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Purpose

This handbook contains information essential for graduate students in the Counselor Education Program. It is designed to provide students with policies, procedures, and requirements specific to the Counselor Education Program in order to help them successfully complete graduate studies. Like the Graduate Catalog, the handbook is in effect when a student enrolls and is the final authoritative document outlining the program’s requirements.

It is the responsibility of the student to be familiar with the contents herein and to meet all requirements and deadlines (See the Affidavit of Commitment).
UNLV Counselor Education Program

MISSION STATEMENT

The mission of the program in Counselor Education is to provide all master’s level students with the latest methods, theories, and techniques of the discipline and to provide a field experience that will allow for a theory-to-practice developmental training approach. Indeed, we seek to enhance the requisite clinical skills needed to function as a professional counselor. In addition, and more broadly, we seek to train students to be critical thinkers, scientifically minded, culturally sensitive, promoters of social justice, and above all to be highly ethical and competent in their particular area of specialization. The Counselor Education mission statement embodies the personal and professional commitment that is required for those individuals who are intent on making a difference for people in our society.

About the Counselor Education, School Psychology, & Human Services Department

The Counselor Education Program is housed within the Counselor Education, School Psychology, & Human Services (CSH) Department. The faculty members in the Counselor Education Program endeavor to promote excellence in counselor education and counseling research. Our counseling programs help prepare students to:

- Serve as professional counselors, system advocates, educational leaders, team members, and consultants who maximize opportunities for individuals, groups, and communities and especially, underrepresented populations;
- Address the developmental, academic, career, mental health, personal, cultural, social, spiritual and wellness needs of those we serve within the context of counseling;
- Help individuals, groups and communities strive to find meaning, involvement, and worth in their lives;
- Plan and conduct qualitative, mixed design and quantitative research studies to further the knowledge base and best practice initiatives of the counseling profession; and finally
- Consult and interface with various school and community organizations to promote client and societal well being.

CSH Department Website: https://www.unlv.edu/csh
Counselor Education Graduate Program Degrees

**M.S. Clinical Mental Health Counseling**

The Master of Science (M.S.) of Counselor Education in Clinical Mental Health Counseling, a 60 semester hour program, prepares professional counselors to work in community agencies, educational settings, as well as private practice.

As a CACREP accredited program, CED students are eligible to take the National Counselor Examination (NCE) leading to certification as a National Certified Counselor (NCC). The Clinical Mental Health Counseling program also prepares students to seek licensure as a Clinical Professional Counselor (LCPC) in Nevada.

**M.Ed. School Counseling**

The Master of Education (M.Ed.) in School Counseling, a 48 semester hour program, prepares professional counselors to meet the academic, career, personal, and social needs of culturally and linguistically diverse K-12 student populations. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), meets the academic requirements for School Counseling endorsement in Nevada, and prepares counselors to:

- Serve as counselors, advocates, educational leaders, team members, and consultants, to maximize opportunities for students to succeed academically,
- Address the academic, career, and personal/social needs of all students in the school,
- Serve as leaders of equity and achievement and be able to address institutional and environmental barriers impeding student progress,
- Through the collection and dissemination of data, advocate for systemic change to promote student achievement and academic success,
- Become managers of resources and partnership builders, enlisting the support of parents, agencies, and community members.
Advanced Graduate Certificate in Clinical Mental Health Counseling

The Advanced Graduate Certificate in Clinical Mental Health Counseling is designed for individuals already holding a master’s degree in counseling from a CACREP accredited or equivalent program, but do not meet the necessary educational requirements for the licensure for clinical professional counselors (LCPC) in the State of Nevada. Specific programs of study are developed in consultation with the student’s Faculty Advisor.

Currently admitted UNLV School Counseling Program students may apply for concurrent admission to the Advanced Graduate Certificate in Clinical Mental Health Counseling. These students will complete the 48 credit School Counseling core courses plus 12-18 additional credits for the certificate.

Advanced Graduate Certificate in Addictions Studies

The Advanced Graduate Certificate in Addiction Studies is designed for individuals already holding a master’s degree in a helping profession who aim to expand their scope of practice to include addictions counseling. Specific programs of study are developed in consultation with the student’s Faculty Advisor.

Currently admitted UNLV Clinical Mental Health Counseling and UNLV School Counseling Program students may apply for concurrent admission to the Advanced Graduate Certificate in Addictions Studies. These students will complete their 48 credit School Counseling or 60 credit Mental Health Counseling core courses plus 12-18 additional credits for the certificate.
CED Graduate Course Sequences

The course sequencing for both the Master of Science (M.S.) Clinical Mental Health Counseling, and the Master of Education (M.Ed.) in School Counseling can be found on the department website. Course sequences are designed to maximize student progression through their program of study. Courses are offered once per year during the semester designated in the sequences. Failure to follow the course sequence may result in a delay in completion of the program.

CSH Academic Programs:

https://www.unlv.edu/csh/academic-programs/graduate

Master of Science (M.S.) in Clinical Mental Health Counseling:

http://education.unlv.edu/ecs/graduate/cmhc/

Master of Education (M.Ed.) in School Counseling:

http://education.unlv.edu/ecs/graduate/sc/
CACREP Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits professional counseling programs within institutions of higher education throughout the United States. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse and complex society. CACREP is dedicated to (1) encouraging and promoting the continuing development and improvement of preparation programs, and (2) preparing counseling and related professionals to provide service consistent with the ideal of optimal human development offering specific training, skills, and knowledge in various counseling specialties. CACREP requires foundational training in eight core counseling areas: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. Furthermore, CACREP requires additional training in counseling specialties. Clinical Mental Health Counseling students also take coursework in mental health counseling foundations, contexts, knowledge, and skills, culminating in a 600 hour mental health counseling internship. School counseling students take additional coursework in school counseling foundations, contexts, knowledge, and skills, culminating in a 600 hour school counseling internship experience. The master’s clinical mental health counseling and master’s school counseling programs at UNLV are fully CACREP accredited. For more information about CACREP, visit: www.cacrep.org
Minority Recruitment & Diversity Policy

The principles of ethnic diversity and equal rights are accepted and valued by the Counselor Education Program at the University of Nevada, Las Vegas. The program’s commitment to equal opportunity includes active recruitment of minority students as a professional responsibility.

The program works to recruit and retain minority students by:

1. Admissions process takes into consideration the benefits of student candidates from traditionally underrepresented populations in the counseling profession.
2. Consideration of awarding graduate assistantships as a tool for recruitment/retention of underrepresented groups.
3. Engaging with minority groups as well as other organizations and institutions with minority participation, both on and off campus.
4. Establishing outreach and personal contact with potential minority students.
5. Using equitable admissions requirements; i.e., using multiple criteria.
6. Seeking to employ minority faculty members.

**The UNLV Counselor Education program seeks to recruit and retain a diverse student population as a reflection of our commitment to serve the people of Las Vegas and Nevada, to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives and ways of knowing and learning.**
Statement of Liability Awareness

Counselors and counselors-in-training are not immune to litigation regarding counseling practice. Therefore, in order to protect students in training who are providing direct client services, all students enrolled in clinical courses must obtain and present evidence of adequate personal liability coverage. It is recommended that students select insurance providing a minimum coverage amount of $1,000,000 incident/$1,000,000 aggregate.

Students may choose their own insuring company. Sources that will insure counseling students include: The American Counseling Association and The American School Counselor Association. It is the student’s responsibility to evaluate the available insurance prior to choosing a particular company. Students may choose to use his or her own personal insuring agent if that company can provide satisfactory coverage.

Students will be asked to present evidence of coverage at the first class meeting of each course involving a clinical component. Evidence of coverage consists of a photocopy of the cover page of the insurance policy that shows the student’s name, policy number, and dates of coverage. Courses involving a clinical component include but are not limited to: Counseling Process and Procedures, Practicum, Internship, and Advanced Internship.

CED Program Roles

Three key roles for graduate students in the counselor education program are the CED Program Coordinator, the CED Practicum & Internship Coordinator, & CED Faculty Advisor.

CED Program Coordinator

The CED Program Coordinator serves as the program leader and is charged with mobilizing the faculty to get things done in all aspects of the program’s professional activities. The PC provides administrative leadership related to the academic and operational functions of the CED program on a semester to semester basis. The CED Program Coordinator models professionalism, and encourages people within the unit to be bound by the shared vision/mission statement of the Counselor Education Program.

Administrative/Operational Duties include, but are not limited to the following:

1. responding to correspondence from the chair or other administrative officials in the college or university;

2. holding meetings with the faculty and/or chair to bring into sharper focus the shared vision/mission of the counselor education program;

3. scheduling regular CED program faculty meetings, providing an agenda, and keeping and distributing meeting minutes;

4. coordinating the fall, spring and summer schedule for course offerings;
5. monitoring the administrative data systems that are used to operate the program;

6. participating in required meetings (e.g., department meetings, program coordinator meetings) related to the overall enhancement of the CED program;

7. making contact with ALL students that seek information regarding the CED program;

8. maintaining an electronic file system of all potential student contacts;

9. supporting the other CED faculty in their work related to the program;

10. monitoring the program’s compliance with CACREP accreditation processes and procedures;

11. monitoring the program’s outreach activities;

12. facilitating recruitment/retention efforts in the program;

13. coordinating CED program admissions and

14. preparing year-end reports which document program changes, program strengths, of and program areas needing to be addressed or changed.

CED Practicum & Internship Coordinator

The Practicum and Internship Coordinator is responsible for the coordination of practicum and internship field experience placements for the Counselor Education program and works collaboratively with CCSD and community agencies to place practicum and internship students at approved school and mental health sites. Other duties include:

- Organizing and facilitating the CED/Human Services Internship Fair each Spring
- Organizing and facilitating a Practicum/Internship orientation for students who will be completing field experiences in the spring, summer, and/or fall.
- Meeting with agencies throughout the academic year who are interested in becoming an approved site in the CED program and preparing paperwork for approval
- Ensuring that each approved site has a current Educational Affiliation Agreement (MOU) on file.
- Responding to inquiries regarding practicum and internship

CED Faculty Advisor

Students are assigned an academic advisor from the CED faculty, upon admission to the graduate program. The CED Faculty Advisor is responsible for assisting advisees with educational planning, clarifying program policies, course sequence, and communicating to the student the results of the systematic review of student program throughout the CED program including any necessary remediation therein. The CED Faculty Advisor will assist students in completing the requisite program of study and filing it with the UNLV Graduate College.
Student Advising

Upon admission to the Counselor Education Program, each student (including certificate students) will be assigned a CED Faculty Advisor to formulate a program of study compatible with the program to which the student has been admitted. Regular meetings with your Faculty Advisor will help ensure your progress and successful program completion.

When in doubt about any issues or concerns about your Program of Study or progress towards your degree, consult your Faculty Advisor. It is ultimately the student’s responsibility to ensure that the Program of Study submitted meets the Program and Graduate College requirements. In addition, students are responsible for ensuring that they have met any and all prerequisite requirements for all courses in which they attempt to enroll.

Filing a Program of Study

With the consultation and approval of the Faculty Advisor, all students must prepare a Proposed Graduate Degree Program, and complete a form for the Graduate College. The degree program outlines the courses the student will complete for the degree and must conform to the student's chosen program. The proposed program is to be submitted to the Graduate College prior to the student's completion of 16 credit hours of work toward the degree (this is typically done during the first fall semester). It is the student's responsibility to schedule an appointment with his/her Faculty Advisor for the purpose of filing the program well in advance of the program deadline.

Changing Program Track

If a student wishes to change CED Program Tracks, they must first meet and discuss the potential change with their advisor. The advisor and advisee will discuss different options (switching program tracks, advanced certificates, etc.) and the subsequent implications for the students educational plan and timeline. The student must then author a letter to faculty explaining the desired transfer and rationale. The letter is sent to the student’s advisor and the advisor brings it to the next CED program meeting where faculty vote to approve/disapprove. The advisor then contacts the student with the program decision.

Policy on Independent Studies

Students with a particular interest in an area of study in the counseling field may pursue Independent Study courses with faculty who have expertise and/or substantive interest in the area in question. These Independent Study courses afford students an opportunity to tailor an experience to their individual educational needs. Independent studies are to be used for these purposes only. **Independent studies may not be used as a substitute for core program coursework. Students may not enroll in an independent study without prior faculty approval.**
Academic Policies in the Counselor Education Program

All full and part-time students entering into the M.Ed. and M.S. programs are required to enroll in CED 701 Introduction to Counseling and CED 727 Counseling Process and Procedures during their first fall semester. A grade of B or better is required in both CED 701 and CED 727 in order to continue taking coursework in the M.S. and M.Ed. programs. Students who make a grade of B- or lower (but not an F) in either CED 701 or CED 727 may not continue taking other CED coursework until successfully repeating these courses. If after a second attempt a student does not make a B or better in CED 701 or CED 727, the student will be officially separated from the graduate program.

Students must make a grade of B or better in CED 741 Practicum in Counseling in order to enroll in CED 751 Internship in Counseling. A grade of B or better is required for all internship courses (CED 751 and CED 775) or they must be repeated.

A student receiving a grade of F in any required course in the degree program will be placed on academic probation. Students must repeat any course in which they make a grade of C- or lower.

Students making three or more grades of B- or lower will be officially separated from the graduate program.

In order to earn the degree, students must have a cumulative GPA of 3.0 or better.
Academic and Interpersonal Benchmarks of Student Progress

The Counselor Education Program requires high levels of academic success and excellent interpersonal skills. Students are regularly evaluated throughout the program for academic progress and demonstration of appropriate interpersonal skills, professional demeanor, and social and ethical judgment necessary for a successful career as a professional counselor. If concerns arise about a student for academic and/or interpersonal reasons, the faculty will meet to evaluate the severity and nature of the concern and will suggest an appropriate course of action. Such remedial actions may include: desisting temporarily from course work, repeating courses, seeking personal counseling, or withdrawal from the program permanently. The Counselor Education Program faculty reserves the right to make recommendations based on their professional judgment concerning student needs and concerns.

Benchmarks of student progress include:

Benchmark 1: Successful completion of CED 701 and CED 727.

Benchmark 2: Successful completion of additional core coursework including Counseling & Consultation Theories, Social Justice & Advocacy in Counseling, Introduction to Group Counseling, and Legal & Ethical Issues in Counseling.

Benchmark 3: Successful completion of Counseling Practicum prior to Internship as evidenced by a grade of B or better.

Benchmark 4: Successful involvement in and completion of the Counseling Internship as evidenced by supervisor evaluations, completion of required contact hours, and a grade of B or better.

Benchmark 5: Successful completion of the comprehensive examination prior to graduation from the program.
Student Review Process

The Counselor Education Program follows the Department, College and University Policies on student conduct which may be found at the Offices of Student Conduct. In addition, program faculty regularly reviews student goodness of fit for the counseling profession as advised by the ACA Code of Ethics and CACREP.

Student Review Process

The Counselor Education Program follows the Department, College and University Policies on student conduct which may be found at the Offices of Student Conduct. In addition, program faculty regularly reviews student progress in the CED program and appropriateness for the counseling profession using the Personal & Professional Competencies (see Personal and Professional Competencies Evaluation Form on page 23: PERSONAL-PROFESSIONAL COMPETENCIES FORM).

Remediation and Removal from the Counselor Education Program

The Counselor Education Program has developed the above procedure for remediation or dismissal from the program for non-academic reasons. A student may be terminated from the graduate programs for non-academic reasons as a result of one or more of the following factors:

1. Failure to remediate unmet Personal & Professional Competencies (see Personal and Professional Competencies Evaluation Form on page 23: PERSONAL-PROFESSIONAL COMPETENCIES FORM).
2. The student has displayed unprofessional conduct in the university or field placement, which represents a substantive violation of the ACA Code of Ethics.
3. The student has exhibited attitudes, values and/or behaviors that are grossly inconsistent with the ACA Code of Ethics and the profession of counseling.
4. The student’s mental health is impaired to the extent that the student is unable to meet the expectations of the program. Problem behaviors may include violent behavior, irrational behavior, inappropriate affect or other behavior that interferes with a student’s ability to meet the expectations of the counselor education program.
5. The student is abusing non-prescription or prescribed substances.
6. The student is not meeting the counselor education program faculty members’ expectations for performance in the field placement. Unacceptable performance in field placements may include, but are not limited to, students not fulfilling their assigned responsibilities for the field placement; consistent tardiness or absence in the field placement; displaying an inability to engage in a professional helping relationship with clients; an inability to appropriately use supervision; violating the ACA Code of Ethics; and/or inappropriate conduct toward clients or agency staff.
7. The student has been engaged in criminal behavior that has resulted in a felony conviction.
8. The student has given false information about him/herself in the admissions procedure or to any staff associated with the program, including employees of field placements and clients.

9. The student displays unacceptable behavior toward faculty and/or students that undermines the teaching process.

10. The student’s behavior violates provisions of the UNLV Student Conduct Code.

Academic Appeals Policies

For academic appeal information, review the Graduate College guide


And Graduate Student Handbook:

http://graduatecollege.unlv.edu/current/publications/

Endorsement Policy

Students who choose to apply for licensure as Clinical Professional Counselor Interns may do so as detailed on the MFT/CPC Board of Examiners website (http://marriage.nv.gov/Internship/GradPgmSubmttal/), and students needing a recommendation should plan ahead in requesting a letter from faculty. Faculty may provide personal references for students with appropriate consideration as to their knowledge of the student’s progress in the program and the faculty members’ area of expertise within the scope of program instruction.

Any faculty member asked to provide an endorsement for a student enrolled in the Counselor Education Program pertaining to credentialing or employment opportunities consistent with the student’s specialty area (e.g., clinical mental health or school counseling), may do so if the endorser can confirm that the student: a) has completed the necessary coursework to be considered for such endorsement; b) the student was in good academic standing at the time the endorsement was requested; c) the student can provide positive evaluations from an onsite supervisor(s) regarding preparedness for the profession; and d) the student has maintained professional conduct consistent with the American Counseling Association (ACA) Code of Ethics while enrolled in the program. However, at the discretion of the endorser, the endorsement could be made without reservations. Likewise, the endorser may request that a student provide additional documentation before complying with the request for endorsement. Students should consult with the Counselor Education Program coordinator for any updates that may occur related to this policy and process.

Practicum & Internship Policies

Enrollment in practicum and internship are considered critical experiences for successful completion of the M.S. and M.Ed. in counseling. Primary goals of both practicum and Internship are to develop strong counseling skills and to promote the development of the student’s professional counselor identity in an organization compatible with their program emphasis area. Practicum and Internship activities will
take place at departmentally approved sites with appropriately qualified supervisors where the intern can work with clients appropriate for the student’s program emphasis.

**Practicum** (CED 741) placement requires students to complete 100 hours in an approved community setting under supervision from faculty and site supervisors. Students typically spend 6-10 hours per week involved in direct and indirect counseling activities and individual and group supervision. **Hours in practicum must be accrued throughout the 15-week semester.** Students ordinarily earn practicum credit at a single site; the department faculty must approve requests for an additional practicum site.

**Internship** (CED 751/775) requires 600 hours total of direct and indirect counseling in community or school settings. Of these, at least 240 hours must involve direct client services. School Counseling students complete all 600 hours in CED 751. Mental Health Counseling students complete 300 hours in CED 751 and 300 hours in CED 775. Students ordinarily earn internship credit at no more than one site per semester; the department faculty must approve requests for an additional internship site. The minimum time investment expected at an individual site placement is 15 weeks (one semester). Please note that students who choose to pursue full time completion of their internship hours (30-40 hours weekly) in a single semester may not be employed full time. In the semester prior to beginning Internship, students should select an Internship site in consultation with the Faculty Advisor that is consistent with their needs and their program area. **All Internship sites must be approved by the CED Program.** Potential new sites undergo a vetting process, including the development of a Memorandum of Understanding. A current list of approved sites is available on the CED website.

Work at the Internship site begins only after the student enrolls in, and begins attending, CED 751/775. Enrollment will be consistent with those guidelines described in the CACREP standards. **Students must register for CED 751 or CED 775 each semester during which they work as Interns.** During internship, the department faculty will provide opportunity for discussion of professional and ethical issues related to the practice of counseling through a weekly on campus seminar. Attendance at this seminar is required throughout internship.

**Application for Practicum & Internship**

Applications for Practicum and Internship must be filed by the appropriate deadline in the semester before the semester in which the experience will occur. Students will not be permitted to participate in Practicum, Internship, or Advanced Internship unless an application is on file with all the necessary departmental and faculty approvals. Students are required to consult with their Faculty Advisor regarding these applications in order to ensure that all prerequisites have been met prior to participation in these experiences. Applications may be obtained from the field experiences section of the department webpage.
Practicum Requirements

The counseling practicum experience is designed to foster critical individual and group counseling skills necessary for the quality practice of professional counseling. Students in both school and community mental health programs complete their practicum experience at specific, departmentally approved, community counseling sites. In accordance with standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), practicum consists of a minimum of 100 hours of supervised counseling activities. Of these, a minimum of 40 hours must be in direct individual counseling services and a minimum of 10 hours must be in direct group counseling services, with the remaining hours to be in appropriate indirect counseling related activities as outlined below:

Direct Hours include:

- Individual counseling (40+ hours)
- Group counseling (10+ hours)

Indirect Hours may include:

- Counselor observation
- Individual case conceptualization planning for client needs
- Researching strategies based on counseling theories
- Writing case progress notes
- Group supervision, UNLV faculty supervision, and on-site supervision

Recording Client Sessions

In accordance with CACREP standards for counseling supervision, practicum and internship students must have opportunities to record counseling contact with clients. This involves videotaping/electronic recording/digital taping/audiotaping of individual and group counseling. Site placements that do not allow for recording of client sessions will not be considered and students will be placed in other settings. Students are responsible for meeting the recording expectations established by practicum and internship instructors.
Clinical Mental Health Counseling
Internship and Advanced Internship Requirements

The UNLV master’s clinical mental health counseling internship experience (CED 751/775) is designed to continue fostering quality counseling skills, as well as offer interns the opportunity to apply their knowledge of clinical mental health counseling in a field based experience. In accordance with standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Internship consists of a minimum of 600 hours of field-based clinical mental health counseling activities. Of these, a minimum of 240 hours must be in direct counseling services, with the remaining hours to be in appropriate indirect counseling.

Direct Hours may include:

- Intake interviews
- Assessments
- Individual counseling
- Group counseling

Indirect Hours may include:

- Case management
- Counselor observation
- Individual case conceptualization planning for client needs
- Researching strategies based on counseling theories
- Writing case progress notes
- Group supervision, UNLV faculty supervision, and on-site supervision
- Professional development activities including: Conferences and workshops

Recording Client Sessions

In accordance with CACREP standards for counseling supervision, practicum and internship students must have opportunities to record counseling contact with clients. This involves videotaping/electronic recording/digital taping/audiotaping of individual and group counseling. Site placements that do not allow for recording of client sessions will not be considered and students will be placed in other settings. Students are responsible for meeting the recording expectations established by practicum and internship instructors.
School Counseling Internship Requirements

The UNLV master's school counseling internship experience is designed to continue fostering quality counseling skills, as well as offer interns with the opportunity to apply their knowledge of comprehensive school counseling programs in a field based experience. Because the Nevada endorsement for school counseling is an all-level credential, students are required to gain experience at both elementary (PK-5) and secondary (6-12) levels at some point during their internship. In accordance with standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the internship (CED 751) consists of a minimum of 600 hours of field-based school counseling activities. Of these, a minimum of 240 hours must be in direct counseling services, with the remaining hours to be in appropriate indirect counseling related activities as outlined below:

240 Direct hours may include:
- Individual counseling
- Group counseling
- Classroom guidance
- Consultation with parents, teachers, administrators, counselors
- Staff development and parent group presentations
- Leadership activities

360 Indirect Hours may include:
- Student classroom observation
- Counselor observation
- Guidance curriculum development
- Individual planning for academic or career needs (including registration activities)
- Group supervision, UNLV faculty supervision, and on-site supervision

Examples of non-counseling duties that do not meet the requirement for direct or indirect hours include:
- Making disciplinary decisions or imposing disciplinary actions
- Student supervision duty including: bus duty, taking tickets at school events, recess duty, lunch duty, hall duty etc.
- Substitute teaching of a class
- Non-counseling related clerical work
- Other duties that do not foster the development of a professional school counselor

Recording Client Sessions

In accordance with CACREP standards for counseling supervision, practicum and internship students must have opportunities to record counseling contact with clients. This involves videotaping/electronic recording/digital taping/audiotaping of individual and group counseling. Site placements that do not allow for recording of client sessions will not be considered and students will be placed in other settings. Students are responsible for meeting the recording expectations established by practicum and internship instructors.

*For further information on practicum and internship, consult the Fieldwork Handbook.*
Comprehensive Examination

A comprehensive examination is required of all students enrolled in the Counselor Education program. The comprehensive exam is generally taken near the end of the graduate program. Students must be approved by their advisor in order to register for the comprehensive exam.

The administration dates will typically be near the end of each academic term. Students will be notified of the date and location of the exam via email. Comprehensive exam application deadlines are one month prior to the examination date. Students must register with their faculty advisor to take the comprehensive examination. The faculty advisor will advise the program coordinator of intent to take the examination. If students have not received official confirmation from the program coordinator, they will not be permitted to participate in the examination process.

The Counselor Preparation Comprehensive Exam (CPCE) is administered as the comprehensive exam. There is no official study guide for this examination. However, the CPCE website does provide additional information that could prove helpful when preparing for the examination.

The CPCE is only administered in electronic format. The Counselor Education program will send students information on how to register for the exam, along with the information about the time, date, and location of the exam.

Each student is responsible for paying the exam registration fee. Students pay the fee subsequent to electronic registration for the specific CPCE administration date. The fee is due for each administration of the exam.

Students receive their CPCE scores immediately after the exam and the Counselor Education Program receives their scores several weeks later. In order to qualify for a ‘pass’ on the comprehensive exam students must (1) have an overall score above a .5 standard deviation of the national mean AND (2) have a minimum score of 50% correct on each subscale of the exam (≥ 9 out of 17).

Students who do not pass the comprehensive examination will be required to retake the exam at the next regular administration. Students may take the examination a maximum of three times. If after the third time a student does not pass the comprehensive exam, then the student may be dismissed from the program or may be required to complete additional coursework or training. Please Note: Students must be enrolled in at least one course (minimum 3 credit) in order to take the comprehensive exam.

Applying for Graduation

The Application for Graduation may be obtained from the Graduate College website. A completed application, properly signed, must be filed with the Graduate College by the date indicated on the UNLV academic calendar of the semester of graduation. All fees must be paid by this deadline. See the Graduate College website for further information. Students will not be permitted to participate in Commencement ceremonies until they have finished all of the requirements for their degree. Additionally, students must be enrolled for at least one (3) graduate level credits during the semester in which they intend to graduate.
NOTE: IT IS THE RESPONSIBILITY OF THE STUDENT TO ENSURE THAT ALL REQUIREMENTS HAVE BEEN MET BEFORE APPLYING FOR GRADUATION.

## Steps to Graduation Timeline

<table>
<thead>
<tr>
<th>Step</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty Advisor assigned</td>
<td>First semester of study</td>
</tr>
<tr>
<td>2. Develop proposed degree program with Faculty Advisor and file form with Graduate College</td>
<td>First year of study</td>
</tr>
<tr>
<td>3. Submit application for Counseling Practicum to the CED Internship Coordinator</td>
<td>By October 1st for spring enrollment</td>
</tr>
<tr>
<td>4. Submit application for Counseling Internship and Advanced Internship to the CED Internship Coordinator</td>
<td>By March 1st for fall enrollment and by October 1st for spring enrollment</td>
</tr>
<tr>
<td>5. Notify CED Program Coordinator via RebelMail of intent to participate in the comprehensive final examination process.</td>
<td>By February 1st for spring semester and by September 15th for fall semester. Final Examinations are NOT offered in the summer.</td>
</tr>
<tr>
<td>6. Apply for graduation</td>
<td>By first week of intended semester of graduation; see Graduate College website for specific deadlines and application materials.</td>
</tr>
</tbody>
</table>
Student Participation in Professional Counseling Organizations

AMERICAN COUNSELING ASSOCIATION

The American Counseling Association (ACA) is a professional association composed of over 55,000 counselors and human development specialists. ACA provides leadership training, continuing education and professional development opportunities and advocacy services for its members. Student memberships are available and a subscription to the Journal of Counseling and Development is included with membership. Professional liability insurance is available to members. ACA has several divisions and special interest groups that members may join. Each division publishes a newsletter and many publish journals. Some of these divisions that may be of interest to students are: Association for Child & Adolescent Counseling (founded by our own Dr. Astramovich!), American Mental Health Counselors Association, Association for Counselor Education and Supervision, Association for Multicultural Counseling and Development, Association for Specialists in Group Work, International Association of Marriage and Family Counselors, and National Career Development Association. ACA’s website is www.counseling.org

AMERICAN SCHOOL COUNSELING ASSOCIATION

The American School Counseling Association (ASCA) is a professional association composed of over 30,000 school counselors at all levels from Elementary Schools to College/University. ASCA supports school counselors' efforts in fostering the academic, personal/social, and career development of students so they can be successful in school and lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, and other resources to professional school counselors and school counselors in training. ASCA: https://www.schoolcounselor.org/

CHI SIGMA IOTA

Chi Sigma Iota is an international honor society for counselors-in-training, counselor educators and professional counselors. Its mission 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 field of counseling. Omega Alpha is UNLV’s chapter of Chi Sigma Iota, consisting of student, alumni, and professional members. Members are encouraged to strive for excellence in the field of counseling and are honored both at the chapter and international levels. Annual awards and fellowships are given to compel members to work for outstanding scholarship and professionalism. CSI: https://www.csi-net.org
AFFIDAVIT OF COMMITMENT

Read and sign below. Leave this form with the department’s administrative assistant to be placed in your file. You may request a copy for your records.

My signature below indicates that I have read and understand the information in the Counselor Education Program Handbook and I agree to adhere to its stipulations, policies, and procedures.

Furthermore, I commit to enroll in courses each consecutive fall and spring semester during my program of study, unless I obtain permission in writing to do otherwise for a legitimate reason and a specific period of time.

Printed Student Name ___________________________ Student NSHE ID Number ___________________________

Student Signature ___________________________ Date ___________________________
PERSONAL-PROFESSIONAL COMPETENCIES FORM

Personal and Professional Competencies

Counseling Program: University of Nevada – Las Vegas

Student: ___________________________ ID#: ___________________________

☐ School Counseling  ☐ Clinical Mental Health Counseling  ☐ End of Semester 1  ☐ End of Semester 3  ☐ Faculty Initiated

This document is signed by all counseling students during an orientation signifying that they understand that the competencies and dispositions in this document will be evaluated by faculty at candidacy and prior to internship; and that, at any time, a faculty member may initiate an evaluation of a student on any item(s) that may be unsatisfactory. These competencies and their respective dispositions complement specific knowledge and skills measure in specific courses and in the evaluation of clinical competencies.

Students must be satisfactory in all competencies to be granted permission to begin internship, and/or to continue in the program. Denial of continue in the program or permission to start internship may result if any item is rated as unsatisfactory. Deferral of practicum/internship permission if any item is unsatisfactory may include, if appropriate, a remedial plan for unsatisfactory items. If an item(s) has not been observed or is not known by at least one faculty member, a plan must be made to observe and evaluate the behavior relative to the specific disposition before permission to continue in the graduate program is granted or approval is given to start/continue in practicum/internship. Should the faculty initiate an evaluation, the student will meet with the advisor to discuss the item(s) in question and to determine a strategy for satisfactory evaluation of the item(s). Each knowledge and skill competency is connected to a respective disposition(s): ethical, professional, reflective, service, diversity and aligned with the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Descriptions of dispositions are in the student handbook.

ORIENTATION

By signing below, you are certifying that you have read the Personal and Professional Competencies document in its entirety, and that you understand the knowledge, skills and the respective dispositions contained in this document will be used to evaluate your competency at the conclusion of Semester 1, Semester 3, or any time deemed appropriate by the program faculty.

______________________________  ___________________________
Student  Date
<table>
<thead>
<tr>
<th>PROFESSIONAL/PERSOAL COMPETENCIES</th>
<th>CACREP Standards</th>
<th>NCATE/CAEP Dispositions</th>
<th>Unmet (0)</th>
<th>Met (1)</th>
<th>Exceptional (2)</th>
<th>Comments</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continually reflects on one’s own personal development that enables student to effectively counsel clients.</td>
<td>HR, PI</td>
<td>P, R, E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates appropriate behavior in and outside of the classroom (e.g., dependable with assignments, attendance, and deadlines).</td>
<td>PI</td>
<td>E, R</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, teaching assistants, and supervisors.</td>
<td>HR</td>
<td>P, R</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. Adheres to the ethical codes of the American Counseling Association (ACA), the American School Counselor Association (ASCA), National Board for Certified Counselors (NBCC) and the UNLV Student Conduct Code.</td>
<td>PI</td>
<td>E</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Appropriately relates to peers, professors, and clients.</td>
<td>PI</td>
<td>E</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6. Demonstrates sensitivity to issues of multiculturalism and equity, including those related to age, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.</td>
<td>SCD</td>
<td>D</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. The student accurately represents self (has not given false information about him/herself to any staff associated with the program, supervisors and/or clients).</td>
<td>PI, HR</td>
<td>E</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Demonstrates understanding of the program’s social justice mission.</td>
<td>SCD</td>
<td>D</td>
<td></td>
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</tr>
<tr>
<td>9. Successfully meet Graduate School Requirements (e.g. B or better average, etc.) and program requirements: CED 701 and CED 727 with a B or better.</td>
<td>All</td>
<td>All</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Total Score**

Student Signature: __________________________ Date: ______________ Faculty Signature: __________________________ Date: ______________

Comments:

CACREP: (Professional Identity=PI  Social/Cult. Diversity=SCD  Human Growth/Development=HD  Career Dev. = CD  Helping Relationships = HR  Group Work=GW  Assessment = A  Research and Program Evaluation = RP); NCATE/CAEP: (Ethical = E  Reflective = R  Quality Service = Q  Diversity = D)
<table>
<thead>
<tr>
<th>PROFESSIONAL/PERSOAL COMPETENCIES</th>
<th>CACREP Standards</th>
<th>NCATE/CAEP Dispositions</th>
<th>Unmet (0)</th>
<th>Met (1)</th>
<th>Exceptional (2)</th>
<th>Comments</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Successfully meets all course objectives and has completed all required coursework, including practicum.</td>
<td>All Standards</td>
<td>Q</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Continues to demonstrate appropriate behaviors in and outside of the classroom (e.g., dependable with assignments, attendance, and deadlines).</td>
<td>HR, PI, SCD</td>
<td>Q, R</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Continues to maintain appropriate behavior consistent with the ethical codes of ACA, ASCA, NBCC, and the UNLV Student Conduct Code.</td>
<td>PI</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates multicultural competence with issues of age, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.</td>
<td>SCD</td>
<td>D</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Demonstrates a commitment to issues of equity &amp; social justice.</td>
<td>SCD</td>
<td>D</td>
<td></td>
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<tr>
<td>6. Possesses self-awareness of limitations and seeks professional development opportunities for further development.</td>
<td>PI, HR</td>
<td>R</td>
<td></td>
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</tr>
<tr>
<td>7. Demonstrates leadership qualities.</td>
<td>PI</td>
<td>Q, P</td>
<td></td>
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</tr>
<tr>
<td>8. Appropriately balances personal life with the rigors of the counseling profession.</td>
<td>PI</td>
<td>Q</td>
<td></td>
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</tr>
<tr>
<td>9. Demonstrates ability to appropriately work within a group.</td>
<td>HR</td>
<td>P</td>
<td></td>
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</tr>
<tr>
<td>10. Demonstrates appropriate interviewing and counseling skills.</td>
<td>PI</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Faculty Signature: ________________________________ Date: ________________________________

Comments:

CACREP: (Professional Identity=PI  Social/Cult. Diversity=SCD  Human Growth/Development=HD  Career Dev. = CD  Helping Relationships = HR  Group Work=GW  Assessment = A  Research and Program Evaluation = RP); NCATE/CAEP: (Ethical = E  Reflective = R  Quality Service = Q  Diversity = D)  

Revised 8/17