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   Reference Desk …… 610.519.4273
Parking ………………… 610.519.6990
Public Safety…………. 610.519.6979
Registrar’s Office……… 610.519.4032
Emergency Closing …… 610.519.4505
Information (recording)
University Shop ……… 610.519.4160
Villanova Emergency Medical Services……… 610.519.6808
Wildcard Office……… 610.519.5031
Health Center ………… 610.519.4070
### Counseling Program (CHR) Student Manual

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I. INTRODUCTION AND WELCOME

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

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

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. Students are also encouraged to apply for membership to Chi Sigma Iota (CSI), the international honor society of professional counseling.

The Counseling program has developed several venues for receiving feedback from students about the program. Student 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.
III. PROGRAM OPTIONS

Students of Villanova University’s Graduate Program in Counseling come from a variety of backgrounds. While some students come from a background in psychology, other students come from many varied professions and fields of study. No matter the 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 OPTIONS:

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

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

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

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

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

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

All necessary application materials and the Villanova University Graduate Studies Catalog for Liberal Arts and Sciences 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 a non-refundable $50.00 application fee payable online. Alternatively, applicants can make out a check or money order payable to Villanova University.
   *Note: If you attend the graduate open house, the application fee of $50.00 will be waived. The fee is also waived for students with a Villanova degree.
2) All previous undergraduate and graduate transcripts should be submitted electronically.
3) Three letters of recommendation, preferably from undergraduate faculty, should be submitted electronically. For those who have been out of school for a number of years, professional letters are acceptable.
4) A completed response to essay questions included in the online application process.
5) A resume listing relevant professional and service experience.

Official copies of scores of the Graduate Record Examination (GRE) need to be forwarded to the Villanova University’s office of Graduate Studies only for those whose GPA is below 3.0. To register for the GRE, go to their website.

6) Application Deadline:
Students are admitted only for the Fall Semester. For application deadlines, go to our website. *International students must take the TOEFL examination and submit all credentials by February 1st.

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

V. FINANCIAL AID

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

Graduate assistants in good standing may enroll for summer study 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.

The deadline for Graduate Assistant applications is usually January 2 but check our website for the most up to date deadline. Graduate assistant applicants must be received by the deadline or they will not be considered.

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 graduate assistant coordinator on a competitive basis and provide tuition remission for six hours of credit each term, which grants a lab technician a total of 24 credits during their time in the counseling program. The student is required to work in the Department 7 hours each week and may request an extension of this position for the second year in the program.

Though not guaranteed, lab technicians are often offered a full-time graduate assistantship position for their second year, and are granted a total of 24 credits for the second year. Lab technicians who transition to graduate assistantships for the second year will have been granted a total of 36 credits during their time in the counseling program. The cost for the remaining 24 credits necessary to complete the counseling degree will be the responsibility of the student.
The deadline for the tuition scholar application is January 2nd. Please note that all graduate assistant applications must be received by the January 2nd deadline or they will not be considered for an assistantship.

Applications for Graduate Assistantships and Lab Technicians may be obtained from the Department of Education and Counseling in 302 St. Augustine Center for the Liberal Arts or from the Graduate Studies Office in 201 Vasey Hall. The application form is also available on the Counseling Program website. See Application Form for Graduate Assistants and Lab Technicians, Appendix I.

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

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

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

Also, any teacher or administrator in a public or private (but non-Catholic) primary or secondary school is able to receive a 20% reduction off the regular graduate tuition rate in any Arts and Sciences program. This form is available on line ...and should be completed and submitted to the Department office in 302 St. Augustine Center and will 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 Financial Aid Office with a stamped self-addressed envelope. The Financial Aid Office determines loan eligibility. A student must be matriculated in order to be eligible for loan consideration.

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

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

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 is an excellent resource for information regarding opportunities in the field and advanced graduate study.

VII. REGISTRATION

OVERVIEW
When granted admission to the Counseling program, students are assigned a faculty advisor. It is the responsibility of each student to register for their first semester courses through the online myNOVA portal. You will receive instructions for how to do this and the program coordinator will often assist you with this process. See Steps for Online Registration, Appendix J.

To avoid any potential issues with registration it is critical that students follow the sequential planning chart for their program. Part time students must meet with their advisor very early in their studies to discuss scheduling. Every effort is made to accommodate students, but following the prescribed schedule of classes removes all obstacles.

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

REGISTRATION PROCEDURES
The following steps are required for registration:

➢ Call or email your faculty advisor to schedule an appointment. For fall semester registration, call during the first or second week 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 C)
➢ Meet with assigned faculty 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 takes place during the day. After a student meets with his or her advisor, the student then proceeds to register online.

➢ Bills for tuition are e-mailed to students 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 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.

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<th>Segment of Semester</th>
<th>Refund</th>
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<tr>
<td>Up to first week</td>
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<tr>
<td>Up to second week</td>
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<tr>
<td>Up to third week</td>
<td>40%</td>
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<tr>
<td>Up to fourth week</td>
<td>20%</td>
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<tr>
<td>Beyond fourth week</td>
<td>No Refund</td>
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Changes in registration status should not be confused with complete withdrawal from the Counseling program. Request for complete withdrawal from Villanova University must be made by letter to the Dean of Graduate Studies. If students have completely withdrawn from a program, they may not resume their studies unless they have been formally readmitted. Students who withdraw without approval will receive an "F" grade in all currently registered courses.

ENROLLMENT POLICY
Villanova University reserves the right to cancel any course wherein twelve or fewer students are enrolled during the fall and spring semesters. During summer courses, the University reserves the right to cancel any course wherein fewer than seven students are enrolled.

VIII. PROGRAM REQUIREMENTS

Students are expected to complete the core program and comprehensive examination, as well as demonstrate proficiency in counseling skills during a one-semester Practicum and a two-semester Internship. Students opting to complete a Master's Thesis must also have completed and defended it prior to graduation.
In response to the Pennsylvania Department of Education’s additional special education requirements for School Counselors, a total of fifty-four (54) credits will be required for the degree in the School Counseling Orientation. A total of sixty (60) credits are required for the degree for students in the Clinical Mental Health concentration.

**CLINICAL MENTAL HEALTH COUNSELING PROGRAM**
The Clinical Mental Health 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). Students complete core and program specific coursework and further develop counseling skills within the community setting in practicum and internship.

**SCHOOL COUNSELING PROGRAM**
The School 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)

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 K-12 certification requirement for the State of Pennsylvania. See Appendix C for more information.

**REQUIRED COURSES:**

1. **SCHOOL COUNSELING**

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

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

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

2. CLINICAL MENTAL HEALTH COUNSELING

Level I

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

Level II

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

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

CHR 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

Level III

CHR 8850 Internship I in Clinical Mental Health Counseling
CHR 8851 Internship II in Clinical Mental Health Counseling
SEQUENTIAL PLANNING CHARTS
A student's planning chart serves as a guide in course selection and a record of the student's progress through the chosen program. With advisor approval, a student may take a required course out of the suggested sequence. Copies of the Sequential Planning Charts for each of the counseling programs are available in Department office and in Appendix D of this student manual.

PREREQUISITES
Levels are so arranged because many courses are prerequisites to more advanced courses. In as much as the Internship demands considerable practical experience, students are strongly urged to complete Level I & II coursework 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 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 C) and Planning Guide for the Full-Time Program (Appendix D) should be followed precisely. Students considering a different course sequence must consult their advisor to plan accordingly. It is also important to note:

- Only a limited number of courses are offered during summer sessions. Please note that 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 8864 Brief Strategic Therapy
  CHR 8695 Practicum in Facilitating and Co-facilitating Groups
  CHR 8892 Introduction to Motivational Interviewing
WORKSHOPS
Workshops are one-credit elective courses graded on a pass/fail basis. Workshops require ten hours of classroom work and are usually scheduled on a Friday evening and the following Saturday morning and afternoon. Although students are welcome to participate in any number of workshops, they may take no more than three for credit toward the Master's degree. See Appendix C for a list of workshops offered.

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

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

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

IX. PRACTICUM
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.

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 seminars 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 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 and the counselor trainee with the approval of their professor.

The purpose of the Internship is to provide the counselor trainee with the opportunity to work directly with clients both individually and in small groups. Students will integrate their theoretical knowledge with the realities of the internship site. To qualify for Internship I, students must have completed Level I courses, as well as submitted an Application for Internship and have identified an internship site (see Appendix A for a sample application). Students must register for both Internship I and Internship II.

Internship I and II are uniquely intensive courses; students are advised to plan accordingly, avoiding additional demanding course work. Students may, but usually do not, receive pay for Internship.

SITE PLACEMENT ASSISTANCE
Although the major responsibility for practicum and internship placement rests with the student, faculty members willingly assist students by writing letters and making telephone calls so as to facilitate a placement in the student's best interest. A directory of possible Practicum and Internship placement sites is available for Clinical Mental Health and School Counseling students and may be obtained by contacting our Field Placement Coordinator, Jennifer Carangi at 610.519.8038, 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 obtain 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 clearances as students need to provide them to us and 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 go to Pennsylvania Department of Human Services for further information.
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. See Appendix L for more information on this option.

XII. EVALUATION OF STUDENT PERFORMANCE

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>AU</td>
<td></td>
</tr>
<tr>
<td>WX</td>
<td></td>
</tr>
</tbody>
</table>

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

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 J & K for more information.

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 special courses or credits leading to certification 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 II. It is recommended a student take the comprehensive examination as soon after completing required courses as possible.

The examination is offered once during the Fall and once during the Spring. Specific dates can be found on that year’s Academic Calendar. 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 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 $75.00 test fee. You will be provided a link to sign up for the exam via email early in the semester.

Information about the format and content of the exam can be found on the CCE website or at this link.

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

*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 F for details on licensure.

XVI. CERTIFICATION IN SCHOOL COUNSELING

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 testing for Professional School Counselor (5421).

•To apply for PA certification, students are to register in the Teacher Information Management System (TIMS) through the Pennsylvania Department of Education (PDE) prior to taking the Praxis.

•To register for the Praxis Professional School Counselor (5421) testing, go to www.ets.org/praxis/pa. Please select PDE to receive your testing scores.
Once PDE receives a student’s Praxis scores, their application for certification will take about 6-10 weeks to process.

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

Contact your advisor for questions regarding PA 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. You must complete and submit this form to the main office SAC 302.

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

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

**XVIII. PROFESSIONAL LICENSURE & CERTIFICATION**

**CONTACT INFORMATION REGARDING LICENSURE:**

1) Degree Requirements — Dr. Krista Malott 610-519-4642 or your advisor
2) National Counselor Examination — Stacey Havlik, Ph.D. 610-519-4707
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.

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

**EDUCATIONAL REQUIREMENTS**

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

**EXPERIENCE REQUIREMENTS**

1. Candidates must complete at least 3,000 hours of supervised clinical experience, obtained after the completion of 60 semester hours. These hours may be obtained in no less than two years
and no more than six years after the completion of the program.

2. Students need to document and have supervisors sign a letter to verify at least 180 hours of supervised experience and supervision time (both group and individual).

**NCE EXAM**
1. National Counselor Exam is offered on campus in April and in October.
2. An email will be sent to all current CHR students regarding application procedures. For more details, contact Stacey Havlik, Ph.D., stacey.havlik@villanova.edu.
3. In order to sit for the NCE, students must fill out an application as well as send in an application fee. Failure to have completed the required course work will result in the rejection of your application and the forfeit of the application fee.
4. The following courses must have been completed in order to be eligible to sit for exam:

<table>
<thead>
<tr>
<th>Acceptable Course for NCE Content Area</th>
<th>Villanova Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Growth &amp; Development</td>
<td>(CHR 8884) Human Development</td>
</tr>
<tr>
<td>Social/Cultural Foundations</td>
<td>(CHR 8860) Counseling Diverse Populations</td>
</tr>
<tr>
<td>Helping Relationships</td>
<td>(CHR 8687) Counseling Theory &amp; Practice; (CHR 8605) Lab in Counseling Skills</td>
</tr>
<tr>
<td>Group Work</td>
<td>(CHR 8655) Lab in Group Dynamics; (CHR 8686) Group Counseling Theory &amp; Practice</td>
</tr>
<tr>
<td>Career &amp; Lifestyle Development</td>
<td>(CHR 8685) Lifestyle &amp; Career Development</td>
</tr>
<tr>
<td>Appraisal</td>
<td>(CHR 8855) Assessment and Appraisal</td>
</tr>
<tr>
<td>Research &amp; Program Evaluation</td>
<td>(CHR 8604) Research &amp; Evaluation</td>
</tr>
<tr>
<td>Professional Orientation &amp; Ethics</td>
<td>(CHR 8688) Clinical Mental Health Orientation OR (CHR 8680) School Counseling Orientation (CHR 8883) Ethics and Professional Orientation in Counseling</td>
</tr>
<tr>
<td>Field Experience</td>
<td>(CHR 8677 &amp; 8682) Practicum (CHR 8692 &amp; 8694, or 8850 &amp; 8851) Internship I and II</td>
</tr>
</tbody>
</table>

- Two letters of recommendation may be required.
- For more information, including study guides, please go to: [http://www.nbcc.org/Exams/NCE](http://www.nbcc.org/Exams/NCE) (See Appendix F for Licensure Information)
XIX. PROFESSIONAL IDENTITY

AMERICAN COUNSELING ASSOCIATION (ACA)
The ACA is a professional organization representing counselors. It offers a number of services and publications to its members. 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 further information refer to the PSCA Web Site: www.psca-web.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 Edward Wahesh, Ph.D. at edward.wahesh@villanova.edu for more information about how to become involved with Chi Sigma Iota.

XXI. MEET THE FACULTY

KRISTA M. MALOTT, Ph.D. – Program Coordinator
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.

STACEY HAVLIK, Ph.D.
Dr. Havlik received her Ph.D. in Counselor Education and Supervision from the University of Maryland. She presently teaches School Counseling Orientation, Ethics in Counseling, Skills in Counseling, and School Practicum and Internship. Dr. Havlik’s research interests include homelessness and education, as well as school counselor preparation.

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 Lab in Group Dynamics and Internship. Dr. Wahesh’s research interests include substance abuse prevention and counseling, motivational interviewing, and 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 introduce the concept of mental health to Chinese individuals to increase their use of mental health services, with the hope of improving their mental health status.

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 as their breadth and depth of knowledge will surely enhance your academic experience.

XXII. STUDENT/UNIVERSITY RELATIONSHIP

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

SEXUAL HARASSMENT
Villanova University's policy is to maintain an atmosphere free of any pressure on employees and students relating to sexual harassment. For any person who believes he or she is the victim of sexual harassment, there is confidential counseling available. To receive confidential counseling, contact the Counseling Center.

If the problem of sexual harassment cannot be solved informally, file a formal written complaint with the complaint officer, Kathy Byrnes, Assistant Vice President for Student Life (610.519.4550). To refer to complaint procedures, go to Sexual Harassment Complaint Procedures. The complaint must be filed no later than six months from the date on which the incident allegedly occurred.

ENDORSEMENT POLICY
The Counseling faculty fully support and encourage all graduates of the Master's degree program to pursue the appropriate academic or professional career available to them. Letters of recommendation for employment and/or to verify professional credentials are provided at the discretion of each faculty member. Professional endorsement is based on evidence of demonstrated proficiency specifically in the vocational and/or credentialing area for which endorsement is sought. Letters of endorsement may be provided after the student has completed a substantial portion of the program.

ACADEMIC INTEGRITY
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. Additional information may be obtained by calling the telephone number provided. 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 may be formed for most sports. Those interested may

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.

CAREER SERVICES
Career Services is located on the second floor of Garey Hall and offers free career planning services, which include on-campus recruiting and workshops on such topics as resume writing and interview preparation.

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.

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 Falvey library, or to complete Inter-Library Loan requests.

Books or periodicals not owned by Villanova may be requested and obtained through the Inter-Library Loan (ILL), a system that allows libraries throughout the country to share their resources. An ILL request can be initiated online through library's website. Books typically have no cost and photocopies of articles can be obtained free of charge. Students are notified by email when their ILL materials are available. The loan period for books varies from two to four weeks and most libraries allow one renewal. Falvey Memorial Library is open during the Fall and Spring semesters at the following times:
GRADUATE STUDIES EVENTS – ACADEMIC AND SOCIAL
In September, the Graduate Student Council (GSC) sponsors an Orientation Day for students new to Villanova University’s Graduate Studies programs. Important questions are answered and a tour of the campus is provided. Throughout the year, the GSC sponsors forums on topics of interest to graduate students. They are designed to enrich the intellectual atmosphere at Villanova and to promote stimulating discussion among students from different programs. In addition to the academic events, the GSC sponsors social events including a holiday social and a picnic in the Spring featuring food, drink, and entertainment for all graduate students and faculty. For more information, check out the GSC Web Site at http://www1.villanova.edu/villanova/artsci/graduate/gsc.html or contact the GSC at 610.519.5414.

HEALTH CENTER
The Health Center is located on the third floor of the Student Health Services Building (across from Bartley Hall), and is open 24 hours each day with a registered nurse available at all times, seven days per week. In urgent cases that require emergency treatment, a physician is on call at all times. A physician is available every weekday morning for consultation and treatment.

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

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

INTERNATIONAL STUDENT SERVICES
The International Student Services office provides assistance with immigration regulations; educational, social, and personal counseling; cultural and social activities; and sponsors an annual Association, language orientation program, a host family program, the International Students’ club, and an international newsletter and magazine. All international students must register with this office as soon as they begin their studies at Villanova University and must report each change of address in accordance with government regulations. The office is located in Connelly Center second floor.
LEGAL INFORMATION CENTER
The Legal Information Center, located in Sheehan Hall, Room 10, enlists the services of volunteer law students, under the supervision of a faculty member, to provide free legal consultative services.

PARKING
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. Those who go through walk-in registration, after they see the Bursar, will have an opportunity to meet with Public Safety to purchase a parking sticker.

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. The center is open from Monday-Friday 9:00 a.m. to 5:00 p.m. Appointments may be made in person or by telephone at 610.519.4050.

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

VILLANOVA UNIVERSITY WRITING CENTER
If you have experienced any difficulty in writing and organizing your papers in the past, you may wish to consult Villanova University's Writing Center early in the semester. It is free of charge and staffed by graduate and undergraduate students from the English Department. The Writing Center is located on the second floor of Falvey Hall. The entrance to the Writing Center is next to Mendel Field, not through the main entrance of Falvey library. The Writing Center is open Sunday from 3:30 to 7:30, Monday through Thursday from 11:30 to 7:30, and Friday from 11:30 to 3:30. The Writing Center is closed on Saturdays.

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

1. GRADUATE STUDIES CATALOG FOR THE ARTS & SCIENCES

2. STUDENT HANDBOOK: “THE BLUE BOOK”
XXV. APPENDICES

Appendix A: Application for Internship

Appendix B: Application for Granting of Master's Degree

Appendix C: Sequential Planning Charts

Appendix D: Planning Guide of Study (Full Time Program)

Appendix E: Counseling & Human Relations – Certification

Appendix F: Frequently Asked Questions for Licensure & Certification

Appendix G: CHR Program: From Start to Finish

Appendix H: Steps for Online Registration

Appendix I: Application Form for Graduate Assistants and Lab Technicians.

Appendix J: Criteria for Professional Performance Standards Evaluation

Appendix K: Professional Performance Semester Review Report

Appendix L: Thesis Option

Note: Please obtain ALL applications found in this student manual from the Office of Education and Counseling (SAC 302) or online.
APPENDIX A
VILLANOVA UNIVERSITY
Department of Education and Counseling
Counseling Program

APPLICATION FOR INTERNSHIP

I. General Guidelines:

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

II. Admission Requirements:

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

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

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

D. Register for the internship.

III. Placement Requirements:

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

Students are encouraged to give serious thought to their field work placement long before the application is completed. An Internship Manual listing possible internship sites for Clinical Mental Health Counseling and School Counseling is available in the Education and Counseling Office. School Counseling should consult an appropriate faculty member to discuss possible internship sites. Many placements are available, but students should give consideration to those which are most compatible with their own career goals. For further questions, see Jennifer Carangi at jennifer.carangi@villanova.edu.
Villanova University- Graduate Program in Counseling
Supervised Internship
Form # 1
Application for Supervised Internship in Counseling
(Due by March prior to the start of Fall internship)

Name:_____________________________________________  Today’s Date: ____________
Villanova ID#________________________  Email address: ___________________________
Local Address:___________________________________________________________
Home Telephone:______________ Work Telephone:______________ Cell
Phone________________  Emergency Contact:________________ Phone:______________
I wish to begin Internship during which semester:  Fall, 20_____ Spring, 20_____  

Program: _____Clinical Mental Health_____ School

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

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

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

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

List courses that you plan to take during the internship:

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

School/Agency       Prospective Supervisor       Telephone
1.__________________ ________________________
2.__________________ ________________________
3.__________________ ________________________
APPENDIX B
VILLANOVA UNIVERSITY
Counseling Program

APPLICATION FOR GRANTING OF MASTER'S DEGREE

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

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

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

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

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

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

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

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

PLEASE SIGN: ____________________________________________
_____________________________________________________________________
_____________________________________________________________________

(Street)    (City)    (State/Zip Code)
__________________________________________________________________
(Student ID) (Telephone)
APPENDIX C

VILLANOVA UNIVERSITY

Counseling Program

SEQUENTIAL PLANNING CHARTS

Note: Effective for Students Entering as of Fall 2017
M.S. in Counseling Program
Sequential Planning Chart
Clinical Mental Health Track (60 credits)
Effective Fall 2015

STUDENT: __________________________  ADVISOR: __________________________

**Level I (15 Credits)**

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

**Level II (33 Credits)**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8853 Cognitive-Behavioral Approaches in Counseling</td>
<td></td>
</tr>
<tr>
<td>CHR 8683 Consultation Processes*</td>
<td></td>
</tr>
<tr>
<td>CHR 8845 Family Interventions</td>
<td></td>
</tr>
<tr>
<td>CHR 8661 Preventative Methods in Couples Therapy</td>
<td></td>
</tr>
<tr>
<td>CHR 8862 Couples Counseling</td>
<td></td>
</tr>
<tr>
<td>CHR 8892 Introduction to Motivational Interviewing</td>
<td></td>
</tr>
<tr>
<td>CHR 8857 Adolescent Counseling Interventions*</td>
<td></td>
</tr>
<tr>
<td>CHR 8854 Therapeutic Strategies with Children*</td>
<td></td>
</tr>
</tbody>
</table>

*Required school counseling courses
Clinical Mental Health Track (continued)

**Level III** (6 Credits)

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8850 Internship I in Clinical Mental Health Counseling</td>
<td></td>
</tr>
<tr>
<td><em>Offered in Fall only</em></td>
<td></td>
</tr>
<tr>
<td>CHR 8851 Internship II in Clinical Mental Health Counseling</td>
<td></td>
</tr>
<tr>
<td><em>Offered in Spring only</em></td>
<td></td>
</tr>
</tbody>
</table>

**Workshops** (1 Credit Each)
*The workshops offered per semester vary. Workshops are optional and are typically held on weekends.*

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 7135 Stress Relief and Management</td>
<td></td>
</tr>
<tr>
<td>CHR 7230 Counseling Expectant Mothers</td>
<td></td>
</tr>
<tr>
<td>CHR 7200 Quality Improvement in Mental Health</td>
<td></td>
</tr>
<tr>
<td>CHR 7144 Rational Emotive Behavior Therapy</td>
<td></td>
</tr>
<tr>
<td>CHR 7155 Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>CHR 7156 Counseling Death &amp; Dying</td>
<td></td>
</tr>
<tr>
<td>CHR 7164 Marriage Counseling</td>
<td></td>
</tr>
<tr>
<td>CHR 7165 Counseling Psychopharmacology</td>
<td></td>
</tr>
<tr>
<td>CHR 7191 Diagnostic Interviewing with Children</td>
<td></td>
</tr>
<tr>
<td>CHR 7210 Domestic Abuse</td>
<td></td>
</tr>
<tr>
<td>CHR 7601 Eating Disorders</td>
<td></td>
</tr>
</tbody>
</table>
M.S. in Counseling Program  
Sequential Planning Chart  
School Counseling Track (54 credits)  
Effective Fall 2015

Student: _______________________________ Advisor: __________________________

**Level I (15 Credits)**

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

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

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8677 Practicum in School Counseling</td>
<td></td>
</tr>
<tr>
<td>CHR 8683 Consultation Processes</td>
<td></td>
</tr>
<tr>
<td>CHR 8854 Therapeutic Strategies with Children</td>
<td></td>
</tr>
<tr>
<td>CHR 8857 Adolescent Counseling Interventions</td>
<td></td>
</tr>
<tr>
<td>CHR 8855 Assessment and Appraisal</td>
<td></td>
</tr>
<tr>
<td>CHR 8600 Special Ed. for Counselors &amp; Teachers</td>
<td></td>
</tr>
<tr>
<td>CHR 8860 Lab in Counseling Diverse Populations</td>
<td></td>
</tr>
<tr>
<td>CHR 8675 Development of ELL Students</td>
<td></td>
</tr>
<tr>
<td>CHR 8685 Lifestyle and Career Development</td>
<td></td>
</tr>
<tr>
<td>CHR 8884 Human Growth and Development</td>
<td></td>
</tr>
<tr>
<td>CHR 8604 Research &amp; Evaluation</td>
<td></td>
</tr>
<tr>
<td>CHR 8857 Adolescent Counseling Interventions</td>
<td></td>
</tr>
<tr>
<td>CHR 8854 Therapeutic Strategies with Children</td>
<td></td>
</tr>
</tbody>
</table>

*Required school-counseling courses*

**Level III (6 Credits)**

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

35
Workshops (1 Credit Each)

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

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 7135 Stress Relief and Management</td>
<td></td>
</tr>
<tr>
<td>CHR 7230 Counseling Expectant Mothers</td>
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<tr>
<td>CHR 7200 Quality Improvement in Mental Health</td>
<td></td>
</tr>
<tr>
<td>CHR 7144 Rational Emotive Behavior Therapy</td>
<td></td>
</tr>
<tr>
<td>CHR 7155 Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>CHR 7156 Counseling Death &amp; Dying</td>
<td></td>
</tr>
<tr>
<td>CHR 7164 Marriage Counseling</td>
<td></td>
</tr>
<tr>
<td>CHR 7165 Counseling Psychopharmacology</td>
<td></td>
</tr>
<tr>
<td>CHR 7191 Diagnostic Interviewing with Children</td>
<td></td>
</tr>
<tr>
<td>CHR 7210 Domestic Abuse</td>
<td></td>
</tr>
<tr>
<td>CHR 7601 Eating Disorders</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

VILLANOVA UNIVERSITY
Counseling Program

PLANNING GUIDE OF STUDY
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)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CHR 8605 Lab in Counseling Skills</td>
<td>3</td>
<td>CHR 8682 Practicum in CMH Counseling</td>
<td>3</td>
</tr>
<tr>
<td>*CHR 8687 Counseling Theory and Practice</td>
<td>3</td>
<td>CHR 8660 Lab in Counseling Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>*CHR 8688 CMHC Counseling Orientation</td>
<td>3</td>
<td>CHR 8604 Research and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>*CHR 8883 Ethics and Professional Orientation in Counseling</td>
<td>3</td>
<td>*CHR 8655 Laboratory in Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
<td>TOTAL</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Summer Year One (12 credits)

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

### Year Two (24 Credits)

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

*These courses are prerequisites for practicum.

**Comprehensive Examinations

Please notice comprehensive examinations are required for all students in degree programs, with the exception of those who have written a thesis. It is recommended that students take the Comprehensive exam in the Fall of their second year. [Revised 08/17]
PLANNING GUIDE OF STUDY
Counseling Program / School Counseling
Full-Time Program Option (Completed in 2 Years)

Students can complete the program taking courses in Fall (Semester 1 & 2: 24 credits), Summer (12 credits), and Spring (Semester 1 & 2: 18 credits).

### Year One (24 Credits)

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

### Summer Year One (12 credits)

<table>
<thead>
<tr>
<th>SESSION I (JUNE)</th>
<th>CREDITS</th>
<th>SESSION II (JULY)</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8685 Lifestyle and Career Development</td>
<td>3</td>
<td>CHR 8860 Laboratory in Counseling Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>CHR 8600 Special Ed. for Counselors and Teachers</td>
<td>3</td>
<td>CHR 8683 Consultation Processes</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

### Year Two (18 Credits)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR 8692 Internship I in School Counseling</td>
<td>3</td>
<td>CHR 8694 Internship II in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHR 8604 Research Evaluation</td>
<td>3</td>
<td>CHR 8675 Development of ELL Students</td>
<td>3</td>
</tr>
<tr>
<td>CHR 8884 Human Growth and Development</td>
<td>3</td>
<td>CHR 8854 Therapeutic Strategies with Children</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

*These courses are prerequisites for practicum.

** Comprehensive Examinations
Please notice comprehensive examinations are required for all students in degree programs, with the exception of those who have written a thesis. It is recommended that students take the Comprehensive exam in the Fall of their second year. [Revised 08/17]
I. Contact People for Information Regarding Certification:
   ● Degree requirements -- Krista Malott, Ph.D. (610) 519-4642 or your advisor
   ● Certification -- Krista Malott, Ph.D. (610) 519-4642 or your advisor
   ● Praxis Applications -- available in the main office SAC 302
   ● Internship Information -- your advisor

II. Applying for Certification and Graduation
   ● Certification is required for all school counseling students who plan to work as a counselor within a public school.
   ● All students must apply for certification. This should be done during the last semester of your internship through your practicum supervisor.
   ● In order to be certified you must have fulfilled degree requirements.
   ● *Please note* - school counseling certification has no National Counseling Examination requirement - (You do not have to take the NCE to be eligible to counsel in a school).
   ● In order to graduate, you must fill out the Application for Granting of Master’s Degree Counseling form by the beginning of your last semester. You must complete and submit this form to the main office SAC 302.
   ● You need to complete the school counseling portion of the Praxis.
APPENDIX F

FAQ: NCE Exam & 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)?
The NCE is offered at Villanova University in October and April.

- You will receive an e-mail from the department notifying you of the exact 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 for exact amount).
- This exam is offered on 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?
Dr. Stacey Havlik, stacey.havlik@villanova.edu. She is the current VU coordinator of the NCE. If you are a current Villanova student, look for an email to come to your Villanova email announcing the sign-up (you sign-up during one semester to take it the next). 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 courses are required to take the exam?

What is this exam like?
The exam involves 200 multiple-choice questions, scheduled for a 4-hour period. Most complete the exam in 2 ½ to 3 hours.

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

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](http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433177)
APPENDIX G
VILLANOVA UNIVERSITY
Counseling Program
CHR PROGRAM: FROM START TO FINISH

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

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

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

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

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

VI. Thesis (IT IS OPTIONAL, BUT ONCE IS REGISTERED IS REQUIRED FOR DEGREE)
A. Thesis I
B. Thesis II
C. Defense

VI. Granting of a Master’s
A. Application – at the beginning of last semester
B. Complete course work
VII. Certification
   A. Application received
   B. Must have completed your degree requirements
   C. Must have passed your PRAXIS exam (School Counselors)
   D. Must be submitted to the Department of Education & Human Services
APPENDIX H
VILLANOVA UNIVERSITY
Counseling Program

STEPS FOR ONLINE REGISTRATION
The following steps were designed to help assist you with online registration for your classes. In order to register for your classes please follow the subsequent steps. Paper registration will no longer be accepted after the completion of your first semester of coursework.

1: Log into your myNOVA.

2: Click on Student Tab

3: Scroll to My Schedule and Registration
   (Using links within this box, you can: Search for Classes, Login to Register, run a CAPP and much more)

4: Click on Login to Register

5: Select the Term you wish to register for.

6: Enter your registration PIN
   (You may obtain your registration PIN number by contacting your academic advisor. If you are unaware of 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 I
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:
We thank you for your interest in a Graduate Assistantship in our department. The application for a Graduate Assistantship can be found on the following two pages. Please submit your application to our office by January 2nd.

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

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

GRADUATE ASSISTANTSHIP APPLICATION

I. Contact Information

Name:__________________________ Home/Cell Phone: (____)-___________________
Address:____________________________Alternate Phone: (_____)-___________________
__________________________________Email:________________________________

II. Education

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

________________________________________________________________

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

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

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

**Computer Skills**

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<thead>
<tr>
<th></th>
<th>Novice</th>
<th>Proficient</th>
<th>Expert</th>
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<tbody>
<tr>
<td>Microsoft Word</td>
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<td>Microsoft Excel</td>
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<td>Microsoft Access</td>
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<td>Microsoft Front Page</td>
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<td>Microsoft PowerPoint</td>
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<td>SPSS</td>
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<td>WebCT/Blackboard</td>
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</table>
### Research Skills

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<tr>
<th>Research Experience</th>
<th>Novice</th>
<th>Proficient</th>
<th>Expert</th>
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<tr>
<td>NUDIST NVivo</td>
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<tr>
<td>Journal Article Searching</td>
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<td>Reviewing Research Articles</td>
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<td>Library Searches</td>
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<td>Quantitative Research</td>
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<td>Survey Research</td>
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<td>Qualitative Research</td>
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<td>Program Evaluation</td>
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<td>Structured Interviews</td>
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<td>Ethnographic Research</td>
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<td>Experimental Research</td>
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<td>Focus Group Research</td>
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### IV. Additional Materials

**With your application, please also provide:**

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

2. A resume or curriculum vitae.

3. A skills rationale (from part III above).
APPENDIX J
VILLANOVA UNIVERSITY
Counseling Program

PROFESSIONAL PERFORMANCE REVIEW POLICY

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 a) 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


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

1. **Openness to New Ideas**  
   *(rated from Closed [1] to Open [5]*)

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
</table>
| - 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. | - 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. | - Solicited others' opinions and perspectives about own work.  
- Invited constructive feedback, and demonstrated interest in others' perspectives.  
- Showed strong evidence of incorporation of feedback received to change own behavior. |

2. **Flexibility**  
   *(rated from Inflexible [1] to Flexible [5]*)

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
<th>High</th>
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</thead>
</table>
| - 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. | - 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. | - 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**  
   *(rated from Uncooperative [1] to Cooperative [5]*)

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
<th>High</th>
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</table>
| - Showed little or no engagement in collaborative activities.  
- Undermined goal achievement in collaborative activities  
- Was unwilling to compromise in collaborative activities. | - 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. | - 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. |
<table>
<thead>
<tr>
<th>4. Willingness to Accept and Demonstrate Change from Feedback</th>
</tr>
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<tbody>
<tr>
<td><em>(rated from Unwilling [1] to Willing [5]</em>)</td>
</tr>
<tr>
<td>- Discouraged feedback from others through defensiveness and anger</td>
</tr>
<tr>
<td>- Showed little or no evidence of incorporation of supervisory feedback received</td>
</tr>
<tr>
<td>- Took feedback contrary to own position as a personal affront.</td>
</tr>
<tr>
<td>- Demonstrated greater willingness to give feedback than to receive it.</td>
</tr>
<tr>
<td>- Was generally receptive to supervisory feedback.</td>
</tr>
<tr>
<td>- Showed some evidence of incorporating supervisory feedback into own views and behaviors.</td>
</tr>
<tr>
<td>- Showed some defensiveness to critique through &quot;over-explanation&quot; of own actions--but without anger.</td>
</tr>
<tr>
<td>- Demonstrated greater willingness to receive feedback than to give it.</td>
</tr>
<tr>
<td>- Invited feedback by direct request and positive acknowledgement when received</td>
</tr>
<tr>
<td>- Showed evidence of active incorporation or supervisory feedback received into own views and behaviors</td>
</tr>
<tr>
<td>- Demonstrated a balanced willingness to give and receive supervisory feedback.</td>
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<table>
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<tr>
<th>5. Awareness of own impact on others</th>
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</thead>
<tbody>
<tr>
<td><em>(rated from Unaware [1] to Aware [5]</em>)</td>
</tr>
<tr>
<td>- Words and actions reflected little or no concern for how others were impacted by them.</td>
</tr>
<tr>
<td>- Ignored supervisory feedback about how words and actions were negatively impacting others</td>
</tr>
<tr>
<td>- Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</td>
</tr>
<tr>
<td>- Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</td>
</tr>
<tr>
<td>- Effort toward recognition of how own words and actions impact on others through words and actions.</td>
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<tr>
<td>- Initiates feedback from others regarding impact of own words and behaviors.</td>
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<tr>
<td>- Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</td>
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<tr>
<th>6. Ability to Manage Conflict</th>
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<tr>
<td><em>(rated from Unable [1] to Able [5]</em>)</td>
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<tr>
<td>- Was unable or unwilling to consider others' points of view.</td>
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<tr>
<td>- Showed no willingness to examine own role in a conflict.</td>
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<tr>
<td>- Ignored supervisory advisement if not in agreement with own position.</td>
</tr>
<tr>
<td>- Showed no effort at problem solving.</td>
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<td>- Displayed hostility when conflicts were addressed.</td>
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<tr>
<td>- Attempted but sometimes had difficulty grasping others’ points of view.</td>
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<tr>
<td>- Would examine own role in a conflict when directed to do so.</td>
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<tr>
<td>- Was responsive to supervision in a conflict if it was offered.</td>
</tr>
<tr>
<td>- Participated in problem solving when directed.</td>
</tr>
<tr>
<td>- Always willing and able to consider others' points of view.</td>
</tr>
<tr>
<td>- Almost always willing to examine own role in a conflict.</td>
</tr>
<tr>
<td>- Was consistently open to supervisory critique about own role in a conflict.</td>
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<tr>
<td>- Initiated problem solving efforts in conflict.</td>
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<tr>
<td>- Actively participated in problem solving efforts.</td>
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### 7. Ability to Accept Personal Responsibility
(rated from Unable [1] to Able [5])

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<thead>
<tr>
<th>Unable</th>
<th>Able</th>
<th>Able</th>
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<tr>
<td>Refused to admit mistakes or examine own contribution to problems.</td>
<td>Was willing to examine own role in problems when informed of the need to do so.</td>
<td>Monitored own level of responsibility in professional performance.</td>
</tr>
<tr>
<td>Lied, minimized or embellished the truth to extricate self from problems.</td>
<td>Was accurate and honest in describing own and others role in problems.</td>
<td>Invited constructive critique from others and applied it toward professional growth.</td>
</tr>
<tr>
<td>Consistently blamed others for problems without self-examination</td>
<td>Might blame initially, but was open to self-examination about own role in problems</td>
<td>Accepted own mistakes and responded to them as opportunity for self-improvement.</td>
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<td></td>
<td></td>
<td>Avoided blame in favor of self-examination</td>
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### 8. Ability to Communicate Effectively and Appropriately
(rated from Unable [1] to Able [5])

<table>
<thead>
<tr>
<th>Unable</th>
<th>Able</th>
<th>Able</th>
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<tr>
<td>Showed no evidence of willingness and ability to articulate own feelings.</td>
<td>Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</td>
<td>Was consistently willing and able to articulate the full range of own feelings.</td>
</tr>
<tr>
<td>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</td>
<td>Showed some evidence of willingness and ability to acknowledge others' feelings-- sometimes inaccurate.</td>
<td>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</td>
</tr>
<tr>
<td>Acted out negative feelings (through negative behaviors) rather than articulating them.</td>
<td>Expressions of feeling usually appropriate to the setting-</td>
<td>Expression of own feelings was consistently appropriate to the setting.</td>
</tr>
<tr>
<td>Expressions of feeling were inappropriate to the setting.</td>
<td>responsive to supervision when not</td>
<td>Initiated discussion of own feeling in supervision</td>
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<tr>
<td>Was resistant to discussion of feelings in supervision.</td>
<td>Willing to discuss own feelings in supervision when directed</td>
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### 9. Attention to Ethical and Legal Considerations
(rated from Inattentive [1] to Attentive [5])

<table>
<thead>
<tr>
<th>Inattentive</th>
<th>Attentive</th>
<th>Attentive</th>
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<tr>
<td>Engaged in dual relationships with clients.</td>
<td>Was responsive to supervision for occasional person-professional boundary confusion in verbal interactions with clients.</td>
<td>Maintained clear personal-professional boundaries with clients.</td>
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<tr>
<td>Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</td>
<td>Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</td>
<td>Demonstrated consistent sensitivity to diversity.</td>
</tr>
<tr>
<td>Endangered the safety and the well-being of clients.</td>
<td>Used judgment that could have put client safety and well-being at risk</td>
<td>Satisfactorily ensured client safety and well-being.</td>
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<tr>
<td>Breached established rules for protecting client confidentiality.</td>
<td>Used judgment that could have put client confidentiality at risk.</td>
<td>Appropriately safeguarded the confidentiality of clients.</td>
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### 10. Initiative and Motivation

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

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<th>Poor Initiative and Motivation</th>
<th>Average Initiative and Motivation</th>
<th>Good Initiative and Motivation</th>
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<tr>
<td>- Often missed deadlines and classes.</td>
<td>- Missed the maximum allowable classes and deadline.</td>
<td>- Met all attendance requirements and deadlines.</td>
</tr>
<tr>
<td>- Rarely participated in class activities.</td>
<td>- Usually participated in class activities.</td>
<td>- Regularly participated in class activities.</td>
</tr>
<tr>
<td>- Often failed to meet minimal expectations in assignments.</td>
<td>- Met only the minimal expectations in assigned work.</td>
<td>- Met or exceeded expectations in assigned work.</td>
</tr>
<tr>
<td>- Displayed little or no initiative and creativity in assignments.</td>
<td>- Showed some initiative and creativity in assignments.</td>
<td>- Consistently displayed initiative and creativity in assigned work.</td>
</tr>
</tbody>
</table>

### 11. Multicultural Awareness, Skills, and Knowledge

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

<table>
<thead>
<tr>
<th>Unskilled</th>
<th>Average</th>
<th>Skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Limited or no understanding of other groups and trends among diverse groups.</td>
<td>- Understood some trends across some diverse groups.</td>
<td>- Understood multicultural trends and concerns among diverse groups.</td>
</tr>
<tr>
<td>- Failed to identify or engage in culturally-aligned interventions to promote client optimal wellness.</td>
<td>- Understood some skills or knowledge of culturally-aligned interventions for diverse groups.</td>
<td>- Demonstrated commitment/skills in social justice and other culturally-aligned interventions to promote client optimal wellness.</td>
</tr>
<tr>
<td>- Lack of awareness of own and others’ biases/prejudices toward other groups, demonstrated harmful perceptions or treatment decisions due to biases.</td>
<td>- Limited awareness of own or others’ biases/prejudices of diverse groups.</td>
<td>- Demonstrated multicultural awareness/skills in class discussions and through assignments.</td>
</tr>
<tr>
<td>- Class interactions and assignments reflect little to no multicultural awareness/skills.</td>
<td>- Limited multicultural awareness/skills in class discussions and assignments.</td>
<td>- Aware of, and works to reduce, biases/prejudices in self and others, including intentional and unintentional oppression, and discrimination.</td>
</tr>
</tbody>
</table>
Note: Faculty issuing this notification shall rate and describe each area of concern. Copies shall be provided to the student and the student's academic advisor.

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

**Performance Criteria and Rating:**

1. Openness to new ideas:

<table>
<thead>
<tr>
<th>Open</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>Closed</th>
<th>1</th>
</tr>
</thead>
</table>

Changes Needed:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

2. Flexibility:

<table>
<thead>
<tr>
<th>Flexible</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>Inflexible</th>
<th>1</th>
</tr>
</thead>
</table>

Changes Needed:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
3. **Cooperation with others:**

<table>
<thead>
<tr>
<th>Cooperative</th>
<th>Uncooperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Changes Needed:


4. **Willingness to accept and demonstrate change from feedback:**

<table>
<thead>
<tr>
<th>Willing</th>
<th>Unwilling</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Changes Needed:


5. **Awareness of own impact on others:**

<table>
<thead>
<tr>
<th>Aware</th>
<th>Unaware</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Changes Needed:


6. **Ability to manage conflict:**

<table>
<thead>
<tr>
<th>Able</th>
<th>Unable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Changes Needed:


7. **Ability to accept personal responsibility:**

<table>
<thead>
<tr>
<th>Ability</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unable</td>
<td></td>
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</tbody>
</table>

Changes Needed:

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
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8. **Ability to communicate effectively and appropriately:**

<table>
<thead>
<tr>
<th>Ability</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unable</td>
<td></td>
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<td></td>
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</tbody>
</table>

Changes Needed:

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

9. **Attention to ethical and legal considerations:**

<table>
<thead>
<tr>
<th>Attention</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attentive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inattentive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Changes Needed:

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
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10. **Initiative and motivation:**

<table>
<thead>
<tr>
<th>Initiative &amp; Motivation</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Initiative &amp; Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor Initiative &amp; Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Changes Needed:

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
11. Multicultural knowledge, skills, awareness:

<table>
<thead>
<tr>
<th>Skilled</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>Unskilled</th>
<th>1</th>
</tr>
</thead>
</table>

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 L

**Thesis Option**

**Timeline:**

*First (or Second) Semester (before completion 15 credit hours):*
- take research course (either CHR 8604 or EDU 8603)

*Second Semester (before completion 15 credit hours):*
- 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);
- 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):*
- complete and defend the thesis; and,
- present thesis at a symposium sponsored by the Department.

**Specifications:**

1. The thesis will replace two, 3-credit, elective courses (normally, third and fourth semester).
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 APA format.
4. The thesis is graded on a pass/fail basis.
5. If possible, at least one reader will be selected from outside of the student’s program/department/college/university.
6. 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 new 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