

Master of Science in Counseling

Student Manual
2020 – 2021



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Information (recording)

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Services..... 610.519.6808

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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. Students are expected to familiarize themselves with the [*Villanova University Graduate Liberal Arts and Sciences Policies and Resources*](#).

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. Become involved with research, be a part of our chapter of Chi Sigma Iota, Alpha Beta Gamma, 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 are happy to be working with you and wish you great success.

II. PROGRAM PHILOSOPHY, DIVERSITY STATEMENT, AND OBJECTIVES

PHILOSOPHY

The training of professional 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. Consequently, the counseling program provides experiences and training that generate such behaviors.

DIVERSITY, EQUITY, AND INCLUSION STATEMENT

The faculty and staff members of Villanova's Counseling Program are committed to creating an inclusive training environment, one that honors and infuses the tenets of diversity, equity, and social justice throughout its policies, practices, and learning spaces. We seek to develop student sense of self and others as cultural beings, with explicit efforts to integrate intersectional identities (e.g., race, class, religion, ability, sexual orientation, ethnicity, etc.) throughout classroom dialogues and assignments.

In turn, we strive to cultivate student openness and curiosity according to working with others, and an understanding of learning as a lifelong and joyful endeavor. Through these many efforts, we hope to prepare clinicians who honor the unique strengths, resiliencies, and experiences of power and oppression that profoundly impact clients' wellbeing. Such efforts will, hopefully, prepare Villanova students for effective work with an ever diversifying client base and across diverse contexts.

PROGRAM OBJECTIVES

- 1) Counselor trainees become familiar with the qualities of an effective counselor and issues related to: human development, individual and group differences, sociocultural or structural barriers to wellness, human behavior, and diversity.
- 2) Counselor trainees learn to use appropriate evaluation procedures, to assess client needs, and to collaboratively develop appropriate client goals and interventions.
- 3) Counselors learn to effectively execute the various possible intervention strategies with a diversity of clientele, including: referrals, consultative services, advocacy actions to address structural or individual inequities, and direct counseling services including individual, group, and family work.
- 4) Counselors are familiarized with ways to adapt counselor interventions to the unique traits of individuals, families and groups of clients, taking into account client intersectional identities, examples including: age, sex, sexual orientation, race, class, religion, ethnicity, nationality, language status, or ability status.
- 5) Counselor trainees gain knowledge of current literature and research related to the counseling field.
- 6) Counselor trainees effectively and ethically apply their acquired knowledge to actual counseling situations in the clinical mental health and/or school settings.
- 7) Counselor trainees become culturally aware of their own personal traits, including intersecting identities and related experiences of privilege, power, and biases, and with understanding of how those factors impact client work.

- 8) Counselor trainees become culturally competent counselors who are flexible in adapting their counseling approaches and intervention in order to meet the needs of a diverse range of clients, while taking into consideration clients' multiple, intersecting identities, world views, and related experiences of oppression and power. .

Villanova University's School Counseling and Clinical Mental Health Counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

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. The Counseling program has developed several venues for receiving feedback from students about the program. Student course evaluations are completed at the end of each course; **honesty is necessary as professors utilize this information to enhance their teaching.** Exit Surveys, departmental and from the Office of Graduate Studies, request feedback from students about the program and their graduate school experience as well. Students are encouraged to reach out to the program director at any point with programmatic comments and concerns.

III. PROGRAM OPTIONS

Students of Villanova University's Graduate Program in Counseling come from a variety of backgrounds. While many students come from a background in psychology, other students come from varied professions and fields of study. No matter the educational and/or professional background, each student 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 PROGRAM OPTIONS:

Degree-Seeking Students:

Students who have been admitted into the graduate degree program in Counseling.

- Full-Time Status: The average full-time course load is four courses persemester.
- Part-Time Status: The average part-time course load is two courses persemester.

Certification Students:

Individuals who previously received a Master's degree in Elementary or Secondary School Counseling from Villanova and who wish to add certification in Pre-K through 12th School Counseling may request a transcript evaluation from the program director. In effort to keep our classes sized relatively small, we typically only accept students to add the certification who previously received a Counseling degree from Villanova. Please contact the program director to complete a "Pre-K-12 Certification Interest Form" if you are interested in being evaluated for this option.

Non-Matriculated Students:

Those desiring to engage in graduate study without working toward a graduate degree may request to apply as a non-matriculated student. Individuals who are approved at the department level must submit a non-matriculated application for admission to Graduate Studies. No more than six credits earned with non- matriculated student status may subsequently be applied to a degree program. Even though they are not working towards a degree, students must be identified with a major department, whose Program Director becomes the student's advisor.

Prospective non-matriculated students:

- Can take up to 6 credits as a non-matriculated student in the Counseling Program;
- Must send resume, transcripts, and a paragraph about why they want to take a course in the Counseling program to the program director before being considered for non-matriculation status;
- May be required to meet with the program director for an interview;
- Must receive permission from the faculty member teaching the course in which they intend to register;
- Will be considered only if there is space available in the course;
- Will be allowed to register for a course in the Counseling program no sooner than 2 weeks after the semester registration date (to ensure matriculated students have priority in registration);
- Are not considered matriculated until they have officially applied to and been accepted to the Counseling program through standard application procedures; and
- Must officially apply as a non-matriculated student through Graduate Studies after they have received departmental permission.

Part-Time Students:

Students attending the program part-time have up to 6 years to complete all requirements. Students must see their advisor to plan out their course sequencing each semester. Students cannot enroll in Practicum until all five of the following level I courses are completed (in the case of Group Dynamics, it can be taken concurrently):

- **CHR 8605** Laboratory in Counseling Skills
- **CHR 8687** Counseling Theory and Practicum
- **CHR 8883** Ethics and professional Orientation
- **CHR 8688** Clinical Mental Health Counseling Orientation
 - OR **CHR 8680** School Counseling Orientation
- **CHR 8655** Laboratory in Group Dynamics (can be taken concurrently with a spring practicum course)

Students should take Internship during their final year as a student, unless otherwise approved by an advisor.

Auditing:

Those who wish to audit courses and not receive academic credit are required to submit an application, application fee, and the same records as students who are applying for degree credit.

Students who have 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 as for credit courses. Rules regarding changes in registration status also apply.

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 or university. Although the average applicant has a minimum GPA of 3.0, each application is considered on an individual basis. The candidate's undergraduate studies, GRE scores (only required for those with a GPA lower than a 3.0), professional training and experience, recommendations and candidate interview are all evaluated. *Although it can be beneficial, those applicants applying for the school counseling program are not required to have had any previous course work in education.*

Villanova's faculty and staff are committed to graduating a counseling population representative of the ever-diversified client population across the nation. For this reason, we welcome and actively recruit and support students who have historically been underrepresented in counselor training programs. Our selection process reflects this commitment, as we strive to attract exceptional students using holistic and evaluative criteria that are relevant for predicting candidate's success in graduate school and beyond.

All necessary [application materials](#) can be found online. Any questions concerning admission procedures should be directed to Graduate Studies.

APPLICANTS FOR ADMISSION TO GRADUATE STUDIES MUST SUBMIT:

- 1) The completed online application and an online non-refundable \$50.00 application fee*. Alternatively, applicants can submit a check or money order to Villanova University.
*Note: If you attend the graduate open house, the application fee 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.
- 3) Three letters of recommendation, preferably primarily from undergraduate faculty, should be submitted electronically. For those who have been out of school for several years, professional letters will suffice.
- 4) A completed response to essay questions included in the online application process.
- 5) A resume listing relevant professional and service experiences.

For those students whose GPA is below a 3.0, Graduate Record Examination (GRE) scores are required. Official copies of GRE scores need to be forwarded to the Villanova University's office of Graduate Studies. To register for the GRE, go to their [website](#).

International students must take the TOEFL exam and submit all credentials before being admitted. Please visit [this website](#) with more information for international students.

Application Deadline

Students are admitted only for the Fall Semester. For application deadlines, refer to our [website](#).

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 students 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, 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 Program Director. Full-time assistantships are awarded on a competitive basis and currently provide a stipend, paid in nine installments, and a waiver of all tuition and fees for up to 48 credits. Paying for the remaining credits required in order to complete the counseling degree is the responsibility of the student. In return, the graduate assistant is required to work in the Department for a specified number of hours each week and may not take additional employment on campus or elsewhere.

Graduate assistants in good standing may enroll for summer study and use part of their 48-credit tuition remission over the summer. If graduate assistants wish for part of their 48-credit tuition remission to cover two summer courses (six credits), then 70 hours of service is required over the course of the summer. A request for one class (3 credits) requires 35 hours of service over the course of the summer. **DISCLAIMER/WARNING:** Additional hours of service over the summer does not increase the maximum 48-credit tuition remission through the contracted full-time graduate assistantship. For more information on other assistantships on campus please contact the Graduate Studies Office at 610-519-7090.

TUITION SCHOLARS/PART-TIME GRADUATE ASSISTANTSHIPS

The Department of Education and Counseling offers a limited number of student positions as tuition scholars (TS), which are part-time graduate assistantships (formerly called 'lab technicians'). These are awarded by the Dean of Graduate Studies in consultation with the Department Chairperson and the Program Coordinator on a competitive basis and provide tuition remission for six hours of credit each term, which grants a tuition scholar 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 in the program.

Though not guaranteed, tuition scholars 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. Tuition scholars who transition to full-time 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 is the student's responsibility.

The deadline for Graduate Assistant and Tuition Scholar applications coincides with the program application deadline. Please check the department's [website](#) for the most up to date information and for the application. See Application Form for Graduate Assistants and Lab Technicians, [Appendix H](#). Graduate Assistant applicants *must be received by the deadline* or they will not be considered. For current students who are interested in applying for an Assistantship or Tuition Scholar position, should contact the Department Chair in the fall semester before prospective student applications are due.

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 can be obtained directly from the department. Please call the Department of Residence Life at 610-519-4154 for more information.

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 Office of Financial Assistance at 610-519-4010.

TUITION-REDUCTION FOR TEACHERS AND ADMINISTRATORS

Any teacher or administrator in a Catholic primary or secondary school can apply to receive a *40% reduction* off the regular graduate tuition rate in any College of Arts and Sciences program. Additionally, any teacher or administrator in a public or private (but non-Catholic) primary or secondary school can apply to receive a *20% reduction* off the regular graduate tuition rate. [This form](#) should be completed and submitted to the Education and Counseling Office in St. Augustine Center Room 302 to be processed.

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 Office of Financial Assistance with a stamped self-addressed envelope. The Office of Financial Assistance determines loan eligibility. They can be reached at 610-519-4010.

VI. ADVISING

ORIENTATION FOR NEW STUDENTS

An orientation is held for all new students to the Counseling Program at the beginning of the Fall semester. At this meeting students will be provided with an overview of the program, meet faculty members, and have an opportunity to talk with other incoming and current students. This orientation enables new students to meet with others in the program and begin to establish their own role in the Counseling program. Additionally, critical program details will be distributed and discussed.

Attendance at this orientation is mandatory. All students admitted are expected to attend.

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 Personal Identification Numbers (PIN), which is required for registration. In addition to assisting students with academic issues, the faculty are 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 are an excellent resource for information regarding opportunities in the field and advanced graduate study.

VII. REGISTRATION

OVERVIEW

It is the responsibility of each student to register for their first semester courses through the online [myNOVA](#) portal. You will receive specific instructions for how to register once you have an

official student record. See Steps for Online Registration, [Appendix I](#).

To avoid potential issues with registration, it is critical that students follow the sequential planning chart for their program. When granted admission to the Counseling program, students are assigned a faculty advisor whom they should be in close contact with. Part-time students must meet with their advisor early in their studies and should continue to meet with their advisor each semester to discuss course planning and scheduling. Following the prescribed schedule of classes removes most obstacles.

A schedule containing three (3) credits is considered a full course load for part-time graduate students. Twelve credits (12) is a full course load for full-time graduate students. Permission from the Department Chairperson is necessary to carry more than 12 credits during summer. Credit limits are set at 14 for spring and fall.

REGISTRATION PROCEDURES

The following steps are required for registration:

- Email your advisor to schedule an appointment. For fall semester registration, you will be notified about walk-in advising hours in March.
- Obtain a list of course offerings from the Villanova NOVASIS website. Review program requirements as outlined on the appropriate Sequential Planning Chart and tentatively select desired courses (See [Appendix B](#)).
- Meet with advisor to select courses. For the fall semester, 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 primarily takes place during the day. After a student meets with their advisor, the student then proceeds to register online.
- Tuition bills are e-mailed at least one month prior to the beginning of each semester.

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 fall/spring 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 on the [CLAS website](#) or with the [Bursar's Office](#).

TO BE ELIGIBLE FOR A 100% REFUND, STUDENTS MUST WITHDRAW BEFORE THE FIRST DAY OF CLASSES. *Please refer to the academic calendar for exact dates.*

<u>Segment of Semester</u>	<u>Refund</u>
Up to first week	80%
Up to second week	60%
Up to third week	40%
Up to fourth week	20%
Beyond fourth week	No Refund

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 (12) 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 (7) 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 the thesis prior to graduation.

CLINICAL MENTAL HEALTH COUNSELING TRACK

The Clinical Mental Health Counseling track of the Counseling Program is aligned with the licensure requirements of the State of Pennsylvania, the CACREP Standards, ACA's code of ethics, and NBCC (National Board for Certified Counselors). A total of sixty (**60**) credits are required for the degree for students in the Clinical Mental Health concentration. Students complete core and program specific coursework and further develop counseling skills within the clinical setting in practicum and internship.

SCHOOL COUNSELING TRACK

The School Counseling track of the Counseling Program is aligned with the certification requirements of the State of Pennsylvania, the CACREP Standards, ACA's code of ethics, American School Counseling Association (ASCA) National Model for School Counseling Programs, and NBCC (National Board for Certified Counselors). 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.

Students complete core and program specific coursework and further develop counseling skills with students of all ages in pre-practicum, practicum and internship. These field experiences meet the Pre-K-12 certification requirement for the State of Pennsylvania (See [Appendix B](#)).

REQUIRED COURSES:

1. CLINICAL MENTAL HEALTH COUNSELING

Level I

CHR 8605 Laboratory in Counseling Skills

CHR 8655 Laboratory in Group Dynamics

CHR8687 Counseling Theory and Practice

CHR 8688 Clinical Mental Health Counseling Orientation

CHR 8883 Ethics and Professional Orientation in Counseling

CLINICAL MENTAL HEALTH COUNSELING cont.

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)

Below is a list of potential elective offerings (this list subject to change):

CHR 8853 Cognitive-Behavioral Approaches in Counseling
CHR 8683 Consultation Processes
CHR 8845 Family Interventions
CHR 8661 Preventative Methods in Couples Therapy
CHR 8862 Couples Counseling
CHR 8892 Introduction to Motivational Interviewing
CHR 8890 Introduction to Play Therapy

Level III

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

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 TBD Therapeutic Strategies for Working with Children and Adolescents
CHR TBD Crisis Intervention in Schools
CHR 8884 Human Growth and Development
CHR 8860 Laboratory in Counseling Diverse Populations
CHR 8685 Lifestyle and Career Development
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 AND **CHR 8694** Internship II in School 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. Full-time students should follow these plans exactly as stated. Part-time students should consult with their adviser to plan out their course sequence. With advisor approval, a student may be allowed take a required course out of the suggested sequence. Copies of the Sequential Planning Charts for each of the counseling programs are available in Department office and in [Appendix C](#) of this student manual.

PREREQUISITES

Levels are 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. Students should note, however, that while all Level I courses should be completed prior to Internship, they will take the remaining Level II courses during the Fall and Spring semester alongside their Internship courses (i.e., Level III).

Students may take up to six (6) 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; these are prerequisites to Practicum.

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 B](#)) and Planning Guide for the Full-Time Program ([Appendix C](#)) **should be followed precisely**. Students considering a different course sequence must consult their advisor to plan accordingly. It is also important to note:

- A limited number of courses are offered during summer sessions. Community Resources and Crisis Intervention (CHR 8840), Prevention: Theory & Practice (CHR 8874), and Lifestyle &

Career Development (CHR 8685) are offered *only* during the summer sessions.

- CHR 8883 Ethics and Professional Orientation in Counseling, 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 8677, 8682 Practicum in Counseling
CHR 8853 Cognitive-Behavioral Approaches in Counseling
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 TBD Therapeutic Strategies for Working with Children
and Adolescents
CHR 8864 Brief Strategic Therapy
CHR 8892 Introduction to Motivational Interviewing

WORKSHOPS

Workshops are one-credit elective courses graded on a pass/fail basis. Workshops require ten (10) 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 Counseling Master's degree. The list of workshops for each academic year will vary.

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 Program Director stating the desire to transfer credits and a copy of the catalog course description from the college or university attended. **Requests for transfer credits must be made during the application process.**

As of fall of 2019, no more than nine (9) 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), CHR8883 (Ethics & Professional Orientation) these will be counted as electives only (if accepted). **These 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

The required 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. Both the Clinical Mental Health and the School Counseling

Practicum courses are designed to introduce students to the role and function of a professional counselor and provide them with experience in an agency or school setting. Throughout the practicum experience, students gain familiarity with the counseling process and begin to conceptualize cases. As mentioned earlier, Level I courses (except for Laboratory in Group Dynamics) are prerequisites to Practicum; the Group class should be taken concurrently with Practicum. *Practicum will only be offered during spring semester, and students should plan their coursework accordingly.*

The class for Practicum in School or Clinical Mental Health Counseling meets weekly and provides an environment designed to support students through the experience and expose them to various professional issues. Students are evaluated by their practicum professor and their site supervisor on their ability to interact appropriately with staff, clients, 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 weekly seminars held on campus. Students are required to participate in the six-credit hour, two-semester Internship sequence (fall/spring) in a setting appropriate to their concentration in the Counseling program. Clinical Mental Health and School Counseling students must work in an approved agency or school under the supervision of a mental health professional (CMH students) or certified school counselor (SC students) possessing the appropriate license or certification. 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 or school and the counselor trainee with the approval of their course instructor.

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. Students will integrate their theoretical knowledge with the realities of the internship site. To qualify for Internship I, students must have completed all Level I courses, as well as submitted an Application for Internship and have identified an internship site. Students must register for both Internship I and Internship II. Internship I and II are uniquely intensive courses; students are advised to plan accordingly. Students may, but usually do not, receive pay for Internship.

SITE PLACEMENT ASSISTANCE

Although the major responsibility for practicum and internship placement rests with the student, staff and faculty assist students by making telephone calls and emailing connections so as to facilitate a placement in the student's best interest. Students should speak to their advisors and faculty about site placements. The following are contacts for support in finding practicum and internship sites:

- Clinical and Mental Health:
Program Coordinator, Abigail Rutledge (abigail.rutledge@villanova.edu)
- School Counseling:
Field Coordinator, Jennifer Carangi (jennifer.carangi@villanova.edu)

Clinical mental health students should expect to follow this step-by-step procedure:

1. Attend an individual meeting (or small group meeting) with the Program Coordinator within the first month of the Fall semester, to discuss needs and wants with a practicum site.
2. The Program Coordinator will reach out to potential sites based on the needs and wants of the students to see which supervisors are accepting interns and are able to meet Villanova's requirements. Villanova has built up relationships with a variety of sites who adhere to strict communication plans. **Students should not contact sites on their own unless instructed to do so by the Program Coordinator.**
3. Students will be put in contact with sites that respond positively to taking on a student for the Spring semester, by the Program Coordinator.
4. Students will submit resumes and cover letters to sites and attend interviews as requested. During interviews, students should reiterate the site requirements outlined in the practicum and internship handbooks.
5. Once a site has offered a position to the student, students should assist their site supervisors with filling out the required paperwork (**required paperwork can be found in the internship and practicum handbooks**).
6. Students should email the completed paperwork in one PDF, along with their site supervisor's contact information in the body of the email, to their practicum or internships instructor and copy the Program Coordinator.

School students:

- For school students, Jennifer Carangi, the program coordinator, will visit the Orientation to School Counseling class in the fall semester and discuss the process. Students should work closely with her and their Orientation instructor and advisor to locate a site that is the best fit for them. School counseling students must serve at elementary and secondary (i.e., middle, and high school) placements to qualify for Pre-K-12 certification in PA.
- School Counseling Site Coordinator Contact: Jennifer Carangi (jennifer.carangi@villanova.edu)

PROFESSIONAL LIABILITY INSURANCE

The Counseling Faculty require all practicum and internship students to carry and to provide proof of coverage of professional liability insurance for the period during which they are enrolled in practicum and internship. *Students may not begin working at a field site without having met this requirement.* [HPSO](#), [ACA](#), and [ASCA](#) all offer student professional liability insurance.

PENNSYLVANIA CHILD PROTECTIVE SERVICES LAW

Pennsylvania Law (Act 34) requires all employees, interns and volunteers to undergo background checks if they will have direct contact with children. There are three clearances which must be obtained before students begin their internship. It is recommended students apply at least six weeks in advance of internship for all clearances. Please make several copies of your clearances and scan all of them as one document, as students will need to provide them to their sites.

The following three background checks are required:

- [Pennsylvania Child Abuse History Clearance](#) (apply online)
- [Pennsylvania Criminal Record Check for Employment](#) (apply online)
- [FBI Fingerprint Criminal History Clearance Criminal Background Check](#) (apply online, but will need to go to a fingerprinting location). **Please use Student Fingerprinting Code: 1KG6XN.**

XI. THESIS OPTION

In lieu of taking a comprehensive examination, the graduate program in Counseling encourages students to write a thesis as the culminating exercise of their program of studies. Students who are considering doctoral studies at some future point in time are especially encouraged to consider the thesis option. If interested, students should speak to their advisor or the program director during their first semester in program to plan accordingly. See [Appendix K](#) for more information on this option.

XII. EVALUATION OF STUDENT PERFORMANCE

A	4.00	B-	2.67	WX	Approved Withdrawal
A-	3.67	C+	2.33	N	Incomplete
B+	3.33	C	2.00	AU	Audit
B	3.0	F	<2.00		

Grades are recorded at the end of each semester or summer session. Any inaccuracy must be reported to the Registrar immediately. The following reflects the numerical GPA equivalents of letter grades, [as approved by the Dean of Graduate Studies](#).

Students receiving a grade of "F" must retake the course and achieve a "C" or better. After the dates stipulated in the Academic Calendar, 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 incompleteness 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 chair, 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.

Graduate 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 *Graduate Studies Catalog* for an explanation of how the grade-point average is derived and computed.

XIII. 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.

XIV. PROFESSIONAL PERFORMANCE REVIEW POLICY

Rationale

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; American Mental Health Counselors Association, AMHCA; Association for Specialists in Group Work, ASGW, etc.). The general and specific ACA standards for ethical practice are listed on the ACA web site at www.counseling.org and are also infused across the course curriculum. See [Appendix I](#) and [Appendix J](#) for more information.

For non-field site courses:

Across the program and within each course, students must adhere to the Professional Performance Standards, as outlined in the Professional Performance Review Policy in the student handbook. Those who cannot meet any of these standards, as observed in one or additional courses, will be informed by the instructor, and will undergo a supportive remediation process. Professional Performance standards include: (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, and (11) Multicultural awareness.

For field-site courses:

Students who do not receive a satisfactory site supervisor evaluation, or who present concerns related to their professional conduct or counseling skills will not pass practicum or internship, regardless of their academic performance. In order to pass practicum/ internship, students must adhere to the Professional Performance Standards, as outlined in the Professional Performance Review Policy. Those who cannot meet any of these standards will undergo a supportive remediation process, may not pass the course, and may not be able to continue in the Counseling program. These standards include: (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, and (11) Multicultural awareness.

XV. COMPREHENSIVE EXAMINATION

The [Comprehensive Examination](#) evaluates student knowledge of their core coursework. The examination is required for all students in degree programs, including those obtaining a second Master's degree. Only students taking thesis credits 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 in Levels I and the majority of Level II. For those studying full-time in the program, you will take the comprehensive examination in the fall semester of your second year in the program. For part-time students, they should speak with their advisors to plan when to take the exam.**

Beginning with students entering the program fall of 2019 and after, the examination will only be offered **once a year during the fall semester, late October or early November (you will receive an email regarding the date, via your Villanova email address)**. Detailed instructions and guidelines for registering, preparing, and taking the examination are available on the Department [website](#). Students need to sign-up to take their exam at least one month prior to the exam date. Students must sign-up in two places. First, students must complete and submit the [application for comprehensive examination](#) with the Graduate Studies office. Second, students must register online to take the exam itself and pay the test fee of approximately \$75.00 (varies annually). You will be provided a link to sign up for the exam via email early in the semester.

Information about the exam can be found on the [CCE website](#) or at this [link](#).

In order to pass the CPCE, Villanova students must score at or above the national average score for *all* students who took the CPCE during the semester which the student sat for the exam. These scores are proved by CCE..

Failure Procedure

In the event that a student does not receive a passing overall score on the Comprehensive Exam, the student will be notified by the program director to begin the re-test procedures.

- **For students whose overall score was not passing**, the student will be required to take a written examination only on the area(s) in which they did not pass.
- To pass each written area of the re-test, students must receive a score of 70% or above.
 - **For students who do not pass the re-test:** Should a student not pass the written re-test, they will be assigned an area advisor for each section in which they scored lower than 70%. The student will meet with their assigned area advisor to review the written portion that was not passed, as well as major concepts that they may not understand. With their advisor and program director, the student will determine next steps and develop a remedial action plan.

*Note: The comprehensive exam, which is required for ALL students to graduate from the Villanova counseling program, is not the same as the National Counselor Examination (NCE). The NCE exam is required in most states to get licensed as a professional counselor. See [Appendix E](#) for details on licensure.

XVI. PA STATE CERTIFICATION IN SCHOOL COUNSELING (PRAXIS II)

Students are eligible to apply for Pennsylvania School Counselor PreK–12 certification upon successful completion of their Master's degree program and passing the Praxis II exam: [Professional School Counselor](#) (5421). Click on **Educational Specialist** and then choose **Professional School Counselor**. The link to register for the Praxis Professional School Counselor (5421) test can be found [here](#). Please choose **Villanova and PDE (PA Department of Education) as your test recipients**. Once PDE receives a student's Praxis scores, their application for certification will take about 6-10 weeks to process.

TIMS (Teacher Information Management System)

Once a School Counseling student passes their Praxis II test and has completed all the requirements of the program, they need to apply to the state of Pennsylvania for certification. ***Students may not apply for certification until May 1st***. Detailed TIMS instructions can be found in Appendix L. TIMS website: <https://www.education.pa.gov/Educators/Certification/Application/Pages/default.aspx>

**School Counseling certification does not require the National Counseling Examination (NCE).*

Contact [Nancy Franz](#) for questions regarding PA and out of state certification.

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. Students who expect to be graduating have the responsibility of applying for graduation 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 [Graduate Course Catalog](#). An *example* application for graduation can be found in [Appendix A](#).

Although degrees are granted at the end of the Fall, Spring, and Summer semesters, commencement ceremonies are held once a year, in May.

XVIII. PROFESSIONAL LICENSURE & CERTIFICATION

CONTACT INFORMATION REGARDING LICENSURE:

1. Degree Requirements: Program director, Dr. Stacey Havlik 610-519-4707 or your advisor
2. National Counselor Examination: Program Coordinator, Abigail Rutledge, 610-519-4625
3. Licensure Applications: Contact State Board of Social Workers, Marriage and Family Therapists and Professional Counselors visit www.dos.state.pa.us, or email at socialwo@pados.state.pa.us.

In order to apply for Professional Licensure, Act 136 **requires** the following steps to be taken:

EDUCATIONAL REQUIREMENTS

Those who wish to apply for licensure post-graduation 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 (subject to change annually—see the PA [website](#))

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. Students should contact the state in which they want to be licensed to determine requirements.

NCE EXAM

1. National Counselor Exam is offered off-campus in April and in October.
2. An email will be sent to all current CHR students regarding application procedures. For more details, contact Abigail Rutledge, the test coordinator, at abigail.rutledge@villanova.edu. It is the responsibility of each student to respond to the email and complete the application in a

timely manner.

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. A detailed outline of the NCE can be found [here](#).
 - The exam covers the following content areas:
 - Fundamental Counseling Issues
 - Counseling Process
 - Diagnostic and Assessment Services
 - Professional Practice
 - Professional Development, Supervision, and Consultation
5. The following courses must have been completed (and/or enrolled concurrently) in order to be eligible to sit for exam:

<u>Villanova Courses</u>
(CHR 8688) Clinical Mental Health Orientation OR (CHR 8680) School Counseling Orientation
(CHR 8883) Ethics and Professional Orientation in Counseling
(CHR 8605) Lab in Counseling Skills
(CHR 8884) Human Development
(CHR 8860) Counseling Diverse Populations
(CHR 8687) Counseling Theory & Practice
(CHR 8655) Lab in Group Dynamics
(CHR 8686) Group Counseling Theory & Practice
(CHR 8685) Lifestyle & Career Development
(CHR 8855) Assessment and Appraisal
(CHR 8604) Research & Evaluation
(CHR 8677 & 8682) Practicum
(CHR 8692 & 8694, or 8850 & 8851) Internship I and II

For more information, including study guides, please visit the [NBCC website](#) (See [Appendix E](#) for Licensure Information).

POST-MASTERS CERTIFICATES & LICENSURES

Our department actively supports the pursuit of licensure by qualified candidates and will work with students to help them meet their goals. In order to do so, it is important for candidates to know what coursework they need in order to meet the educational requirements under the law, as well as other requirements (such as examinations, completion of the required supervised practice, etc.). These needs often differ from person to person, based on previous educational coursework.

- Pennsylvania Act 136 of 1998 provides for the licensure of professional counselors. The use

of the title Licensed Professional Counselor (LPC) without a license is restricted by law except in exempt public settings such as schools and government affiliated agencies.

- Act 136 requires the completion of a planned program of study consisting of 60 semester hours of graduate course work in counseling or a closely related field, including a 48-semester hour master's degree in counseling or a closely related area.

Intent to become a licensed professional counselor (LPC), including individuals who have completed a 48-credit hour program in counseling:

For graduates of our program, the Department of Education and Counseling offers opportunities to complete the additional credits required for licensure in the Commonwealth.

- It is important to note, however, that the Department cannot assess previously completed coursework or determine the courses you may need to become licensure eligible. Only the PA Board of Social Workers, Marriage and Family Therapists, and Professional Counselors can formally assess previously completed coursework for its applicability toward meeting the requirements set forth in the law.
- Students who are unsure if their previous coursework meets the requirements for licensure can contact the [State Board's website](#), including the law and educational requirements. You must obtain a written summary of educational needs before applying to take courses in our program. Once the state board has determined your educational needs, contact the Program Director who can assist in the application process and development of a course of study.

Please note, you must be a former Villanova Counseling graduate in order to complete any field work through Villanova's Counseling program (such as a practicum or internship). If you graduated from a counseling program that is not Villanova University, you will not be permitted to complete additional field work at Villanova's Counseling Program.

XIX. PROFESSIONAL IDENTITY

The Department of Education and Counseling encourages student involvement in counseling organizations. Below are some of the premier organizations in the counseling field. These organizations offer many opportunities for student involvement and professional development. There tends to be a cost associated with involvement in these organizations. Should the cost be a hindrance to your involvement, students may apply for a Beverly Kahn Scholarship to cover such fees. Information about such funding will be emailed to students through the program director.

AMERICAN COUNSELING ASSOCIATION (ACA)

The ACA is a professional organization representing counselors. It offers a number of services and publications to its members. 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 practicum and internship are required to join the ACA, so as to qualify for malpractice insurance. Web Site: <https://www.counseling.org/>

PENNSYLVANIA COUNSELING ASSOCIATION (PCA)

The PCA is a state professional organization which offers reduced rate student membership. 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. Web Site: <http://www.schoolcounselor.org/>

PENNSYLVANIA SCHOOL COUNSELORS ASSOCIATION (PSCA)

The PSCA is a state professional organization which offers reduced rate student membership. 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 more information refer to the PSCA Web Site: www.pscaweb.org

NATIONAL BOARD FOR CERTIFIED COUNSELORS (NBCC)

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.

XX. CHI SIGMA IOTA

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 chapter co-faculty advisors Edward Wahesh, Ph.D. at edward.wahesh@villanova.edu or Dr. Terence Yee at terence.yee@villanova.edu for more information about how to become involved with Chi Sigma Iota.

XXI. MEET THE FACULTY

STACEY HAVLIK, Ph.D. – Program Director

Dr. Havlik received her Ph.D. in Counselor Education and Supervision from the University of Maryland. She has taught School Counseling Orientation, Consultation, Ethics in Counseling, Skills in Counseling, and School Practicum and Internship. Dr. Havlik’s research interests include homelessness and education, first-generation college students, as well as school counselor preparation.

KRISTA M. MALOTT, Ph.D.

Dr. Malott received her Ph.D. from the University of Northern Colorado. A former school and community counselor, examples of courses she has taught include Counseling Diverse Populations, Group Counseling, Secondary School Practicum and Internship, and Adolescent Counseling. Dr. Malott's research interests include multicultural counselor training, pedagogical techniques for addressing counselor biases, and ethnic and racial identity development.

RAYNA MARKIN, Ph.D.

Dr. Markin received her Ph.D. from the University of Maryland. She has taught many courses in the program. Dr. Markin's research focuses on the process and outcome of relationally based, dynamic, psychotherapies. She is specifically interested in better defining aspects of the therapy relationship and discovering how these aspects influence the process and outcome of therapy. More recently, Dr. Markin's research has applied attachment theory and psychotherapy to the understanding and treatment of prenatal attachment disturbances and, separately, pregnancy loss and infertility issues.

CHRIS SCHMIDT, Ph.D.

Dr. Schmidt received his Ph.D. from the College of William and Mary. He has taught many courses in the counseling program, most recently Internship in Clinical Mental Health Counseling, Counseling Theory and Practice, and Practicum in Clinical Mental Health Counseling. Dr. Schmidt's research focuses on counselor development and family and couples counseling approaches.

EDWARD WAHESH, Ph.D.

Dr. Wahesh received his Ph.D. from the University of Greensboro. He presently teaches Assessment and Appraisal in Counseling, Substance Abuse Counseling, Prevention: Theory and Practice, and Introduction to Motivational Interviewing. Dr. Wahesh's research interests include substance use disorder prevention and counseling, motivational interviewing, counselor training, and clinical supervision.

TERENCE YEE, Ph.D.

Dr. Yee received his Ph.D. in Counseling from the University of North Texas, with a focus on multicultural counseling, play-therapy, and research and quantitative methods. His area of specialty for research is in researching the mental health needs of Chinese individuals with the goal to increase their use of mental health services, with the hope of improving their mental health status. Dr. Yee is also interested in the effects of international identity (e.g. international student, immigrants) on one's wellbeing.

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 immense value and it is encouraged that you actively participate and build relationships with these individuals.

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 Program Director of the CHR program should be contacted. If unresolved, or

if the complaint involves the Program Director, the student may bring their concern to the attention of the Chairperson of the Department, followed by the Dean of Graduate Studies. For a complete description of the Academic Appeal Policy, refer to Section XIII.

ETHICS AND COMPLIANCE HOTLINE

Villanova has contracted with EthicsPoint to provide a confidential Internet and telephone-based reporting tool to give the University faculty, staff, and students an anonymous and confidential way to address misconduct in the workplace and classroom setting due to mismanagement of funds, fraud, or other violations of law or university policy. Anyone expressing such a concern or report is protected from retaliation. More information can be found at this [site](#).

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 they have experience sexual harassment, there is confidential counseling available. Please contact the [Counseling Center](#) for more information. Any student, employee or applicant for employment or admission to the university who believes they have been discriminated against on the basis of sex, in violation of Title IX, or has been a victim of sexual assault, sexual harassment or other sexual misconduct, may file a complaint with the Title IX Coordinator, Ryan Rost (610-519-8805, ryan.rost@villanova.edu) More information can be found at this [site](#).

ENDORSEMENT POLICY

The Counseling faculty fully support and encourage all graduates of the master's degree program to pursue the academic or professional careers 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 may be requested by contacting individual faculty directly after the student has completed a substantial portion of the program.

ACADEMIC INTEGRITY

For information on Academic Policies, go to the [Villanova University Student Handbook](#).

XXIII. VILLANOVA UNIVERSITY SERVICES AND FACILITIES

The following is a partial list of Villanova University services and facilities. The [Villanova University Student Handbook](#) is also helpful.

ATHLETIC FACILITIES

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 are formed for most sports.

CAMPUS MINISTRY

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. The number for Campus Ministry is 610-519-4080, email cmommunication@villanova.edu

CAREER SERVICES

Career Services is located on the second floor of Garey Hall room 117. They offer free career planning, which include on-campus recruiting and workshops (i.e., resume writing and interview preparation). The number for Career Services is 910-519-4060.

CENTER FOR ACCESS SUCCESS AND ACHIEVEMENT

The Center for Access Success and Achievement supports students who are underrepresented, first generation and Pell Eligible students. Services include life coaching, peer mentoring and tutoring services. Their office can be found in Falvey Hall, Room 211 and reached at 610-519-4075.

CONNELLY CENTER

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

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 and through NovaAlert texts and calls, which can be opted in through MyNOVA.

FALVEY MEMORIAL LIBRARY

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 library, or to complete Inter-Library Loan (ILL) request (a system that allows libraries throughout the country to share their resources). All ILL requests can be initiated online through their [website](#). Please consult the library's website for updated hours. The number for the front desk at the library is 610-519-4270.

GRADUATE STUDIES EVENTS – ACADEMIC AND SOCIAL

At the beginning of the fall semester, the Graduate Student Council (GSC) sponsors an Orientation Day for students new to Villanova University's Graduate Studies programs. 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 academic events, the GSC sponsors social events including a holiday social and a picnic in the Spring for all graduate students and faculty. For more information, check out the [GSC website](#) or contact the GSC at 610-519-5414, gradcouncil@villanova.edu.

HEALTH CENTER

The Health Center is located on the third floor of the Student Health Services Building (across from Bartley Hall), and is open 24 hours, 7 days per week with a registered nurse available at all times. A physician is available every weekday morning for consultation and treatment. In urgent, after-hours cases that require emergency treatment, a physician is on call. To make an appointment call 610-519-4070

HEALTH INSURANCE

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.

INTERNATIONAL STUDENT SERVICES

The International Student Services office provides assistance with immigration regulations; educational, social, and personal counseling; cultural and social activities; and sponsors a 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. The Office of International Student Services can be reached at 610-519-4095.

PARKING

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. Contact Parking for more information about which parking pass is needed. The Parking Office can be reached at 610-519-6989.

VILLANOVA UNIVERSITY COUNSELING CENTER

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. Hours are from Monday-Friday 9:00 a.m. to 5:00 p.m. Appointments may be made in person or by telephone at 610-519-4050.

VILLANOVA UNIVERSITY SHOP

The Villanova University Shop is located in Kennedy Hall and contains texts and materials for all courses as well as a variety of products for everyday needs.

VILLANOVA UNIVERSITY WRITING CENTER

The University's Writing Center 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 Old Falvey Hall, next to Mendel Field. Please consult the website for updated hours.

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 handbook.

1. **GRADUATE STUDIES CATALOG FOR THE ARTS & SCIENCES**
2. **STUDENT HANDBOOK: "THE BLUE BOOK"**

XXV. APPENDICES

[Appendix A: Application for Granting of Master's Degree](#)

[Appendix B: Sequential Planning Charts](#)

[Appendix C: Planning Guide of Study \(Full Time Program\)](#)

[Appendix D: Counseling & Human Relations – Certification](#)

[Appendix E: Frequently Asked Questions for Licensure & Certification](#)

[Appendix F: CHR Program: From Start to Finish](#)

[Appendix G: Steps for Online Registration](#)

[Appendix H: Application Form for Graduate Assistants and Lab Technicians.](#)

[Appendix I: Criteria for Professional Performance Standards Evaluation](#)

[Appendix J: Professional Performance Semester Review Report](#)

[Appendix K: Thesis Option](#)

[Appendix L: TIMS Certification Instructions for School Counselors 2020](#)

Note: Please obtain **ALL** applications found in this student manual [online](#) .

APPENDIX A
VILLANOVA UNIVERSITY
Counseling Program

APPLICATION FOR GRANTING OF MASTER'S DEGREE

During the month of February you will be receiving an email from commencement@villanova.edu with instructions on how to apply to graduation online.

An online graduation application form will be completed [here](#).

This site will confirm attendance at the Commencement Ceremony, registration for ceremony tickets and parking passes and that the university has all information correct for the ceremony. Please wait for commencement@villanova.edu email you before proceeding with the application process.

All information regarding the commencement ceremony can be found [here](#).

Please note that applying for graduation does not serve as a degree completion confirmation.

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

APPENDIX B

VILLANOVA UNIVERSITY

Counseling Program

SEQUENTIAL PLANNING CHARTS

**Note: Effective for Students Entering
as of Fall 2020**

M.S. in Counseling Program
Sequential Planning Chart
Clinical Mental Health Track (60 credits)
Effective Fall 2020

STUDENT: _____ ADVISOR: _____

Level I (15 Credits)

Course Name/Number	Semester Taken
CHR 8605 Laboratory in Counseling Skills	
CHR 8655 Laboratory in Group Dynamics	
CHR 8687 Counseling Theory and Practice	
CHR 8688 Orientation in Clinical Mental Health Counseling	
CHR 8883 Ethics and Professional Orientation in Counseling	

Level II (33 Credits)

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

Course Name/Number	Semester Taken
CHR 8682 Practicum in Clinical Mental Health Counseling (<i>Practicum is a prerequisite to Internship I and Internship II</i>) Offered in Spring Only	
CHR 8840 Community Resources and Crisis Intervention <i>Prerequisite(s): CHR 8605 Laboratory in Counseling Skills. Offered in Summer only</i>	
CHR 8880 Psychopathology <i>Offered in Fall Only</i>	
CHR 8685 Lifestyle and Career Development	
CHR 8860 Lab in Counseling Diverse Populations	
CHR 8884 Human Growth and Development	
CHR 8855 Assessment and Appraisal	
CHR 8604 Research & Evaluation	
CHR 8844 Family Systems Theory	
CHR 8874 Prevention Theory and Practice <i>Offered in Summer Only</i>	
CHR 8873 Substance Abuse Counseling	

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

Option 1: Select two 3-credit Electives

Option 2: Select one 3-credit Elective and three 1-credit Workshops

See elective chart below. **Level III (6 Credits)**

Course Name/Number	Semester Taken
CHR 8850 Internship I in Clinical Mental Health Counseling <i>Offered in Fall only</i>	
CHR 8851 Internship II in Clinical Mental Health Counseling <i>Offered in Spring only</i>	

M.S. in Counseling Program
Sequential Planning Chart
School Counseling Track (54 credits)
Effective Fall 2020

Student: _____ Advisor: _____

Level I (15 Credits)

Course Name/Number	Semester Taken
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 (33 Credits)

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

Course Name/Number	Semester Taken
CHR 8677 Practicum in School Counseling	
CHR 8683 Consultation Processes	
CHR TBD Therapeutic Strategies with Children & Adolescents	
CHR 8855 Assessment and Appraisal	
CHR 8600 Special Ed. for Counselors & Teachers	
CHR 8860 Lab in Counseling Diverse Populations	
CHR 8675 Development of ELL Students	
CHR 8685 Lifestyle and Career Development	
CHR 8884 Human Growth and Development	
CHR 8604 Research & Evaluation	
CHR 8857 Adolescent Counseling Interventions	
CHR TBD Mental Health in Schools	

*Required school-counseling courses

Level III (6 Credits)

Course Name/Number	Semester Taken
CHR 8692 Internship I in School Counseling <i>Offered in Fall only</i>	
CHR 8694 Internship II in School Counseling <i>Offered in Spring only</i>	
CHR 8859 Internship III in School Counseling (Only to be completed if necessary to fulfill internship requirements)	

Elective Schedule

Note: This elective schedule is designed for students to plan ahead in their program, however, this is subject to change and courses may not be offered due to low enrollment/interest, instructor availability, etc.

2-Year Workshop Schedule Fall 2020- Summer 2022 For CMH students and SC students taking 60 credits.		
Year	Semester	Workshops
2020-2021	Fall 2020	CHR 7144 Advanced Strategies in CBT
		EDU 7551 Leadership topics in higher education: Supporting LGBTQ and minoritized students.
		COM 8013 IGR Dialogue
		CHR 7130 Dialectical Behavioral Therapy
	Spring 2021	CHR7305 Short-Term Dynamic Therapy
		CHR7156 Grief Counseling
		CHR7240 Introduction to Motivational Interviewing (School Counseling only)
	Summer 2021	CHR7165 Counseling Psychopharmacology
		CHRTBD Online Counseling
2021-2022	Fall 2021	CHR7155 Human Sexuality
		CHR7169 Intro. to Play Therapy
		COM 8013 IGR Dialogue
		CHRTBD Counseling and Spirituality
	Spring 2022	CHR 7601 Eating Disorders
		CHRTBD Creative Outlets in Counseling
		CHR 7235 Stress Reduction and Mindfulness
	Summer 2022	CHR 7165 Counseling Psychopharmacology
		CHRTBD Counseling and Trauma

Workshops (1 Credit Each)

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

3-Credit Elective Course Name/Number	Semester Offered
CHR TBD: Child and Adolescent Counseling	Every Spring
CHR: Cognitive Behavioral Approaches in Counseling (subject to change)	Spring 2022
CHR 8753 Psychodynamic Therapy for Women	Spring 2021
CHR8890 Play therapy	Summer 2021
CHR8853 Introduction to Motivational Interviewing	Summer 2021
CHR8862 Couples Counseling	Summer 2021

APPENDIX C

**VILLANOVA UNIVERSITY
Counseling Program**

PLANNING GUIDE OF STUDY

PLANNING GUIDE OF STUDY
Counseling Program/Clinical Mental Health
Full-Time Program Option
(Completed in two years)

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)

FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
*CHR 8605 Lab in Counseling Skills	3	CHR 8682 Practicum in CMH Counseling	3
*CHR 8687 Counseling Theory and Practice	3	CHR 8860 Lab in Counseling Diverse Populations	3
*CHR 8688 CMH Counseling Orientation	3	CHR 8604 Research and Evaluation	3
*CHR 8883 Ethics and Professional Orientation in Counseling	3	CHR 8655 Laboratory in Group Dynamics	3
TOTAL	12	TOTAL	12

Summer Year One (12 credits)

SESSION I (JUNE)	CREDITS	SESSION II (JULY)	CREDITS
CHR 8685 Lifestyle and Career Development	3	CHR Elective Option***	3
CHR 8840 Community Resources and Crisis Intervention	3	CHR 8874 Prevention Theory and Practice	3
TOTAL	6	TOTAL	6

Year Two (24 Credits)

FALL SEMESTER**	CREDITS	SPRING SEMESTER	CREDITS
CHR 8605 Internship I in CMH Counseling	3	CHR 8851 Internship II in CMH Counseling	3
CHR 8855 Assessment and Appraisal	3	CHR 8844 Family Systems Theory	3
CHR 8880 Psychopathology	3	CHR 8873 Substance Abuse Counseling	3
CHR 8884 Human Growth and Development	3	CHR Elective Option***	3
TOTAL	12	TOTAL	12

*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. For those entering in 2020, the exam will only be offered in the fall semester [Revised 04/19]

PLANNING GUIDE OF STUDY
Counseling Program / School Counseling
Full-Time Program Option (Completed in 2 Years)

Full-time students can complete the program in two years by taking the below courses in the noted order. Students going part-time should meet with their advisor to plan their course of study.

Year One (24 Credits)

FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
CHR 8605 Lab in Counseling Skills	3	CHR 8677 Practicum in School Counseling	3
CHR 8687 Counseling Theory and Practice	3	CHR 8855 Assessment and Appraisal	3
CHR 8680 School Counseling Orientation	3	CHR 8884 Human Growth and Development	3
CHR 8883 Ethics and Professional Orientation in Counseling	3	CHR 8655 Laboratory in Group Dynamics	3
TOTAL	12	TOTAL	12

Summer Year One (12 credits)

SESSION I (JUNE)	CREDITS	SESSION II (JULY)	CREDITS
CHR 8860 Laboratory in Counseling Diverse Populations	3	CHR 8685 Lifestyle and Career Development	3
CHR 8683 Consultation Processes	3	Optional Course/Elective**	(3)
TOTAL	6	TOTAL	3

Year Two (18 Credits)

FALL SEMESTER**	CREDITS	SPRING SEMESTER	CREDITS
CHR 8692 Internship I in School Counseling	3	CHR 8694 Internship II in School Counseling	3
CHR 8604 Research Evaluation	3	CHR 8675 Development of ELL Students	3
CHRTBD Mental Health in Schools (Crisis and Trauma)	3	CHRTBD Therapeutic Strategies for Working with Children and Adolescents	3
Optional Course/Elective** (recommended course for 60 credit students): CHR8880 Psychopathology	(3)	CHR 8600 Special Ed. for Counselors and Teachers	3
TOTAL	9	TOTAL	12

Total credits: 54

*These courses are prerequisites for the spring practicum course and affiliated field experience.

**School students may take optional electives if taking 60 credits

These electives are subject to change based on student interest and faculty availability (or other unforeseen reasons).

[Revised 7/29/20]

APPENDIX D

VILLANOVA UNIVERSITY Department of Education and Counseling Counseling Program

SCHOOL COUNSELOR CERTIFICATION

I. Contact People for Information Regarding School Counselor Certification:

- Degree requirements – Dr. Stacey Havlik, Ph.D. (610) 519-4707 or your advisor
- Practicum and Internship Information – Dr. Stacey Havlik, Ph.D., stacey.havlik@villanova.edu, Jennifer Carangi, jennifer.carangi@villanova.edu, or your advisor
- School Counselor State Certification – Nancy Franz, Nancy.franz@villanova.edu (PDE Coordinator)
- Praxis Information: <http://www.ets.org/praxis/pa/requirements/>. The Praxis II exam is **Professional School Counselor** (5421). Click on *Educational Specialist* and then choose *Professional School Counselor*. The link to register for the Praxis Professional School Counselor (5421) test is <https://www.ets.org/praxis/prepare/materials/5421>. **Please choose PDE (PA Department of Education) as one of your test recipients.**

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. School counselors must take and pass the Praxis II: Professional School Counselor (test # 5421). Click on *Educational Specialist* and then choose *Professional School Counselor*. The link to register for the Praxis Professional School Counselor (5421) test is <https://www.ets.org/praxis/prepare/materials/5421>. **Please choose Villanova and PDE (PA Department of Education) as your test recipients.**
- All students must apply for certification. This should be done at the conclusion of your internship using **TIMS**. For additional information about the certification process, please see Appendix L.
- In order to be certified you must have fulfilled all degree requirements.
- ***Please note-** school counseling certification has no National Counseling Examination requirement - (i.e., You do not have to take the NCE to be eligible to be a certified school counselor).
- In order to graduate, you must fill out the **Application for Granting of Master's Degree Counseling form** [here](#) by the beginning of your last semester. You must complete and submit this form to the main office SAC 302 by the deadline date in March indicated in the email sent by commencement@villanova.edu.

APPENDIX E

Information on becoming a Licensee Professional Counselor (LPC) or a Nationally Certified Counselor (NCC)

FAQ: National Counseling Exam (NCE) & NCC Credential (THROUGH THE NBCC, www.nbcc.org)

What is the National Counselor Examination (NCE)?

The National Counselor Examination for Licensure and Certification (NCE) is an examination designed to assess knowledge, skills, and abilities determined to be important for providing effective counseling services.

The NCE is a requirement for counselor licensure in many states, including Pennsylvania.

*Check the licensure board website for the state you are interested in working to determine specific requirements: <http://www.nbcc.org/Search/StateBoardDirectory>. *Taking, and passing, the NCE is also a requirement for obtaining the National Certified Counselor (NCC) credential.*

What is the National Certified Counselor (NCC) credential?

The National Certified Counselor (NCC) credential is a counseling certification, however, **you do not need to be an NCC in order to become licensed in a state. You only need to have passed the National Counselor Examination (NCE), in most states. Note:** You cannot practice as a licensed counselor with an NCC only.

The NCC credential demonstrates to colleagues and the public that you have voluntarily met high national counseling standards. In order to achieve the NCC credential, you must meet predetermined standards in your training and experience and pass the National Counselor Examination (NCE). Additionally, there is an application process you must complete in order to have the credential upon graduation.

How can I take the National Counselor Examination (NCE)?

You may sign-up to take the NCE in October and April off-campus.

- You will receive an e-mail from the department notifying you of the range of dates that the NCE will be offered. That e-mail will contain additional information regarding (1) exam location; (2) application fee; (3) and application process.
- Please be aware that the application fee is approximately \$335.00 (see [NBCC website](http://www.nbcc.org) for exact amount). If the cost is a hindrance for you, you may consider applying for funding through Beverly Kahn funds.
- This exam is offered off-campus. You must complete it in under 4 hours.
- You can have your scores sent to the state licensure board.

Who should I contact to sign-up for the NCE at Villanova?

Abigail Rutledge at abigail.rutledge@villanova.edu. She is the current VU Coordinator of the NCE. **If you are a current Villanova student, look for a message in your Villanova email announcing the sign-up** (sign-ups are one semester earlier than you plan on testing). Be mindful of deadlines! Late applications will not be accepted.

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 6 months of their date of graduation

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 6 months prior to the testing date. These alums must postpone applying for the NCC credential until they have met the experience/supervision requirements for certification.

What is this exam like?

The exam involves 200 multiple-choice questions, of which 160 are scored. Students will have 3 hours and 45 minutes to complete the test.

Content Areas & Work Behaviors addressed in the exam include:

- Professional Practice and Ethics (12%)
- Intake, Assessment, and Diagnosis (12%)
- Areas of Clinical Focus (29%)
- Treatment Planning (9%)
- Counseling Skills and Interventions (30%)
- Core Counseling Attributes (8%)

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 questions about re-registration, contact certification@nbcc.org.

Where can I find help to study for the exam?

See: <http://www.nbcc.org/Exams/ExamPrep>

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. For more information see: <http://www.nbcc.org/Certification>

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 entirely, though the exam used by many states is the same as the one required for the NCC credential. 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.

- For more info. regarding the LPC: <http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433177>

APPENDIX F
VILLANOVA UNIVERSITY
Counseling Program
CHR PROGRAM: FROM START TO FINISH

I. Admission Requirements

- A. Graduate Application and Fee
- B. Official transcripts
- C. GREs (for students with GPA under 3.0)
- D. Written response to essays
- E. Three letters of recommendation
- F. Interview

II. Registration (after acceptance)

- 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 is updated each semester on the Academic Calendar.

III. Practicum & Internship

- A. Complete specific coursework in Level I & II (except Research & Evaluation and Human Growth & Development)
- B. Practicum-Spring after Level I work is completed
- C. Application – Beginning of semester prior to start of internship
- D. Register for Internship I & II
- E. Clearances, physicals, insurance forms
- F. Placement – work with your campus supervisor

IV. Praxis (REQUIRED FOR SCHOOL COUNSELOR CERTIFICATION)

- A. Praxis Information: <http://www.ets.org/praxis/pa/requirements/>. The Praxis II exam is [Professional School Counselor](#) (5421). Click on *Educational Specialist* and then choose *Professional School Counselor*. The link to register for the Praxis Professional School Counselor (5421) test is <https://www.ets.org/praxis/prepare/materials/5421>. **Please choose Villanova and PDE (PA Department of Education) as your test recipients.**
- B. Register: Praxis II: Professional School Counselor #5421
- 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 fall semester of your program

VI. National Counseling Exam (NCE) (REQUIRED FOR LICENSURE IN COUNSELING-school students do not need to take this exam for certification unless they would like to pursue an LPC)

- A. Application
- B. Complete level I and II course work
- C. To be taken during the last fall or spring semester of your program

VII. Thesis (IT IS OPTIONAL, BUT ONCE A PERSON IS REGISTERED, IT IS REQUIRED FOR A 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 in School Counseling

- A. Application received
- B. Must have completed your degree requirements (including Comprehensive Exam)
- C. Must have passed your PRAXIS exam (School Counselors)
- D. Must be submitted to the Department of Education & Counseling
- E. Must pay a fee (which was \$200.00 in 2017—this changes annually)

APPENDIX G
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 coursework.

1: Log into your [mvNOVA](#).

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 who your advisor is, please contact Dr. Malott. 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 H
VILLANOVA UNIVERSITY
Counseling Program
GRADUATE ASSISTANTSHIP APPLICATION

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:

The application for a Graduate Assistantship and the due date, updated each year, can be found within the program application. The application is due at the same time as admissions. If a current student is interested in applying for an assistantship in the department, they should contact the Department Chairperson prior to the most upcoming admissions deadline to express interest.

APPENDIX I
VILLANOVA UNIVERSITY
Counseling Program

PROFESSIONAL PERFORMANCE REVIEW POLICY

Professional Performance Review Policy

At the outset of their academic program, students are directed to review the standards for ethical practice listed on the ACA web site at www.counseling.org and seek any clarification needed from their respective advisors.

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.

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.

Professional Performance Standards

Following are eleven 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 in the chart further below labeled, *Criteria for Professional Performance Standards Evaluation* (Appendix J).

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

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) the point person for whom the student will regularly meet, during the remediation process, and b) 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.

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.

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 coursework; 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.

References

- Dress, V. E., & Protivnak, J. J. (2009). Professional development plans to remedy problematic counseling student behaviors. *Counselor Education & Supervision, 48*, 154-166.
- Foster, V. A., & McAdams, R. (2009). A framework for creating a climate of transparency for professional performance assessment: Fostering student investment in gatekeeping. *Counselor Education & Supervision, 48*, 271-284.)
- Ziomek-Daigle, J., & Christensen, T. M. (2010). An emergent theory of gatekeeping practices in counselor education. *Journal of Counseling & Development, 88*, 407-415.

Criteria for Professional Performance Standards Evaluation

Revised 04/24/2014

1. Openness to New Ideas <i>(rated from Closed [1] to Open [5])</i>		
<ul style="list-style-type: none"> - Was dogmatic about own perspective and ideas. - Ignored or was defensive about constructive feedback. - Showed little or no evidence of incorporating constructive feedback received to change behavior. 	<ul style="list-style-type: none"> - Was amenable to discussion of perspectives other than own. - Accepts constructive feedback without defensiveness. - Some evidence of effort to incorporate relevant feedback received to change own behavior. 	<ul style="list-style-type: none"> - Solicited others' opinions and perspectives about town work. - Invited constructive feedback, and demonstrated interest in others' perspectives. - Showed strong evidence of incorporation of feedback received to change own behavior.
2. Flexibility <i>(rated from Inflexible [1] to Flexible [5])</i>		
<ul style="list-style-type: none"> - Showed little or no effort to recognize demands in the professional & interpersonal environment. - Showed little or no effort to flex own response to changing environment. 	<ul style="list-style-type: none"> - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate - Effort to flex own response to new environmental demands was evident but sometimes inaccurate - Flexed own response to changing environmental demands when directed to do so. - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. 	<ul style="list-style-type: none"> - Showed accurate effort to recognize changing demands in the professional & interpersonal environment. - Showed accurate effort to flex own response to changing environmental demands, as needed. - Independently monitored the environment for changing demands and flexed own response accordingly. - Attempts to understand needs for change in established schedule or protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them.
3. Cooperation with Others <i>(rated from Uncooperative [1] to Cooperative [5])</i>		
<ul style="list-style-type: none"> - Showed little or no engagement in collaborative activities. - Undermined goal achievement in collaborative activities. - Was unwilling to compromise in collaborative activities. 	<ul style="list-style-type: none"> - Engaged in collaborative activities but with minimum allowable input. - Accepted but rarely initiated compromise in collaborative activities. - Was concerned mainly with own part in collaborative activities. 	<ul style="list-style-type: none"> - Worked actively toward reaching consensus in collaborative activities. - Was willing to initiate compromise in order to reach group consensus. - Showed concern for group as well as individual goals in collaborative activities.

4. Willingness to Accept and Demonstrate Change from Feedback <i>(rated from Unwilling [1] to Willing [5])</i>		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
5. Awareness of own impact on others <i>(rated from Unaware [1] to Aware [5])</i>		
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
6. Ability to Manage Conflict <i>(rated from Unable [1] to Able [5])</i>		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 <i>(rated from Unable [1] to Able [5])</i>		
<ul style="list-style-type: none"> - Refused to admit mistakes or examine own contribution to problems. - Lied, minimized or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination 	<ul style="list-style-type: none"> - Was willing to examine own role in problems when informed of the need to do so. - Was accurate and honest in describing own and others role in problems. - Might blame initially, but was open to self-examination about own role in problems 	<ul style="list-style-type: none"> - Monitored own level of responsibility in professional performance. - Invited constructive critique from others and applied it toward professional growth. - Accepted own mistakes and responded to them as opportunity for self-improvement. - Avoided blame in favor of self-examination
8. Ability to Communicate Effectively and Appropriately <i>(rated from Unable [1] to Able [5])</i>		
<ul style="list-style-type: none"> - Showed no evidence of willingness and ability to articulate own feelings. - Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. - Acted out negative feelings (through negative behaviors) rather than articulating them. - Expressions of feeling were inappropriate to the setting. - Was resistant to discussion of feelings in supervision. 	<ul style="list-style-type: none"> - Showed some evidence of willingness and ability to articulate own feelings, but with limited range. - Showed some evidence of willingness and ability to acknowledge others' feelings-- sometimes inaccurate. - Expressions of feeling usually appropriate to the setting-- responsive to supervision when not - Willing to discuss own feelings in supervision when directed 	<ul style="list-style-type: none"> - Was consistently willing and able to articulate the full range of own feelings. - Showed evidence of willingness and accurate ability to acknowledge others' feelings. - Expression of own feelings was consistently appropriate to the setting. - Initiated discussion of own feeling in supervision
9. Attention to Ethical and Legal Considerations <i>(rated from Inattentive [1] to Attentive [5])</i>		
<ul style="list-style-type: none"> - Engaged in dual relationships with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well-being of clients. - Breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> - Was responsive to supervision for occasional person-professional boundary confusion in verbal interactions with clients. - Was responsive to supervision for occasional insensitivity to diversity in professional interactions. - Used judgment that could have put client safety and well-being at risk - Used judgment that could have put client confidentiality at risk. 	<ul style="list-style-type: none"> - Maintained clear personal- professional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being. - Appropriately safeguarded the confidentiality of clients.

10. Initiative and Motivation

(rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])

<ul style="list-style-type: none"> - Often missed deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in assignments. - Displayed little or no initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Missed the maximum allowable classes and deadline. - Usually participated in class activities. - Met only the minimal expectations in assigned work. - Showed some initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work.

11. Multicultural Awareness, Skills, and Knowledge

(rated from Unskilled [1] to Skilled [5])

<ul style="list-style-type: none"> - Limited or no understanding of other groups and trends among diverse groups. - Failed to identify or engage in culturally-aligned interventions to promote client optimal wellness. - Lack of awareness of own and others' biases/prejudices toward other groups, demonstrated harmful perceptions or treatment decisions due to biases. - Class interactions and assignments reflect little to no multicultural awareness/skills. 	<ul style="list-style-type: none"> - Understood some trends across some diverse groups. - Understood some skills or knowledge of culturally-aligned interventions for diverse groups. - Limited awareness of own or others' biases/prejudices of diverse groups. - Limited multicultural awareness/skills in class discussions and assignments. 	<ul style="list-style-type: none"> - Understood multicultural trends and concerns among diverse groups. - Demonstrated commitment/skills in social justice and other culturally-aligned interventions to promote client optimal wellness. - Demonstrated multicultural awareness/skills in class discussions and through assignments - Aware of, and works to reduce, biases/prejudices in self and others, including intentional and unintentional oppression, and discrimination.

APPENDIX J



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:

Open					Closed
5	4	3	2	1	

Changes Needed:

2. Flexibility:

Flexible					Inflexible
5	4	3	2	1	

Changes Needed:

3. Cooperation with others:

Cooperative

5

4

3

2

Uncooperative

1

Changes Needed:

4. Willingness to accept and demonstrate change from feedback:

Willing

5

4

3

2

Unwilling

1

Changes Needed:

5. Awareness of own impact on others:

Aware

5

4

3

2

Unaware

1

Changes Needed:

6. Ability to manage conflict:

Able

5

4

3

2

Unable

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:

Able				Unable
5	4	3	2	1

Changes Needed:

9. Attention to ethical and legal considerations:

Attentive				Inattentive
5	4	3	2	1

Changes Needed:

10. Initiative and motivation:

Good Initiative & Motivation				Poor Initiative & Motivation
5	4	3	2	1

Changes Needed:

11. Multicultural knowledge, skills, awareness:

Skilled				Unskilled
5	4	3	2	1

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)

APPENDIX K

Thesis Option

Timeline:

First (or Second) Semester (before completion 15 credit hours):

- take research course (either CHR 8604 or EDU 8603)
- seek out a full-time professor to work beside (who, upon reaching an agreement with the student will serve as Chair of the student's Thesis Committee);

Second Semester (before completion 15 credit hours):

- identify two readers who will complete the Thesis Committee; and,
- register one's intention to complete a thesis with the Dean of the Graduate School of Arts and Sciences.

Prior to Third Semester (at completion of 15 credit hours):

- identify and have approved by the Thesis Committee Chair one's research topic; conduct meeting with Thesis Committee to approve student's thesis proposal

Third Semester (before completion of 24 credit hours):

- present written review of the literature to Thesis Committee Chair; and, begin data collection.

Fourth Semester (at completion of 30 credit hours):

- format thesis according to Graduate Studies requirements, which can be found [here](#).
- complete and defend the thesis; and,
- present thesis at a symposium sponsored by the Department.
- after your thesis has been approved by the committee, gather all required signatures on the approval page and inform the Office of Graduate Studies by emailing Title Page and signed Approval page to Brooke Erdman (brooke.erdman@villanova.edu)
- complete Dissertation and Thesis [Form](#).

Other Information:

1. The thesis will replace two, 3-credit, elective courses. Typically, these credits will be taken during the third and fourth semesters.
2. A student who has selected the thesis option and has not completed the requirements designated at the "Third Semester (before completion of 24 credit hours)" juncture, will be advised to take comprehensive exams instead.
3. The thesis is to be completed in the format [required by the Graduate School](#).
4. The student's thesis committee will determine if the student has passed. If possible, at least one reader will be selected from outside of the student's program/department/college/university.
5. If a student's thesis is published, the faculty directing the thesis may be identified as the second author.

THESIS I and THESIS II

The Master of Science in Counseling has implemented a thesis option for graduate students, Thesis I and Thesis II. The underlying rationale for Thesis I (CHR 9034) and Thesis II (CHR

9035) courses is to provide support for students who express interest in conducting a thesis and to provide the necessary structure for them to begin the thesis process and bring it to a successful conclusion.

Thesis I (CHR 9034) **(3 credits)**

Description

Thesis I involves working closely with a faculty member in the area of one's research interest to begin the thesis project by: identifying a problem and clarifying a topic; designing a study; conducting a literature review; developing a hypothesis or research question; arriving at an analytic plan; beginning data collection; and, writing chapters 1-3.

Goals and Objectives

The goal of Thesis I is to guide a student through the process of writing chapters 1-3.

More specifically, a student will:

- 1) Identify a problem;
- 2) State hypothesis or research question;
- 3) Specify research design;
- 4) Specify analytic plan;
- 5) Conduct a literature review;
- 6) Address ethical issues in collecting data and obtain IRB approval (if necessary);
- and,
- 7) Write chapters 1-3 (Introduction, Literature Review, and Methods).

Methods

Thesis I engages a student in directed readings of related research articles, project-based learning assignments, and feedback from the thesis director.

Course Outline

- I. Identify problem
- II. State hypothesis or research question
- III. Specify design
- IV. Specify analytic plan
- V. Conduct literature review
- VI. Begin data collection
- VII. Write chapters 1-3

Thesis II (CHR 9035)

(3 credits)

Thesis II provides additional support for students writing a thesis and provides the necessary structure to complete the thesis successfully. Enrollment in Thesis II presupposes the student has successfully completed Thesis I and made sufficient progress to advance to Thesis II. Thesis II guides the student through the writing and defense of one's thesis by assisting the student to analyze, interpret, and present data.

Goals and Objectives

Thesis II guides the student through writing the remaining thesis chapters and assists the student to prepare for the defense of one's thesis. The student will complete data collection, analyze and interpret the data, as well as write chapters 4-5. Specific objectives include:

- 1) to complete data collection;
 - 2) to conduct appropriate analytic procedures and analyze data;
 - 3) to address the complexities of interpreting data;
 - 4) to address validity issues in research when interpreting findings;
 - 5) to address ethical issues in analyzing and presenting one's research;
 - 6) to write the chapters 4-5 (Results and Discussion);
 - 7) to prepare for the defense; and,
 - 8) to share the knowledge gained.
- 9) **Methods**

Thesis II engages a student in directed readings of related research articles, project-based learning assignments, and feedback from the thesis director.

Course Outline

- I. Complete data collection
- II. Analyze data
- III. Interpret findings
- IV. Write chapters 4-5
- V. Defend thesis
- VI. Share the knowledge gained

APPENDIX L

TIMS Certification Instructions for School Counselors 2020

The certification application system has moved to an online system called TIMS (Teacher Information Management System). You are now required to apply online through TIMS, as well as submit some paper materials through Villanova. Please see the following instructions about applying through TIMS:

Registering

Step 1. Go to the following website: <http://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

2. Click on “Submitting an Application”

3. Click TIMS login. If you have not logged into the TIMS website before, you must click on “Register” in the bottom left corner.

4. A screen will come up prompting you to fill out personal information. The red asterisk indicates a required field. After you fill out the information, click the Register button at the bottom of the screen.

Once you complete this, your PPID will be issued. Please write down this number, as it is the way PDE will identify you.

Logging Into the TIMS System

5. On the main Pennsylvania Department of Education website’s (<http://www.education.state.pa.us>) upper left-hand corner, click the Log In link.

6 Log in with the information you created in the Registering section. You will know you are logged in when you see your username in the upper left-hand corner.

7. Click the large **TEACHERS** banner in the middle of the page.

8. On the next screen, click the TIMS logo in the middle of the screen.

9. To enter the TIMS site, please click the “here” on “Access the TIMS application by clicking here”.

Creating a Certification Application

10. Once you are in the TIMS site, click on the New Credential Application button in the middle of the screen.

11. It will then prompt you to select a Credential Type. The certification types and Codes are as follows:

Educational Specialist Certificates – Type Code 31

The Educational Specialist certificate is issued to a person whose primary responsibility shall be to render professional service other than classroom teaching.

Subject Code	Area/Field
1839	Specialist – Elementary & Secondary School Counselor PK-12 (1 st issued 9/1/2013)

12. Once a Credential Type is selected, you will click below on the line “Click here to select certification subject area to be requested”.

13. A box will appear on the screen where you may select the certification area you are applying for.

14. Once selected, two questions will appear. The first question refers to Add On Certification. These instructions are for full certification only. If you are interested in learning more about Add On Certification, you can find it here: http://www.education.state.pa.us/portal/server.pt/community/instructional_add-ons/8632. So for this question, click **No**. For the second question, click **Yes**. Then click **Continue**.

15. A pop up box will appear asking if you want to proceed. Click **Yes**.

16. The next screen is a series of Background Questions. If you answer Yes to any of these questions, once you finish the questions, you will need to click the box under the Affidavit section. Once finished, click Next in the upper right-hand corner.

17. On the next screen, you will need to enter Education Details. If you have applied for Pennsylvania certification before, this page may have those details. If not, you will need to enter your prior college information.

For those applying for Pennsylvania certification for the first time, follow directions 18a-k. For those who already hold certification and are applying for another certification, follow directions 18l-v.

18a. Click the Add New button.

18b. A section called Add New Record will appear. Click the line “Click here to search” under the Institution Name box.

18c. A box will appear that will allow you to search for Villanova University. Once you find it, click the Select link to the right.

18d. Once selected, the information should auto-populate into the other boxes. If not, you will need to fill out the information.

18e. Under Contact Details, please select Nancy Franz. The boxes below will also auto-populate.

18f. Once completed, two questions will appear. On the first question, “Did you receive a Degree while at this institution?”, click Yes and the Degree Information will appear. Fill out these boxes.

18g. There will also be a line Click here to add Major Subject Area. Click this line and a box will appear to search for your major. Click the radio button Major Subject Area, and then enter your degree in the box and search. If multiple majors appear, please choose the one that best describes your program. Click Select on the

right to select the major. If you have multiple majors tied to your degree, please repeat the instructions on selecting your Major Subject Area.

18h. On the second question “Did you complete the PDE-Approved Educator Preparation Program(s) for this subject area(s) at this institution?”, click Yes.

18i. Click the line at the bottom of the screen “Click here to add Educator Preparation Program” and a box will appear.

18j. The first box will be your certification area you are applying for. The next is Program Level (Undergraduate or Graduate), then Program Level Type (Always Traditional), then fill out the other boxes and click Add. If you are applying for multiple certification areas, repeat these instructions to add another Subject Area.

18k. Click Save and you will be directed back to the original Education Details screen. If all of the information is correct, click Next in the upper right-hand corner.

*Graduate Students: You must add your undergraduate information on this page as well, even if it is not Education-related. Repeat these instructions; though do not select anyone under Contact Official Details and click No for the question “Did you complete the PDE-Approved Education Preparation Program(s) for this subject area(s) at this institution?”.

18l. Click the Add New button.

18m. A section called Add New Record will appear. Click the line “Click here to search” under the Institution Name box.

18n. A box will appear that will allow you to search for Villanova University. Once you find it, click the Select link to the right.

18o. Once selected, the information should auto-populate into the other boxes. If not, you will need to fill out the information.

18p. Under Contact Details, please select Nancy Franz. The boxes below will also auto-populate.

18q. Once completed, two questions will appear. On the first question, “Did you receive a Degree while at this institution?”, click Yes and the Degree Information will appear. Fill out these boxes.

18r. There will also be a line Click here to add Major Subject Area. Click this line and a box will appear to search for your major. Click the radio button Major Subject Area, and then enter your degree in the box and search. If multiple majors appear, please choose the one that best describes your program. Click Select on the right to select the major. If you have multiple majors tied to your degree, please repeat the instructions on selecting your Major Subject Area.

18s. On the second question “Did you complete the PDE-Approved Educator Preparation Program(s) for this subject area(s) at this institution?”, click Yes.

18t. Click the line at the bottom of the screen “Click here to add Educator Preparation Program” and a box will appear.

18u. The first box will be your certification area you are applying for. The next is Program Level (Undergraduate or Graduate), then Program Level Type (Always Traditional), then fill out the other boxes and click Add. If you are applying for multiple certification areas, repeat these instructions to add another Subject Area.

18v. Click Save and you will be directed back to the original Education Details screen.

*Graduate Students: You must add your undergraduate information on this page as well, even if it is not Education-related. Repeat these instructions; though do not select anyone under Contact Official Details and click No for the question “Did you complete the PDE-Approved Education Preparation Program(s) for this subject area(s) at this institution?”.

19. Once all of your Education is entered, click the Next button on the upper right-hand corner of the screen.

20. The next screen is a six-question survey regarding your experience at Villanova University. All answers are required to move to the next step. Once complete, click the Next button on the upper right-hand corner of the screen.

21. The next screen will list your current certifications, if any. If you do have a certification that is not listed on this screen, please contact the State at 717.728.3224 to address this issue. Click the Next button on the upper right-hand corner of the screen.

22. The next screen details all of the requirements for the certification you are applying for. At the bottom of the screen, it will list what has been received and what has not. Click the Next button on the upper right-hand corner of the screen.

23. The Summary Page lists what you have entered for this certification. If it is correct, then click the two boxes under the Code of Conduct and click Proceed to Submit.

24. You can pay by credit card (\$200) and submit your application by clicking ***Process Payment and Submit Application***.

25. After you have paid and submitted your application online, we will see it in TIMS and begin the verification process on our end. **We ask that you save the coversheet you receive and send it to Nancy Franz (nancy.franz@villanova.edu) so she knows to look for your application in TIMS.** Once we verify that you have met all program requirements, passed all necessary PRAXIS/PAPA tests, and completed Student Teaching, we will then verify your application and the State will process your application. This could take up to 4-6 weeks.

26. We do also provide a Verification Letter to explain to a future employer that you have met all requirements for teacher certification, and at this time, your application is being processed by the State. The language in this letter is directly from the State. To request this letter, please email Nancy Franz (nancy.franz@villanova.edu) and tell her which program you are in and your content area.