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Medical Services
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Health Center ………….. 610.519.4070
# Counseling Program (CHR) Student Manual

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I. INTRODUCTION AND WELCOME

STUDENT MANUAL

This manual is intended to provide a summary of information you may find beneficial to know during your graduate school experience at Villanova University. It presents the sequence of courses required for school and clinical mental health counseling, admissions procedures, and departmental policies. Please take notice that the official rules and regulations of Villanova University, as well as degree requirements, can be found in the Villanova University Student Handbook. It is important that you read the handbook in order to gain a comprehensive understanding of the University’s policies. If there is any discrepancy between information in this manual, or any other publications, and the handbook, information in the handbook takes precedence. We suggest that you also become familiar with the Villanova University Graduate Studies Catalog for the Arts and Sciences.

WELCOME

Every member of the Counseling program at Villanova University is excited to learn more about you and to play an integral role in helping you achieve your academic and career goals. We know your experience here will provide you with ample opportunities to develop both personally and professionally. It is important to take time out of your busy schedule to engage in the myriad of opportunities our program and the University provides. Attend the CHR Speaker Series, become involved with research, be a part of the student council, and look into professional organizations, which are all great resources for you. Make the time to get involved!

Remember, this degree is much more than a checklist of requirements. The process of becoming a counselor requires an ability to engage in self-discovery. As a student, you may experience feelings of frustration, excitement, exhaustion, and illumination. The journey may be challenging, but the rewards are great. It is up to you to make the most out of your graduate school experience. The more time and energy you give to your learning, the more you will grow as an individual and enhance your counseling skills.

We welcome your interest in the counseling profession and our program and hope that this Student Manual will answer many of your questions. Please read this manual carefully and refer to it often. It provides an abundance of helpful information.

Welcome to our program. We wish you great success and fulfilled goals.
II. PHILOSOPHY AND PROGRAM OBJECTIVES

PHILOSOPHY
The professional training of counselors in the Villanova University Counseling program reflects the faculty's view of the ultimate goals of counseling in a pluralistic society: enhancing the cognitive, affective, and social/interpersonal development of individuals and groups; fostering independence in decision-making; and developing effective problem-solving strategies. The realization of these goals is achieved directly through counseling and consulting and indirectly through the coordination of ancillary services.

Villanova University's Counseling program emphasizes counselor skill development and personal growth, which are considered prerequisites to helping others. The program reflects a humanistic orientation, with an emphasis on developing counseling relationships that are open, accepting and non-judgmental, yet reality-based. We assume that clients are helped most by counselors who display candor and openness in their interpersonal relationships. Consequently, the counseling program provides experiences and training that generate such behaviors.

PROGRAM OBJECTIVES
1) Counselor trainees become familiar with qualities of an effective counselor and issues related to human development, individual and group differences, human behavior, and diversity. They learn to appraise and select counseling materials, to use appropriate evaluation procedures, to make expedient referrals, to provide consultative services, and to counsel individuals, families and groups of clients regardless of age, sex, religion, ethnic or socio-economic background, or physical ability/disability.
2) Counselor trainees gain knowledge of current literature and research related to the counseling field.
3) Students effectively apply their acquired knowledge to actual counseling situations in the clinical mental health and/or school setting.

Note: Villanova’s counseling program is not presently CACREP accredited. We are currently working toward accreditation.

STUDENT INPUT
Student input concerning curriculum and administration is actively sought. Students are encouraged to contact any Counseling Program faculty member with questions and concerns about our Program (phone: 610.519.4620). Such questions and concerns are often brought before the Counseling Committee, which is comprised of full-time Counseling faculty.

The CHR Student Council, founded in 2008, has been created to serve as a liaison between students and faculty, specifically acting as the eyes, ears, and most importantly the voice of current students in the CHR program. The primary purpose of the student council is to find ways in which the program can be strengthened and improved, as well as to share the concerns of current students. Students are encouraged to become active members in the student council.
Information about the organization will be disseminated at the orientation meeting for all new students.

The Counseling program has developed several venues for receiving feedback from students about the program. One way is through student evaluations, which are completed in each course at the end of every semester. Once the evaluations are completed, they are processed and returned to the professor after the course has ended. Professors use this information to assess their classes and teaching effectiveness. It is important to be thoughtful and honest when completing the evaluations.

There is also an Exit Survey that is distributed during the second semester of the internship experience. The survey allows students the opportunity to provide suggestions and feedback about the program, as well as highlight the successes and personal accomplishments of each student completing the survey.

OUTLINE OF THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM

The Clinical Mental Health Counseling program was designed by faculty members in the Counseling Program in accord with the licensure requirements of the State of Pennsylvania. The current coursework is based on the standards and recommendations of the following sources: the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Ethical Standards for Counselors developed by the American Counseling Association (ACA), the National Certified Counselor (NCC) examination requirements, and licensure requirements for clinical mental health counselors as outlined by the Commonwealth of Pennsylvania.

Students are prepared for the clinical mental health counseling profession through training in courses such as counseling theory, group dynamics, counseling skills, multi-cultural counseling, consultative services and community counseling orientation (See Appendix C for more information). They will also have the opportunity to select elective courses focusing on an area of specialization, such as marriage and family counseling or drug and alcohol counseling. Students are provided with the opportunity to develop their counseling skills within the community setting through the practicum and internship experiences.

OUTLINE OF THE SCHOOL COUNSELING PROGRAM

The School Counseling program was created by faculty members in the Counseling program in accord with the licensure requirements of the State of Pennsylvania. Coursework is based on the standards of the following sources: the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American School Counseling Association (ASCA) National Model for School Counseling Programs and National Standards for School Counseling programs, Ethical Standards for School Counselors developed by ASCA, licensure requirements for school counselors as outlined by the Commonwealth of Pennsylvania’s Department of Education, and the Pennsylvania Standards for School Counseling Programs.
Students are prepared for the school counseling profession through training in courses such as counseling theory, group dynamics, counseling skills, multi-cultural counseling, consultation, and school counseling orientation. Students are required to develop their counseling skills within both elementary and secondary school settings through practicum and internship experiences. These field experiences meet the K-12 certification requirement for the State of Pennsylvania. See Appendix C for more information.

III. PROGRAM OPTIONS

Students of Villanova University’s Graduate Program in Counseling come from a variety of backgrounds. Some of our students have a background in psychology, while others have been in other professions or areas of study for years. No matter the background, each of our students has a common goal of becoming involved in a profession that enhances the lives of individuals and provides counseling services for those in need.

STUDENT OPTIONS:

**Degree-seeking Students:**
Students who have been admitted into the graduate program in Counseling (Clinical Mental Health or School).
- Full-time Status: The average full-time course load is four courses per semester.
- Part-time Status: The average part-time course load is two courses per semester.

**Certification Students:**
Students who have previously received a Master's degree in Counseling and wish to earn certification in K-12 School Counseling.

These individuals may request a transcript evaluation. The request must include a description of the courses taken at the university which granted the Master's degree and a letter to the Chairperson of the Department of Education and Counseling stating the candidate's intentions. These materials must be presented at the time of the student's formal application.

**Special Student Status:**
Those desiring to engage in graduate study without working toward a graduate degree may, with permission, register as a special student. Such individuals must submit an application for admission to graduate study. No more than six credits earned with special-student status may subsequently be applied to a degree program. Even though they are not working for a degree, students must be identified with a major department, whose chairperson becomes the student's advisor.

**Post Master’s Supervision:**
The Department of Education and Counseling offers a series of post master’s courses for
students seeking supervision. Classes will run as a four-piece sequence - Fall/Spring/Fall/Spring. Classes will provide students with the opportunity to acquire the credits and supervision hours necessary for national certification and state licensure.

**Auditing**
Those who wish to audit courses and not receive academic credit are required to file an application, with the application fee, and furnish the same records as students who are applying for degree credit. The student who has been granted audit status may not be held responsible for the assignments and examinations required in the course. Although no credit or grade is received, the same tuition and fees are charged for audit as for credit courses. The regulations applicable to changes in registration status (drops and adds) also apply to audit students.

**IV. ADMISSION PROCEDURES**

**HOW TO APPLY**
Applicants for the Master of Science in Counseling Program must hold a bachelor's degree from an accredited college. Although the average applicant has a minimum GPA of 3.0, each application is considered on an individual basis. The candidate's undergraduate studies, MAT or GRE scores, professional training and experience, and recommendations are all evaluated in the review process. *Those applying for the school counseling program are not required to have had any previous course work in education.*

All necessary application materials and the *Villanova University Graduate Studies Catalog for Liberal Arts and Sciences* may be requested from the Graduate Studies Office, College of Arts and Sciences, Villanova University, 800 Lancaster Avenue, Villanova, PA 19085 or by calling 610.519.7090 (direct) or 800.338.7927 (toll free). Any questions concerning admission procedures should be directed to the Graduate Studies Secretary at 610.519.7090.

**APPLICANTS FOR ADMISSION TO GRADUATE STUDIES MUST SUBMIT:**
1) The completed online application and submit a non-refundable $50.00 application fee payable online. Alternatively applicants can make out a check or money order payable to Villanova University.

   *Note: If you attend the graduate open house, the application fee of $50.00 will be waived. The fee is also waived for students with a Villanova degree.*

2) All previous undergraduate and graduate transcripts should be submitted electronically.
Three letters of recommendation, preferably from undergraduate faculty, should be submitted electronically. For those who have been out of school for a number of years, professional letters are acceptable.

The completed "Statement of Goals" form should be submitted electronically. This form is included in Appendix B of the student manual.

Official copies of scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) need to be forwarded to the Department of Education and Counseling.

- Arrangements may be made to take the MAT by calling the Villanova University Counseling Center at 610.519.6188.
- Registration booklets for the GRE are available in Career Services at Villanova University, Corr Hall 104, 800 Lancaster Avenue, Villanova, PA 19085 or call 610.519.4060.

Application Deadline:
Students are admitted only for the Fall Semester. Applications are due by February 1st each year.

*International students must take the TOEFL examination and submit all credentials by February 1st.

**COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section 504 of the Rehabilitation Act of 1973, as amended, provides that "no otherwise qualified handicapped individual...shall, solely by reason of his [her] handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...from the Department of HHS." Villanova University will attempt to make reasonable adjustments and accommodations for disabled students in order to allow them to fulfill their academic requirements. If a student has a disability (as defined by the 1973 Rehabilitation Act or the Americans with Disabilities Act of 1990), it is the student's responsibility to inform the instructor of each course within the first 3 weeks of the semester of any condition that will require modifications to avoid discrimination. Upon acceptance into Graduate Studies, students will receive a letter notifying them of the provisions that Villanova University makes for those with disabilities.
V. FINANCIAL AID

GRADUATE ASSISTANTSHIPS
The Department of Education and Counseling offers a limited number of graduate assistantships for full-time students. These are awarded by the Dean of the Graduate School in consultation with the department chairperson and the graduate assistant coordinator. The full-time assistantship is awarded on a competitive basis and currently provides a stipend, payable in nine installments, and a waiver of all tuition and fees for a minimum of 9 and a maximum of 12 credits per semester. In return, the graduate assistant is required to work in the Department 20 hours each week and, with the exception of a Resident Assistantship, may not take additional employment on campus or elsewhere. The assistantship position grants the full-time graduate assistant up to 48 credits within the counseling program. The remaining credits required in order to complete the counseling degree is the responsibility of the student.

Graduate assistants in good standing may enroll for summer study with a waiver of tuition, but no summer stipends are provided. The waiver of tuition for two summer courses (six credits) requires 70 hours of service for six credits over the course of the summer. The waiver of tuition for one summer course requires 35 hours of service over the course of the summer.

For more information on other assistantships on campus please contact the Graduate Studies Office at 610.519.7090.

The deadline for Graduate Assistant applications is February 1st. Please note that all graduate assistant applicants must be received by the February 1st deadline or they will not be considered for an assistantship.

LAB TECHNICIANS
The Department of Education and Counseling offers a limited number of student positions as Lab Technicians, also known as part-time graduate assistants. These are awarded by the Dean of Graduate Studies in consultation with the department chairperson and the graduate assistant coordinator on a competitive basis and provide tuition remission for six hours of credit each term, which grants a lab technician a total of 24 credits during their time in the counseling program. The student is required to work in the Department 7 hours each week and may request an extension of this position for the second year.

Though not guaranteed, lab technicians are often offered a full-time graduate assistantship position for their second year, and are granted a total of 24 credits for the second year. Lab technicians who transition to graduate assistantships for the second year will have been granted a total of 36 credits during their time in the counseling program. The cost for the remaining 24 credits necessary to complete the counseling degree will be the responsibility of the student.

The deadline for Lab Technician applications is February 1st. Please note that all graduate assistant applications must be received by the February 1st deadline or they will not be considered for an assistantship.
Applications for Graduate Assistantships and Lab Technicians may be obtained from the Department of Education and Counseling in 302 St. Augustine Center for the Liberal Arts or from the Graduate Studies Office in 201 Vasey Hall. The application form is also available on the Counseling Program website. See Application Form for Graduate Assistants and Lab Technicians, Appendix I.

**RESIDENT ASSISTANTSHIPS**
A limited number of resident assistantships are available and provide free room and board in return for duty in undergraduate residence halls. Applications may be obtained from the Director of Residence Life on the second floor of Kennedy Hall; Phone: 610.519.4154 or Fax: 610.519.7599.

**COLLEGE WORK STUDY PROGRAM**
Students who qualify for financial assistance through the Financial Aid Office may secure College Work Study positions in agencies cooperating with the Pennsylvania Higher Education Assistance Agency and Villanova University. Only full-time graduate students are eligible for college work study. All inquiries should be addressed to the Villanova University Financial Aid Office on the second floor of Kennedy Hall at 610.519.4010.

**TUITION-REDUCTION FOR TEACHERS AND ADMINISTRATORS**
Any teacher or administrator in a Catholic primary or secondary school is able to receive a 40% reduction off the regular graduate tuition rate in any Arts and Sciences program.

Also, any teacher or administrator in a public or private (but non-Catholic) primary or secondary school is able to receive a 20% reduction off the regular graduate tuition rate in any Arts and Sciences program.

**LOANS**
Low interest, long term, delayed payment loans are also available. National Direct Student Loan (NDSL) applications are made through the Villanova University Financial Aid office. State Guaranteed Loan applications are made directly to the lending institution. After the loan application has been completed, it must be sent to the Financial Aid Office with a stamped self-addressed envelope. The Financial Aid Office determines loan eligibility. All graduate students must present proof of registration from the Business Office.

A student must be matriculated in order to be eligible for loan consideration.

All financial assistance information may be obtained through the Financial Aid Office on the second floor of Kennedy Hall; Phone: 610.519.4010.
VI. ADVISING

ORIENTATION FOR NEW STUDENTS
An orientation is held for all new students to the Counseling Program during the fall semester. At this meeting students will be provided with an overview of the program, meet many full-time faculty members, and have an opportunity to talk with other students. This orientation enables new students to meet with others in the program and begin to establish their own integral role in the Counseling program. Additionally, critical program details will be distributed and discussed at this time. Attendance at this orientation is mandatory and all students admitted over the last year are expected to attend. For more information, contact Fr. Robert Murray, CHR Coordinator, at 610.519.6991.

THE ADVISING PROCESS
Upon admission, each student is assigned an advisor from the full-time Counseling faculty. Students select courses in consultation with their advisors during advanced registration or walk-in registration. Only advisors can provide students with their individual Personal Identification Numbers (PIN), which are required for registration. In addition to assisting students with academic issues, the faculty is available to guide and assist students facing any number of issues that may affect their studies. As students near completion of the program, an advisor may be extremely helpful in career decision-making. The faculty is an excellent resource for information regarding opportunities in the field and advanced graduate study.

STUDENT MENTOR PROGRAM
In the Fall of 2009, Villanova implemented a student mentor program. This program is designed to familiarize first year students with the program by coupling them with a second year student who can offer guidance and support. Mentors may provide assistance by answering questions, providing helpful information about the program, and helping students access various resources. To be paired with a mentor, please request an application form by contacting Grace Kinda at gkinda01@villanova.edu. Application forms will also be disseminated at the first year orientation meeting.

VII. REGISTRATION

OVERVIEW
When granted admission to the Counseling program, students are assigned a faculty advisor. It is the responsibility of each student to register for their first semester courses through the online myNOVA portal with the help of their advisor during early registration or walk-in registration. Walk-in, or open registration, is conducted several days prior to the beginning of classes. Students who postpone registering until walk-in registration often find many of the courses are closed due to their popularity.
After completing their first semester, students are required to register for their courses online. To do this, students need to confer with their advisor in order to discuss courses and receive their PIN number (a 6-digit number necessary to complete registration online. This code changes every semester). See Steps for Online Registration, Appendix J.

Villanova University’s Counseling Program is highly successful and well-respected across the nation. We are committed to providing students with personal classroom learning experiences. Class sizes are intentionally kept small so that students will receive individual attention. Therefore, it is likely that throughout a student’s program, he/she may have to adjust his/her schedule in order to enroll in the classes he/she needs. It is important to note that some courses are offered only in the Fall or Spring semester. Every effort is made to accommodate students; however, in order to keep classes small, it is important that students be flexible within registering for classes and navigating through their desired timelines for completing certain courses that may not be offered every semester.

Normally, a schedule containing six credits is considered a full course load for part-time graduate students. Nine to twelve credits is a full course load for full-time graduate students. Permission from the Department Chairperson is necessary to carry more than twelve credits.

**EARLY REGISTRATION PROCEDURES**
The following steps are required for early registration:

- Call the Department at 610.519.4620 to schedule an appointment with the advisor assigned to you. For Fall semester's early registration, call during the first or second week in March.

- Obtain a list of course offerings for the Fall semester from the Education and Counseling Office. Review program requirements as outlined on the appropriate Sequential Planning Chart and tentatively select desired courses. (See Appendix C)

- Meet with assigned faculty advisor to select courses. An advisor's signature is required on all registration forms, including drop and add forms. Fifteen-minute advisor appointments are scheduled as follows: For the Fall semester, early registration takes place during the third week of March through the end of April. Since registration is completed on a “first-come, first-enrolled” basis, students with early appointments have greater assurance of registering for their most desired courses.

- Since the faculty members typically teach in the evening, advising during the 4-week long early registration period takes place during the day. After a student meets with his or her advisor, the student then proceeds to register online. We regret that at this time there are no provisions for registering by mail, telephone or FAX.

- Bills for tuition are e-mailed to students at least one month prior to the beginning of each semester.
OPEN REGISTRATION PROCEDURES
For those who are unable to complete early registration, the following information is provided concerning open or walk-in registration.

- Call the Department secretary at 610.519.4620 to confirm exact dates and hours for walk-in registration. Registration for the Fall semester is usually held during the last week in August.

- At the time of registration, obtain a list of course offerings for the specific semester from the Department Office. Review program requirements (see Sequential Planning Charts, Appendix D) and the receptionist's list of closed courses. Tentatively select desired courses.

- Meet with a faculty advisor to finalize the selection. The signature of a faculty member is required on all Registration Forms.

- Submit a completed and signed Registration Form to a departmental secretary before 5:00 p.m., when the department office closes.

- Make arrangements to pay tuition the same day you register (check, credit card, deferred payment) with the Bursar's Office which has a booth set up in the Connelly Center during walk-in registration. The Bursar's Office is located on the first floor of Kennedy Hall, 610.519.4258. Hours: Monday-Friday 8:30 a.m. to 5:00 p.m.

CHANGES IN REGISTRATION
All changes in registration status must be approved by the student's advisor and requested by the student prior to the beginning of the third week of the semester or during the first week of the Summer session. Withdrawal from courses within the dates designated below entitles the student to a specified refund. Regulations concerning refunds for the summer sessions may be found in the Summer Sessions Bulletin.

TO BE ELIGIBLE FOR A 100% REFUND, STUDENTS MUST WITHDRAW BEFORE THE FIRST DAY OF CLASSES

<table>
<thead>
<tr>
<th>Segment of Semester</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to first week</td>
<td>80%</td>
</tr>
<tr>
<td>Up to second week</td>
<td>60%</td>
</tr>
<tr>
<td>Up to third week</td>
<td>40%</td>
</tr>
<tr>
<td>Up to fourth week</td>
<td>20%</td>
</tr>
<tr>
<td>Beyond fourth week</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

Changes in registration status should not be confused with complete withdrawal from the Counseling program. Request for complete withdrawal from Villanova University must be made by letter to the Dean of Graduate Studies. If students have completely withdrawn from a program, they may not resume their studies unless they have been formally readmitted. Students who withdraw without approval will receive an "F" grade in all currently registered courses.
ENROLLMENT POLICY
Villanova University reserves the right to cancel any course wherein twelve or fewer students are enrolled during the fall and spring semesters. During summer courses, the University reserves the right to cancel any course wherein fewer than seven students are enrolled.

VIII. PROGRAM REQUIREMENTS

Students are expected to complete the core program and comprehensive examination, as well as demonstrate proficiency in counseling skills during a one-semester Practicum and a two-semester Internship. Students opting to complete a Master's Thesis must also have completed and defended it prior to graduation. A twelve (12) credit post-Master’s option, that offers specialization, is available for students seeking the additional credits and supervision required for licensure.

In response to the Pennsylvania Department of Education’s additional special education requirements for School Counselors, a total of fifty-four (54) credits will be required for the degree in the School Counseling Orientation. A total of sixty (60) credits are required for the degree for students in the Clinical Mental Health concentration.

REQUIRED COURSES:

1. SCHOOL COUNSELING

   Level I

   CHR 8605 Laboratory in Counseling Skills
   CHR 8655 Laboratory in Group Dynamics
   CHR 8687 Counseling Theory and Practice
   CHR 8680 School Counseling Orientation
   CHR 8883 Ethics and Professional Orientation in Counseling

   Level II

   CHR 8683 Consultation Processes
   CHR 8855 Assessment and Appraisal
   CHR 8600 Special Education for Counselors and Teachers
   CHR 8854 Therapeutic Strategies
   CHR 8857 Adolescent Counseling Interventions
   CHR 8884 Human Growth and Development
   CHR 8860 Laboratory in Counseling Diverse Populations
   CHR 8685 Lifestyle and Career Development
Level II Cont’d
CHR 8604 Research and Evaluation
CHR 8675 Development of ELL Students
CHR 8677 Practicum in School Counseling

Level III
CHR 8692 Internship I in School Counseling
CHR 8694 Internship II in School Counseling

2. CLINICAL MENTAL HEALTH COUNSELING

Level I
CHR 8605 Laboratory in Counseling Skills
CHR 8655 Laboratory in Group Dynamics
CHR 8687 Counseling Theory and Practice
CHR 8688 Clinical Mental Health Counseling Orientation
CHR 8883 Ethics and Professional Orientation in Counseling

Level II
CHR 8880 Psychopathology
CHR 8840 Community Resources and Crisis Intervention
CHR 8855 Assessment and Appraisal
CHR 8685 Lifestyle & Career Development
CHR 8884 Human Growth and Development
CHR 8860 Laboratory in Counseling Diverse Populations
CHR 8604 Research and Evaluation
CHR 8682 Practicum in Clinical Mental Health Counseling
CHR 8844 Family Systems Theory
CHR 8873 Substance Abuse Counseling
CHR 8874 Prevention Theory & Practice

Choose either: 2 electives (3 credits each) or 1 elective and 3 workshops (1 credit each)

CHR 8686 Group Counseling-Theory and Practice
CHR 8683 Consultation Processes
CHR 8845 Family Interventions
CHR 8661 Preventative Methods in Couples Therapy
CHR 8862 Couples Counseling
CHR 8876 Adolescent Substance Abuse
Level III

CHR 8850 Internship I in Clinical Mental Health Counseling
CHR 8851 Internship II in Clinical Mental Health Counseling

SEQUENTIAL PLANNING CHARTS
A student's planning chart serves as a guide in course selection and a record of the student's progress through the chosen program. With advisor approval, a student may take a required course out of the suggested sequence. Copies of the Sequential Planning Charts for each of the counseling programs (Clinical Mental Health, and School Counseling) are available in the Department of Education and Counseling and are listed in Appendix D of this student manual.

PREREQUISITES
Courses are arranged in a three-level sequence. Levels are so arranged because many courses are prerequisites to more advanced courses. In as much as the Internship demands considerable practical experience, students are strongly urged to complete Level I & II course work before beginning the Internship, which is Level III. Research and Evaluation (CHR 8604) and Human Growth and Development (CHR 8884) may be taken at any time during the program.

Students may take up to six years to complete the program; a student's program begins at the time the first course, transfer or otherwise, is taken. Students must take CHR 8605 Laboratory in Counseling Skills, CHR 8883 Ethics and Professional Orientation in Counseling, CHR 8687 Counseling Theory and Practice, and CHR 8688 Clinical Mental Health Counseling Orientation or CHR 8680 School Counseling Orientation within the first 12 hours of graduate work and are prerequisites to Practicum Experience.

In planning a course of study, it is important for students to be aware that several courses may be offered only once per academic year. The Sequential Planning Chart (Appendix C) and Planning Guide for the Full-Time Program (Appendix D) are to be used as a guide for planning when to take courses throughout the program. Students wishing to take a specific course should consult their advisor and plan accordingly. It is also important to note:

- Only a limited number of courses are offered during summer sessions.
- CHR 8655 Laboratory in Group Dynamics, CHR 8605 Laboratory in Counseling Skills, CHR 8687 Counseling Theory and Practice, CHR 8680 School Counseling Orientation, and CHR 8688 Clinical/Mental Health Counseling Orientation are prerequisites for the following courses:

  CHR 8684, 8681, 8682 Practicum in Counseling
  CHR 8686 Group Theory and Practice
  CHR 8845 Family Interventions
  CHR 8840 Community Resources and Crisis Intervention
  CHR 8873 Substance Abuse Counseling
  CHR 8854 Therapeutic Strategies for Working with Children
CHR 8857 Adolescent Counseling Strategies  
CHR 8864 Brief Strategic Therapy  
CHR 8695 Practicum in Facilitating and Co-facilitating Groups*

* Admission by permission of professor  
  - Group Theory and Practice (CHR 8686) is a prerequisite for Practicum in Facilitating and Co-facilitating Groups (CHR 8695)

WORKSHOPS
Workshops are one credit elective courses graded on a pass/fail basis. Workshops require ten hours of classroom work and are usually scheduled on a Friday evening and the following Saturday morning and afternoon. Although students are welcome to participate in any number of workshops, they may take no more than three for credit toward the Master's degree.

TRANSFER OF CREDIT
A student who has had previous graduate work on a matriculated basis and wishes to transfer credit may request a transcript evaluation. The request must include a letter to the Chairperson of the Department of Education and Counseling stating the desire to transfer credits and a photocopy of the catalog course description from the college or university attended. **Requests for transfer credits must be made during the application process.**

No more than six credits from another program, in which the candidate was matriculated, will be accepted towards a Villanova University graduate degree. If a student wishes to transfer in courses that are similar to CHR 8605 (Laboratory in Counseling Skills), CHR 8655 (Laboratory in Group Dynamics), or CHR 8687 (Counseling Theory and Practice), the credits, if accepted in transfer, will be counted as electives only. **These three courses must be taken at Villanova University.**

Only students who qualify for, and are granted, matriculated status at the time of their admission may be approved for transfer of credits. **Requests for this approval must be made at the time of application for admission.**

IX. PRACTICUM

Students are required to complete a 100 hour practicum. The practicum is a 100 hour (3 credit) supervised experience, which provides students with the opportunity to practice and enhance their counseling and consulting skills that they have acquired in previous courses.

The Clinical Mental Health Counseling Practicum is designed to introduce students to the role and function of a professional clinical mental health counselor and provide them with experience in a mental health treatment setting. The School Counseling Practicum is designed to introduce students to the role and function of a professional school counselor and assist them in becoming familiar with the school as a work setting. Additional information about registration for
practicum and placement procedures will be provided during the orientation meeting, which takes place during students’ first semester.

Throughout the practicum experience, students gain familiarity with the counseling process and begin to conceptualize cases. The following prerequisite courses must be completed prior to the beginning of the practicum experience: CHR 8605 Laboratory in Counseling Skills, CHR 8687 Counseling Theory and Practice, CHR 8688 Clinical Mental Health Orientation OR CHR 8680 School Counseling Orientation, and CHR 8883 Ethics and Professional Orientation in Counseling. Please note that CHR 8655 Laboratory in Group Dynamics may be taken concurrently with the practicum. Practicum will only be offered during Spring semester, and students should plan their coursework accordingly.

Practicum in School or Clinical Mental Health Counseling meets weekly and provides an environment designed to support students through the practicum experience and expose students to various professional issues. Students are evaluated by their practicum professor and their site supervisor on their ability to interact appropriately with staff, patients, and peers, their receptiveness to supervision, and their knowledge and skills as beginning level counselors.

X. INTERNSHIP

Internship I and II are experiential courses that combine supervised counseling experience in an approved agency or school with an intensive review of this experience in seminars on campus. Students are required to participate in the six-credit hour, two-semester Internship sequence in a setting appropriate to their concentration in the Counseling program. Clinical Mental Health Counseling students must work in an approved agency under the supervision of a licensed counselor. School Counseling students must work in an approved school under the supervision of a certified school counselor. Other counseling students are similarly required to work in an approved agency which corresponds to their area of professional interest. Students must log a minimum of 600 clock hours in their field experience during their two-semester Internship. The exact schedule is to be developed by the sponsoring agency and the counselor trainee with the approval of their professor.

The purpose of the Internship is to provide the counselor trainee with the opportunity to work directly with clients both individually and in small groups. Hopefully, students will integrate their theoretical knowledge with the realities of the internship site. It is important that counselor trainees have a broad range of experiences, including some of the less desirable clerical tasks, which are invariably associated with counseling.
To qualify for Internship I, students must have completed Level I and Level II (with faculty approval, a student may take a Level II course concurrently with Internship) and submit an Application for Internship (see Appendix A for a sample application). Those applying for Fall semester Internship must file an application by February 1; those applying for Spring semester Internship must file an application by October 1. **The application for internship does not replace registration;** it simply alerts the faculty of a student's intentions. Students must still register for both Internships I & II, as they do with all other courses.

Internship I and Internship II are each three-credit courses which are typically completed in the same agency during consecutive semesters. Students need to **apply** for Internship I only; it is assumed they will continue with Internship II the following semester. Students must register for both Internship I and Internship II.

A Spring and Summer semester Internship I and II experience is usually offered for Clinical Mental Health Counseling students. Internship I and II are uniquely intensive courses; students are advised to plan accordingly, avoiding additional demanding course work. Students may, but usually do not, receive pay for Internship.

**FACULTY ASSISTANCE**

Although the major responsibility for internship placement rests with the student, faculty members willingly assist students by writing letters and making telephone calls so as to facilitate a placement in the student's best interest. In the Spring semester, students in the Clinical Mental Health Counseling program should contact the professor in whose section he/she is enrolled to discuss possible sites. A directory of possible Practicum and Internship placement sites is available for Clinical Mental Health and School Counseling students and may be obtained from the Department of Education and Counseling office in 302, St. Augustine Center (SAC).

For specific questions and guidance, please contact our Field Placement Coordinator, Jennifer Carangi at 610.519.8038.

**PROFESSIONAL LIABILITY INSURANCE**

The Counseling Committee requires all internship students to carry and to provide proof of coverage of professional liability insurance for the period during which they are enrolled in internship. **Students may not begin working at a field site without having met this requirement.** For internships which span the Fall and Spring semesters, coverage should commence August 1st and extend over 12 months. For Internships which commence in the Spring, coverage should commence December 1st and extend over seven months. The maximum amount of liability/malpractice insurance is recommended.

Although there may be other sources of insurance which students are welcome to explore, we recommend insurance through the American Counseling Association (ACA), 5999 Stevenson Avenue, Alexandria, VA 22304, 1-800-545-2223 or 703-823-9800.

**CHILD PROTECTIVE SERVICES LAW**

The following information pertains to counselor trainees who desire an internship in
Pennsylvania's public schools. Pennsylvania Act 34, the Child Protective Services Law, requires all employees of Pennsylvania's public schools to submit to a PA state criminal record check, child abuse history clearance, and FBI criminal history report. The purpose of Act 34 is to protect students from adults with criminal records of abuse to children. A teacher, counselor, administrator or staff member with a record of abuse cannot continue/find employment in Pennsylvania's public elementary and secondary schools.

Applicants to Pennsylvania's public schools and, in many cases, internship students and student teachers, are asked to provide proof that they have been investigated and received clearance. To furnish this documentation, Pennsylvania residents must:

- Go to any Pennsylvania State Police barracks and request the forms required by Act 34. School personnel offices will often have the forms.
- Complete the form and mail it to the following address with the required $10.00 fee:
  - Pennsylvania Department of Education, Division of Student and School Services, Bureau of Community and Student Services, 333 Market Street, Harrisburg, Pennsylvania 17126-0333. Phone: 717.783.3750
- Clearance documentation will be sent by mail within two to six weeks.

Non-residents must:
- Go to any Pennsylvania State Police barracks and request the forms required by Act 34.
- Be finger printed (the FBI uses these prints to complete the investigation; Pennsylvania State Police do not have jurisdiction outside of the state.)
- Complete the form and mail it to the following address with the required $10.00 fee:
  - Pennsylvania Department of Education, Division of Student and School Services, Bureau of Community and Student Services, 333 Market Street, Harrisburg, Pennsylvania 17126-0333. Phone: 717.783.3750
  *Clearance documentation will be sent by mail within six to ten weeks.
XI. EVALUATION OF STUDENT PERFORMANCE

Grades are recorded at the end of each semester or summer session. Students receive an official report by mail. Any inaccuracy must be reported by mail to the Registrar immediately. The following reflects the numerical GPA equivalents of letter grades, as approved by the Dean of Graduate Studies on August 21, 1995:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<td>B</td>
<td>3.00</td>
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<td>B-</td>
<td>2.67</td>
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<td>C</td>
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<td>2.33</td>
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<tr>
<td>N</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt;2.00</td>
</tr>
<tr>
<td>WX</td>
<td></td>
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</tbody>
</table>

Approved Withdrawal
Incomplete
Audit

Students receiving a grade of "F" must retake the course and achieve a "C" or better. After the dates stipulated in the Academic Calendar in the Villanova University Graduate Studies Catalog for the Arts and Sciences, only substantive non-academic reasons will be considered sufficient to receive an Approved Withdrawal (WX). No WX grades will be granted for purely academic reasons after these dates. The same principle applies to requests for changes from grade to Audit (AU) status.

An Incomplete (N) grade indicates that the instructor is not prepared to give a definite grade for the course in light of the student's incompletion of all the assigned work. The grade automatically becomes an “F” if the work is not completed and submitted to the instructor within one month's time after the end of the term. Without the approval of the professor, the department head, and the Dean of Graduate Studies, no change of grades can be effective. Grades are part of the student's permanent record. No changes other than N grades can be made, unless due to faculty error. The Academic Appeal Policy is contained in Section XII.

In graduate study, the student is expected to do more than pass the required courses. In addition, students must maintain a grade-point average of at least 3.00 and cannot be approved for the comprehensive examination or graduation unless this average has been maintained. Please refer to the Villanova University Graduate Studies Catalog for Liberal Arts and Sciences for an explanation of how the grade-point average is derived and computed.
XII. ACADEMIC APPEAL POLICY

I. Grade Complaints

A. Student complaints concerning a grade should be directed to the Chairperson of the faculty member involved. The Chairperson shall urge a student who brings a complaint about a grade in the first instance to try to resolve the matter with the course instructor. That failing, the Chairperson should attempt to resolve the issue between the student and the instructor. The Chairperson may consult with others in connection with his or her review of the complaint.

If the complaint is against the Chairperson, it should be directed to the Dean of the College and these procedures shall be modified such that the Dean of the College shall undertake the responsibilities of the Chairperson under these Guidelines and the Vice President for Academic Affairs (or his or her designate) shall undertake the responsibilities of the Dean under these guidelines.

B. In the event that the complaint cannot be amicably resolved in the Chairperson's judgment, the Chairperson may make a determination regarding the complaint as the Chairperson deems warranted. The Chairperson shall ordinarily communicate his or her disposition of the complaint to the student initiating the complaint and the faculty member.

C. In a particularly difficult case, the Chairperson may elect to refer the matter to the departmental committee for fact finding and recommendations. Villanova University does not permit legal counsel to participate in hearings or interviews of the committee on behalf of the student or faculty member. The Committee shall consider the Chairperson's referral of the matter and send its recommendation in writing to the Chairperson. The Chairperson shall be guided in his or her determination by widely accepted professional norms of academic freedom which normally make the instructor the locus of authority in determining grades. The Chairperson shall communicate his or her determination of the complaint to the Dean of the College, the faculty member involved and the complainant.

II. Appeals Process

A. In the extraordinary case when a student or faculty member is unwilling to accept the decision of the Chairperson with respect to a grade complaint or the departmental complaint committee with respect to a faculty performance complaint, she or he may appeal the decision in writing to the Dean of the College within seven days of that decision, but only on the following basis:

1. Material procedural defect in the Committee, or
2. Material procedural defect in the Chairperson's handling of the matter, or
3. New material evidence not reasonably available at the time of the committee or Chairperson's review of the matter.

B. All written deliberations concerning the complaint shall be forwarded to the Dean to aid in the decision. In the course of his or her review of the appeal, the Dean may, but shall not be required to, consult with others, interview the complainant, faculty member, Chairperson, committee members or others. The decision of the Dean shall be final.
XIII. PROFESSIONAL PERFORMANCE REVIEW POLICY

I. Rationale

A. In addition to meeting the academic standards set forth in the Counseling program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of, and at all times, adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA) as well as the additional standards set forth for counseling practice in specific settings (e.g., the American School Counseling Association, ASCA; Association for Specialists in Group Work, ASGW, etc.). The general and specific ACA standards for ethical practice are listed on the ACA website at www.counseling.org and are also infused across the course curriculum. At the outset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

B. The counseling faculty expects counseling professionals trained at Villanova University to be concerned and responsive to others, to engage in ethical and professional behaviors according to the program’s standards (as defined in this document), and to be capable of sustaining professional relationships. As students in the Villanova counseling program, they are expected to be able to willingly receive feedback from peers and faculty regarding their professional skills and to demonstrate change in response to that feedback. As well, they must be able to provide constructive feedback to other counseling students regarding counseling skills and professional or ethical behaviors. Finally, we expect students to commit to continued professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

C. For all the reasons cited above, the faculty will regularly monitor not only students’ academic progress but also selected behaviors that will affect their professional performance as counselors. The purpose of this monitoring process is to ensure that all graduates of the Villanova Counseling Program demonstrate behaviors that reflect professionalism and effective helping practices. Following are a set of expected behaviors that will be used as a guideline in monitoring student progress, based upon nationally accredited programs and academic literature regarding the Counseling profession.

II. Professional Performance Standards

A. Following are ten professional performance standards expected of counseling students while in the Villanova counseling program. These standards have been drawn from the national literature as well as from standards set forth by other nationally accredited counseling programs. They are listed here and defined in detail

1. Openness to new ideas
2. Flexibility
3. Cooperation with others
4. Willingness to accept and demonstrate change from feedback
5. Awareness of own impact on others
6. Ability to manage conflict
7. Ability to accept personal responsibility
8. Ability to communicate effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Multicultural knowledge, skills, and awareness

### III. The Professional Performance Review Process:

A. Each Professional Performance Standard is rated on a scale of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Performance Standards Evaluation (See Appendix K).

B. Students receiving a rating below 3 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

**Step 1.** The student and the issuing professor will meet to discuss the Professional Performance concern(s). The student will be presented with a Semester Review Report (Appendix K), on which will be listed the deficient rating(s), the issuing professor's explanation for the ratings, and descriptions of remedial actions that will be required. Specific within that plan will be  
1. the point person for whom the student will regularly meet, during the remediation process, and
2. the time frame for meeting with that point person. Next, a specific plan and schedule for implementing the needed remedial actions will be determined.

   **a.** The issuing professor will develop a final draft of the Semester Review Report and provide a copy to the student for review and signature, ideally no later than a week to two weeks from this meeting. Signatures of both the issuing professor and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Students will return the signed report to the Professor within five working days. Both the student and issuing professor will retain copies of the signed Semester Review Report, and a copy shall be forwarded by the issuing professor to the student's academic advisor.

   **b.** Following establishment of a remediation plan, the student will meet with the assigned point person, as identified in that plan, to address any student
questions or concerns, as well as to monitor student progress. Frequency of meetings will also be specified within that written plan.

**Step 2.** If a student receives more than one Semester Review Report during his/her Program of Study or fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with the issuing professor(s) and his or her academic advisor in accordance with the procedure described in #1 above. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing professor and academic advisor will consult the Counselor Education faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. As in #1 above, copies of any additional or revised Semester Review Reports will be retained by the student, the issuing faculty, and the academic advisor. Students will also be required to sign this document, to verify that they have read, and understand, the recommendations.

**Step 3.** Students who demonstrate changed behaviors as identified in the remediation plan will be allowed to continue in the program as usual. Those who are unable to demonstrate change according to feedback regarding the remediation plan may be recommended to withdraw from the program. In this instance, students will be allowed the opportunity to make a formal statement, in writing or orally, regarding their desire to remain in the program, which will be reviewed and considered by full-time faculty members. Students will have a week to two weeks’ time, following the recommendation to withdraw from the program, to prepare and establish a meeting time in which to present the formal statement.

IV. **Exceptions to this process**

A. Faculty will initiate the Professional Performance Review at any time for students who engage in illegal or unethical activities, or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and depending upon the level of perceived threat, faculty members may recommend discontinuation in the Program without opportunity for student remediation. Faculty recommendations for denial of a student's continuance in the Counseling Program will be forwarded to (and will be the ultimate decision of) the Graduate Dean of the College of Arts & Sciences.

V. **CACREP Standards and the Professional Performance Review Policy**

A. The Professional Performance Review Policy applied by the Counseling Program at Villanova University is adapted from the theoretical and empirical counseling literature as cited below. Much of this model is based on policies noted as exemplary by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) team and predicated upon other models currently in use in counseling programs across the nation.
B. The Policy should be reviewed multiple times with students in various settings. Suggestions may include:

- New student orientation: whereby students could be presented the model in an effort to explain general performance goals and expectations.
- During course delivery: regular mention of this as a guide for expectations in course and student professional behaviors/skills. This is especially important for use by practicum and internship supervisors.
- During academic advising: to be presented over several meetings as a reminder of performance goals and expectations.
- Clinical supervision: this is a place where students can again be presented with the policy and even asked to sign it as a contract for supervision.

C. Detailed documentation of each step in remediation will be provided:

- Students who require some form of remediation will receive formal documentation noting each step of the remediation procedure.
- Such documentation includes faculty members’ initial determination and definition of the problem and specific requirements for remedial action.
- Advisor will present such documentation to student in verbal and written form.
- Students will be provided an opportunity to appeal the faculty's decision through written or verbal feedback and within a time frame of one to two weeks following that decision.

D. Corrective direction and recommendations will be provided, to demonstrate a student’s reasonable opportunity to correct deficiencies:

- Faculty will provide a student specific ways to correct identified performance deficiencies.
- An appointed faculty member (as identified in the written plan) will provide regular formative feedback with regard to identified problems and progress: feedback meeting dates will be indicated in the written plan.
- **Remediation outcome**: students who do not demonstrate improvement according to the stated specific goals of the remediation plan may be required to leave the program.

E. Remediation may include:

- Intensified Supervision: additional clinical tapes for supervision and review; extra supervision sessions; repeating course work; and/or reassignment to another supervisor; written plan or contract detailing specific behaviors to be addressed or assignments to be completed to allow matriculation.
- Behavioral development: remediation may include requirements that facilitate change in students’ professional behaviors, such as (a) leave of absence, (b) personal counseling, and (c) counseling regarding their status within the program or encouragement to withdraw from the program.


**XIV. SELECTIVE RETENTION POLICY**

I. Purpose

The purpose of the Selective Retention Policy (SRP) is to ensure the following:

- The preparation and endorsement for entry into the profession of only those counselor trainees who possess the cognitive, affective and behavioral skills to serve the best interests of the public.
- Implementation and maintenance of high academic standards in compliance with guidelines of Graduate Studies and the office of the Vice President for Academic Affairs.
- Implementation and maintenance of high academic and professional standards as determined by curriculum-related decisions made by the Counseling Committee (CHR).
- Provide feedback for students whose standing in the program is at risk.

II. Overview

The success of the SRP is dependent upon a close and continuing professional relationship between the student and his/her advisor, professors, and part-time faculty of the Department of Education and Counseling. Providing concrete and meaningful feedback to students throughout their program is essential. The feedback process begins at the time the student applies and continues until the student completes the program. The process is particularly important in laboratory courses such as Laboratory in Counseling Skills, Laboratory in Group Dynamics, and Counseling Theory and Practice.

III. Goals

The goal of both the Admissions Policy and SRP is to select and retain only those students who demonstrate the cognitive, behavioral, and affective traits which are essential to the effective, fully-functioning counselor.

IV. The Process

A. The SRP requires that the CHR Committee devote a minimum of one meeting during the Fall and Spring semesters to a confidential discussion of students who, in the judgment of any professor (full or part-time) or advisor, present a special concern insofar as suitability to the counseling profession.
B. A meeting will be held late in the Fall and the Spring semesters for the explicit purpose of Selective Retention. All full and part-time faculty members have the responsibility to present the names of all students about whom they are concerned. Other faculty members will provide input on each student. A decision on each student will be reached by the CHR Committee by a majority vote.

C. It will be the Director's responsibility, as directed by a majority of the full-time CHR Committee present to request a meeting with the student(s). It will be at the student's option if the professor who raised the concern is in attendance at this meeting.

D. Recommendations for dismissing a student from the program will be conveyed by the CHR Program Director to the Chair of the Department of Education and Counseling. Any exceptions to this policy must be approved by a majority of the members of the CHR Committee.

V. Confidentiality

All deliberations of the CHR Committee regarding Selective Retention will be confidential and privy only to the student in question and CHR Committee members.

VI. Criteria

- The concern may fall into any of the following categories: cognitive, affective, and behavioral.
- Any student receiving two grades lower than a C+ in his or her program will be dropped from the program immediately and prohibited from taking any additional courses.
- Students must have a 3.0 cumulative grade point average prior to beginning Internship I.
- Students who are judged deficient on either affective or behavioral grounds will be informed of the CHR Committee's recommendations which may include, but are not limited to, such requirements as repeating a course(s), withdrawing from the program, seeking professional help, or taking a leave of absence.
- This policy applies equally to all matriculated, non-matriculated, and special students.

VII. Appeal Process

Students who are dissatisfied with the recommendations or decisions of the SRP may appeal the decision in writing. The letter should be addressed to the then current Director of the CHR Program. The Director will present the appeal no later than the next Selective Retention meeting. Any change to the student's status will be determined by a majority vote of the CHR faculty. Students who have been dropped for academic reasons or asked to take a leave of absence may not take any additional courses while their appeal is being processed.

VIII. Relationship to Policies of Graduate Studies

The SRP is in addition to the policies of Graduate Studies as they pertain to academic standing. Students should consult the Villanova University Graduate Studies Catalog for the Arts and Sciences.
IX. Notification of Policy Change

Approved by CHR Committee on 20 February, 1991 and by the Dean of Graduate Studies, March 25, 1991. This policy goes into effect and applies to all students admitted subsequent to June 1, 1991.

XV. COMPREHENSIVE EXAMINATIONS

The Comprehensive Examination, graded pass/fail, requires students to integrate information from a number of courses in the Counseling Program. The examination is required for all students in degree programs, including those obtaining a second Master's degree. Students taking special courses or credits leading to certification only need not take the examination. Students may take the comprehensive examination when they have completed 30 credit hours, including all required courses on Levels I and II. It is recommended that a student take the comprehensive examination as soon after completing required courses as possible.

The examination is offered once during the Fall, Spring, and Summer II semesters. Specific dates are published each year in the Villanova University Graduate Studies Catalog for the Arts and Sciences. Detailed instructions and guidelines for registering, preparing, and taking the examination are available from the Departmental Office and are mailed to each student upon the department's receipt of his/her application to take the examination. Applications and examination policies will be available in SAC 302. Effective August 1, 2013, the Center for Credentialing & Education (CCE) will no longer accept personal checks from students as payment for the Counselor Preparation Comprehensive Examination (CPCE). Students must submit a cashier's check or money order made payable to CCE.

The formatting of the exam follows the Counselor Preparation Comprehensive Exam (CPCE) written by the Center for Credentialing & Education, an affiliate of The National Board for Certified Counselors. The purpose of the CPCE is to “assess counseling students’ knowledge of counseling information viewed as important by counselor preparation programs.” This new exam consists of 160 multiple-choice questions with 20 items per CACREP area. Exam content covers the common-core areas as defined by the CACREP Standards for Preparation. These eight core areas (Human Growth & Development, Counseling Diverse Populations, Counseling Skills, Group Work, Lifestyle & Career Development, Appraisal, Research & Evaluation, & Ethics), which constitute the CPCE, serve as the primary theoretical basis for the examination.

Students will be permitted to take this exam without having taken the background coursework, though in such cases students are strongly advised to form study groups or find alternative methods of obtaining the relevant information. While there is no official study guide for this exam, any study materials developed for the NCE should be useful for the CPCE.

Failure Procedure
In the rare event that a student should fail the Comprehensive Exam, the student will meet with a faculty advisor and an immediate plan of action will be implemented and signed by the student. In taking the exam a second time, eighty percent (80%) of the exam will be objective, written questions, and twenty percent (20%) of the exam will be oral.
XVI. CERTIFICATION IN SCHOOL COUNSELING

APPLYING FOR CERTIFICATION
Students in the School Counseling Programs are eligible to apply for certification upon successful completion of their Master's degree program. Students seeking certification to work in Pennsylvania must complete all requirements for a Master of Science degree in Counseling with a specialization in K-12 Counseling.

In addition, students must complete the PDE-4511C Commonwealth of Pennsylvania Application for Professional Personnel Certificate available in the Department Office. This Application should be completed and submitted to the Administrative Assistant of the Department Chairperson (with the required fees) for final processing prior to graduation.

CONTACT PEOPLE FOR INFORMATION REGARDING CERTIFICATION:
Certification — the student’s advisor or Fr. Robert Murray, OSA, Ph.D. (610) 519-6991
Praxis Applications — available in the main office SAC 302

APPLYING FOR CERTIFICATION
• Certification is required for all school counseling students who plan to work as a counselor within a public school.
• Certification is through the Pennsylvania Department of Education.
• All students must apply for certification. This should be done during the last semester of your internship through your internship supervisor.
• In order to be certified you must have fulfilled all degree requirements
• There is one type of certificate in K-12 counseling.
• At this time, you can be certified in both elementary and secondary school counseling simultaneously
• For more information refer to the PA Department of Education's website or call (717) 783-6788.
• Physical examinations by a doctor are required prior to starting a full-time position in school.

For more information see Appendix F in this Student Manual.

*Please note- School Counseling certification has no National Counseling Examination (NCE) requirement - (Students do not have to take the NCE to be eligible to counsel in a school).

PRAXIS
Graduate students seeking certification in School Counseling must pass the School Guidance and Counseling PRAXIS test. This exam is required for all teachers and non-teachers in the school counseling program. As of 2012, students are required to take the counseling section only in the Commonwealth of Pennsylvania.

Praxis Registration Bulletin booklets are available in the main office SAC 302. The test is
administered on campus on designated Saturdays throughout the academic year. Other local testing sites are available as identified in the manual.

*Please note:
1) There is a test fee (refer to p. 8 of the Praxis Registration Bulletin).
2) You must register ahead of time by mail or online (it is suggested that students register for specified exam date no later than the completion of the 1st semester).
3) For more information regarding the Praxis call Educational Testing Service at (609) 771-7395, email praxis@ets.org or go online to www.ets.org/praxis

You must take the following section of the PRAXIS series:

School Guidance and Counseling: # 0421
OR
Computerized version: #5421

In order to pass the four sections, students need to receive a score of at 590.

The earlier a student registers to take the tests, the more likely the student is able to register at their most desired test site. Students can register online at www.ets.org/index.html or can pick up a Registration Bulletin in the Education and Counseling Department, SAC 302.

XVII. GRADUATION
Graduation is a time to celebrate your accomplishments and successes as a Villanova University graduate student. You are now ready to venture into your career as a school or clinical mental health counselor. We look forward to assisting you in this process.

In order to graduate, you must fill out the Application for Granting of Master’s Degree Counseling Program form on myNOVA by the beginning of your last semester. You must complete and submit this form to the main office SAC 302.

Students who expect to be graduating have the responsibility of applying for graduation to the Chairperson of the Department of Education and Counseling by January 15th for May commencement, by September 15th for degrees granted in December, and by June 15th for degrees granted in September. Specific deadlines for this application are published each year in the Villanova University Graduate Studies Catalog for Liberal Arts and Sciences. An example application for Granting of Master's Degree can be found in Appendix B.

Although degrees are granted at the end of the Fall and Spring semesters, commencement ceremonies are held once a year, in May. Specific information concerning graduation exercises is mailed to each applicant before graduation. For further information contact the Department of Education and Counseling at 610.519.4620.
CONTACT INFORMATION REGARDING LICENSURE:
1) Degree Requirements — Fr. Robert Murray, OSA, Ph.D (610) 519-6991 or your advisor
2) National Counselor Examination — Dr. Krista Malott, Ph.D (610) 519-4642
3) Licensure Applications — contact State Board of Social Workers, Marriage and Family
Therapists and Professional Counselors, Post Office Box 2649, Harrisburg, Pennsylvania 17105-
2649. Call (717) 783-1389, visit www.dos.state.pa.us, or email at socialwo@pados.state.pa.us.

LICENSURE – Act 136 requires the following steps to be taken:

EDUCATIONAL REQUIREMENTS
Those who wish to apply for licensure must complete a planned program of 60 credit hours of
graduate work in either the School Counseling or Clinical Mental Health Counseling tracks. You
must also receive a passing score on the National Counselor Examination (NCE).

EXPERIENCE REQUIREMENTS
1. Candidates must complete at least 3,000 hours of supervised clinical experience, obtained
after the completion of 60 semester hours. These hours may be obtained in no less than two
years and no more than six years after the completion of the program.
2. Students need to document and have supervisors sign a letter to verify at least 180 hours of
supervised experience and supervision time (both group and individual).
3. During the calendar year, Villanova University will offer four Advanced Practicum courses,
CHR 8856, 8866, 8858 & 8868, (enrollment limited to 12 students) which will allow you the
opportunity to obtain additional supervision. The Commonwealth allows for two supervisory
hours for each contact hour of a supervisory course.

NCE EXAM
1. National Counselor Exam is offered on campus in April and in October.
2. An email will be sent to all current CHR students when the application packet arrives. For
more details, contact Dr. Malott at krista.malott@villanova.edu.
3. In order to sit for the NCE, students must fill out an application as well as send in an
application fee. Failure to have completed the required course work will result in the
rejection of your application and the forfeit of the application fee.
4. The following courses must have been completed in order to be eligible to sit for exam:
<table>
<thead>
<tr>
<th>Acceptable Course for NCE Content Area</th>
<th>Villanova Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Growth &amp; Development</td>
<td>(CHR 8884) Human Development</td>
</tr>
<tr>
<td>Social/Cultural Foundations</td>
<td>(CHR 8860) Counseling Diverse Populations</td>
</tr>
<tr>
<td>Helping Relationships</td>
<td>(CHR 8687) Counseling Theory &amp; Practice; (CHR 8605) Lab in Counseling Skills</td>
</tr>
<tr>
<td>Group Work</td>
<td>(CHR 8655) Lab in Group Dynamics; (CHR 8686) Group Counseling Theory &amp; Practice</td>
</tr>
<tr>
<td>Career &amp; Lifestyle Development</td>
<td>(CHR 8685) Lifestyle &amp; Career Development</td>
</tr>
<tr>
<td>Appraisal</td>
<td>(CHR 8855) Assessment and Appraisal</td>
</tr>
<tr>
<td>Research &amp; Program Evaluation</td>
<td>(CHR 8604) Research &amp; Evaluation</td>
</tr>
<tr>
<td>Professional Orientation &amp; Ethics</td>
<td>(CHR 8688) Clinical Mental Health Orientation OR (CHR 8680) School Counseling Orientation (CHR 8883) Ethics and Professional Orientation in Counseling</td>
</tr>
<tr>
<td>Field Experience</td>
<td>(CHR 8677 &amp; 8682) Practicum (CHR 8692 &amp; 8694, or 8850 &amp; 8851) Internship I and II</td>
</tr>
</tbody>
</table>

- Two letters of recommendation may be required.  
  (See Appendix F for Licensure Information)

**CERTIFICATION – National Board of Certified Counselors requires the following steps:**

**EDUCATIONAL REQUIREMENTS**
Candidates must have taken the courses listed above in order to sit for the examination.

**EXPERIENCE REQUIREMENTS**
Candidates for certification must obtain 3,000 hours and two years of work experience as a counselor with 100 hours of supervision. Applicants are given **three** years from the time they pass the exam to complete this requirement.
XIX. PROFESSIONAL IDENTITY

AMERICAN COUNSELING ASSOCIATION (ACA)
The ACA is a professional organization representing counselors. It offers a number of services and publications to its members. ACA members can join one or more of the divisions or organizational affiliates which correspond to their specific interests in counseling. Information on ACA and the benefits its membership provides is available in the Education and Counseling Office along with applications for membership. Students are strongly encouraged to join the ACA soon after being admitted to the program. Students entering their internship are required to join the ACA, so as to qualify for malpractice insurance. Contact information: 5999 Stevenson Ave., Alexandria, VA 22304. Phone: 703.823.9800 Toll–free: 800.347.6647 or Fax: 703.823.0252. Web Site: http://www.counseling.org/

 PENNSYLVANIA COUNSELING ASSOCIATION (PCA)
The PCA is a state professional organization which offers reduced rate student membership. Membership provides students with an opportunity to voice their opinions and concerns in an arena with other professionals eager to listen. The PCA offers a number of publications and services to their members. Information on this association and applications for membership are available from the receptionist in the Education and Counseling office. PCA Web Site: www.pacounseling.org.

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)
The American School Counselor Association is the national organization that represents the profession of school counseling. The ASCA focuses on providing professional development, enhancing school counseling programs, and researching effective school counseling practices. The mission of the ASCA is to promote excellence in professional school counseling and the development of all students. Contact Information: American School Counselor Association, 801 North Fairfax Street Suite 310 Alexandria, VA 22314, 703.683.2722 or Toll-free 800.306.4722, Fax: 703.683.1619 Hours: Monday-Friday 8:30 a.m. to 4:30 p.m. Web Site: http://www.schoolcounselor.org/

 PENNSYLVANIA SCHOOL COUNSELORS ASSOCIATION (PSCA)
The PSCA is a state professional organization which offers reduced rate student membership. Membership provides students with an opportunity to voice their opinions and concerns in an arena with other professionals eager to listen. The PSCA offers a number of publications and services to their members. In addition, the PSCA offers a scholarship to incoming and first-year students in school counseling. Information on these associations and applications for membership are available from the receptionist in the Education and Counseling office. For further information: Nancy G. Moore, NCC, PSCA Membership Chairperson, 329 Eighth Ave., Juniata, Altoona, PA 16601-5715. PSCA Web Site: www.psca-web.org.

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The NBCC allows counselor education programs to hold special National Counselor Examination (NCE) testing administrations for their graduating students who apply as Board Eligible National Certified Counselors (NCC's). The intent is to permit counseling students in their final semester to have the opportunity to sit for the examination before intervening months or years create the necessity for extensive review. Board Eligible status allows candidates to sit for the examination without prior experience.

Those who pass have a three year period in which to accrue the required post-masters experience of 3,600 hours (an average of 20 hours per week for 3 years), including 1,000 hours of direct service and 100 hours of face-to-face supervision by a mental health professional. For further information: National Board for Certified Counselors, Inc., 3 Terrace Way, Suite D, Greensboro, NC 27403-3660. Phone: 336.547.0607 or Fax: 336.547.0017. Web Site: http://www.nbcc.org/. Office hours: Monday-Friday 8:30 a.m. to 5:00 p.m. ET. Please note that the Certification Department accepts calls after 11:00 a.m. ET. Before that time, the certification staff is reviewing applications. Students should consider sitting for the NCE only if they have taken graduate course work in the following areas; undergraduate course work is not applicable:

**NCE Area Required Courses**

<table>
<thead>
<tr>
<th>Acceptable Course for NCE Content Area</th>
<th>Villanova Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Growth &amp; Development</td>
<td>(CHR 8884) Human Development</td>
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<td>(CHR 8677 or 8682) Practicum (CHR 8692 &amp; 8694, or 8850 &amp; 8851) Internship I and II</td>
</tr>
</tbody>
</table>
"Chi Sigma Iota is the international honor society of professional counseling. It was established in 1985 through the efforts of leaders in the profession of counseling whose desire was to provide recognition for outstanding achievement as well as outstanding service within the profession. CSI was created for counselors-in-training, counselor educators, and professional counselors whose career commitment is to research and service through professional counseling.

The mission of Chi Sigma Iota is “to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling."

The Chi Sigma Iota, Alpha Beta Gamma Chapter, offers recognition to Villanova University’s distinguished Counseling students and provides opportunities for professional development, research and grants, as well as a sense of community among students in the Counseling program. Please contact Dr. Christopher Schmidt at christopher.schmidt@villanova.edu for more information about how to become involved with Chi Sigma Iota.
ROBERT J. MURRAY, OSA, Ph.D.
Father Murray is the program coordinator for the Counseling program at Villanova. He received his Ph.D. from Temple University and currently teaches Educational Psychology, Human Growth & Development and Independent Study and Research. Father Murray’s research interests include education and ethos, mission effectiveness, charism and religious life, and the therapeutic use of forgiveness.

KRISTA M. MALOTT, Ph.D.
Dr. Malott received her Ph.D. from the University of Northern Colorado. She has taught Practicum in Clinical Mental Health Counseling, Working with Diverse Populations, Secondary School Internship, Lifestyle and Career Development, and Adolescent Counseling. Dr. Malott’s research interests include multicultural counselor training, ethnic identity development, and effective counseling with diverse populations. She supervises the law/counseling collaboration.

RAYNA MARKIN, Ph.D.
Dr. Markin received her Ph.D. from the University of Maryland. She presently teaches Counseling Theory and Practice and enjoys conducting individual and group psychotherapy research on topics such as transference, real relationship, working alliance, and attachment.

CHRISTOPHER SCHMIDT, Ph.D.
Dr. Schmidt received his Ph.D. from the College of William and Mary. He has taught courses such as Lab in Group Process, Lab in Counseling Skills, and Counseling Theory and Practice. Dr. Schmidt’s research interests include the study of enhancing professional practice through moral development, positive youth development and prevention through family-based developmental programming, the school counselor response to proactive aggression, counselor competency and cognitive complexity, adolescent social environments, and integrating evidence-based practice into family counseling agencies.

STACEY HAVLIK, Ph.D.
Dr. Havlik received her Ph.D. from the University of Maryland. She presently teaches School Counseling Orientation and Ethics in Counseling. Dr. Havlik’s research interests include homelessness and school counselor support as well as educational policy and counselor education.

EDWARD WAHESH, Ph.D.
Dr. Wahesh received his Ph.D. from the University of Greensboro. He presently teaches Lab in Group Dynamics and Internship. Dr. Wahesh’s research interests include substance abuse prevention and counseling, motivational interviewing, and supervision.
ADJUNCT FACULTY
Our program employs an extensive network of adjunct faculty, each of whom is an essential component of the Counseling program. The diverse backgrounds and experiences of these instructors is of great value and it is encouraged that you actively participate and build relationships with these individuals as their breadth and depth of knowledge will surely enhance your academic experience.

XXII. STUDENT/UNIVERSITY RELATIONSHIP

STUDENT COMPLAINT PROCESS
Students who wish to voice a concern or complaint regarding any facet of the Counseling program should first contact his/her professor. If the student does not want to approach his/her professor, for whatever reason, the Director of the CHR program should be contacted. If unresolved, the student may bring his or her concern to the attention of the Chairperson of the Department of Education and Counseling or the Dean of Graduate Studies. For a complete description of the Academic Appeal Policy, refer to Section XIII.

SEXUAL HARASSMENT
Villanova University's policy is to maintain an atmosphere free of any pressure on employees and students relating to sexual harassment. For any person who believes he or she is the victim of sexual harassment, there is confidential counseling available. Definitions of sexual harassment and sexual assault can be found in the Student Handbook or at: http://www.studentlife.villanova.edu/handbook/index.htm.

If the problem of sexual harassment cannot be solved informally, file a formal written complaint with the complaint officer, Kathy Byrnes, Assistant Vice President for Student Life (610.519.4550). The complaint must be filed no later than six months from the date on which the incident allegedly occurred. To receive confidential counseling, contact the following:

Dr. Joan Whitney, Counseling Center, 206 Student Health Services Building, 610.519.4050 or Dr. Edward Collymore, Multicultural Affairs, 202 Vasey Hall, 610.519.4077.

ENDORSEMENT POLICY
The Counseling faculty fully support and encourage all graduates of the Master's degree program to pursue the appropriate academic or professional career available to them. Letters of recommendation for employment and/or to verify professional credentials are provided at the discretion of each faculty member. Professional endorsement is based on evidence of demonstrated proficiency specifically in the vocational and/or credentialing area for which endorsement is sought. Letters of endorsement may be provided after the student has completed a substantial portion of the program.
ACADEMIC INTEGRITY
The following is a partial list of Villanova University services and facilities. Additional information may be obtained by calling the telephone number provided. The *Villanova University Student Handbook* is also helpful.

**ATHLETIC FACILITIES (610.519.6469)**

A wide range of athletic facilities are available to students upon presentation of a valid student identification card. Villanova University provides basketball courts, swimming pools, indoor and outdoor running tracks, tennis courts, and weight room. Intramural teams may be formed for most sports. Those interested may contact the intramural office at 610.519.6560 or 610.519.6387.

**CAMPUS MINISTRY (610.519.4080)**

Campus Ministry is located in the lower level of St. Rita's Hall and coordinates all religious activities and services on campus. Campus Ministry works with all members of the Villanova community to build spiritual awareness and growth. For further information on their services and a listing of area churches and synagogues, see the *Villanova University Student Handbook*.

**CAREER SERVICES (610.519.4060)**

Career Services is located on the second floor of Garey Hall and offers free career planning services, which include on-campus recruiting and workshops on such topics as resume writing and interview preparation. Students are encouraged to register at Career Services before graduation and are advised to request letters of recommendation from three faculty members, including their Internship instructor. Protocol suggests students request, rather than assume, that a faculty member will write a recommendation.

**CONNELLY CENTER (610.519.7250)**

The Connelly Center is a multi-purpose student facility that houses an information center, meeting rooms, lounges, an art gallery, a cafeteria, game room, ticket box office, travel agency, electronic banking machines, and the Connelly Cinema.

**EMERGENCY CLOSING INFORMATION (610.519.4505) (recording)**

In the event that Villanova University is closed for any reason, announcements of the closing will be made on KYW 1060 AM and other local radio stations. The number for graduate classes is 524 in Delaware County. This information is also available on a recorded announcement by calling 610.519.4505.

**FALVEY MEMORIAL LIBRARY (610.519.4292)**

The Falvey Memorial Library provides resources and facilities for study and research, including more than 600,000 volumes, 2,600 periodical titles, 16,000 government documents, 1,050,000 microfilms, and 25,000 audiovisual materials. Microfilms and audiovisual materials are on the ground floor, periodicals and reference materials are on the first floor and books are on the top three floors. The reference staff is available to answer any questions, to help locate materials not
owned by the Falvey library, or to complete Inter-Library Loan requests. Students may also conduct a computer search on their own at http://dgprod2.vill.edu/~library/homepage.htm.

Books or periodicals not owned by Villanova may be requested and obtained through Inter-Library Loan (ILL), a cooperative arrangement among libraries throughout the country that allows the sharing of their resources. An ILL request can be initiated by obtaining the appropriate forms from the ILL librarian or reference librarian. Books are usually obtained without charge and photocopies of articles are free of charge. It takes a minimum of ten days to two weeks to obtain materials through ILL and students are notified by telephone or mail when they arrive. The loan period varies from two to four weeks and most libraries allow one renewal. Falvey Memorial Library is open during the Fall and Spring semesters at the following times:

Regular Semester Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Thursday</td>
<td>8:00 a.m. - 12:00 a.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00 a.m. - 8:00 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00 a.m. - 8:00 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>10:00 a.m. - 12:00 a.m.</td>
</tr>
</tbody>
</table>

The Holy Grounds study section of Falvey is open to students (via student ID access) 24 hours a day.

Holiday, exam week, fall/spring break and summer hours vary as posted. Call 610.519.4292 or 610.519.4271 for changes in library hours.

Villanova University ID required for access to the library at all times.

Web Site: http://www.library.villanova.edu

GRADUATE STUDIES EVENTS – ACADEMIC AND SOCIAL (610.519.7090)
In September, the Graduate Student Council (GSC) sponsors an Orientation Day for students new to Villanova University’s Graduate Studies programs. Important questions are answered and a tour of the campus is provided. Throughout the year, the GSC sponsors forums on topics of interest to graduate students. They are designed to enrich the intellectual atmosphere at Villanova and to promote stimulating discussion among students from different programs. In addition to the academic events, the GSC sponsors social events including a holiday social and a picnic in the Spring featuring food, drink, and entertainment for all graduate students and faculty. For more information, check out the GSC Web Site at http://www1.villanova.edu/villanova/artsci/graduate/gsc.html or contact the GSC at 610.519.5414.
HEALTH CENTER (610.519.4070)
The Health Center is located on the third floor of the Student Health Services Building (across from Bartley Hall), and is open 24 hours each day with a registered nurse available at all times, seven days per week. In urgent cases that require emergency treatment, a physician is on call at all times. A physician is available every weekday morning for consultation and treatment.

HEALTH INSURANCE (610.519.4070)
Full-time graduate students may apply for health insurance through Villanova University. Information and an application for this plan may be obtained from the Student Health Center in the Student Health Services Building, third floor.

HUMAN SERVICES (610.519.7829)
Human Services is an organization designed to handle all the special needs of those students who have a physical disability or learning disability. It is located in Vasey Hall, Room 5, along with Project Sunshine (610.519.4079), an outreach program designed to provide volunteer services to the surrounding community.

INTERNATIONAL STUDENT SERVICES (610.519.4095)
The International Student Services office provides assistance with immigration regulations; educational, social, and personal counseling; cultural and social activities; and sponsors an annual Association, language orientation program, a host family program, the International Students’ club, and an international newsletter and magazine. All international students must register with this office as soon as they begin their studies at Villanova University and must report each change of address in accordance with government regulations. The office is located in Connelly Center second floor.

LEGAL INFORMATION CENTER (610.519.4379)
The Legal Information Center, located in Sheehan Hall, Room 10, enlists the services of volunteer law students, under the supervision of a faculty member, to provide free legal consultative services.

PARKING (610.519.6990)
Student parking is strictly limited to designated on-campus parking lots and parking stickers are required. Cars without current stickers will be towed, as will those parked on the street or in the SEPTA parking lots. Parking stickers may be obtained from the Public Safety Office in St. Clare Hall on Lancaster Avenue (there is a sign outside) from 9 a.m. to 5 p.m. The cost is $50.00 for evening students. Those who go through walk-in registration, after they see the Bursar, will then have an opportunity to meet with Public Safety to purchase a parking sticker.

VILLANOVA UNIVERSITY COUNSELING CENTER (610.519.4050)
The University Counseling Center, located in the Student Health Services Building, Room 206, offers professional help in individual and group counseling, testing, reading services, and consultation. The Counseling Center also houses an occupational and educational library. The center is open from Monday-Friday 9:00 a.m. to 5:00 p.m. Appointments may be made in person or by telephone.
VILLANOVA UNIVERSITY SHOP (610.519.4160)
The Villanova University Shop is located in Kennedy Hall and contains texts and materials for virtually all courses as well as a variety of products for everyday needs.

VILLANOVA UNIVERSITY WRITING CENTER (610.519.4604)
If you have experienced any difficulty in writing and organizing your papers in the past, you may wish to consult Villanova University's Writing Center early in the semester. It is free of charge and staffed by graduate and undergraduate students from the English Department. The Writing Center is located on the second floor of Falvey Hall. The entrance to the Writing Center is next to Mendel Field, not through the main entrance of Falvey library. The Writing Center is open Monday: 1:30 p.m. to 9:30 p.m., Tuesday: 1:30 p.m. to 9:30 p.m., Wednesday: 1:30 p.m. to 9:30 p.m., Thursday: 1:30 p.m. to 9:30 p.m., and Friday: 1:30 p.m. to 5:30 p.m.

XXIV. USEFUL DOCUMENTS

The Department of Education and Counseling strongly recommends that students obtain the following documents as they contain important supplementary information not provided in this Student manual.

1. GRADUATE STUDIES CATALOG FOR THE ARTS & SCIENCES
The catalog contains descriptions of the courses offered in the Counseling program. A calendar of the school year with important dates to remember and a campus map are contained in the Catalog as well. Catalogs are available in the Education and Counseling Office. Web Site: http://www.catalog.villanova.edu/

2. STUDENT HANDBOOK: “THE BLUE BOOK”
The Blue Book is available at the front desk in the Connelly Center and is a valuable resource for any student. It contains information on many aspects of student life at Villanova including: spiritual life, academic regulations, community life, and much more. If you have a question on anything that does not pertain directly to the Counseling Program, the Blue Book is one of the first places you should look.
Web Site: http://www.studentlife.villanova.edu/handbook/index.htm

3. INTERNSHIP SITE DIRECTORY
The process of identifying a potential field experience site for one's Internship and getting approval is time consuming. A list of Internship site locations for Clinical Mental Health Counseling and School Counseling students is available in the Education and Counseling Office. This Internship Site Directory includes local school districts and clinical mental health agency names, addresses, and phone numbers. The department strongly advises students to look at this directory and make inquiries several months prior to the start of Internship. The directory is available from the receptionist in the Education and Counseling Office.
XXV. APPENDICES

Appendix A: Application for Internship
Appendix B: Application for Granting of Master's Degree
Appendix C: Sequential Planning Charts
Appendix D: Planning Guide of Study (Full Time Program)
Appendix E: Counseling & Human Relations – Certification
Appendix F: Frequently Asked Questions for Licensure& Certification
Appendix G: CHR Program: From Start to Finish
Appendix H: Steps for Online Registration
Appendix I: Application Form for Graduate Assistants and Lab Technicians.
Appendix J: Criteria for Professional Performance Standards Evaluation
Appendix K: Professional Performance Semester Review Report

Note: Please obtain ALL applications found in this student manual from the Office of Education and Counseling or online.
APPENDIX A

VILLANOVA UNIVERSITY
Department of Education and Counseling
Counseling Program

APPLICATION FOR INTERNSHIP

I. General Guidelines:

Please complete this application and submit it to the Department prior to February 1st for a Fall semester internship and prior to October 1st for a Spring semester practicum or internship. The purpose of this application is to assist the faculty in determining the number of internship sections to schedule. Failure to comply with the stated deadlines may preclude your enrollment. The student must then register for the section of his or her choice during the first week of pre-registration.

II. Admission Requirements:

A. Hold matriculated status for a Master's Degree in Counseling or permission from the Counseling Committee to enroll for purposes of certification in School Counseling.

B. Have completed all courses in Levels I and II (except Research & Evaluation and Human Growth & Development).

C. Complete application procedures by specified dates and be approved by the internship instructor and Coordinator of the Counseling Program.

D. Register for the internship.

III. Placement Requirements:

The student is responsible for securing an internship placement in consultation with their internship instructor. Once the internship class rolls are finalized after pre-registration, each student will be contacted by his or her internship instructor. If the student has not secured an internship site, the instructor and the student will work together to identify several options in order to secure a satisfactory internship site. Students enrolled in a school counseling certification program must be supervised by a certified counselor and work with the appropriate aged clients. All placements are subject to the approval of the internship instructor.

Students are encouraged to give serious thought to their field work placement long before the application is completed. An Internship Manual listing possible internship sites for Clinical Mental Health Counseling and School Counseling is available in the Education and Counseling Office. School Counseling should consult an appropriate faculty member to discuss possible internship sites. Many placements are available, but students should give consideration to those which are most compatible with their own career goals.
Villanova University- Graduate Program in Counseling
Supervised Internship
Form # 1
Application for Supervised Internship in Counseling

(Due by March prior to the start of Fall internship)

Name: ___________________________________________ Today’s Date: ____________
Villanova ID# ___________________ Email address: ___________________________
Local Address: ____________________________________________________________
Home Telephone: __________ Work Telephone: ___________________ Cell Phone: __________
I wish to begin Internship during which semester: Fall, 20______ Spring, 20______
Program: ____Clinical Mental Health____ School

List grades in the following courses:
Courses with * are required prior to field experiences.

<table>
<thead>
<tr>
<th>General</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab in Counseling Skills</td>
<td>Practicum in School Couns</td>
</tr>
<tr>
<td>Laboratory in Group Dynamics</td>
<td>*School Counseling Orientation</td>
</tr>
<tr>
<td>Counseling Theory &amp; Practice</td>
<td>Consultation Processes</td>
</tr>
<tr>
<td>*Ethics and Prof. Orient. in Counseling</td>
<td>Therapeutic Strategies</td>
</tr>
<tr>
<td>Research &amp; Evaluation or Statistics</td>
<td>Adolescent Counseling Interventions</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>Special Ed. For Counselors &amp; Teachers</td>
</tr>
<tr>
<td>Lab in Counseling Diverse Population</td>
<td></td>
</tr>
<tr>
<td>Lifestyle and Career Development</td>
<td></td>
</tr>
<tr>
<td>Assessment and Appraisal</td>
<td></td>
</tr>
</tbody>
</table>

Current GPA:: ______ Total number of credit hours completed by beginning of Internship I:_____

List required courses to be taken prior to Internship I and when you plan to take them:

_______________________________________________________________________________

List courses that you plan to take during the internship:

_______________________________________________________________________________

Please list your 3 preferences for a placement site below: (FIT on one page)

<table>
<thead>
<tr>
<th>School/Agency</th>
<th>Prospective Supervisor</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

VILLANOVA UNIVERSITY
Counseling Program

APPLICATION FOR GRANTING OF MASTER'S DEGREE

After completing the Application, please save the form as a pdf file, and e-mail the pdf file to: GSDean@villanova.edu and your Departmental Chairperson.

Submission Date is listed in Villanova University Catalog Graduate Studies, Liberal Arts and Sciences (see Academic Calendar)

(This form is only a SAMPLE Please use actual form from Web)

1. I should be awarded the degree dated:
   September ________ December ________ May

2. Which degree:
   Master of Arts in (Please select one) __________________________
   Master of Science in (Please select one) __________________________
   Master of Public Administration __________________________

3. Please complete the following information for the commencement program
   A. Undergraduate degree received (for example, B.A., B.S., etc) __________
   B. Undergraduate major __________________________
   C. Year degree received __________________________
   D. Undergraduate college attended (indicate country if not USA) __________

Please print your name EXACTLY as it is to appear on the diploma and supply your mailing address.

(First name)   (Middle Initial)   (Last Name)   (Initials of religious if applicable)

PLEASE SIGN:

____________________________________________________________________

(Street)   (City)   (State/Zip Code)

____________________________________________________________________

(Student ID)   (Telephone)
APPENDIX C

VILLANOVA UNIVERSITY
Counseling Program

SEQUENTIAL PLANNING CHARTS

Note: Effective for Students Entering as of Fall 2014
M.S. in Counseling Program
Sequential Planning Chart
Clinical Mental Health Track (60 credits)
Effective Fall 2014

STUDENT: __________________________ ADVISOR: ________________________

Level I (15 Credits)

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8605 Laboratory in Counseling Skills</td>
<td></td>
</tr>
<tr>
<td>CHR 8655 Laboratory in Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>CHR 8687 Counseling Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>CHR 8688 Orientation in Clinical Mental Health Counseling</td>
<td></td>
</tr>
<tr>
<td>CHR 8883 Ethics and Professional Orientation in Counseling</td>
<td></td>
</tr>
</tbody>
</table>

Level II (33 Credits)

*These required courses may be taken after the completion of, or in conjunction with Level I Courses.*

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8682 Practicum in Clinical Mental Health Counseling</td>
<td></td>
</tr>
<tr>
<td>CHR 8840 Community Resources and Crisis Intervention</td>
<td></td>
</tr>
<tr>
<td>CHR 8880 Psychopathology</td>
<td></td>
</tr>
<tr>
<td>CHR 8685 Lifestyle and Career Development</td>
<td></td>
</tr>
<tr>
<td>CHR 8860 Lab in Counseling Diverse Populations</td>
<td></td>
</tr>
<tr>
<td>CHR 8884 Human Growth and Development</td>
<td></td>
</tr>
<tr>
<td>CHR 8855 Assessment and Appraisal</td>
<td></td>
</tr>
<tr>
<td>CHR 8604 Research &amp; Evaluation</td>
<td></td>
</tr>
<tr>
<td>CHR 8844 Family Systems Theory</td>
<td></td>
</tr>
<tr>
<td>CHR 8874 Prevention Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>CHR 8873 Substance Abuse Counseling</td>
<td></td>
</tr>
</tbody>
</table>

Level II Electives (6 Credits: Select one of the following two options)

- Option 1: Select two Electives (3 credits)
- Option 2: Select one Elective and 3 Workshops (1 credit)

*Select one.* These courses may be taken after the completion of, or in conjunction with Level I Courses.

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8686 Advanced Group Counseling-Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>CHR 8683 Consultation Processes</td>
<td></td>
</tr>
<tr>
<td>CHR 8845 Family Interventions</td>
<td></td>
</tr>
<tr>
<td>CHR 8661 Preventative Methods in Couples Therapy</td>
<td></td>
</tr>
<tr>
<td>CHR 8862 Couples Counseling</td>
<td></td>
</tr>
<tr>
<td>CHR 8876 Adolescent Substance Abuse</td>
<td></td>
</tr>
</tbody>
</table>
Clinical Mental Health Track (continued)

**Level III (6 Credits)**

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8850 Internship I in Clinical Mental Health Counseling</td>
<td></td>
</tr>
<tr>
<td>Offered in Fall only</td>
<td></td>
</tr>
<tr>
<td>CHR 8851 Internship II in Clinical Mental Health Counseling</td>
<td></td>
</tr>
<tr>
<td>Offered in Spring only</td>
<td></td>
</tr>
<tr>
<td>CHR 8859 Internship III in Clinical Mental Health Counseling</td>
<td></td>
</tr>
<tr>
<td>Only to be completed if necessary to fulfill internship requirements</td>
<td></td>
</tr>
<tr>
<td>Offered in Summer only</td>
<td></td>
</tr>
</tbody>
</table>

**Workshops (1 Credit Each)**

*The workshops offered per semester vary. Workshops are optional and are typically held on weekends.*

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 7119 Gestalt Approaches</td>
<td></td>
</tr>
<tr>
<td>CHR 7131 Assertiveness Training</td>
<td></td>
</tr>
<tr>
<td>CHR 7135 Stress Relief and Management</td>
<td></td>
</tr>
<tr>
<td>CHR 7137 HIV/AIDS Interventions</td>
<td></td>
</tr>
<tr>
<td>CHR 7144 Rational Emotive Behavior Therapy</td>
<td></td>
</tr>
<tr>
<td>CHR 7155 Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>CHR 7156 Counseling Death &amp; Dying</td>
<td></td>
</tr>
<tr>
<td>CHR 7164 Marriage Counseling</td>
<td></td>
</tr>
<tr>
<td>CHR 7165 Counseling Psychopharmacology</td>
<td></td>
</tr>
<tr>
<td>CHR 7166 Gerontology</td>
<td></td>
</tr>
<tr>
<td>CHR 7174 Christian Counseling</td>
<td></td>
</tr>
<tr>
<td>CHR 7176 Depression &amp; Suicide</td>
<td></td>
</tr>
<tr>
<td>CHR 7181 Psychodrama</td>
<td></td>
</tr>
<tr>
<td>CHR 7191 Diagnostic Interviewing with Children</td>
<td></td>
</tr>
<tr>
<td>CHR 7192 Nonverbal Communication</td>
<td></td>
</tr>
<tr>
<td>CHR 7210 Domestic Abuse</td>
<td></td>
</tr>
<tr>
<td>CHR 7601 Eating Disorders</td>
<td></td>
</tr>
</tbody>
</table>
M.S. in Counseling Program  
Sequential Planning Chart  
School Counseling Track (54 credits)  
*Effective Fall 2014*

Student: _______________________________  Advisor: __________________________

### Level I (15 Credits)

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8605 Laboratory in Counseling Skills</td>
<td></td>
</tr>
<tr>
<td>CHR 8655 Laboratory in Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>CHR 8687 Counseling Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>CHR 8680 School Counseling Orientation</td>
<td></td>
</tr>
<tr>
<td>CHR 8883 Ethics and Professional Orientation in Counseling</td>
<td></td>
</tr>
</tbody>
</table>

### Level II (33 Credits)
*These courses may be taken after the completion of, or in conjunction with Level I Courses.*

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8677 Practicum in School Counseling</td>
<td></td>
</tr>
<tr>
<td>CHR 8683 Consultation Processes</td>
<td></td>
</tr>
<tr>
<td>CHR 8854 Therapeutic Strategies</td>
<td></td>
</tr>
<tr>
<td>CHR 8857 Adolescent Counseling Interventions</td>
<td></td>
</tr>
<tr>
<td>CHR 8855 Assessment and Appraisal</td>
<td></td>
</tr>
<tr>
<td>CHR 8600 Special Ed. for Counselors &amp; Teachers</td>
<td></td>
</tr>
<tr>
<td>CHR 8860 Lab in Counseling Diverse Populations</td>
<td></td>
</tr>
<tr>
<td>CHR 8675 Development of ELL Students</td>
<td></td>
</tr>
<tr>
<td>CHR 8685 Lifestyle and Career Development</td>
<td></td>
</tr>
<tr>
<td>CHR 884 Human Growth and Development</td>
<td></td>
</tr>
<tr>
<td>CHR 8604 Research &amp; Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

### Level III (6 Credits)

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>Semester Taken</th>
</tr>
</thead>
</table>
| CHR 8692 Internship I in School Counseling  
*Offered in Fall only* |                |
| CHR 8694 Internship II in School Counseling  
*Offered in Spring only* |                |
| CHR 8859 Internship III in School Counseling  
*(Only to be completed if necessary to fulfill internship requirements)* |                |
School Counseling Track (continued)

**Workshops (1 Credit Each)**

The particular workshops offered per semester vary. Workshops are optional and are primarily held on weekends.

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 7119 Gestalt Approaches</td>
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</tr>
<tr>
<td>CHR 7131 Assertiveness Training</td>
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<tr>
<td>CHR 7135 Stress Relief and Management</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>CHR 7144 Rational Emotive Behavior Therapy</td>
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<tr>
<td>CHR 7155 Human Sexuality</td>
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<tr>
<td>CHR 7156 Counseling Death &amp; Dying</td>
<td></td>
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<tr>
<td>CHR 7164 Marriage Counseling</td>
<td></td>
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<tr>
<td>CHR 7165 Counseling Psychopharmacology</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>CHR 7174 Christian Counseling</td>
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<tr>
<td>CHR 7181 Psychodrama</td>
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<tr>
<td>CHR 7191 Diagnostic Interviewing with Children</td>
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<tr>
<td>CHR 7192 Nonverbal Communication</td>
<td></td>
</tr>
<tr>
<td>CHR 7210 Domestic Abuse</td>
<td></td>
</tr>
<tr>
<td>CHR 7601 Eating Disorders</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D
VILLANOVA UNIVERSITY
Counseling Program

PLANNING GUIDE OF STUDY

Note: Effective for Students Entering as of Fall 2014
Students can complete the program taking courses in Fall (Semester 1 & 2: 24 credits), Summer (12 credits) and Spring (Semester 1 & 2: 24 credits).

**Year One (24 Credits)**

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CHR 8605 Lab in Counseling Skills</td>
<td>3</td>
<td>CHR 8682 Practicum in CMH Counseling</td>
<td></td>
</tr>
<tr>
<td>*CHR 8687 Counseling Theory and Practice</td>
<td>3</td>
<td>CHR 8860 Lab in Counseling Diverse Populations</td>
<td></td>
</tr>
<tr>
<td>*CHR 8688 CMHC Counseling Orientation</td>
<td>3</td>
<td>CHR 8604 Research and Evaluation</td>
<td></td>
</tr>
<tr>
<td>*CHR 8883 Ethics and Professional Orientation in Counseling</td>
<td>3</td>
<td>*CHR 8655 Laboratory in Group Dynamics</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Summer Year One (12 credits)**

<table>
<thead>
<tr>
<th>SESSION I (JUNE)</th>
<th>CREDITS</th>
<th>SESSION II (JULY)</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8685 Lifestyle and Career Development</td>
<td>3</td>
<td>CHR 8683 Consultation Processes</td>
<td>3</td>
</tr>
<tr>
<td>CHR 8840 Community Resources and Crisis Intervention</td>
<td>3</td>
<td>CHR 8874 Prevention Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Year Two (24 Credits)**

<table>
<thead>
<tr>
<th>FALL SEMESTER**</th>
<th>CREDITS</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8605 Internship I in CMH Counseling</td>
<td>3</td>
<td>CHR 8851 Internship II in CMH Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHR 8855 Assessment and Appraisal</td>
<td>3</td>
<td>CHR 8844 Family Systems Theory</td>
<td>3</td>
</tr>
<tr>
<td>CHR 8880 Psychopathology</td>
<td>3</td>
<td>CHR 8873 Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHR 8884 Human Growth and Development</td>
<td>3</td>
<td>CHR Elective Option</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

*These courses are prerequisites for practicum.

**Comprehensive Examinations**

Please notice comprehensive examinations are required for all students in degree programs, with the exception of those who have written a thesis. It is recommended that students take the Comprehensive exam in the Fall of their second year. [Revised 03/14]
Counseling Program / School Counseling
Full-Time Program Option (Completed in 2 Years)

Students can complete the program taking courses in Fall (Semester 1 & 2: 24 credits), Summer (6 credits), and Spring (Semester 1 & 2: 24 credits).

Year One (24 Credits)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CHR 8605 Lab in Counseling Skills</td>
<td>3</td>
<td>CHR 8677 Practicum in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>*CHR 8687 Counseling Theory and Practice</td>
<td>3</td>
<td>CHR 8857 Adolescent Counseling Interventions</td>
<td>3</td>
</tr>
<tr>
<td>*CHR 8680 School Counseling Orientation</td>
<td>3</td>
<td>CHR 8855 Assessment and Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>*CHR 8883 Ethics and Professional Orientation in Counseling</td>
<td>3</td>
<td>CHR 8655 Laboratory in Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
<td><strong>TOTAL</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

Summer Year One (6 credits)

<table>
<thead>
<tr>
<th>SESSION I (JUNE)</th>
<th>CREDITS</th>
<th>SESSION II (JULY)</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8685 Lifestyle and Career Development</td>
<td>3</td>
<td>CHR 8860 Laboratory in Counseling Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3</td>
<td><strong>TOTAL</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Year Two (24 Credits)

<table>
<thead>
<tr>
<th>FALL SEMESTER**</th>
<th>CREDITS</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8692 Internship I in School Counseling</td>
<td>3</td>
<td>CHR 8694 Internship II in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHR 8600 Special Ed. for Counselors and Teachers</td>
<td>3</td>
<td>CHR 8683 Consultation Processes</td>
<td>3</td>
</tr>
<tr>
<td>CHR 8604 Research Evaluation</td>
<td>3</td>
<td>CHR 8675 Development of ELL Students</td>
<td>3</td>
</tr>
<tr>
<td>CHR 8884 Human Growth and Development</td>
<td>3</td>
<td>CHR 8854 Therapeutic Strategies</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
<td><strong>TOTAL</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

*These courses are prerequisites for practicum.
** Comprehensive Examinations
Please notice comprehensive examinations are required for all students in degree programs, with the exception of those who have written a thesis. It is recommended that students take the Comprehensive exam in the Fall of their second year. [Revised 04/14]
VILLANOVA UNIVERSITY
Department of Education and Counseling
Counseling Program

CERTIFICATION

I. Contact People for Information Regarding Certification:
   - Degree requirements --Dr. Robert Murray (610) 519-6991 or your advisor
   - Certification -- Dr. Robert Murray (610) 519-6991 or your advisor
   - Praxis Applications -- available in the main office SAC 302
   - Internship Information -- your advisor

II. Applying for Certification and Graduation
   - Certification is required for all school counseling students who plan to work
     as a counselor within a public school.
   - All students must apply for certification. This should be done during the last
     semester of your internship through your practicum supervisor.
     - In order to be certified you must have fulfilled degree requirements.
     - *Please note- school counseling certification has no National Counseling
       Examination requirement - (You do not have to take the NCE to be eligible to
       counsel in a school).
   - In order to graduate, you must fill out the Application for Granting of
     Master’s Degree Counseling form by the beginning of your last semester.
     You must complete and submit this form to the main office SAC 302.
     - You need to complete the school counseling portion of the Praxis (see below).
1. **What is the NCE?** This is a National Counselor Examination, given by the NBCC (National Board for Certified Counselors, NBCC). The exam and subsequent supervision hours provides counselors a voluntary professional credential or Nationally Certified Counselor (NCC) credential. Although the NCC credential isn't required for independent practice and is not a substitute for the legislated state credentials, those who hold the credential appreciate the opportunity to demonstrate that they have met national standards developed by counselors, not legislators. Advantages:
   - Generates client referrals through CounselorFind, NBCC's referral service linking NCCs to potential clients.
   - Ensures portability of your nationally recognized counseling credential should you relocate.
   - Keeps NCCs in touch with current professional credentialing issues and events through The National Certified Counselor, NBCC's newsletter.
   - Advances professional accountability and visibility.
   - Ensures a national standard developed by counselors, not legislators.
   - Furnishes NBCC backing for counselors' right to use assessment instruments, through support of the National Fair Access Coalition on Testing (FACT).

2. **What is the difference between National counselor certification (NCC) and Licensure as a Licensed Professional (State) Counselor (LPC)?** See the last page for a chart delineating differences.

3. **Who should I contact to sign up for the NCE at Villanova?** Dr. Krista Malott, Krista.malott@villanova.edu, 610-519-4642. She is the current VU coordinator of the NCE. However, if you are a current Villanova student, look for an email to come to your Villanova email announcing the sign-up application is present (you sign up in one semester to take it the next).

4. **What counseling students are eligible to sign up and take the NCE at Villanova?**
   - Any currently enrolled, well-advanced degree-seeking graduate student at Villanova
   - Villanova alumnus, who will test within **12 months** of their date of graduation. For example, a December 2011 graduate who is interested in applying in the October 2012 cycle is eligible.

5. **Who is not eligible to take the NCE at Villanova?**
   - Students not well-advanced in their program of study
   - Students who have graduated more than 12 months prior to the testing date. These alums must postpone applying for the NCCredential until they have met the experience/supervision requirements for certification---at that point, two years or more beyond graduation, they will be Option C applicants.
   - A copy of their application is found at: [http://www.nbcc.org/extras/pdfs/apps/nccapp.pdf](http://www.nbcc.org/extras/pdfs/apps/nccapp.pdf)
   - Student enrolled in a certificate or other non-degree program (if they are alumni of Villanova, refer them to the information under #9, 10)
   - Students from other schools, who can find sign up information via: [http://www.nbcc.org/NCE](http://www.nbcc.org/NCE)

5. **What courses are required to take the exam?** The required course content areas: Human Growth and Development, Group work, Social and Cultural Foundations, Helping Relationships, Career & Life-style Development, Appraisal, Research, Professional Orientation, and Field Experience.
6. What are the current fees for the exam? The fall 2012 exam was $295 for Master level. However, that is subject to change in the future. Remember that the application is for a professional credential and all that entails, not just for an exam.

7. What is this exam like? 200 multiple choice questions, scheduled for a 4-hour period. Most complete the exam in 2 ½ to 3 hours. Report to the exam site at the time indicated in your exam admission letter.

Content Areas & Work Behaviors addressed in the exam include:
- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation & Ethics

8. How will I know I’m signed up for the exam? About 10 days prior to the test your examination admission letter will be mailed to you at the address you provided on your NCC application. Please read the admission letter carefully and report to your examination site as instructed in the letter. Take the letter with you when you report to the testing site. If you have questions about the contents of the admission letter, or if you do not receive your letter, please contact NBCC’s Examination’s Department by sending an email to examinations@nbcc.org or by calling (336) 547-0607. Please provide a fax number we can use to send your admission letter to you.

9. What if I fail the exam or if I want to postpone the exam? Your NCC application will remain open for a two year period or three unsuccessful attempts at passing the NCE, whichever comes first. If you choose to defer or postpone taking the exam, NBCC will send you a re-registration notice for the April 2009 testing date. The re-registration form is due back at NBCC by December 15 or a later date as specified in the notice. Individuals who defer are not required to reapply or pay a new application fee. However, there is a re-registration fee (check for latest cost). For questions about re-registration, contact certification@nbcc.org.

10. Where can I find help to study for the exam? Various resources include:
- The NCE prep guide is located at: www.nbcc.org/exams/samplequest.htm Also see: http://www.nbcc.org/study
- Workshops or the “Study Guide for the National Counselor Exam” can be obtained through the following: www.counselorprep.com, call 303-466-3191, or for a copy, order the book at, ISBN: 0-9648377-2-2
- Book or CD (not endorsed by Villanova): Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination and State Exams (Paperback)
- One can also use: Encyclopedia of Counseling, Third Edition: Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination
- Current professional books, journals, and newsletters. Books used should be comprehensive in nature and cover a number of perspectives. Professional journals and newsletters most appropriate for review are those published by professional counseling organizations.
- Course notes from the previous academic years.
- Ethical standards/other position statements from NBCC and other organizations pertinent to counseling.
- Names associated with major concepts within the counseling profession. Various theories and/or concepts are often identified by the theorist’s name, so knowledge of such associations is helpful (e.g., “Rogerian” counseling is often interpreted as synonymous with the term “client-centered counseling.”)

11. Can alumnus of Villanova take the NCE at Villanova? Alums will be eligible to apply and test for the GSA-NCC as long as no more than six months have lapsed since their date of graduation. For example, a December 2011 graduate would be eligible to apply for the April 2012 administration, but not the following October 2012 administration.
If they graduated longer ago than 6 months, they must postpone applying for the NCC credential until they have met the experience and supervision requirements for certification, and at that point, two years or more beyond graduation, they will be Option C applicants (see instructions under #10).

12. What about Villanova alums that graduated longer than 12 months ago from Villanova?
They CANNOT apply through Villanova. Again, If they graduated longer ago than 12 months, they must postpone applying for the NCC credential until they have met the experience and supervision requirements for certification, at that point, two years or more beyond graduation, they will be Option C applicants.

Following are the instructions:

Their application must be downloaded from the NBCC website. Villanova grads would be “Option C” candidates within that application. Option C’s must complete the experience and supervision requirements before applying, generally two years after graduating. Directions for these alums in how to apply for the NCC:

a. Start on the nbcc home page (www.nbcc.org),
b. Click on Application Information on the menu at the left,
c. Click on General Information,
d. Click on View the Application.

13. Who is the current official outreach coordinator of Villanova's NCE? Mona Olds, Outreach Coordinator, National Board for Certified Counselors, 3 Terrace Way, Suite D, Greensboro, NC 27403, Tel (336) 547-0607

14. Who can I contact for additional questions regarding alums going through this process? Please contact the Certification Department, certification@nbcc.org or 336-547-0607

15. Does taking the NCE automatically make me an NCC (nationally certified counselor)? No. Unfortunately, many students are so concerned about the test itself that they forget that passing the examination is just one step in the National Certified Counselor (NCC) credentialing process. Several requirements must be met after you have passed the NCE before you can have their scores reported to third parties (such as licensure boards). When you receive your exam scores, refer to the letter we include with those scores for guidelines for collecting the documentation necessary to continue the credentialing process. There are three basic components of the requirements for the NCC credentialing process: Step 1) Pass NCE and submit an official graduate transcript showing degree conferred and all educational requirements met, Step 2) supervised experience (see hours required, below), and Step 3) Submit documentation of having completed postgraduate experience and supervision requirements to NBCC, and receive full certification.

1) **Education**: Candidates for the NCC credential must hold an advanced degree with a major study in counseling from a regionally accredited college or university. They also must meet semester or quarter hour and content area requirements.

2) **Supervised experience**: Candidates for national certification must meet the supervised experience requirements specific to the option under which they qualify and apply (see http://www.nbcc.org/checklist2#3cd for more information). As of Oct., 2011, the requirement is 2 years and 3,000 hours of work experience as a counselor with 100 hours of supervision from a supervisor who holds a master’s degree or higher in a mental health field—applicants are given 3 years from the date they pass the exam to complete the requirement for step 2 (subject to change, see latest information). Supervision hours (by someone with a master’s or better in mental health) must begin after you have completed your master’s degree (excepting 1 supervised hour with someone who has a master’s or better in mental health field). See question #8 above that details hour experience and how to document that.

3) **Examination**: Candidates for national certification must achieve a passing score on the National Counselor Examination for Licensure and Certification. You may be exempt from
16. Does taking the NCE immediately give me my LPC licensure (e.g., as an LPC: Licensed Practicing Counselor)? NO. The State licensure is a separate process, though the exam used by many states is the same as the one required for the NCC credential. Some new professionals may prefer to obtain state licensure first and consider the NCC credential later on. You must complete several additional certification requirements after passing the NCE before you can have your scores reported to third parties (such as licensure boards). Please stay on top of this process until you are fully certified.

- The application for licensure as a professional counselor is available on the Board’s website at www.dos.state.pa.us/social, then click on “Licensure Information” and then click on “Board Forms”, then click on “Application for a License by Examination to Practice as a Professional Counselor”
- The NCE requires various steps (which change regularly, check with their website, listed above, to verify changes).
- Examples of steps to take [as of 3/30/12]: completion of 60 credit hours of a master-level counseling program; taking the NCE (National Counselor’s exam), and; 3,000 hours, supervised clinical experience (as of May 14, 2012), completed in no less than 2 years and no more than 6 years, except that no less than 600 hours and no more than 1,800 hours may be credited in any 12-month period.
- After you have received your license, 30 hours [as of 3/2012] of continuing educational credits are required each 2 years to maintain one’s license (LPC). Many counseling conferences offer LPC continuing educational credits (called CEU’s). Also see the American Counseling Association website for taking online additional CEU’s. Also, you can find a list of approved trainings/courses at: www.state.pa.us/social
- Supervisory standards in obtaining 3,000 hours of supervised clinical experience:
  A. The supervisor, or one to whom supervisory responsibilities have been delegated, shall meet with the supervisee for a minimum of 2 hours for every 40 hours of supervised clinical experience. At least 1 of the 2 hours shall be with the supervisee individually and in person, and 1 of the 2 hours may be with the supervisee in a group setting and in person. A total of 180 hours of supervision is required. At least 90 hours must be individual supervision and the other 90 hours may be group supervision. (On May 14, 2012, the total of 150 hours of supervision must be completed. At least 75 hours must be individual supervision and the other 75 hour may be group supervision.
  B. Note, an approved supervisor is an LCPC, a licensed clinical social worker, a licensed psychologist or psychiatrist: If there is no LCPC in your work place, you can contact LCPCs through the Pennsylvania Mental Health Counselors Association or the Pennsylvania School Counselor Association. They will provide reasonably priced supervision. You can contact the executive director for these two.
  C. At least one-half of the supervised clinical experiences shall consist of providing services in one or more of the following areas: Assessment; Counseling; Therapy; Psychotherapy; Other therapeutic interventions (psycho-education); Consultation; Family therapy; Group therapy--- these experiences should involve direct client contact. The remainder of the clinical experience must be related to work with clients. Example: case documentation and recordkeeping activities; supervision of another mental health professional related to practice; group or peer supervision related to practice; court testimony related to work with client(s); advocacy on behalf of client(s); other activities that involve, support or enhance work with clients.

17. What is national certification?
National counselor certification from NBCC proves to the public and employers that the counselor has met the national standards set by the counseling profession. It is not a license to practice. In some states, holding a national certification can assist the counselor in obtaining a state license. National certification travels with the counselor no matter the state or country of residence. The basic national certification examination if you have already taken the NCE or NCMHCE. Please see your application for details.
offered by NBCC is the NCC (National Certified Counselor). NBCC is the largest national counselor certification program in the world.

**18. What is a state license?**
A state license in counseling is literally permission from a particular state to practice counseling or to call oneself a licensed counselor. Some states have a single license and some have a two-tiered system. The names of state licenses vary from state to state. Some examples are LPC, LCPC, LPCC, LMHC, LPCMH, LCMHC, LPC-MH.

Comparison of National Counselor Certification and State Counselor Licensure

<table>
<thead>
<tr>
<th>National Certification</th>
<th>State Licensure</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certified Counselor (NCC) – Issued by NBCC</td>
<td>Differs from state to state. Most common titles are: Licensed Professional Counselor (LPC), Licensed Mental Health Counselor (LMHC), Licensed Clinical Professional Counselor (LCPC), Licensed Professional Clinical Counselor (LPCC). Issued by each state regulatory board.</td>
</tr>
<tr>
<td>NBCC also offers three specialty certifications for NCCs in addictions, clinical mental health and school counseling.</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose**

To promote and represent the counseling profession through a national certification program where the standards are set by members of the counseling profession. Compliance with continuing education requirements and the NBCC Code of Ethics ensure that NCCs stay current with the profession’s best practices.

To protect the public by defining practitioners who can legally use the title of a licensed counselor and/or who can provide counseling services in a particular state. These standards are set by state legislatures.

**Examinations**

The National Counselor Examination for Licensure and Certification (NCE)

NCE and/or NCMHCE: State counselor licensure boards contract with NBCC to use one or both of these examinations.

**Requirements**

- Master’s degree in counseling or with a major study in counseling from a regionally accredited institution
- 3,000 hours of counseling experience and 100 hours of supervision both over a two year post-master’s time period
- Post-master’s experience and supervision requirements are waived for graduate students enrolled in or who have completed CACREP accredited tracks.
- Passing score on NCE

Varies from state to state. All require some combination of

- Master’s degree
- Counseling experience and supervision
- Passing score on NCE and/or NCMHCE. Some require mental health laws exam of that state.

For more info. regarding the LPC: [http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433177](http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433177)
APPENDIX G

VILLANOVA UNIVERSITY
Counseling Program

CHR PROGRAM: FROM START TO FINISH

I. Admission Requirements
   A. Graduate Application and Fee
   B. Official Transcripts
   C. GREs or MATs
   D. Statement of Goals Form
   E. 3 letters of recommendation

II. Registration
   A. Registration dates are available online through the student’s myNOVA account.
   Students must receive a PIN number from their advisor in order to register online.
   B. The deadline for registration occurs one day before classes begin

III. Practicum & Internship
   A. Complete specific course work in Level I & II (except Research & Evaluation and
      Human Growth & Development)
   B. Application – Beginning of semester prior to start of internship
   C. Register for Internship I & II
   D. Attend orientation meeting held by your Villanova supervisor
   E. Clearances, physicals, insurance forms
   F. Placement – work with your campus supervisor

IV. Praxis (REQUIRED FOR CERTIFICATION)
   A. Register
      1. Counseling Subtest (Praxis II)
   B. Test dates – online at www.ets.org/praxis
   C. To be taken during the last two semesters of your program

V. Comprehensive Exams (REQUIRED FOR DEGREE)
   A. Application
   B. Complete level I and II course work
   C. To be taken during the last two semesters of your program

VI. Thesis (IT IS OPTIONAL, BUT ONCE IS REGISTERED IS REQUIRED FOR DEGREE)
   A. Thesis I
   B. Thesis II
   C. Defense
VI. Granting of a Master’s
   A. Application – at the beginning of last semester
   B. Complete course work

VII. Certification
   A. Application received
   B. Must have completed your degree requirements
   C. Must have passed your PRAXIS exam
   D. Must be submitted to the Department of Education & Human Services
APPENDIX H

VILLANOVA UNIVERSITY
Counseling Program

STEPS FOR ONLINE REGISTRATION
The following steps were designed to help assist you with online registration for your classes. In order to register for your classes please follow the subsequent steps. Paper registration will no longer be accepted after the completion of your first semester of course work.
1: Log into your myNOVA.
2: Click on Student Tab
3: Scroll to My Schedule and Registration
   (Using links within this box, you can: Search for Classes, Login to Register, run a CAPP and much more)
4: Click on Login to Register
5: Select the Term you wish to register for.
6: Enter your registration PIN
   (You may obtain your registration PIN number by contacting your academic advisor. If you are unaware of whom your advisor is, please contact Fr. Murray. Registration PIN numbers change every semester; therefore you will need to contact your advisor for each semester’s registration.)
7: Click on Class Search
8: Identify the courses you would like to register and click Register
   (You can also enter the CRN number for the courses you would like to register for or add the courses to the worksheet)
APPENDIX I

VILLANOVA UNIVERSITY
Counseling Program

GRADUATE ASSISTANTSHIP APPLICATION 2014-2015

Role Overview:
Graduate Assistants in the Department of Education and Counseling at Villanova University work alongside faculty and staff to contribute to the research and educational goals of Villanova University. Graduate Assistants in our department provide a variety of services, including: assisting in the daily functioning of the department office, providing research assistance to faculty members, and serving as teaching assistants in undergraduate classes. Graduate Assistants often have the opportunity to publish scholarly work with Department faculty and to present research at research conferences across the nation. Graduate Assistants represent the Department at various University events and represent Villanova University through service at several sites in the greater Philadelphia area. Graduate Assistants are leaders in the Department and in their classes and strive for excellence in all that they do.

The Excellent Candidate Will:

- Demonstrate a passion for advancing research and practice in the fields of Education and Counseling
- Have demonstrated excellence in their undergraduate educational endeavors and professional work experience
- Demonstrate leadership and professionalism
- Have experience conducting research (qualitative and/or quantitative)
- Have strong writing skills
- Have a high level of organization
- Have the ability to multitask, be flexible, and schedule time well
- Have personal characteristics of integrity, concern for others, and a drive for excellence

Application:
We thank you for your interest in a Graduate Assistantship in our department. The application for a Graduate Assistantship can be found on the following two pages. Please submit your application to our office by February 1.

You may send materials by mail to:
Attention: Graduate Assistant Coordinator
Department of Education and Counseling
302 St Augustine Center
Villanova University, Villanova, PA, 19085

Or e-mail all materials to the Graduate Assistant Coordinator:
Ed.couns.ga@villanova.edu
DEPARTMENT OF EDUCATION AND COUNSELING
GRADUATE ASSISTANTSHIP APPLICATION

I. Contact Information

Name:__________________________ Home/Cell Phone: (____)- _____- ______

Address:____________________________Alternate Phone: (_____)- ______-

__________________________________Email:________________________________

II. Education

Intended Program of Study at Villanova (Counseling Students, please specify “School” or “Clinical Mental Health”):

________________________________________________________________________

<table>
<thead>
<tr>
<th>Institution</th>
<th>Completed Degree</th>
<th>Academic Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
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</tr>
</tbody>
</table>

III. Skills Evaluation

Please indicate your proficiency in the following areas/programs by placing a ☑ in the column that best represents your ability. **On a separate piece of paper, provide a typed rationale that explains your rating and details your experience in each area.**

- **Novice** – unfamiliar with program, or a beginner
- **Proficient** – adequate degree of competence, skill, and experience
- **Expert** – advanced degree of competence, skill, and experience

**Computer Skills**

<table>
<thead>
<tr>
<th>Novice</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Microsoft Word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Microsoft Excel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Microsoft Access</td>
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<tr>
<td>○ Microsoft Front Page</td>
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<tr>
<td>○ Microsoft PowerPoint</td>
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<tr>
<td>○ SPSS</td>
<td></td>
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</tr>
<tr>
<td>○ WebCT/Blackboard</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. Additional Materials

With your application, please also provide:

1. A one-page letter of intent including why you desire a graduate assistantship in the Department of Education and Counseling, and what you hope to gain from the experience.

2. A resume or curriculum vitae.

3. A skills rationale (from part III above).
# APPENDIX J

**VILLANOVA UNIVERSITY**
Counseling Program

**PROFESSIONAL PERFORMANCE REVIEW POLICY**

Criteria for Professional Performance Standards Evaluation
Revised 04/24/2014

<table>
<thead>
<tr>
<th>1. Openness to new ideas (rated from Closed [1] to Open [3])</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Was dogmatic about own perspective and ideas.</td>
</tr>
<tr>
<td>- Ignored or was defensive about constructive feedback.</td>
</tr>
<tr>
<td>- Showed little or no evidence of incorporating constructive feedback received to change behavior.</td>
</tr>
<tr>
<td>- Was amenable to discussion of perspectives other than own.</td>
</tr>
<tr>
<td>- Accepts constructive feedback without defensiveness.</td>
</tr>
<tr>
<td>- Some evidence of effort to incorporate relevant feedback received to change own behavior.</td>
</tr>
<tr>
<td>- Solicited others' opinions and perspectives about own work.</td>
</tr>
<tr>
<td>- Invited constructive feedback, and demonstrated interest in others' perspectives.</td>
</tr>
<tr>
<td>- Showed strong evidence of incorporation of feedback received to change own behavior.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Flexibility (rated from Inflexible [1] to Flexible [3])</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Showed little or no effort to recognize demands in the professional &amp; interpersonal environment.</td>
</tr>
<tr>
<td>- Showed little or no effort to flex own response to changing environment.</td>
</tr>
<tr>
<td>- Effort to recognize changing demands in the professional &amp; interpersonal environment was evident but sometimes inaccurate.</td>
</tr>
<tr>
<td>- Effort to flex own response to new environmental demands was evident but sometimes inaccurate.</td>
</tr>
<tr>
<td>- Flexed own response to changing environmental demands when directed to do so.</td>
</tr>
<tr>
<td>- Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.</td>
</tr>
<tr>
<td>- Showed accurate effort to recognize changing demands in the professional &amp; interpersonal environment.</td>
</tr>
<tr>
<td>- Showed accurate effort to flex own response to changing environmental demands, as needed.</td>
</tr>
<tr>
<td>- Independently monitored the environment for changing demands and flexed own response accordingly.</td>
</tr>
<tr>
<td>- Attempts to understand needs for change in established schedule or protocol to avoid resentment.</td>
</tr>
<tr>
<td>- Accepted necessary changes in established schedule and attempted to discover the reasons for them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Cooperation with others(rated from Uncooperative [1] to Cooperative [3])</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Showed little or no engagement in collaborative activities.</td>
</tr>
<tr>
<td>- Undermined goal achievement in collaborative activities.</td>
</tr>
<tr>
<td>- Engaged in collaborative activities but with minimum allowable input.</td>
</tr>
<tr>
<td>- Accepted but rarely initiated compromise in collaborative activities.</td>
</tr>
<tr>
<td>- Worked actively toward reaching consensus in collaborative activities.</td>
</tr>
<tr>
<td>- Was willing to initiate compromise in order to reach group consensus.</td>
</tr>
<tr>
<td>4. Willingness to accept and demonstrate change from feedback (rated from Unwilling [1] to Willing [3])</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| - Discouraged feedback from others through defensiveness and anger  
  - Showed little or no evidence of incorporation of supervisory feedback received  
  - Took feedback contrary to own position as a personal affront.  
  - Demonstrated greater willingness to give feedback than to receive it |
| - Was generally receptive to supervisory feedback.  
  - Showed some evidence of incorporating supervisory feedback into own views and behaviors.  
  - Showed some defensiveness to critique through "over-explanation" of own actions--but without anger.  
  - Demonstrated greater willingness to receive feedback than to give it |
| - Invited feedback by direct request and positive acknowledgement when received  
  - Showed evidence of active incorporation or supervisory feedback received into own views and behaviors  
  - Demonstrated a balanced willingness to give and receive supervisory feedback. |

<table>
<thead>
<tr>
<th>5. Awareness of own impact on others (rated from Unaware [1] to Aware [3])</th>
</tr>
</thead>
</table>
| - Words and actions reflected little or no concern for how others were impacted by them.  
  - Ignored supervisory feedback about how words and actions were negatively impacting others |
| - Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.  
  - Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. |
| - Effort toward recognition of how own words and actions impact on others through words and actions.  
  - Initiates feedback from others regarding impact of own words and behaviors.  
  - Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change |

<table>
<thead>
<tr>
<th>6. Ability to manage conflict (rated from Unable [1] to Able [3])</th>
</tr>
</thead>
</table>
| - Was unable or unwilling to consider others' points of view.  
  - Showed no willingness to examine own role in a conflict.  
  - Ignored supervisory advisement if not in agreement with own position.  
  - Showed no effort at problem solving.  
  - Displayed hostility when conflicts were addressed. |
| - Attempted but sometimes had difficulty grasping others’ points of view.  
  - Would examine own role in a conflict when directed to do so.  
  - Was responsive to supervision in a conflict if it was offered.  
  - Participated in problem solving when directed. |
| - Always willing and able to consider others' points of view.  
  - Almost always willing to examine own role in a conflict.  
  - Was consistently open to supervisory critique about own role in a conflict.  
  - Initiated problem solving efforts in conflict.  
  - Actively participated in problem solving efforts. |
### 7. Ability to accept personal responsibility (rated from Unable [1] to Able [3])

<table>
<thead>
<tr>
<th>Refused to admit mistakes or examine own contribution to problems.</th>
<th>Was willing to examine own role in problems when informed of the need to do so.</th>
<th>Monitored own level of responsibility in professional performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lied, minimized or embellished the truth to extricate self from problems.</td>
<td>Was accurate and honest in describing own and others role in problems.</td>
<td>Invited constructive critique from others and applied it toward professional growth.</td>
</tr>
<tr>
<td>Consistently blamed others for problems without self-examination</td>
<td>Might blame initially, but was open to self-examination about own role in problems</td>
<td>Accepted own mistakes and responded to them as opportunity for self-improvement.</td>
</tr>
<tr>
<td>Monitored own level of responsibility in professional performance.</td>
<td>- Was willing to examine own role in problems when informed of the need to do so.</td>
<td>Avoided blame in favor of self-examination.</td>
</tr>
</tbody>
</table>

### 8. Ability to communicate effectively and appropriately (rated from Unable [1] to Able [3])

<table>
<thead>
<tr>
<th>Showed no evidence of willingness and ability to articulate own feelings.</th>
<th>Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</th>
<th>Was consistently willing and able to articulate the full range of own feelings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</td>
<td>Showed some evidence of willingness and ability to acknowledge others' feelings-- sometimes inaccurate.</td>
<td>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</td>
</tr>
<tr>
<td>Acted out negative feelings (through negative behaviors) rather than articulating them.</td>
<td>Expressions of feeling usually appropriate to the setting-- responsive to supervision when not</td>
<td>Expression of own feelings was consistently appropriate to the setting.</td>
</tr>
<tr>
<td>Expressions of feeling were inappropriate to the setting.</td>
<td>Willing to discuss own feelings in supervision when directed.</td>
<td>Initiated discussion of own feeling in supervision.</td>
</tr>
<tr>
<td>Was resistant to discussion of feelings in supervision.</td>
<td>- Was responsive to supervision for occasional person-professional boundary confusion in verbal interactions with clients.</td>
<td>- Maintained clear personal-professional boundaries with clients.</td>
</tr>
<tr>
<td>- Engaged in dual relationships with clients.</td>
<td>- Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</td>
<td>- Demonstrated consistent sensitivity to diversity.</td>
</tr>
<tr>
<td>- Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</td>
<td>- Used judgment that could have put client safety and well-being at risk</td>
<td>- Satisfactorily ensured client safety and well-being.</td>
</tr>
<tr>
<td>- Endangered the safety and the well-being of clients.</td>
<td>- Used judgment that could have put client confidentiality at risk</td>
<td>- Appropriately safeguarded the confidentiality of clients.</td>
</tr>
<tr>
<td>- Breached established rules for protecting client confidentiality.</td>
<td>- Maintained clear personal-professional boundaries with clients.</td>
<td>- Showed evidence of willingness and accurate ability to acknowledge others' feelings.</td>
</tr>
</tbody>
</table>

### 9. Attention to ethical and legal considerations (rated from Inattentive [I] to Attentive [3])

<table>
<thead>
<tr>
<th>Engaged in dual relationships with clients.</th>
<th>Was responsive to supervision for occasional person-professional boundary confusion in verbal interactions with clients.</th>
<th>Was consistently willing and able to articulate the full range of own feelings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</td>
<td>Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</td>
<td>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</td>
</tr>
<tr>
<td>Endangered the safety and the well-being of clients.</td>
<td>Used judgment that could have put client safety and well-being at risk</td>
<td>Expression of own feelings was consistently appropriate to the setting.</td>
</tr>
<tr>
<td>Breached established rules for protecting client confidentiality.</td>
<td>Used judgment that could have put client confidentiality at risk</td>
<td>Initiated discussion of own feeling in supervision.</td>
</tr>
</tbody>
</table>

### 10. Initiative and motivation (rated from Poor Initiative and motivation [1] to Good Initiative and Motivation [3])

<table>
<thead>
<tr>
<th>Often missed deadlines and classes.</th>
<th>Missed the maximum allowable classes and deadline.</th>
<th>Met all attendance requirements and deadlines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely participated in class activities.</td>
<td>Usually participated in class activities.</td>
<td>Regularly participated in class activities.</td>
</tr>
<tr>
<td>Often failed to meet minimal expectations in assignments.</td>
<td>Met only the minimal expectations in assigned work.</td>
<td>Met or exceeded expectations in assigned work.</td>
</tr>
<tr>
<td>Displayed little or no initiative and creativity in assignments.</td>
<td>Showed some initiative and creativity in assignments</td>
<td>Consistently displayed initiative and creativity in assigned work.</td>
</tr>
</tbody>
</table>
### 11. Multicultural Awareness, Skills, and Knowledge (rated from Unskilled [1] to Skilled [3])

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>-Limited or no understanding of other groups and trends among diverse groups.</td>
<td>-Understood some trends across some diverse groups.</td>
<td>-Understood multicultural trends and concerns among diverse groups.</td>
</tr>
<tr>
<td>-Failed to identify or engage in culturally-aligned interventions to promote client optimal wellness.</td>
<td>-Understood some skills or knowledge of culturally-aligned interventions for diverse groups.</td>
<td>-Demonstrated commitment/skills in social justice and other culturally-aligned interventions to promote client optimal wellness.</td>
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<tr>
<td>-Lack of awareness of own and others’ biases/prejudices toward other groups, demonstrated harmful perceptions or treatment decisions due to biases.</td>
<td>-Limited awareness of own or others’ biases/prejudices of diverse groups.</td>
<td>-Demonstrated multicultural awareness/skills in class discussions and assignments</td>
</tr>
<tr>
<td>-Class interactions and assignments reflect little to no multicultural awareness/skills</td>
<td>-Limited multicultural awareness/skills in class discussions and assignments</td>
<td>-Aware of, and works to reduce, biases/prejudices in self and others, including intentional and unintentional oppression, and discrimination.</td>
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APPENDIX K

VILLANOVA UNIVERSITY

VILLANOVA DEPARTMENT OF EDUCATION AND COUNSELING
MASTERS OF SCIENCE IN COUNSELING
PROFESSIONAL PERFORMANCE REVIEW POLICY

Semester Review Report
Rev. 04/14

Note: Faculty issuing this notification shall rate and describe each area of concern. Copies shall be provided to the student and the student's academic advisor.

Student:______________________________________________________
Course:______________________________________________________
Instructor:____________________________________________________
Semester:_________________________
Course Grade (if applicable): ______ (Pass/Fail, A-F)

Performance Criteria and Rating:
1. Openness to new ideas:

<table>
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<tbody>
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<td>Closed</td>
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Changes Needed:
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2. Flexibility:

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Changes Needed:
________________________________________________________________________
3. Cooperation with others:
   Cooperative | Uncooperative
   5 4 3 2 1
   Changes Needed:

   4. Willingness to accept and demonstrate change from feedback:
   Willing | Unwilling
   5 4 3 2 1
   Changes Needed:

   5. Awareness of own impact on others:
   Aware | Unaware
   5 4 3 2 1
   Changes Needed:

   6. Ability to manage conflict:
   Able | Unable
   5 4 3 2 1
   Changes Needed:

   7. Ability to accept personal responsibility:
   Able | Unable
   5 4 3 2 1
   Changes Needed:
8. Ability to communicate effectively and appropriately:

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<th>Able</th>
<th>Unable</th>
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Changes Needed:

9. Attention to ethical and legal considerations:

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<th>Attentive</th>
<th>Inattentive</th>
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Changes Needed:

10. Initiative and motivation:

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<thead>
<tr>
<th>Good initiative &amp; Motivation</th>
<th>Poor Initiative &amp; Motivation</th>
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Changes Needed:

11. Multicultural knowledge, skills, awareness:

<table>
<thead>
<tr>
<th>Skilled</th>
<th>Unskilled</th>
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Changes Needed:

Additional Concerns/comments: __________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
Faculty Signature

________________________________________ ____________________________
Date

Advisor (as needed)

________________________________________ ____________________________
Date

Student Signature

________________________________________ ____________________________
Date

(SIGNATURES indicate that the student and issuing faculty have met to discuss this notification and that the student has received a completed copy)
Professional Performance Review

Course: ___________ Instructor: ____________________ Date: ___________

*Circle the number in each category that best describes the student (using the Criteria).*

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Openness to ideas Open (5) – Closed (1)</th>
<th>Flexibility Flexible (5) – Inflexible (1)</th>
<th>Cooperativeness with others Cooperative (5) – Uncooperative (1)</th>
<th>Willingness to accept / use feedback Very Willing (5) – Unwilling (1)</th>
<th>Awareness of own impact on others Very Aware (5) – Unaware (1)</th>
<th>Ability to manage conflict Able (5) – Unable (1)</th>
<th>Ability to accept personal responsibility Able (5) – Unable (1)</th>
<th>Ability to express feelings effectively and appropriately Able (5) – Unable (1)</th>
<th>Attention to ethical and legal considerations Attentive (5) – Inattentive (1)</th>
<th>Initiative and motivation Strong (5) – Poor (1)</th>
<th>Multicultural know, skills, awareness Skilled (5) – Unskilled (1)</th>
<th>Total</th>
<th>Notes</th>
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