Counselor Education Program

CED Graduate Student Handbook

Department of Counselor Education, School Psychology, & Human Services

2024-2025

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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/student and societal well being.

CSH Department Website.

Counselor Education Program Objectives

1. UNLV Counseling students will demonstrate value for human dignity and advocacy for clients/students and the profession while holding strong identities as professional counselors who are theory-informed and ethically-driven.
2. UNLV Counseling students will be competent leaders, advocates, and counselors who implement multicultural and social justice counseling competencies (MSJCC) by working with and on behalf of clients/students within a diverse society at the individual, school/community, and public arena levels.
3. UNLV Counseling students will apply developmental knowledge and the related nature/needs of clients/students in counseling approaches and interventions.
4. UNLV Counseling students will integrate career development knowledge and best practices in a holistic manner to effectively facilitate meaningful life planning of clients/students.
5. UNLV Counseling students will competently apply counseling theories, skills, and conceptual models to guide their professional practice.
6. UNLV Counseling students will understand and implement counseling group facilitation skills, theoretical foundations of group counseling/group work, and approaches towards group development, and dynamics for different types of groups.
7. UNLV Counseling students will demonstrate an understanding and application of best practices in assessment, testing, and evaluation in counseling practice.
8. UNLV Counseling students will employ scientifically-driven approaches in understanding, critiquing, and/or conducting program evaluation/research in counseling to guide professional practice.
9. UNLV CMHC students will learn to assess, diagnose, treat, and advocate for clients in a multicultural society while emphasizing wellness, development, and evidenced-based practices.
10. UNLV school counseling students will learn to design and deliver developmentally appropriate and culturally responsive school counseling interventions (including curricula) that are based on analyzing data (in an ongoing process to assess learning, motivational, and developmental needs of students) and delivered within the context of a comprehensive school counseling program.

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. The Clinical Mental Health Counseling program also prepares students to seek licensure as a Clinical Professional Counselor (CPC) in Nevada.

M.Ed. School Counseling

The Master of Education (M.Ed.) in School Counseling, a 60 semester hour program, prepares professional counselors to meet the academic, career, emotional, and social needs of culturally and linguistically diverse K-12 student populations. The program, 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 emotional/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 guardians, 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 (CPC) 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 60 credit School Counseling core courses plus 12-18 additional credits for the certificate.(Please see UNLV Graduate Catalog for official requirements)

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 60 credit School Counseling or 60 credit Mental Health Counseling core courses plus 12-18 additional credits for the certificate. .(Please see Graduate UNLV Catalog for official requirements)

CED Graduate Course Sequences

Courses in both the Master of Science (M.S.) Clinical Mental Health Counseling (CMHC), and the Master of Education (M.Ed.) in School Counseling (SC) follow a designated course sequence that is designed to support and enhance students' growth and development as counselors. 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 2019 and beyond. Official course requirements can be found in the UNLV Graduate Catalog.

CSH Academic Programs.

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

Sample Sequence of Courses for Fall 2024 Entry and After

Standard CMHC 2 1/2-Year Plan

Year	Fall	Spring	Summer		
			Summer 1	Summer 2	Summer 3
1	CED 701 CED 727 CED 715	CED 731 CED 766 CED 733	CED 736**	CED 704**	EPY 702
2	CED 738 CED 741 CED 710	CED 721 CED 712 CED 751*		CED 735	EPY 711
3	CED 711 CED 783 CED 751 [Comprehensive Exam]				

*Possibility to take 1-2 credits CED 751 in summer of second year to manage internship hours
**This course can be taken in year 1 or year 2 summer.

Part-Time CMHC 4-Year Plan

Year	Fall	Spring	Summer		
			Summer 1	Summer 2	Summer 3
1	CED 701 CED 727	CED 731 CED 721	CED 736**	CED 704**	EPY 702**
2	CED 715 CED 738	CED 733 CED 766		CED 735	EPY 711**
3	CED 741 CED 711 CED 710	CED 712 CED 751* (2 credits)			
4	CED 751 (2 credits) CED 783	CED 751 (2 credits) [Comprehensive Exam]			

*Possibility to take 1-2 credits CED 751 in summer of second year to manage internship hours
**This course can be taken in year 1 or year 2 summer.

Accelerated CMHC 2-year Plan

Year	Fall	Spring	Summer		
			Summer 1	Summer 2	Summer 3
1	CED 701 CED 715 CED 727 CED 738	CED 731 CED 766 CED 733 CED 721	CED 736*	CED 704* CED 735	EPY 702 EPY 711
2	CED 741 CED 711 CED 783 CED 710	CED 712 CED 751* (3 credits) [Comprehensive Exam]	CED 751 (3 credits)		

*Possibility to take 1-2 credits CED 751 in summer of second year to manage internship hours

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

Sample Sequence of Courses for Fall 2024 Entry and After

Standard SC 3-year Plan

Year	Fall	Spring	Summer		
			Summer 1	**Summer 2**	**Summer 3**
1	CED 701 CED 727 CED 715	CED 731 CED 733 CED 721		CED 735	EPY 702
2	CED 703 CED 713 CED 741	CED 750 Elective	Elective	EPP 777	EPY 711
3	CED 751 CED 711 Elective	CED 751 [Comprehensive Exam]			

Part-Time SC 4-Year Plan

Year	Fall	Spring	Summer		
			Summer 1	**Summer 2**	**Summer 3**
1	CED 701 CED 727	CED 731 CED 733	Elective		EPY 702
2	CED 715 CED 713	CED 750 Elective		CED 735	EPY 711
3	CED 703 CED 741	CED 721 Elective		EPP 777	
4	CED 751 CED 711	CED 751 [Comprehensive Exam]			

Accelerated SC 2-Year Plan

Year	Fall	Spring	Summer		
			Summer 1	Summer 2	Summer 3
1	CED 701 CED 727 CED 715 CED 713	CED 731 CED 733 CED 721 Elective	Elective	CED 735 EPP 777	EPY 702 EPY 711
2	CED 703 CED 741 CED 711 Elective	CED 750 CED 751 (6 credits) [Comprehensive Exam]			

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 (i.e., 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.

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

CED Program Roles

Three key roles for graduate students in the counselor education program are the CED Program Coordinator, the CED Practicum & Internship 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 SC and 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 Program Coordinator also receives release time from faculty member responsibilities to administer the academic unit

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

CED Practicum & Internship Coordinator

The Practicum and Internship Coordinator is responsible for the management of practicum and internship field experience placements for the Counselor Education program and works collaboratively with CCSD, as well as 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 (EAA) on file.
- Responding to inquiries regarding practicum and internship

CED Faculty Advisor

While the program has a Graduate 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 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.

Program Contact Information
Graduate Coordinator
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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. To officially assign your Faculty Advisor through the Graduate College, you will need to login to Grad Rebel Gateway and submit the "Appointment of Faculty Advisor" form.

When in doubt about any issues or concerns regarding 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 Plan of Study Parts 1 and 2, and complete this task for the Graduate College via the Grad Rebel Gateway. Part II is downloaded from the Degrees Directory, completed by the student, and uploaded into the Grad Rebel Gateway Part I form. Plan of Study forms are required of all students; cannot be submitted until Appointment of Faculty Advisor or Appointment of Advisory Committee form, if those are required for the program. 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 via the Grad Rebel Gateway prior to the student's completion of 16 credit hours of work toward the degree (we suggest this is 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 (i.e., from/to clinical mental health to/from school counseling), the student must first meet and discuss the potential change with their advisor. The advisor and advisee will discuss different options (e.g., switching program tracks, advanced certificates) and the subsequent implications for the student's 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. If a student's request to change tracks is granted by the program faculty, the student is required to initiate all necessary changes with the Graduate College.

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 the student makes a B- or lower (but not an F) in either CED 701 or CED 727, the student will be recommended to be placed on academic probation to the Graduate College.** If after a second attempt a student does not make a B or better in CED 701 or CED 727, the student will be 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 at any point and in any 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 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.

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. 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.

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, Multicultural and Social Justice 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.

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 form in order to record their achievements since the data is

also used to track metrics related to the annual productivity of all students. This online form will be sent by the Graduate College to the student's Rebelmail account. The mandatory review covers the prior calendar year and assesses student progress while setting goals for the year ahead.

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 (PPC; 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 PPC 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 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.
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

Academic Appeals Policies

For academic appeal information, review the Graduate College guide

And Graduate Student Resources:

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 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 practicum student/intern can work with clients/students 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, including individual and group supervision. Hours in practicum must be accrued throughout the 15-week semester, though training and orientation hours may occur before the semester begins. Students ordinarily earn practicum credit at a single site; the program faculty must approve requests for an additional practicum site, which is granted only under exceptional circumstances as determined by program faculty.

Internship (CED 751) 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. 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 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 Practicum/Internship Coordinator.

Direct hours at the Internship site begin 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 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. Case presentations and consultation counts the seminar class time as group supervision hours. Attendance of this seminar, as well as providing service to the practicum/internship site, 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 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:

40+ Direct Hours include:

- ★ Individual counseling
- ★ Group counseling
- ★ Client assessment or intake completed in a face-to-face manner (counseling over live video is considered face-to-face)

The remainder of 60 hours is comprised of activities which are essential training components or in some way support the direct counseling work.

60 Indirect Hours may include:

- ✔ Counselor observation of others' direct clinical/counseling work
- ✔ Individual case conceptualization planning for client needs
- ✔ Researching strategies, interventions and diagnostic information based upon counseling theories, practices, and research
- ✔ Documentation of cases, completing and developing progress notes, client histories, creating master treatment plans and other forms of clinical reporting
- ✔ Group supervision, observation consultation and other clinical meetings, UNLV faculty supervision, and on-site supervision
- ✔ Continuing education/training activities as approved by the site and/or faculty supervisor

Not all hours tangentially related to practicum can be included in documentation of hours.

Documented hours may not include:

- × Non-counseling related clerical work
- × Commuting time to and from the internship site

Recording Client Sessions

According to the professional practice standards from the Council on Accreditation of Counseling Related Education Programs (CACREP), students in practicum and internship must be afforded opportunities to become familiar with a variety of professional activities and resources to assist in development of individual counseling skills and the opportunity to lead or co-lead counseling or psychoeducational groups. In addition, supervision is to include "program appropriate audio/video recordings and/or live supervision of students' interactions with clients" (CACREP 3.B).

The protocols articulated here are to establish reasonable protections to privacy and confidentiality of client and student, while providing the student with sufficient clinical supervision in compliance with accreditation standards and ethical guidelines. Three scenarios and reasonable privacy protocols for each are provided: (a) recordings

conveyed with informed consent from the field site; (b) live supervision performed by the faculty member; and (c) live supervision performed by the site supervisor.

Recordings conveyed with informed consent from the field site. Informed consent documentation will be on file at the agency, **not** in the student's possession and not in the faculty member's possession. The student will provide the practicum or internship course instructor with verification of informed consent.

Provisions for Ensuring Recording Security

1. Recordings for training purposes are not intended to be preserved as part of the client's medical record and while they exist must be preserved in compliance with HIPAA standards.
2. The video recording process utilizes the department-contracted Supervision Assist internet browser-based platform, which is HIPAA-secure. No recording should take place apart from that environment. See the guides on Supervision Assist for details to ensure secure recordings.
3. In environment without strong wifi, recordings are stored locally and then uploaded to the secure cloud where they reside until deleted when the computer is in an area with a strong internet connection.
4. At a minimum, the device used for digital session recording must be password-protected. The best practice is, in the case of a computer, for the discs to be encrypted, which means that should the device be stolen, the data (such as any recordings or parts thereof that remain resident on the device pending completion of uploading) are unrecoverable without the encryption key itself, automatically used by the device's operating system when you log in to it—thus, data on a stolen disc is "jibberish" without the encryption key. As a result, the simple process of activating disc encryption for devices having the provision for that function, are protected in a secured way.
5. Extra care should be taken regarding physically securing digital devices where client information such as recordings may reside in some way.
6. Never download a recording or store it yourself outside of the Supervision Assist environment.
7. Never review a recording in the presence of persons who are not your site supervisor or faculty supervisor.
8. Completing the HIPPA quiz that Supervision Assist provides is mandatory.
9. The Practicum/Internship Handbook may provide additional details to ensure recordings are properly used and secured.

Clinical Mental Health Counseling Internship Requirements

The UNLV master's clinical mental health counseling internship experience (CED 751) 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. CED 751 is variable credit; please consult with your Faculty Advisor and the Practicum/Internship Handbook for caveats regarding the relationship between course credit hours and contact hours. Please note that for Nevada licensure as a Clinical Professional Counselor, three courses (Practicum + two internships) spanning at least 40 weeks, are required. The standard plan of study anticipates this.

Direct (MINIMUM 120) hours may include:

- ★ Intake and treatment/goal setting planning meetings/interviews with clients
- ★ Assessments and follow up meetings
- ★ Individual counseling
- ★ Family member and support person counseling as they relate to the primary clients and subsequent consultation
- ★ Relational counseling
- ★ Group counseling

Indirect Hours may include:

- ✔ Case and treatment management
- ✔ Counselor observation
- ✔ Individual case conceptualization planning for client needs
- ✔ Researching strategies based on counseling theories, practices and intervention related to current research and treatment practices
- ✔ Documentation of case progress and case analysis
- ✔ Group supervision, UNLV faculty supervision, and on-site supervision
- ✔ Professional development activities including: Conferences, trainings and workshops

Documented hours may <u>not</u> include:

- × Non-counseling related clerical work
- × Commuting time to and from the internship site

Recording Client Sessions: The provisions and caveats are identical to this section in the Practicum Requirements, above

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. The Internship course (CED 751) is variable credit; please consult with your Faculty Advisor and the Practicum/Internship Handbook for caveats regarding the relationship between course credit hours and contact hours. 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:

Direct (MINIMUM 240) hours may include:

- ★ Individual counseling
- ★ Group counseling
- ★ Classroom guidance
- ★ Consultation with parents, teachers, administrators, counselors and students
- ★ Staff development and parent group presentations
- ★ Leadership activities

Indirect Hours may include:

- ✔ Student classroom observation
- ✔ Counselor observation
- ✔ Guidance curriculum development/classroom instruction prep
- ✔ Individual planning for academic or career needs (including registration activities)
- ✔ Group supervision, UNLV faculty supervision, and on-site supervision

Documented hours may not include:

- × Making disciplinary decisions or imposing disciplinary actions
- × Student supervision duty including: bus duty, taking tickets at school events,
- × Recess duty, lunch duty, bus duty, retention duty, hall duty and so forth.
- × Substitute teaching of a class
- × Non-counseling related clerical work
- × Other duties that do not enhance or not foster the development of a Professional School Counselor
- × Commuting time to and from the internship site

Recording Client Sessions: Please see this section in Practicum Requirements, above.

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 National Counseling Exam (NCE) is administered as the comprehensive exam. There is no official study guide for this examination. However, the NCE website does provide additional information that could prove helpful when preparing for the examination.

Students must follow the CED comps registration process after their faculty advisor's approval to take the comprehensive examination. The comprehensive exam coordinator will review the student's application and notify students of the following steps with the National Board of Certified Counselors (NBCC) office. If students have not received official confirmation from the comprehensive exam coordinator, they will not be permitted to participate in the examination process.

The NCE is only administered in electronic format. The Counselor Education program will send students information on how to register for the exam, more details on the Candidate Handbook for National Certified Counselor Certification

Two test delivery options are available for the NCE:

- In-person administration, at a Pearson VUE testing center.
- Internet-based (online) administration through Pearson VUE's OnVUE platform. The examination may be taken on a computer at home or in a private setting with a strong internet connection and webcam. Strict security protocols are in place to ensure the integrity and security of the testing process and examination content. For more information about the OnVUE process and system requirements, visit nbcc.org/exams/administration.

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

Students will receive their pass/fail determination scores and results along with the national norming data within eight weeks of their evaluation with a score of "pass" or "fail." Scores must be shared with the Comprehensive Exam Coordinator and their program advisor. Students must receive a score of "pass."

When students pass, students must submit their Culminating Experience Paperwork through Grad Rebel Gateway. The form will be automatically routed to your advisor, graduate coordinator, and department chair.

If a student fails the exam:

1. Following the first failure of the NCE, the student **must** meet with their program advisor to discuss the examination, their preparation, and plans going forward. Students will bring a copy of their NCE scores. Students will be put on a remediation plan for developmental support at the discretion of their advisor and/or program faculty. Students will also be placed on academic probation via the Graduate

College. Students can re-register for the NCE following the successful completion of the remediation plan and with permission of their advisor.
    a. In this meeting, student and advisor will review sections of the exam of lower scoring sections to ensure successful passage the second time. This will include a detailed plan for studying for those sections.
    b. Student cannot re-register for the exam within 1 month of the first testing.
2. If a student fails the exam two times, students will be required to take an independent study reviewing content related to the NCE for a grade (course cannot be audited) and be placed on a remediation plan with their advisor as well as being placed on probation via the Graduate College. If students elect to not take independent study, they will not be allowed to progress in the program or graduate. Student must get a B or better in remedial coursework.
    1. Option A: Student may elect (with the support of their advisor) to retake the NCE as outlined above, OR
    2. Option B: Student may elect (with the support of their advisor) to complete a written and oral comprehensive examination. Student should take the written exam after advisor approval and no earlier than approximately 8 weeks into the academic semester in which they are enrolled in remedial courses.
        1. The written and oral comprehensive examination will include:
            1. A written question selected by three CED faculty evaluators that includes theoretical and practical components regarding a specific core area (e.g., assessment) and should include professional literature and references. It will be evaluated by three faculty members using the rubric below. See rubric for passage requirements. The document should be free of grammatical and mechanical errors, in APA format, and approximately 20-pages except reference pages. It is expected that this document is publication quality.
            2. This written exam will be made available for selected areas in a specified period with one week to complete. For example, the exam could be sent on a Monday morning by 9:00am and the student will have until the following Monday at 9am to return the written examination to the committee. In instances where multiple sections must be written, student will take one exam at a time, with faculty grading written examinations for one week between written attempts.
            3. If the student passes the written examination(s), they then will complete an oral examination with three CED faculty evaluators. Even if multiple written examinations are completed, students will only have one oral examination. The oral examination will take place face to face and will last about one hour.
3. If the student does not pass the independent study and (a) the written and oral examination, or (b) NCE for their third attempt, the student will be removed from the counselor education program after being placed on probation via the Graduate College.

Please Note: Students must be enrolled in at least one-credit independent study course in order to take the comprehensive exam. Students must maintain continuous enrollment as per graduate college policy.

Example Alternative Written Exam Rubric

	Student:				
	Grading Rubric for alternate COMP Exam Question				
Content	**Excellent (5)** Excellent coverage, understanding, and articulation of the material required to answer the question.	**Good (4)** Good coverage, understanding, and articulation of the material required to answer the question.	**Adequate (3)** Basic coverage, understanding, and articulation of the material required to answer the question.	**Minor deficiencies (2)** Somewhat deficient coverage, understanding, and articulation of the material required to answer the question.	**Inadequate (1)** Inadequate coverage, understanding, and articulation of the material required to answer the question.
Grounded in relevant theoretical and empirical literature	**Excellent (5)** Excellent inclusion and discussion of relevant theoretical and empirical literature.	**Good (4)** Good inclusion and discussion of relevant theoretical and empirical literature.	**Adequate (3)** Adequate inclusion and discussion of relevant theoretical and empirical literature.	**Minor deficiencies (2)** Somewhat deficient inclusion and discussion of relevant theoretical and empirical literature.	**Inadequate (1)** Inadequate inclusion and discussion of relevant theoretical and empirical literature.
Integration of literature & personal professional perspectives	**Excellent (5)** Excellent articulation and integration of the literature and your perspectives. Extremely creative and original response.	**Good (4)** Good articulation and integration of the literature and your perspectives. Moderately creative and original response.	**Adequate (3)** Adequate articulation and integration of the literature and your perspectives. Somewhat creative and original response.	**Minor deficiencies (2)** Somewhat deficient articulation and integration of the literature and your perspectives. Very little creativity and originality in response.	**Inadequate (1)** Inadequate articulation and integration of the literature and your perspectives. No creativity and originality in response.
Writing style	**Excellent (5)** Excellent job with grammar, punctuation, sentence structure, transitions, organization of response, and clarity of writing.	**Good (4)** Good job with grammar, punctuation, sentence structure, transitions, organization of response, and clarity of writing.	**Adequate (3)** Adequate job with grammar, punctuation, sentence structure, transitions, organization of response, and clarity of writing.	**Minor deficiencies (2)** Somewhat deficient job with grammar, punctuation, sentence structure, transitions, organization of response, and clarity of writing.	**Inadequate (1)** Inadequate job with grammar, punctuation, sentence structure, transitions, organization of response, and clarity of writing.

Applying for Graduation

The Application for Graduation may be obtained from the Graduate College website through the Grad Rebel Gateway. 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.

Submit application for Counseling

Practicum to the CED Internship Coordinator

Steps to Graduation Timeline

Step	Timeline
1. Faculty Advisor assigned	First semester of study
2. Develop your program of study with Faculty Advisor and file form with Graduate College	First year of study
3. Submit application for Counseling Practicum to the CED Internship Coordinator	By October1st for spring enrollment
4. Submit application for Counseling Internship and Advanced Internship to the CED Internship Coordinator	By March 1st for fall enrollment and by October1st for spring enrollment
5. Notify Faculty Advisor and COMPS Coordinator via RebelMail of intent to participate in the comprehensive final examination process.	By February 1st for spring semester and by September 15th for fall semester Final Examinations are NOT offered in the summer.
6. Apply for graduation	By first week of intended semester of graduation; see Graduate College website for specific deadlines and application materials.

University Resources

Leadership and Professional Development Academy

The goal of the Professional Development 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 they 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 Association

With an alumni base 140,000 strong, the UNLV Alumni Association 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

International Students and Scholars (ISS) 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 Conduct

The Office of Student Conduct is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Conduct 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 Graduate Student Handbook, and 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 at Title IX Reporting Form, by email at 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 Student Handbook :

- *Academic Calendar*
- *Academic Policies*
- *Admission and Registration Information*
- *Progression and Completion Policies (listed alphabetically)*

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

[[Revision Policies and/or Procedures]]

Last revised	Revised by	Changes summary
March 31, 2020	Jared Lau	Updated information on course sequencing and comprehensive exam
March 31, 2022	Heather Dahl	Updated to reflect current program course sequences, total credit hours for school counseling program, and practicum/internship requirements.
March 30, 2023	Katherine Feather and Heather Dahl	Edit document for increased clarity of policies and procedures.
March 26th, 2024	Heather Dahl	Revised comprehensive exam guidelines (10 yes, 1 no, 3/19/2024) and course sequences (8 yes, 1 no, 1 abstained, 3/19/2024)

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 , 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.

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 and PROFESSIONAL COMPETENCIES FORM

Personal and Professional Competencies

Counseling Program: University of Nevada – Las Vegas

Student:_____ ID#:

School Counseling | Clinical Mental Health Counseling | Evaluation Point 1 | Evaluation Point 2 | 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 CED 701 and CED 727, and conclusion of the first internship, or any time deemed appropriate by the program faculty.

Student Faculty

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 3/20

PROFESSIONAL/PERSONAL COMPETENCIES	CACREP Standards	NCATE/ CAEP Dispositions	Unmet (0)	Met (1)	Exceptional (2)	Comments	Total Points
1. Continually reflects on one's own personal development that enables student to effectively counsel clients.	HR, PI	P,R, E					
2. Demonstrates appropriate behavior in and outside of the classroom (e.g., dependable with assignments, attendance, and deadlines).	PI	E, R					
3. Demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, teaching assistants, and supervisors.	HR	P, R					
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.	PI	E					
5. Appropriately relates to peers, professors, and clients.	PI	E					
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.	SCD	D					
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).	PI, HR	E					
8. Demonstrates understanding of the program's social justice mission.	SCD	D					
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.	All	All					
						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)

PROFESSIONAL/PERSONAL COMPETENCIES	CACREP Standards	NCATE/ CAEP Dispositions	Unmet (0)	Met (1)	Exceptional (2)	**C**omments	Total Points
1. Successfully meets all course objectives and has completed all required coursework, including practicum.	All Standards	Q					
2. Continues to demonstrate appropriate behaviors in and outside of the classroom(e.g., dependable with assignments, attendance, and deadlines).	HR, PI, SCD	Q, R					
3. Continues to maintain appropriate behavior consistent with the ethical codes of ACA, ASCA,NBCC, and the UNLV Student Conduct Code.	PI	E					
4. Demonstrates multicultural competence with issues of age, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	SCD	D					
5. Demonstrates a commitment to issues of equity & social justice.	SCD	D					
6. Possesses self-awareness of limitations and seeks professional development opportunities for further development.	PI, HR	R					
7. Demonstrates leadership qualities.	PI	Q, P					
8. Appropriately balances personal life with the rigors of the counseling profession.	PI	Q					
9. Demonstrates ability to appropriately work within a group.	HR	P					
10. Demonstrates appropriate interviewing and counseling skills.	PI	P					
						TOTAL SCORE	

Faculty Signature:_____ Date:

Student 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)