

UNLV Counselor Education Annual Report
2018-2019

Highlights of the Year

In this section we feature some key highlights of accomplishments during the 2018-2019 academic year

1. In promoting integrative academic and professional experiences for student involvement and engagement in the counseling profession
 - Large student presence at professional conferences (NSCA and WACES)
 - UNLV CED students were largest student group present at WACES
 - Faculty presented with students at professional conferences (NSCA, WACES)
 - Chi Sigma Iota Omega Alpha chapter held numerous events including:
 - Weekly “vent space,” mentoring meetings, clinical skill practice and feedback sessions, and study sessions for comprehensive exams
 - “end-of-semester” and “welcome-back” social events
 - New member induction ceremony
2. In promoting faculty scholarship and inquiry through professional activities
 - CED faculty presented at various professional conferences including: Nevada School Counseling Association (NSCA), Association for Assessment and Research in Counseling (AARC), Western Association for Counselor Education and Supervision (WACES), and the American Counseling Association (ACA)
 - CED Program faculty publishing productivity:
 - Faculty published in ACA-affiliated journals and books to include: MECD, JHC, CES, and an edited book published by ACA
 - CED faculty increased the number of grant applications/submission over the 2017-2018 year by approximately 300%
3. In recognizing contributions to the community and engaging the community
 - CED program hosted two “Open House” events to attract interested students and to answer questions from potential applicants
 - CED faculty engaged in meetings and explored partnerships with the city of Las Vegas to provide mental health services to the homeless community
 - CED faculty delivered university-based and community-based presentations on topics including sand tray supervision, addictions among youth in Southern Nevada, and addictions and health promotion
 - CED Students provided 20,500 hours of counseling services in the community and in schools during the 2018-2019 year

Summary of Program Evaluation

1. Responding to the Comprehensive Exam

The CED program uses the Counselor Preparation Comprehensive Exam (CPCE) as our culminating experience. The CED program adopted a minimum passing score of .5 SD below the national mean ($M = 84.66$, $SD = 11.39$; passing score = 78.965) AND at least 9 out of 16 (i.e. > 50%) in each of the subscales. In the 2018-2019 academic year, a total of 27 students took the CPCE and 23 passed for a passing rate of 85.18%. New in the 2018-2019, students have the option to take the CPCE in one of two formats: (a) on-campus and scheduled/administered by the university, or (b) to be taken at a Pearson Vue testing center on a day and time scheduled directly between the student and the Pearson Vue testing center. As such, this academic year we were able to allow our students new options in taking the CPCE. The CED program decided that we would organize and administer the CPCE on campus for our students in March 2019, and if students did not want to take it with us, they had the option to take it directly with Pearson Vue at a time convenient for them.

In reviewing our students' scores and comparing them to the national data, it appeared that our students were scoring at or above the national mean on all content areas assessed by the CPCE. However, we noticed that though our students were scoring, on average, on par with the national mean, quite a few students had failed to receive a minimum score of 9 out of 16 in the content area of Human Growth and Development. This pattern was new to us as Human Growth and Development had not previously been an area where our students struggle. As such, those students who failed to meet the minimum passing score(s) in the CPCE (i.e., failed to receive a minimum overall score of 78.965 OR did not receive a score of 9 or higher on any subscale) were allowed to take the CPCE again at the Pearson Vue testing center. As a result, all but three students chose to re-take the CPCE at the Pearson Vue center and stated that they were planning to take the exam at a later time (perhaps in the summer and apply for graduation at a later date). The sole remaining student who did not pass the CPCE took it over two additional times (for a total of 3 attempts) and failed to receive a passing score in a particular subscale/content area. As such, this student has opted to do additional work in the particular content area and is working with a CED faculty member to remediate the content and will be completing an alternative culminating experience. It is important to note that our CED Handbook allows for students to take the CPCE up to three times and if unsuccessful after the third attempt the student may be separated from the program or may be required to complete additional coursework and/or assignments. Our response to the data we collected from the CPCE is addressed in the section entitled "Other Substantial Program Changes."

2. Curriculum Alignment with Licensure

Another area of program evaluation that the CED program undertook this year was the evaluation of our curriculum to meet the changing needs of licensure in the state of Nevada as a School Counselor and/or Clinical Professional Counselor. Through our review of our course offerings and the requirements for licensure, we identified a few areas of needed change. This is addressed in the next section of "Other Substantial Program Changes"

Other Substantial Program Changes

1. Responding to the Comprehensive Exam

As a result of the CPCE being newly allowed to be taken either on campus or through the Pearson Vue testing center, the CED program decided that moving forward into the 2019-2020 academic year we would continue to offer the CPCE on campus, but to only offer it once, then allow students to take it at a Pearson Vue testing center should they need to take it again due to not passing the first time. In making this decision the CED faculty took into consideration the costs to the students (e.g., it costs twice as much to take the CPCE at a Pearson Vue testing center versus taking it on campus and through the university), while also considering the timing of the exam. For example, because the university has its own set deadlines for when students who plan to graduate must submit the results of their exam, we decided that we would offer the CPCE on-campus during the middle of the semester thus allowing those who need to take it again enough time to schedule the exam on their own through the Pearson Vue testing center.

2. Curriculum review

- a. In reviewing our scores on the CPCE from 2017-2018, we noticed that while still scoring at or near the national mean, students' scores in the content area of "Assessment and Testing" and "Career Development" were two areas where our students scored the lowest (amongst the other content areas). In reviewing our curriculum, we realized that both of those subject areas were being taught in a condensed 5-week and online format over the summer. As such, in the 2018-2019 year we decided to move those two courses from the 5-week summer format and into the 15-week semester format. Preliminary data analysis suggests that our students were able to raise their scores on the CPCE in those two subject areas. As such, we believe we made the correct decision to move those courses out from the summer and into the academic year, however we will continue to track this data.
- b. Additional program changes that have resulted from our curriculum review includes the identification of courses that need to be developed in order for our graduates to be in compliance with new licensure laws in the state of Nevada. For example, the state of Nevada now requires School Counselors to take a course in Parental Involvement and Family Engagement, a course that our program does not currently offer nor make required of our students. As such, all faculty have advised school counseling students that if they wish to be license-eligible in Nevada that they must take a class that meets this requirement (though they can still graduate with their degree without taking the class). Our CED program is in the process of submitting a "Change of Program" form with our Graduate College to essentially now make this class required and part of the degree plan and effectively raise the credits of the program from 48 to 51.
- c. Additional changes to curriculum can be found in aligning our program to the licensure requirements in Nevada as a Clinical Professional Counselor. The state of Nevada has rolled out new licensure requirements to be effective as of 2023 that would require graduates to have coursework in 4 areas that we do not currently offer: Human Sexuality, Couples Counseling, Grief and Loss Counseling, and Crisis and

Trauma Counseling. As such, the CED program faculty identified courses currently being offered that could be “flagged” for either removal or consolidation so as to “make space” for these new courses that need to be added. In identifying these “flagged” courses, the CED program identified courses that are either not required for licensure and/or courses that include CACREP content area that is currently also being covered in other courses. As such, we identified the following courses to be either removed from the curriculum or to be “merged” and consolidated with other courses:

Course to be removed or consolidated	Rationale
CED 701 Introduction to Counseling	Not needed for licensure, all CACREP standards can be met in other courses
CED 703 Expressive Arts in Counseling	Not needed for licensure, all CACREP standards can be met in other courses
CED 732 Advanced Multicultural Counseling	CED Program currently has “CED 731 Social Justice and Advocacy in Counseling” that currently meets all of the CACREP standards in Social and Cultural Foundations. Furthermore, only CMHC students take CED 732, whereas students in BOTH the SC and CMHC program take CED 731.
CED 772 Spirituality in Counseling	Not needed for licensure, all CACREP standards can be met in other courses

- d. In an effort to create a predictable and consistent schedule for students, the CED faculty developed a new course sequence and schedule whereas all courses are taught on a set day and time. We made this change (effective in 2019-2020) in an attempt to allow students to know ahead of time their expected schedule and when they will need to be on campus, schedule childcare, and create their work and/or internship schedule. Currently, CED program faculty had been allowed to change the days and times of classes on a semester-by-semester basis thus creating some issues with students in creating a set and predictable schedule (e.g., changing their internship hours/schedule every semester due to the changing days/times of classes). This new change, we believe, will also allow for ease in scheduling and consistency in advising with students and will allow for more options in progressing through the program (e.g., 2-year option, 3-year option, or 4-year option). See the table below for our new course sequence and schedule for both the CMHC and SC programs. In the 2019-2020 year we plan to build into the curriculum the new courses that we will need to develop.

For Fall 2019 Entry

CMHC 2-year Plan

Year	Fall	Spring	Summer		
			SM 1	SM 2	SM 3
1	CED 701 (M; 4pm) CED 727 (M; 7pm) CED 715 (W; 4pm) CED 738 (W; 7pm)	CED 743 (M; 4pm) CED 733 (M; 7pm) CED 741 (W; 4pm) CED 766 (W; 7pm)	CED 732	CED 772 CED 735	EPY 702 EPY 711
2	CED 703 (M; 4pm) CED 711 (M; 7pm) CED 751 (W; 4pm)	CED 721 (M; 4pm) CED 710 (M; 7pm) CED 731 (W; 7pm) CED 775 (W; 4pm) [Comprehensive Exam]			

CMHC 3-year Plan

Year	Fall	Spring	Summer		
			SM 1	SM 2	SM 3
1	CED 701 (M; 4pm) CED 715 (W; 4pm) CED 727 (M; 7pm)	CED 743 (M; 4pm) CED 733 (M; 7pm) CED 741 (W; 4pm)	CED 732	CED 772	EPY 702
2	CED 703 (M; 4pm) CED 738 (W; 7pm)	CED 721 (M; 4pm) CED 710 (M; 7pm) CED 766 (W; 7pm)		CED 735	EPY 711
3	CED 711 (M; 7pm) CED 751 (W; 4pm)	CED 731 (W; 7pm) CED 775 (W; 4pm) [Comprehensive Exam]			

CMHC 4-year Plan

Year	Fall	Spring	Summer		
			SM 1	SM 2	SM 3
1	CED 701 (M; 4pm) CED 727 (M; 7pm)	CED 743 (M; 4pm) CED 733 (M; 7pm)	CED 732	CED 772	EPY 702
2	CED 715 (W; 4pm) CED 738 (W; 7pm)	CED 741 (W; 4pm) CED 766 (W; 7pm)		CED 735	EPY 711
3	CED 703 (M; 4pm) CED 711 (M; 7pm)	CED 721 (M; 4pm) CED 710 (M; 7pm)			
4	CED 751 (W; 4pm)	CED 731 (W; 7pm) CED 775 (W; 4pm) [Comprehensive Exam]			

SC 2-year Plan

Year	Fall	Spring	Summer		
			SM 1	SM 2	SM 3
1	CED 701 (M; 4pm) CED 727 (M; 7pm) CED 715 (W; 4pm) CED 713 (W; 7pm)	CED 743 (M; 4pm) CED 733 (M; 7pm) CED 741 (W; 4pm) CED 750 (W; 7pm)		CED 735	EPY 702 EPY 711
2	CED 703 (M; 4pm) CED 711 (M; 7pm) CED 751 (W; 4pm)	CED 721 (M; 4pm) CED 751 (W; 4pm) CED 731 (W; 7pm) [Comprehensive Exam]			

SC 3-year Plan

Year	Fall	Spring	Summer		
			SM 1	SM 2	SM 3
1	CED 701 (M; 4pm) CED 727 (M; 7pm) CED 715 (W; 4pm)	CED 743 (M; 4pm) CED 733 (M; 7pm) CED 741 (W; 4pm)		CED 735	EPY 702
2	CED 703 (M; 4pm) CED 711 (M; 7pm)	CED 721 (M; 4pm) CED 731 (W; 7pm)			EPY 711
3	CED 751 (W; 4pm) CED 713 (W; 7pm)	CED 751 (W; 4pm) CED 750 (W; 7pm) [Comprehensive Exam]			

SC 4-year Plan

Year	Fall	Spring	Summer		
			SM 1	SM 2	SM 3
1	CED 701 (M; 4pm) CED 727 (M; 7pm)	CED 743 (M; 4pm) CED 733 (M; 7pm)			EPY 702
2	CED 715 (W; 4pm) CED 713 (W; 7pm)	CED 741 (W; 4pm) CED 750 (W; 7pm)		CED 735	EPY 711
3	CED 703 (M; 4pm) CED 711 (M; 7pm)	CED 721 (M; 4pm) CED 731 (W; 7pm)			
4	CED 751 (W; 4pm)	CED 751 (W; 4pm) [Comprehensive Exam]			

Closing

The 2018-2019 academic year included great changes, including being the first year of the CSH department. While changes are never easy, we are excited about the growth of the CED program and our direction for the future including the addition of two new tenure-track faculty and one faculty-in-residence (aka FIR or Clinical faculty) who will be joining us starting in 2019-2020. The changes we have implemented along with the future changes we plan to implement, we believe support and are consistent with our program mission 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.