnicity, gender, language, special needs, sexual orientation, religion, socioeconomic status, and geography. This expectation is in line with the School of Education's position on diversity (please visit that website at <http://www.tommihail.net/diversity.html>).

Possessing a nondiscriminatory attitude is not only expected but is to be exceeded. The program is interested in individuals who will be actively observant and introspective of their own attitudes and behavior, and when confronted with their own prejudices will work to understand their underlying beliefs and feelings and take steps toward changing them. Enrollment in this program is therefore seen as a commitment to the values of accepting and psychologically protecting all people, and to life-long scrutiny and self-examination. A deepening of this commitment is essential. Our faculty is committed to supporting the constructive personal development of all enrolled students, but will not support behavior or expressions, which are judged to be highly intolerant and/or rigid. Prospective students should understand that their displayed levels of acceptance of others in all the areas listed above will be used to evaluate their readiness for or progress during their counseling program. We trust that students who are ready for and excited about becoming skilled, highly competent counseling professionals will eagerly join us in this commitment to respect for diversity.”

7. Describe and explain events, persons (excluding parents and other family members), situations, and readings in your life that have had a significant influence on your personal development.

8. What personal growth experiences have you had? (e.g., personal, marital, or family counseling; workshops; sensitivity groups; retreats; seminars; etc.) After each experience listed please give the approximate dates/length of that experience, indicating whether you feel positive, neutral, or negative about the experience and why. Also, please share any significant learning or growth that occurred as a result of the experiences.
  
9. **In place of** the “300-500 word Statement of Purpose” requested on the Graduate School application please write a statement addressing the following:
  - a. Why you have chosen the field of counseling for graduate study;
  - b. Your professional and career goals;
  - c. Any special circumstances pertaining to your background that you feel are important factors in the faculty’s consideration of you for admission.