

## Counselor Education and Supervision PhD Program Handbook

### Welcome

Welcome to the Counselor Education and Supervision (CES) PhD Program!

### Mission Statement

The mission of the Counselor Education program is to provide all 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 and counselor educator. 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.

The Ph.D. in Counselor Education and Supervision prepares graduates to be able to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. Students will gain knowledge in professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. Increasing multicultural and social justice competency is embedded within student learning outcomes across all core areas. Students entering this doctoral program are required to have a CACREP-accredited master's degree in a counseling-related field (e.g., clinical mental health counseling, school counseling).

Upon completion of the CES Ph.D. program, graduates will be able to:

- (a) apply advanced knowledge regarding counseling theories and culturally-informed and social justice practices to their professional work with counselors-in-training and supervisees;
- (b) serve as effective clinical supervisors across mental health, school, college, and other counseling and related settings;
- (c) become effective counselor educators in higher education settings;
- (d) demonstrate research competencies relevant to advancing the counselor education and supervision field; and
- (e) practice the scholar-practitioner-advocate model by advancing counseling practice, professional leadership, and advocacy.

### Purpose

This handbook contains information essential for doctoral students in the Counselor Education and Supervision (CES) Program. It is designed to provide students with policies, procedures, and requirements specific to the CES Program in order to help them successfully complete the doctoral degrees. 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 in appendix).

The purpose of this handbook is to provide program specific information that is not found in the [UNLV Graduate Catalog](#). Students are responsible for understanding and following the policies and procedures delineated in this document and the [UNLV Graduate Catalog](#), as well as the NSHE Code, UNLV Bylaws, and the UNLV Student Conduct Code. Questions about policies should be directed to the Graduate College: [valarie.burke@unlv.edu](mailto:valarie.burke@unlv.edu) or [gradassociatedean@unlv.edu](mailto:gradassociatedean@unlv.edu).

## Department Graduate Faculty

A current listing of the graduate faculty can be found in the [UNLV Graduate Catalog](#). Faculty must hold graduate faculty status to be involved in graduate education at UNLV. For up-to-date information regarding graduate faculty status in your department, visit the [Graduate Faculty status web page](#).

## Program Information

Counselor Education and Supervision PhD

### Contact Information

Counselor Education, School Psychology, and Human Services

#### *Department Chair*

Dr. Sterling Saddler, CEB 221, [sterling.saddler@unlv.edu](mailto:sterling.saddler@unlv.edu)

#### *Graduate Coordinator/ CED Program Coordinator*

Dr. Heather Dahl-Jacinto, CEB 252, [heather.dahl@unlv.edu](mailto:heather.dahl@unlv.edu)

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### CES Program Roles

Three key roles to support and guide graduate students in the counselor education program are the CED Program Coordinator, the CED Field Engagement Coordinator, and CED Faculty Advisor.

#### **CED Program Coordinator**

The CED Program Coordinator provides administrative leadership related to the academic and operational functions of the CED program on a semester-to-semester basis. In particular, the program coordinator is responsible for:

- The coordination of the counseling program(s) including the Counselor Education and Supervision PhD, and MED: SC and MS: CMHC specialties;
- Responding to inquiries regarding the overall academic unit;
- Providing input and making recommendations regarding the development of and expenditures from the budget; and
- Providing or delegating year-round leadership to the operation of the program(s)
- The CED Program Coordinator also receives release time from faculty member responsibilities to administer the academic unit

Example duties of the CED Program Coordinator includes: coordinating the counseling program curriculum, faculty assignments, accreditation compliance, and program policies, and response to inquiries regarding the program. The CED Program Coordinator reports to the Department Chair providing input about staffing, budget, and program changes.

#### **CED Field Experience Coordinator**

The CED Field Experience Coordinator (FEC) is responsible for the management of practicum and internship field experience placements for the Counselor Education program and works collaboratively with the Clark County School District, as well as community agencies to place practicum and internship students at approved school and mental health sites at the master's and doctoral levels.

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 (EAA) on file.
- Responding to inquiries regarding practicum and internship

### **CES Faculty Advisor**

While the program has a Graduate CED Program Coordinator, upon admission to the graduate program all CED students are assigned an individual academic advisor from the CED faculty.

Please see your admission letter to identify your specific faculty advisor. The CES 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 and chair a doctoral student's program committee (see below).

### **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:

- Admissions process takes into consideration the benefits of student candidates from traditionally underrepresented populations in the counseling profession.
- Consideration of awarding graduate assistantships as a tool for recruitment/retention of underrepresented groups.
- Engaging with minority groups, as well as other organizations and institutions with minority participation, both on and off campus.
- Establishing outreach and personal contact with potential minority students.
- Using equitable admissions requirements (e.g., using multiple criteria).
- 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.\*\***

### **Program Requirements**

Program requirements regarding [admission, coursework and culminating experience](#) are found in the [graduate catalog](#).

**This Handbook is effective** for Fall 2025 admits.

### **Advisory Committee Guidelines**

While the program has a Graduate CED Program Coordinator, upon admission to the graduate program all CED students are assigned an individual academic advisor from the CES faculty.

Please see your admission letter to identify your specific faculty advisor. The CES 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 CES program including any necessary remediation therein. The CES Faculty Advisor will assist students in completing the requisite program of study and filing it with the UNLV Graduate College and chair a doctoral student's program committee (see below).

### **Academic Policies**

**Students who make a grade of B- or lower (but not an F) in coursework may not continue taking other coursework until successfully repeating these courses.** If after a second attempt a student does not make a B- or better, the student will be separated from the graduate program only after being placed on probation via the Graduate College process

A student receiving a grade of F at any point and in any course in the degree program will be placed on academic probation via the Graduate College process. Students must repeat any course in which they make a grade of B- or lower.

Students making two grades of B- or lower will be recommended to be placed on academic probation to the Graduate College. Students with three or more grades of B- or lower will be separated from the graduate program only after being placed on probation via the Graduate College process.

In order to earn the degree, students must have a cumulative GPA of 3.0 or better.

### Degree Program Benchmarks

The CES 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 counselor educator. If concerns arise about a student for academic and/or behavioral reasons such as those as outlined in the specialized organizational association-CACREP and *ACA Code of Ethics* (2014) *ASCA Ethical Standards for School Counselors* (2022), the faculty will meet to evaluate the severity and nature of the concern and will suggest an appropriate course of action such as a remediation plan or academic probation, among other outcomes. Placing students on academic probation with the Graduate College precedes recommendations for separation from the graduate program. Probations may address such remedial actions including desisting temporarily from course work, repeating courses, seeking personal counseling, or withdrawal from the program permanently. Continued lack of improvement or other infractions may result in a report to the Office of Student Conduct for a Student Conduct Code violation and appropriate actions and/or academic **probation**. See the **Probation and Separation** section of **the Graduate Catalog**.

NOTE: This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act (ADA). In cases where an ADA impairment is identified or suspected, the affected student would be directed to the University's Disability Resource Center to document the impairment and access the appropriate accommodations.

Benchmarks of student progress include:

- **Benchmark 1:** Successful completion of CED 776, 777, and 778 as evidenced by a grade of B or better.
- **Benchmark 2:** Successful completion of additional core coursework including CED 791, 793 788, 797, and 798, as evidenced by a grade of B or better.
- **Benchmark 3:** Successful completion of CED 795 (6 credits), as evidenced by a grade of B or better.
- **Benchmark 4:** Successful completion of the comprehensive examination as evidenced by a "pass" prior to enrolling in internship. Please see **the Catalog** on what constitutes a "pass". Students are only permitted to enroll in dissertation credits after they have passed their dissertation prospectus and completed all coursework as outlined in **the Catalog** (advanced to candidacy).
- **Benchmark 5:** Successful completion of the dissertation (CED 799) prior to graduation from the program.

### Annual Review Procedures

Each winter break and early spring term, graduate students are **required** to complete the Graduate Student Individual Development Plan (IDP) form. The review covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead.

Reported student data is shared with students' graduate coordinators and advisors to foster opportunities for discussion about students' strengths and weaknesses, accomplishments and next requirements, and mentoring plans so that students know what they need to do in order to progress successfully through their programs in a timely manner. Students who are graduating are also required to complete the IDP form in order to record their achievements since the data is also used to track metrics related to the annual productivity of all students. The mandatory review covers the prior calendar year and assesses student progress while setting goals for the year ahead.

## Culminating Experience

Students take their Comprehensive Exam in the final semester of coursework prior to dissertation proposal and dissertation credits (for full-time students that is typically in their fourth semester/second spring). In this two-part process, students will turn in a completed comprehensive exam packet, and complete a comprehensive exam presentation in person. See below for details:

### **Comprehensive Exam Packet Checklist**

- Table of Contents
- Opening Statement
  - Relating program mission (i.e., multicultural) to overall learning experience
- Foundations
  - CED 776 Foundations of Counselor Education Portfolio Assignment
- Counseling Practice
  - CED 797 Advanced Counseling Theories Theoretical Orientation Paper
  - Internship stuff related to practice (e.g., evals)
  - CED 793 Advanced Group Supervision Interpersonal Process Group Plan assignment
  - Group facilitator evaluations
- Multicultural Counseling, Social Justice, Leadership, and Advocacy
  - CED 791 Advanced Multicultural Social Justice Theory, Leadership, Advocacy and Practice Class Leadership & Advocacy Project & Presentation assignment
  - Statement on diversity, equity, inclusion, and belonging connecting to teaching, research, supervision, and practice
- Supervision
  - CED 778 Theory and Process of Counseling Supervision My Supervision Model Assignment
  - CED 788 Advanced Supervision Practice in Counselor Education Case Presentation #2 Assignment
  - Evaluations of supervision skills (e.g., CED 751 faculty feedback)
- Teaching
  - Teaching evaluations
  - CED 777: Instructional Theory in Counselor Education Teaching Philosophy Assignment
  - Syllabi for a CACREP core area course
- Research
  - Research paper example
  - Dissertation Plan
  - Submitted Conference proposal + disposition
- Internship
  - CED 795 Completed Hours Logs
  - CED 795 Internship Action Plan
  - CED 795 Internship Summary Retrospective
- Goals moving forward/needs/areas of support

### **Policy:**

1. Students take Comprehensive Exam in the final semester of coursework prior to dissertation proposal and dissertation credits (for Full-Time students that is typically in their fourth semester/second spring). All comprehensive examinations will be scheduled on the same day about one week after spring break each spring semester. In the fall semester, the exam will be scheduled about one week after midterm.
2. The presentation will be of professional quality outlining all the relevant items included in the student portfolio with a focus on how they have grown throughout their program and the future applications of this learning to their dissertation and professional career.
3. Students must sign up for comprehensive examinations with the CED Program Coordinator no later than the end of the first week of the semester in which they plan to be evaluated.
4. Examinations will occur face-to-face unless the student presents extreme extenuating circumstances (e.g., DRC accommodations, which will be evaluated by program faculty on a case-by-case basis.
5. The comprehensive examination is an oral presentation of the portfolio outlined in the checklist (above).

1. Students will send their portfolio (via google drive folder) to their comprehensive exam committee one week prior to their scheduled exam. Please see [Catalog](#) for the requirements of a Graduate Advisory Committee (GAC)
2. Student and their program committee (GAC) will be the only attendees during the exam; the exam period will last approximately 60 minutes.
3. The GAC will provide a pass or fail disposition following the presentation, a question-and-answer period, and a time for committee-only deliberations (student will wait outside the room during this time).
6. If a student passes the exam, they enter candidacy stage. Students may only advance to candidacy after successfully passing the dissertation proposal. Only after passing the comprehensive exam and then their dissertations proposal and completing the “[Advancement to Doctoral Candidacy](#)” form, is the student recognized as advanced to candidacy. If the exam is not passed, please see the processes below. Students will complete necessary forms with relevant committee members/advisors. Students are now free to choose a dissertation chair.

#### Exam failure processes:

1. If the student fails the exam the first time, they will meet with their CES Faculty Advisor with the option to re-take their exam in the same semester, prior to finals week. If a student does not elect to take the exam in the same term, they will not be eligible until the following fall or spring semester (not offered in summer).
  - a) Student and their comprehensive exam committee will agree on an appropriate remedial plan to address deficiency in advance of the second exam.
  - b) Advisor and student will meet to create this plan within one week of the exam failure. Students should be placed on probation via the Graduate College process if they do not pass the exam/defense the first time.
2. If a student fails the exam a second time they will be removed from the program.

#### Dissertation Proposal

The counselor education and supervision doctoral program requires the completion of a dissertation that is a substantial and original independent research project. Students will have the choice between two options for dissertation completion: (a) three-article dissertation, or (b) the standard five-chapter dissertation option.

The passing and failure of dissertation proposals and defenses will follow [UNLV graduate catalog](#) procedures. Please note that students who do not pass their dissertation proposals defense in the first attempt will be placed on academic probation via the Graduate College process. Students must wait at least 3 months before they can be permitted to defend a second time. If students do not pass the second attempt, they may be separated from the program.

#### Three Article Dissertation Option

The three-article dissertation should be comprised of a minimum of three articles and an introduction chapter (i.e., Chapter 1) and conclusion chapter (Chapter 5). The articles should form a cohesive body of work that supports a theme (or themes) that are expressed clearly in the introduction of the dissertation (Chapter 1). The need for three articles (as opposed to just two) should be clear and approved by the dissertation committee, and not merely represent minor tweaks of a work that would be more appropriately reported in just one or two articles.

The dissertation must include an abstract that synthesizes the articles, as well as an introduction (Chapter 1) and a conclusion (Chapter 5) that discusses the synthesis of what was learned from the three completed articles.

#### *Dissertation Proposal*

The dissertation proposal must include:

- a. The introductory chapter (Chapter 1).
- b. Copy of any pre-published article to be included in the dissertation (no more than one already completed article can be presented).
- c. An outline of any articles in progress.

- d. A list of proposed journals.
- e. A timeline for completion of the work.

The defense of the dissertation proposal is expected to parallel the proposal defense for a traditional dissertation. The three-article dissertation alters the format, but not the content, expected in the dissertation research.

### ***Dissertation Components***

**Introduction.** The introduction should function as the cord that weaves the various manuscripts together and describes, for the reader, their ‘collective meaning’ and ‘combined contribution’ to the field. It should be around 12-15 pages and include:

- a. A definition or statement of the problem.
- b. The importance of the problem.
- c. The theoretical foundation(s) supporting the problem/issue.
- d. An overview of the important literature (overview, because each article will have its own unique literature review).
- e. The research question(s).
- f. The methodology used to answer the question(s).
- g. Authorship (see below)

**Three Articles.** Each article should be connected to the overall topic chosen for the dissertation. Students must choose to do three of the following exclusive formats:

- \* Systematic Review
- \* Conceptual with applications
- \* Qualitative
- \* Quantitative
- \* Mixed Methods
- \* Program Evaluation

Guidelines for the three articles:

1. Students must pick three of the formats above, and at least one article must be empirical with student as primary data analyzer.
2. Students cannot do multiple of the same format (e.g., quant, quant, qual).
3. Students should discuss at length with their advisor which option is best for them.
4. Articles must be submitted to approved journals that are an appropriate fit for the manuscript, as specified by their advisor.

Each of the three articles must be in-review, in-press, or published articles reporting on research or scholarship undertaken as a doctoral student at UNLV.

**Bridge Sections.** Between in article, students must include a bridge section introducing and linking each of the articles to form a cohesive document.

**Conclusion.** The conclusion should be 5-10 pages and will briefly summarize the dissertation’s major findings, limitations, discussion, and recommendations. The student will also present and discuss linkages (i.e., similarities and differences) between the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work. The conclusion chapter ‘ties’ everything together and helps the reader see how the various manuscripts are connected and contributes to the knowledge base regarding the problem. The conclusion chapter should present/discuss research imperatives, or knowledge gaps, not visible when each manuscript is considered individually and should articulate how the findings from the three articles contribute to the counselor education field.

### ***Final copy***

The final copy of the dissertation should be formatted and bound consistent with **UNLV dissertation guidelines**.



## ***Authorship***

Students must be first author on all articles. As first authors, students are responsible for development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, writing major portions of a manuscript, designing an intervention or assessment (if relevant), and interpreting results.

Co-authors must be identified at the student's proposal defense. The article and the role of the co-authors must be presented to and approved by all members of the dissertation committee. The student's committee must approve any changes in co-authorship. In addition, the student must indicate the percentage of effort and description of the role played by each author in the introductory chapter to the dissertation.

## ***Publication Requirements***

It is expected that the three articles submitted for the defense be of publishable quality and each of the three articles must be in-review, in-press, or published articles reporting on research or scholarship undertaken as a doctoral student at UNLV. Prior research, scholarship, creative activity, articles or publications may not be used in an UNLV dissertation. It is acceptable for a student to include a previously published journal article (during their time as an admitted doctoral student in the PhD CED program) in the three-article dissertation, as long as (a) all authorship requirements are adhered to, (b) the dissertation committee agrees to a published manuscript's inclusion as an integrated and substantial chapter of the dissertation and (c) the student receives continuous feedback and approval of that article from their dissertation chair and committee members during the publication process. That includes the quality of the article, journal submission, response to reviews of the article, and guidance on acceptance. The student must obtain copyright permission from the publishing journal to include the article in their dissertation. U.S. law requires doing so. When asking for permission to include the article in the dissertation, students should notify the journal editor that the dissertation will be made available online.

## ***Publication Guidelines***

Journals to which articles are being submitted must be approved by the dissertation committee. Serving as an "editorial board" for the student, the committee will help select journals that will challenge the student and offer a reasonable chance of publication success.

If an article is rejected by a journal during the dissertation process, the student may submit to another journal approved by the dissertation committee. In the case of a revise and resubmit during the dissertation process, any changes to the article must be approved by the dissertation committee. Co-authorship will not be changed for a revise and resubmit without agreement of the committee.

If an article is rejected by a journal after the successful completion and defense of the dissertation, co-authorship decisions that were made during the dissertation process will no longer be in effect. Submission to a new journal will be at the sole discretion of the PhD graduate. After the successful dissertation defense, any new submission or re-submission, including changes in the authorship or article content, will be at the discretion of the PhD graduate.

If the journal reviewers suggest modifications to any of the three submitted manuscripts prior to the dissertation defense, a plan for addressing those suggestions should be shared with dissertation committee members and approved by all of them before the changes are enacted. Changes can be made to any of the three manuscripts if the dissertation committee members are aware of and agree to the changes being made and their rationale. Students may opt to defer changes requested by a journal to which they have submitted an article until their dissertation has been successfully defended.



## Traditional Five Chapter Dissertation Option

The traditional dissertation option consists of five chapters: (1) introduction, (2) literature review, (3) methods, (4) results/findings, and (5) discussion/conclusion.

### Dissertation Proposal Components

The proposal consists of the first three chapters of the dissertation and outlines the capstone research to be conducted as part of completion of the doctoral degree. The proposal must be presented to the student's graduate advisory committee (GAC) and formally defended in front of that committee before the start of primary data collection. The proposal includes:

- An introduction that outlines the problem that will be examined, the purpose and importance of the research, a brief introduction of the theory and methods used in the study, and an overview of the dissertation's chapters. (12-15 pages)
- An exhaustive literature review outlining the previous research conducted on the subject, an extensive explanation of the theory being used in the study, and research questions and/or hypotheses that the dissertation will address. (30-40 pages)
- A methodology of the data being used in the study. As applicable to the research method used in the study, the methodology will include but may not be limited to the sample and how it will be collected, operationalization of definitions used in the study, measurements used in the study, timeline for gathering/analyzing data, and other materials pertaining to the validity of the data collection. The methodology is the most important aspect of research design. Be thorough in explaining plans for data collection. Fail in the methodology and the research fails. (15-20 pages)
- A plan of action will outline the timetable for the dissertation, beginning with a proposal defense date and ending with a dissertation defense. Be specific with dates about data collection, writing the results and conclusions. (1-2 pages)
- References of all materials used in the proposal (pages as needed) and appendices (as needed)
- Dissertation proposal total: About 60-80 pages (+ references/appendices)

### Dissertation Components

The completed standard dissertation option consists of five chapters: (1) introduction, (2) literature review, (3) methods, (4) results/findings, and (5) discussion/conclusion. The dissertation includes:

- A revised introduction. (12-15 pages)
- A revised literature review. (30-40 pages)
- A revised methodology. (15-20 pages)
- Results of the research that answers the research questions. Analysis of data should be explained. A clear understanding and summation of the results are to be included. Charts, tables and graphs are to be included in the results section. (15-20 pages)
- A discussion provides context to the results and explains why the results are what they are. The discussion can also introduce additional results that are not addressed by the RQs or Hs. The discussion should circle back to the literature review and explain how and why this study added to the theory and the practical implications. The discussion should incorporate the results of the current study into the results from previous work. The author should be able to contextualize what it all means to the larger research. The discussion should include the study's limitations and questions for future research. (15-20 pages)
- Conclusions summarize the key points of the research and its implications. (5-10 pages)
- References of all materials used in the proposal. (pages as needed)
- Dissertation total: about 100-125 pages (+ references)

**NOTE: Page numbers are rough estimates. Actual length of each dissertation chapter will vary depending on each student's research questions and research approach.**

The passing and failure of dissertation defenses will follow [UNLV graduate catalog](#) procedures. Please note that students who do not pass their dissertation defense in the first attempt will be placed on academic probation via the Graduate College process. Students must wait at least 3 months before they can be permitted to defend a second time. If students do not pass the second attempt, they may be separated from the program.

## Program Timeline

Courses in the Ph.D. Counselor Education and Supervision program follow a designated course sequence that is designed to support and enhance students' growth and development as counselors and counselor educators. Courses are aligned with CACREP doctoral standards. Courses are generally offered only 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. Please see below for the recommended course sequencing for students entering the program from 2024 and beyond. Official course requirements can be found in the [UNLV Graduate Catalog: CSH Academic Programs](#).

**Sample CES Program Full-Time Course Sequence**

Course	Year 1		Year 2		Year 3	
	Fall	Spring	Fall	Spring	Fall	Spring
CED 776 Foundations of Counselor Education (3 credits)	X					
CED 797 Advanced Counseling Theories (3 credits)				X		
CED 791 Advanced Multicultural Social Justice Theory, Leadership, Advocacy and Practice (3 credits)		X				
CED 778 Theory and Process of Counseling Supervision (3 credits)	X					
CED 793 Advanced Group Counseling (3 credits)		X				
CED 788 Advanced Supervision Practice in Counselor Education (3 credits)		X				
CED 777 Instructional Theory of Counselor Education (3 credits)	X					
EPY 718 Qualitative Research Methodologies (3 credits)	X					
EPY 721 Descriptive and Inferential Statistics: An Introduction (3 credits)		X				
CED 798 Doctoral Seminar in Counselor Education (3 credits)			X			
CED 795 Doctoral Internship (6 credits)			X (3)	X (3)		
<b>Research Electives</b>						
Research Elective (3 credits)			X			
Research Elective (3 credits)				X		
<b>Doctoral Cognate/Specialization</b>						
Cognate Area (3 credits)			X			
Cognate Area (3 credits)				X		
CED 799 Dissertation (12 credits)					X (6 credits)	X (6 credits)

Course	Year 1		Year 2		Year 3	
Total credits per semester	12	12	12	12	6	6
Total program credits						60

### Sample CES Program Part-Time Course Sequence

[illegible]

Course	Year 1		Year 2		Year 3		Year 4		Year 5	
Doctoral Cognate/Specialization										
Cognate Area (3 credits)						X				
Cognate Area (3 credits)							X			
CED 799 Dissertation (12 credits)									X (6 credits)	X (6 credits)
Total credits per semester	6	6	6	6	6	6	6	6	6	6
Total program credits										60

### Professional Code of Ethics/Discipline Guidelines

UNLV Graduate College policy regarding academic integrity can be found in [the graduate catalog](#).

### Statement of Professional Ethics

- [ACA Code of Ethics \(2014\)](#)
- [ASCA Ethical Standards for School Counselors \(2022\)](#)

## Annual Mandatory Individual Development Plan (IDP)

Each winter break and early spring term, graduate students are **required** to complete the Graduate Student Individual Development Plan (IDP) form [Formerly known as the Student Annual Review]. The review covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead.

CES Faculty Advisors/Graduate CED Program Coordinator have the option to provide feedback to each student's submitted IDP and provide acknowledgement that they have reviewed the IDP.

Reported student data is shared with students' graduate CED program coordinators and advisors to foster opportunities for discussion about students' strengths and weaknesses, accomplishments and next requirements, and mentoring plans so that students know what they need to do in order to progress successfully through their programs in a timely manner.

Students who are graduating are also required to complete the form in order to record their achievements since the data is also used to track UNLV metrics related to the annual productivity of all students.

### 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 CES program and appropriateness for the counseling profession using the Professional Comportment and Competencies (PCC; see Professional Comportment and Competencies Form at the end of this handbook).

### Remediation and Removal from the Counselor Education Program

The Counselor Education Program has developed the below 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 items on the Professional Comportment and 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* and/or *ASCA Ethical Standards for School Counselors*.
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 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 ASCA *Ethical Standards for School Counselors*; and/or inappropriate conduct toward clients or agency staff.

5. The student has been engaged in criminal behavior that has resulted in a felony conviction.
6. 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.
7. The student displays unacceptable behavior toward faculty and/or students that undermines the teaching process.
8. The student's behavior violates provisions of the UNLV Student Conduct Code.

*NOTE: This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act (ADA). In cases in which an ADA impairment is identified or suspected, the affected student would be directed to the University's Disability Resource Center to document the impairment and access the appropriate accommodations.*

### **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](#) 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 they can confirm that the student: (a) has completed the necessary coursework to be considered for such endorsement; (b) was in good academic standing at the time the endorsement was requested; (c) can provide positive evaluations from an onsite supervisor(s) regarding preparedness for the profession; and (d) has maintained professional conduct consistent with the 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 internship is considered critical experiences for successful completion of the Ph.D. in Counselor Education and Supervision. Primary goals of Doctoral Internship are to develop strong skills as counselor educators and to promote the development of the student's counselor education identity in an organization compatible with their program emphasis area. Doctoral students are required to complete internships that total a minimum of 600 hours (100 hours per credit hour registered). The minimum 600 hours must include supervised experiences in counseling and *at least* two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, and leadership and advocacy). Students may only register for four semesters of internship, maximum. At least 100 of the 600 hours must be completed in a clinical or school counseling setting, with 40 of those 100 hours being direct client service. All Internship sites must be approved by the CES Program/Field Experience Coordinator.

Potential new sites undergo a vetting process, including the development of an Educational Affiliation Agreement. A current list of approved sites is available on the CED website updated annually, with the most current list available from the Field Experience Coordinator.

Enrollment will be consistent with those guidelines described in the CACREP standards. Students must register for CED 795 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/counselor education through a weekly on campus seminar. Case presentations and consultation counts the seminar class time as group supervision hours. Attendance of this seminar, as well as providing service to the site, is required throughout internship. Direct hours at the Internship site begin only after the student enrolls in, and begins attending CED 795.

CES doctoral students will interact with master's level counseling graduate students in a variety of settings throughout their training program (e.g., clinical supervision, teaching assistant, group facilitation). In alignment with CACREP accreditation requirements, these experiences are intended to prepare CES doctoral students to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. These experiences are intended to support both doctoral and master's level student success.

CES doctoral students will be supervised throughout each experience by their faculty supervisor and will not be an instructor of record on any master's level courses. The CES doctoral student will not be involved in any assessment or evaluation of any master's level graduate student. All assessment and evaluation will be conducted by the instructor of record for the master's level courses that CES doctoral students are involved with.

### **Application for Internship**

Applications for 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 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 Experience Coordinator.

### **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, and Internship.

### **Discipline Resources**

Writing Style Guide: This program uses **APA 7<sup>th</sup> edition** writing style. It is expected that students have a thorough understanding of this writing style prior to entering the CES program.

### **ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION**

The Association for Counselor Education and Supervision (ACES) is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES and the regional associations host conferences to highlight research and best practices in supervision and in the training of counselors. In addition, ACES publishes a quarterly journal, Counselor Education and Supervision, which presents current issues, relevant research, proven practices, ethical standards and conversations in counselor training and supervision. ACES members have been and continue to be trailblazers in terms of the

competencies for supervision, counselor training, research, multicultural competence, and advocacy. Many of the leaders of the counseling profession are members of ACES and there are always opportunities to become involved in leadership through task forces, committees, interest networks, and elected positions. [ACES Website](#).

#### 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, 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. For further information see the [ACA's website](#).

#### AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION

The mission of the American Mental Health Counselors Association (AMHCA) is to advance the profession of clinical mental health counseling by setting the standard for: Collaboration Advocacy Research Ethical Practice Education, Training, and Professional Development.

[AMHCA](#) is the only association dedicated specifically to the interests of Clinical Mental Health Counselors.

#### 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](#).

#### 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](#).



## University Resources

### The Graduate Academy: Innovative Leadership, Professional, and Career Development

The goal of the Graduate Academy is to serve as a virtual resource providing support and many professional opportunities to UNLV graduate students. The Academy offers information about events and services such as graduate certificate programs, workshops, training sessions and career services. You can follow Academy activities via social media or look for regular updates on the website.

### Academic Success Center

The goal of the [Academic Success Center](#) is to help students do well academically and complete their studies on time. They offer or will refer you to such programs and resources as tutoring, advising, skills testing, career exploration and more. They guide students every step of the way to the many established resources created to ensure they complete their educational goals. Learn more about the programs and services the center currently offers.

### Alumni Engagement

With an alumni base 150,000+ strong, the UNLV Alumni Engagement offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

### Commencement Office

Located in the UNLV Office of the Registrar, the [commencement office](#) is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/dissertation requirements and doctoral hooding, please contact the Graduate College. It is the students' responsibility to ensure they apply for [graduation on time](#) and submit all required forms to the Graduate College. Questions regarding thesis/dissertation should be directed to the Graduate College [Student Services Team](#) and questions regarding required forms should be directed to the Graduate College [RPC Team](#).

### Office of Diversity Initiatives

The vision of the [Office of Diversity Initiatives](#) is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and support for UNLV's diversity mission: *to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment*. This Office also handles UNLV Title IX questions, inquiries, and reporting.

### Disability Resource Center (DRC)

The [DRC](#) is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations.

### Office of International Student and Scholars Services

[International Students and Scholars \(ISSS\)](#) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

### Jean Nidetch Women's Center

The [Jean Nidetch Women's Center](#) is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The Women's Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself, and learn about your options. They also provide free tampons, pads, and condoms.

### The Intersection

[The Intersection](#) is a one-stop resource for UNLV's highly diverse student body — a comprehensive multicultural center grounded in the academic life of our students. As an intersecting campus resource, the Intersection helps ensure students, particularly first-generation and students of color, successfully navigate their academic careers. Here, all members of campus can discuss their differences, discover their similarities, and build a shared sense of belonging.

### UNLV Libraries

[UNLV Libraries](#) has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.

### Graduate & Professional Student Association (GPSA)

The [Graduate & Professional Student Association](#) serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSA maintains the Graduate Student Commons located in the Lied Library room 2141 and Gateway Building PDAC Room. The facility a working office equipped with a copier, fax, flatbed scanners, color laser printer, office supplies, and computers with printers and a small kitchen area. The GPSA is the graduate student governance body at UNLV; the GPSA Council consists of one graduate student representative from each graduate department, and they meet monthly. The GPSA also provides volunteer opportunities, sponsors social events, and supports graduate student research through the graduate research and travel grants program.

### Office of Student Rights and Responsibilities

The [Office of Student Rights & Responsibilities](#) is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Rights & Responsibilities collaborates with the UNLV community to provide an inclusive system through enforcement of the *UNLV Student Code of Conduct* by:

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;
- Creating opportunities for involvement in the process; and
- Striving to uphold the values and ethics that advance the common good.

### Military and Veteran Services Center

The [Military and Veteran Service Center](#) is staffed with veterans and veteran education benefits-experienced staff to assist more than 1,800 veterans, dependents, active duty service members, National Guard members, and reservists attending UNLV. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

### The Financial Aid & Scholarships Office

The [Financial Aid & Scholarships Office](#) supports higher-education access and persistence by providing financial aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students.

### Writing Center

This is a free service to UNLV students to help you with any writing project, from papers to creative writing, to resumes, and we can work with you at any stage of the writing process. The center can help you brainstorm, make an outline, work on your drafts, or just be a soundboard for your ideas. The center staff can assist you in person, or via the [Online Writing Lab \(OWL\)](#) page.

## University Policies and Procedures

Graduate students are responsible for knowing and acting in accordance with UNLV Policies and Procedures. To view the most commonly referenced campus policies and procedures, you can refer to the following websites:

- [Academic Integrity](#)
- [Activation for Military Service](#)
- [Change of Address](#)
- [FERPA/Privacy Rights](#)
- [Health Insurance - Mandatory](#)
- [Jean Clery Campus Safety and Security Report](#)
- [Proof of Immunization](#)
- [Policies and Procedures on the Protection of Research Subjects](#)
- [Rebelmail Policy](#)
- [Student Conduct Code](#)
- [Student Computer Use Policy](#)
- [Title IX](#)

UNLV does not discriminate in its employment practices or in its educational programs or activities, including admissions, on the basis of sex/gender pursuant to Title IX, or on the basis of any other legally protected category as is set forth in NSHE Handbook Title 4, Chapter 8, Section 13. Reports of discriminatory misconduct, questions regarding Title IX, and/or concerns about noncompliance with Title IX or any other anti-discrimination laws or policies should be directed to UNLV's Title IX Coordinator Michelle Sposito.

The Title IX Coordinator can be reached through the [online reporting form](#), by email at [titleixcoordinator@unlv.edu](mailto:titleixcoordinator@unlv.edu), by phone at (702) 895-4055, by mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the [Graduate Catalog](#):

- [Academic Calendar](#)
- [Academic Policies](#)
- [Admission and Registration Information](#)
- [Degree Progression Policies & Procedures](#)

In addition, the [Graduate College website](#) contains additional information regarding policies and procedures.

*Nothing in this handbook supersedes any NSHE, UNLV, or Graduate College policy.*

## Handbook Information

Please include the faculty vote of approval in the table below.

Last revised	Revised by	Department Vote Tally: Yes/No/Abs. (date of vote)	Changes summary
6/13/24	Heather Dahl-Jacinto	10 Yes/0 No/0 Abs. (6/11/2024)	Finalized New Handbook
March 24 <sup>th</sup> , 2025	Heather Dahl-Jacinto		Updated department chair contact information

## Appendix

### Sample Steps to Graduation Timeline

Step	Timeline
1. CES Faculty Advisor assigned	First semester of study
2. Develop your program of study with CES Faculty Advisor/Program Committee and file form with Graduate College	First semester of study
4. Submit application for Counseling Doctoral Internship to the Field Engagement Coordinator	Date as established by the Field Experience Coordinator in semester prior to enrolling in internship
5. Notify CES Faculty Advisor and CED Program Coordinator via RebelMail of intent to participate in the comprehensive examination process.	No later than one month prior to the comprehensive examination date as communicated by the program coordinator.
6. Dissertation Proposal	See course sequence and graduate college deadlines.
7. Dissertation Defense	See course sequence and graduate college deadlines.
8. Apply for Graduation	By first week of intended semester of graduation; see Graduate College website for specific deadlines and application materials.

### PROFESSIONAL COMPORTMENT & COMPETENCIES

Counselor Education and Supervision PhD Program: University of Nevada, Las Vegas

Student: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

☐ Year 1      ☐ Year 2      ☐ Year 3      ☐ Year 4      ☐ Year 5      ☐ Year \_\_\_\_      ☐ Faculty initiated

This document is signed by all UNLV counselor education and supervision doctoral 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 will meet with their faculty advisor yearly to assess progress in the program using the professional comportment and competency form. Concerns by faculty advisor can lead to remediation, and remediation can occur at any time. 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) and related to standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

By signing below, you are certifying that you have read the *Professional Comportment and Competencies* document in its entirety, and that you understand the knowledge, skills and the respective dispositions contained in this document are used to evaluate your competency each year in the program, or any time deemed appropriate by the program faculty.

Signature \_\_\_\_\_ Date \_\_\_\_\_

<b>PROFESSIONAL COMPORTMENT &amp; COMPETENCIES</b>	<b>Unmet (0)</b>	<b>Developing (1)</b>	<b>Met (2)</b>	<b>Exceptional (3)</b>	<b>Comments</b>	<b>CACREP</b>
1. Continually reflects on one's own personal development that enables student to effectively supervise/research/counsel/teach/lead/advocate for clients/supervisees/students.						
2. Demonstrates appropriate behavior in and outside of the classroom (e.g., dependable with assignments, attendance, and deadlines).						
3. Demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, teaching assistants, and supervisors.						
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. Adheres to professional standards (i.e., ACES, MSJCCs).						
5. Appropriately relates to peers, professors, supervisees, students, clients, and community partners.						
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 social class, among others.						
7. The student accurately represents self (has not given false information about themselves to any staff associated with the program, supervisors and/or clients).						
8. Demonstrates understanding of the program's social justice mission via teaching, supervision, research, counseling, and leadership and advocacy.						
9. Successfully meets program and Graduate School Requirements (e.g., B- or better average, etc.).						

<b>PROFESSIONAL COMPORTMENT &amp; COMPETENCIES</b>	<b>Unmet (0)</b>	<b>Developing (1)</b>	<b>Met (2)</b>	<b>Exceptional (3)</b>	<b>Comments</b>	<b>CACREP</b>
10. Counseling: Student demonstrates counseling skills appropriate to the doctoral level, aligns clearly with a theoretical orientation, and has a clear professional counseling identity.						
11. Teaching: Student demonstrates an alignment with a pedagogical theory and can apply that in a graduate-level learning community. Students develop and maintain appropriate relationships with students.						
12. Research: Student has a clear research agenda that can be clearly articulated along with methodological skills.						
13. Supervision: Student demonstrates doctoral level supervision skills, aligns clearly with a theoretical orientation, and maintains appropriate relationships with supervisees.						
14. Leadership/Advocacy: Student engages in leadership and/or advocacy						
15. Courses: Student is making appropriate progress.						
16. Cognate: Student is making appropriate progress.						
17. Internship: Student is making appropriate progress.						
18. Dissertation: Student is making appropriate progress.						

By signing below, you are certifying that you have read the *Professional Comportment and Competencies* document in its entirety, and that you understand the knowledge, skills and the respective dispositions contained in this document are used to evaluate your competency each year in the program, or any time deemed appropriate by the program faculty.

Signature \_\_\_\_\_ Date \_\_\_\_\_



## **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 and Supervision PhD 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