



College of Education
AT THE UNIVERSITY OF NEVADA, RENO

Master's Degree in Counseling

PROGRAM DESCRIPTION AND HANDBOOK



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College of Education
University of Nevada, Reno
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ABOUT US



The Reno Area

Channeling the crystal waters of Lake Tahoe, the Truckee River runs leisurely through downtown Reno. Numerous mountain ranges rise ruggedly from the desert basin, providing stunning views and unmatched sunsets.

As Nevada's flagship land-grant institution, the University has been instrumental in the history of the nation's fastest-growing state. One of the top 150 research universities in the country, the University of Nevada, Reno is fully accredited by the Northwest Association of Schools and Colleges, the official accrediting agency of most Western states.

The University

- Boasts a fitness facility of more than 108,000 square feet
- Offers affordable, top-tier education
- Houses one of nation's most technologically advanced libraries
- Provides students the opportunity to work closely with research faculty and professionals

The University of Nevada, Reno was founded in 1874 as the State University of Nevada in Elko, Nevada, about 300 miles northeast of its present-day campus in Reno. The site for the university preparatory school in eastern Nevada (where no state institutions had previously been located) proved to be impractical, as nearly half of the state's residents lived in the Reno-Carson City area. In 1885, the legislature approved the move of the University from Elko to Reno.

In the last 35 years, the University has met the challenges of leadership in what is now the fastest-growing state in the country, with student enrollment rising to more than 21,000 in fall 2016. Most recently, the university replaced the Jot Travis Student Union with the Joe Crowley Student Union, one of the most transformational buildings ever built on campus. This 167,000-square-foot, "green" environmentally friendly facility signals a shift in campus expansion, offering the campus and community a new

centrally located "front door" to the University from Virginia Street. In 2008, one of the nation's most technologically advanced libraries, the Mathewson-IGT Knowledge Center, opened next to the Crowley Student Union, further signaling the campus' move north. In 2016, the new 78,000 square foot William N. Pennington Student Achievement Center opened to provide a central building for all student services and in 2017 the university broke ground for a new arts center. The university's most recent building addition is the E. L. Wiegand Fitness Center. The new fitness facility is more than 108,000 square feet with three basketball gymnasiums, areas for weightlifting, cardio training, mind-body training, a fitness staircase, 1/8th mile running track and a multitude of new fitness classes and activities.

The University of Nevada, Reno is an affordable Tier One university. Our students pay 80 percent less than the average Tier One institution, making UNR a best buy amongst Tier One universities. Unlike many public research universities, the University of Nevada, Reno offers its students the chance to get up close and personal with highly credentialed faculty, researchers and professionals. Ph.D. professors regularly teach undergraduate students and invite them to research labs or internships. Graduate students work closely with professors on major research projects while developing their own research skills and projects. UNR Faculty are world renown, respected members of their fields and often bring home research and career achievement awards.

Along with its academic benefits, the University of Nevada, Reno is a beautiful campus located in one of the most picturesque areas of the country. From the 100-year-old, elm tree-lined Jeffersonian quad to the state-of-the-art Mathewson-IGT Knowledge Center, the campus possesses historic beauty and digital convenience alike. Nestled at the base of the Sierra Nevada, the city of Reno is closer to cities such as Sacramento and San Francisco than Las Vegas. In contrast to Las Vegas, Reno offers its residents an invigorating taste of all four seasons.

Channeling the crystal waters of Lake Tahoe, the Truckee River runs leisurely through downtown Reno. Numerous mountain ranges rise ruggedly from the desert basin, providing stunning views and unmatched sunsets. Located on the border between the Great Basin and the Sierra Nevada, Reno has been dubbed "America's Adventure Place" for its impressive and diverse geographic offerings. With crystal clear Lake Tahoe 30 minutes to the west, the barren Black Rock Desert to the northeast, and Yosemite a short road trip to the southwest, Reno is a great destination for nature lovers and adrenaline junkies alike.

Reno offers a favorable quality of life that has been recognized by numerous national sources, including *Forbes* magazine. Reno's population enjoys an array of cultural activities, including museums, numerous theatre companies, a symphony, ballet and opera. There are several major venues for concerts, sporting events and other live performances, including the Lawlor Events Center on campus and the Reno Events Center, located less than a 10-minute walk from campus. In recent years, Reno has experienced a Bohemian cultural renaissance, with a growing arts community, increasing international flavor and the annual counterculture festival, Burning Man.

INTRODUCTION

The purpose of this handbook is to provide information concerning programs, departmental policies, and the procedures required to obtain a counseling degree from the University of Nevada, Reno. This handbook should be used in conjunction with the University of Nevada, Reno General Catalog. Please contact your advisor or another faculty member if you have questions not answered in the Handbook. While all efforts have been made to provide you with comprehensive, up to date information, this handbook cannot be used as a substitute for the UNR Catalog or Graduate School policy and academic handbook. Please consult those resources for the most up to date and accurate information; please be aware that university policies take precedence over college or departmental policies. The Counseling Student Handbook is in effect for one year, and students should access new Handbooks online each year. Program faculty reserve the right to adjust policy and curricular changes on an ongoing basis, with students notified in classes and/or via email. Students are protected from mid-program curricular adjustments that might otherwise lead to extended graduation dates by the filing of a Program of Study.

PART I: PROGRAM FOUNDATIONS

Accreditation



The University of Nevada, Reno is accredited by Northwest regional accreditation body. The College of Education undergraduate program is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The counseling programs in School Counseling, Marriage and Family Counseling, Clinical Mental Health, and the doctoral strand in Counselor Education and Supervision are currently accredited by the Council for the Accreditation of Counseling and Related Educational

Programs (CACREP) until 2024.

Program Description

The counseling program within the College of Education offers a master's degree (M.A.) in Counseling with three possible majors: 1) School Counseling; 2) Clinical Mental Health Counseling; and 3) Marriage and Family Counseling. School Counseling is the recommended major for students who wish to work in elementary, middle, high school, or alternative school environments. Clinical Mental Health Counseling is the recommended major for students desiring careers working with community members in mental health centers, agencies, non-profit organizations, and state or federal government environments. Marriage and Family Counseling is the major recommended for students who wish to counsel couples and families in the private practice arena.

In addition, the Ph.D. in Education: Counselor Education and Supervision is offered to students who have earned master's degrees in counseling from CACREP accredited programs and have the career goal to

pursue either leadership roles in counseling organizations or counselor education faculty positions. For more information regarding the doctoral program, see the Counseling Doctoral Student Handbook.

The Academic Unit

The Counseling Program is housed inside the College of Education in the Professional Specialized Studies. The program unit is called Counseling and Educational Psychology (CEP). All degrees offered through CEP are clearly identified as part of UNR's graduate degree offerings. CEP is the only unit on the UNR campus preparing School, Marriage and Family, and Clinical Mental Health Counselors. In addition to CEP, CASAT offers coursework in Addictions, an area of interest to many Counseling students.

Mission Statement

The mission of the UNR counseling program is to educate competent, culturally aware, ethical counselors who will provide exceptional services in both public and private settings to meet the needs of an increasingly diverse society.

Vision Statement

In keeping with the science/practitioner tradition, the degree offerings of UNR's Professional Counseling Program strive to prepare students to be exemplary professionals with the abilities and competencies to thrive as professional counselors. The curricular and field experiences emphasizes developmental assessment through continuous student and program evaluative feedback, and strives to prepare counselors to serve diverse populations our contemporary society.

The program offers intensive studies that stress skill training and clinical preparation and an approach of providing mental health and human development principles to address wellness, personal growth, career development, and emotional flourishing. Education and training are oriented toward strengths-centered, rather than an illness-centered approaches.

Context

The Counseling Program, as a component of the state's Land Grant University and the College of Education, is responsible for providing quality professional programs for students preparing to be counselors in educational and community settings. Masters emphases are offered in clinical, marriage and family and school counseling, and a doctoral emphasis is offered in counselor education. The Counseling Program fosters creative and scholarly activities, and encourages and supports faculty and graduate student research in the application of that research to state and national problems. The Counseling Program support state and national counseling professional organizations, and is dedicated to encouraging students to develop a strong counseling professional orientation.

In carrying out its mission and vision the Counseling Program resolves to:

- Offer quality graduate degrees and emphases.
- Accentuate graduate and professional programs that meet the education needs of the citizens of Nevada.
- Emphasize doctoral level research and organized research programs in counselor education.
- Provide undergraduate education programs and students with background knowledge and skills related to counseling.
- Offer selected community and public service programs in counseling.
- Contribute to the advancement and dissemination of knowledge in counseling, and counselor education that will help improve society at the state, regional, and national levels.
- Reflect and respect the rich ethnic and cultural diversity of the citizens of Nevada in academic research and service initiatives.

Licensure and Certification

For the purpose of facilitating a smooth transition from the academic to the professional arena, the UNR Counseling Program has aligned curricular experiences and requirements with the State of Nevada licensure entities and with certification with the National Board of Certified Counselors. The MFC program is aligned with eventual licensure as an LMFT; the CMHC program is aligned with eventual licensure as a CPC; and the School Counseling program is aligned with licensure as a Nevada School Counselor. While the program makes every effort to align the curricular experiences with licensure, eligibility for licensure is a student responsibility and licensure is a relationship between the various boards and the individual, not the academic program. Therefore, **students are expected to be aware of licensure requirements and adjust their professional activities accordingly.** The University of Nevada, Reno does not have the authority to guarantee licensure to counseling graduates. In addition, students should be aware that licensure is a state-to-state process. Students interested in becoming licensed in other states should check the eligibility requirements of the other state early in their UNR academic program, and bring this information to the attention of their academic advisor. When asked, advisors will assist students to align their programs of study with other state licensure laws to the extent possible.

The specific process and criteria for licensure in the State of Nevada as well as NBCC certification will be presented in required counseling courses.

PART II: PROGRAM OBJECTIVES, KEY PERFORMANCE INDICATORS, STUDENT DISPOSITIONS, AND STUDENT/PROGRAM ASSESSMENT PROCESSES

Counseling Program Objectives

Counseling program objectives are built upon the program mission statement and are designed to be measurable. Student learning outcomes, shown in the syllabi for all courses, are identical to or reflect the counseling program objectives.

Program Objective #1: Dispositions

From admission through exit students will demonstrate the attitudes, characteristics, and behaviors defined by the program as characteristic of exemplar counseling professionals.

Program Objective #2: Ethical Practice

Students will demonstrate the capacity to practice counseling from a strong foundational understanding of ethical and legal issues, intentionally integrating counseling ethical practices into day-to-day professional activities.

Program Objective #3: Social and Cultural Diversity

In keeping with the ACA multicultural competencies, students will develop self-awareness, knowledge, and skills to prepare them to be contemporary, relevant, and culturally informed practitioners in clinical, marriage and family, and school counseling settings.

Program Objective #4: Human Growth and Development

Students will demonstrate knowledge of lifespan development and the capacity to integrate knowledge of developmental theory into practice.

Program Objective 5: Career Development

Students will demonstrate competence in understanding the world of work and the relationship between mental health and life roles such as work, school, and home.

Program Objective #6: Counseling and Helping Relationships

Students will gain an understanding of the theories and research related to helping relationships, and will develop the skills to apply their knowledge in professional, therapeutic relationships.

Program Objective #7: Group Counseling and Group Work

Students will demonstrate knowledge of group process dynamics, group counseling, and group work, including group theories, stages of group, leadership styles, and therapeutic factors.

Program Objective #8: Assessment and Testing

Students will demonstrate a broad understanding of validity and reliability of assessments, the selection and use of assessment tools, client assessment and diagnosis, trauma assessment, and the assessment of self-inflicted harm and danger to others.

Program Objective 9: Research and Program Evaluation

Counseling students will demonstrate the capacity to select, analyze, and apply research to inform practice, including evidence-based practices and theory based interventions appropriate to their designated setting and personal theoretical orientation.

Program Objective: Clinical Mental Health Counseling

Clinical Mental Health Counseling students will demonstrate an understanding of foundational knowledge (such as psychological testing), contextual factors (such as trauma, co-occurring disorders, poverty, and culture), and the demonstration of competence in clinical mental health fieldwork.

Program Objective: Marriage, Couple, and Family Counseling

Marriage, Couple, and Family counseling students will demonstrate an understanding of foundational knowledge (such as family systems theory and assessment), contextual factors (such as trauma, intergenerational influences, and culture), and the demonstration of competence in the practice of marriage, couple, and family counseling.

Program Objective: School Counseling

School counseling students will demonstrate an understanding of foundational knowledge (such as models of school program development and school assessment), contextual dimensions (such as the roles of school counselors, signs of substance abuse, and effective school leadership), and the demonstration of competence in the practice of school counseling.

Note: Doctoral Program Objectives are located in the Counseling Program Doctoral Student Handbook

Key Performance Indicators

Key Performance Indicators (KPIs) are aspects of the Program Objectives that are being measured during a given cycle. KPIs are directly associated with one or more CACREP standards, and are usually denoted as either a Knowledge measure (what you know) or a Skill measure (what you can do). **Students must pass all KPIs to graduate from the UNR program;** successfully passing all courses will not lead to graduation unless all KPIs have been passed and other exit criteria passed or completed. (See Exit Criteria in this manual.) KPIs for the core are noted in the following charts as well as in the relevant course syllabi.

KPIs for the three program areas will be explained in program specific courses and are noted on course syllabi.

CACREP standards covered in courses but not measured in this round of the assessment plan are noted under the “Content” heading in course syllabi.

Student Dispositions

As indicated in Program Objective #1, students are screened at admission and checked at gates to ascertain their demonstration of the following student dispositions. The dispositions below are agreed upon by the UNR counseling faculty as representing dispositions we desire in students because they will serve the students well in the professional counseling field.

Conscientiousness - The ability to plan, deliberate, persevere, and demonstrate evidence of self-discipline, a strong sense of responsibility, and a preference toward planning.

Self-Awareness - A conscious knowledge of one's own traits, character, motive patterns, emotions, and behavior, evidenced by depth of self-understanding.

Coping and Self-Care - Engages in appropriate levels of self-care. Identifies and responds appropriately to personal stress, burnout, situational impairment, loss, trauma, medical issues, and crisis. Uses positive coping and stress management mechanisms.

Interpersonal Skills - Engagement with the external world, capacity to interact effectively with others, energy in interpersonal relationships, and warmth. Capacity to demonstrate state extroversion. Ability to deal appropriately with conflict.

Legal, Ethical, and Professional - Integration of professionalism and ethical standards into day-to-day behavior. Behavior conveys the ability to judge the rightness or wrongness of actions and act upon the judgment. Except in rare circumstances, upholds rules, policies, and laws.

Emotional Stability - Ability to control negative emotions (such as anger and anxiety) and adopt a generally positive perspective; effective management of psychological dysfunction and/or excessive emotional reactions that could potentially interfere with professional functioning.

Honesty - Academic honesty; reliable and truthful in dealings with others; engenders public trust.

Critical Thinking - Demonstrates fairness in behavior toward others. Flexibility in problem solving and a willingness to abandon nonproductive strategies. Demonstrates the ability to analyze and synthesize.

Openness - Tolerance for ambiguity; tolerance for the culture and lifestyle differences of others; imaginative; curious; open to new experiences; intellectually interested and engaged.

Cultural Sensitivity – Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity; aware of one's own heritage and the impact on others.

Cooperativeness – Behaviors that suggest cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.

Student/Program Assessment Processes

The dispositions above are assessed at five gates in the program:

Gate 1: Admissions

Gate 2: Completion of Pre-Practicum, CEP 600, and Counseling Theories

Gate 3: Completion of Practicum

Gate 4: Completion of first semester Internship

Gate 5: Program Exit

Students are given feedback on their performance on the student dispositions as well as KPIs at each gate. In addition, when dispositional issues arise between gates faculty file a form called a Red/Yellow/Blue/Green. This process initiates a faculty meeting to discuss the individual student and determine if the student needs additional support, remediation, suspension, or dismissal from the program. While some concerns require remediation, other concerns may require suspension or dismissal without remediation. The purpose of the gate checks is to give students early and ongoing feedback, as well as to provide the counseling faculty with a process to screen the profession, per the ethical requirements of the American Counseling Association.

PART III: STUDENT EXPECTATIONS, REQUIREMENTS, AND POLICIES

Expectations for Students

1. Students are expected to follow the ACA code of ethics and the ethical codes of other relevant counseling professional organizations and Nevada state law from matriculation to exit.
2. Students are expected to undergo a self-designed program of growth and development—both personal and professional-- while enrolled in the program. This could include participating in seminars, workshops, or other activities that contribute to personal and professional growth. Faculty may offer formal or informal suggestions, but students are expected to be dedicated to their own personal and professional growth.
3. Students are expected to show respect for cultural differences. Students have first amendment rights and are encouraged to speak their opinions and engage in meaningful dialogue, but are expected to do so in a way that respects the lifestyle and cultural differences of other students and faculty.
4. Though not all classes take attendance, students are expected to regularly attend classes and field experiences.
5. Students are encouraged to communicate with faculty directly when conflicts occur. It is expected that counseling students will avoid pulling other students into their conflicts. Similarly, when peer-to-peer conflicts occur, professional behavior is expected of students.
6. Students are expected to know and follow the policies and procedures in the Counseling Student Handbook, as well as the policies and procedures of the University of Nevada, Reno and the Graduate Catalog.
7. Students are expected to dress professionally when engaged in field site activities.
8. Students are responsible for meeting deadlines, completing all UNR forms, and for making advising appointments when they need assistance with advising. Faculty advisors are not responsible for an advisee missing deadlines.
9. Students are expected to engage in activities of professional counseling organizations while enrolled in the program.

Matriculation Policies

Per the graduate catalog, after admission students must maintain certain enrollment and certain academic standards. Please see the Graduate Catalog for specific details on continuous enrollment and leave of absences policies.

Policy for Retention, Remediation, and Dismissal

In keeping with the ethical guidelines of the American Counseling Association and state counseling law, counselor education faculty are ethically mandated to screen the profession from students who show inadequate student competence or dispositional issues. (See Gate Checks). In some cases students will be invited to remediate these issues, however, if the faculty deem that remediation is unlikely to be successful students may be suspended or dismissed from the program for academic, dispositional, or field work problems. In these situations student have due process available to them. See the Counseling Student Handbook section on Appeals.

Assigned Advisors

As indicated in your admittance letter, counseling students have an assigned advisor at all times during the program. Your advisor will help you develop your Program of Study. If you do not know the name of your faculty advisor, please ask the CEP Program Assistant.

Professional Counseling Organizations

Students are expected to identify with the counseling profession by participating in professional counseling organizations. See Exit Requirements.

Exit Criteria for Graduation from the Program

In order to graduate from the UNR Counseling Program, students must meet the requirements of the UNR Graduate School and successfully complete the program requirements. Students are required to keep record of their Exit Criteria Activities on the Exit Criteria Check list. Faculty signature is required for each activity listed. The Exit Criteria Checklist is to be submitted with the Notice of Completion (discussed below) The exit criteria are listed below:

1. Completion of all required courses and field experiences (including 600 clock hours of Internship) with a B or Better grade point. A pass in Internship and a cumulative grade point average of 3.0 is required to graduate from the counseling program.

2. Passing all KPI and Dispositional Requirements. Regardless of grades in the course, students are required to pass all dispositional student learning outcomes, CORE student learning outcomes, and student learning outcomes for their specialty area. Students may not graduate from the program with an unresolved “red” on the Red/Yellow/Green forms filed by faculty members. Students will be required to earn at least “Expected Target” on all identified key performance indicators and key assignments. These assignments are a sample of the knowledge and skill expectations of the program, and are aligned with the standards of the Counsel for the Accreditation of Counseling and Related Educational Programs (CACREP). If a student does not earn “Expected Target” they will be given a remediation opportunity, asked to retake the course, suspended from the program, or dismissed from the program.

3. CPCE Examination. The comprehensive content exam is the Counselor Preparation Comprehensive Examination, which must be passed at the level required by the program. NCE, while important for licensure, is not the exam used for graduation from the program. The CPCE consists of 160 items, multiple choice, with 17 items per the eight CACREP areas of: (1) Human growth and development, (2) Social and cultural foundation, (3) Helping relationships, (4) Group work, (5) Career and lifestyle development, (6) Appraisal, (7) research and program evaluation, and (8) Professional orientation and ethics. The CPCE is similar in content and format to the National Board of Certified Counselor (NBCC) National Counselor Examination (NCE). The average score of the pool of examinees nation wide determines the CPCE minimum passing score. The exam has a total possible of 136 correct answers. The examination fee for registering, scoring, and handling is approximately \$100 per student. The CPCE will be taken in the fall semester prior to May graduation. The program will send out an email with detailed information about registering for the test. The fees are to be paid upon enrollment for the test. There is no “class” in which to enroll for the semester students take the CPCE (Fall). If students are not successful in passing the exam, they will be required to register, pay and take the test again in the spring semester. The NCE will be scheduled and offered in the Spring semester. Pending NAC changes considered, it is suggested you take the NCE at that time.

4. Student Symposium. In the spring semester, prior to graduation, students will attend and present at a symposium held by the UNR Counseling Program. The date for this event will be given to students as soon as possible. At this event, students will be required to create a professional poster presentation. The topic of the poster should be something related to the student’s counseling track. The poster should include research and should use professional references. Students should be prepared to talk about their research poster with attendees. The posters will be evaluated by faculty and by the students’ committee members. There will be an informational meeting to orient students to preparing and presenting a professional poster. All students applying for May graduation at the M.A. level must register for CEP 795 (1-3 credits) in the Spring semester in which they present at the symposium. Credits are determined by student need. Most students enroll in 1

credit of CEP 795, however, sometimes it is necessary for students to enroll in more credits for financial reasons or to retain graduate standing.

5. **Membership in a Professional Organization and Professional Insurance.** Beginning with enrollment in the course, Pre-Practicum in Counseling, students must be a member of a professional organization in counseling. Recommendations are ACA, ASCA, IAMFC, or AAMFT. Also required is professional liability insurance, generally available to members for a drastically reduced fee.
6. **Professional Organization Contribution.** While enrolled in the program students are required (as an exit criteria) to make a contribution to a professional organization. Faculty recommends activities such as serving on a committee, assisting with a conference, or serving as a student representative. In lieu of this requirement, you may also co-publish an article with a faculty member. See your faculty advisor for assistance.
7. **We recommend you also take the National Counseling Exam.** To sign up for the exam, you need to contact the front office by June 1st for the fall administration and November 1st for the spring administration. The NCE is administrated at UNR but the test is given by the NBC and requires additional payment.
8. **We recommend that you engage in Individual Counseling while enrolled in the program.** At this time individual counseling (as a client) is not required by the program but is strongly encouraged. There may be a possibility that, based upon the dispositions student learning outcomes, counseling could be required.

Endorsement Policy

The counseling program will not recommend you for a license or positions in the work place for which they feel you are not suited or are not well qualified. Students are encouraged to individually seek out any faculty members of their choice for writing position references. Please give the faculty adequate notice and information on the position to which you are making application. See licensure board website for instructions on licensure recommendations.

Counseling Course Scheduling

Please note that the Counseling Program is a year round program with required courses being offered in the summer terms. Additionally, most courses are offered from 4-6:45 or 4:30-7:15, however, occasionally courses are offered during the day. Downing Clinic internship hours, clinic hours, and supervision are

offered during the day. Counseling internship group class may also be offered before 4. We will make every effort to let you know the typical course times and schedules, but they are subject to change. Often summer courses are offered during the day, M-Th for 5 weeks per 365 Learning.

Transfer Credits

If you plan to apply any graduate credits earned prior to completing the Program of Study form, you must complete a “Graduate Credit Transfer Evaluation Request” form available in the counseling program office. Results of the evaluation will be directed to the student, advisor, and Graduate Dean for reference. Details below.

CEP 674 Substance Abuse Counseling

Students who went to UNR for undergraduate and took CAS 174 will not be allowed to take CEP 674 and will need to work with their advisor to select another course to meet the Substance Abuse requirement.

Program of Study

Students are required to work with their advisors to file a program of study by the end of the first semester of enrollment in the program. At this time the student should select a committee. Please see the Graduate School website for the Program of Study form, and meet with your advisor during the first semester of enrollment. Please keep a copy of your Program of Study. Students need to know who is on your advisory committee for the notice of completion. For more information, call the Graduate School at 784-6869.

To complete your program of study: Go to: <http://www.unr.edu/grad/forms>

Click on “program of study” The first page is instructions, the second page is the actual program of study (POS). It is an interactive PDF file. You will need to type in all the applicable information, then print the document. It cannot be saved! Please note, the graduate school does not accept hand written documents. Should you need to change your program of study, you will need to fill out the “Change in Program of Study” form at: <http://www.unr.edu/grad/forms>. About half way down the page you will see a link for “Change in Program of Study” This is the same type of form. You will need to type in all the information and print the form.

Dual Degree Programs

If a student wishes to graduate from two counseling specialty areas concurrently, he or she must meet the degree requirements for both CACREP accredited specialties. This would include meeting the curricular

requirements for each specialty, a minimum of a 600 clock hour internship for each specialty, and any differences in the core curriculum. The awarding of the degree(s) must occur simultaneously. Students must apply to each track. Admission to one track is not a guarantee of acceptance to another. Once accepted, students must file a plan of study for each of the tracks they are pursuing.

Forms

[The grad school website](#) has all of the following forms:

POS, Change to POS, change of advisory committee, graduate credit transfer evaluation request, graduation application, leave of absence, and notice of completion.

Leave of Absence

Full time enrollment is 9 credit hours. Part time enrollment is 6 hours. If you need to take a break from school and will not be enrolled for a semester (excluding summer) you will need to fill out a leave of absence form. Students requesting a leave of absence must be in good academic standing, by completing at least one semester, and submit a completed form, “Request for a Leave of Absence,” to the Graduate School before the period of leave begins. Time spent on an approved leave is included in the time allowed to complete the degree, i.e. six calendar years for the master’s degree and eight calendar years for the doctoral degree. That is, the clock doesn’t stop.

Notice of Reinstatement to Graduate Standing

This form is to be completed by the student requesting reinstatement to their graduate program after an unapproved Leave of Absence. Once completed, the program will return this form to the Graduate School for final approval. Any students who are discontinued due to a lapse in enrollment must submit a Notice of Reinstatement to Graduate Standing form with department approval. **Beginning fall 2013, a \$60 fee will be placed on the student’s account to be readmitted to their graduate program.** The Notice of Reinstatement to Graduate Standing form must be received by the Graduate School no later than the last day of enrollment for the semester the reinstatement is to begin. Reinstatement is not guaranteed.

Graduation Application

Every student must purchase a graduation application by the designated deadline:

- May Graduation: March 1
- August Graduation: June 1
- December Graduation: October 1

When the graduate school receives your graduation application you will receive an email outlining the result of their graduation review approximately 3-8 weeks after the application has been received. All candidates for graduation should visit your department advisor to confirm their expectations for your final semester. Contact the Graduate School with any questions or concerns. [There is a link from the graduate school website, forms section.](#)

Notice of Completion

Every student will submit the **Notice of Completion (Doctoral, Master's)** form their graduating semester. This is a generic form for over 70 graduate programs and it relates to your cumulative project (Dissertation, thesis, professional paper, comprehensive exam). Fill out the sections that apply for your requirements. The advisory committee listed on the program of study signs the form. The notice of completion must be submitted by established deadlines for graduation. The Notice of Completion will be completed by you, you will get signatures from the committee members outside of the College of Education. You will submit your NOC with names of your committee members filled in and appropriate signatures on March 1st. Once the comprehensive exams have been completed and graded, the CEP administrative assistant will obtain the within college signatures and forward the NOC to the graduate school. Submitting the NOC does not guarantee graduation. If you do not pass one part of the comps process, your committee will be notified and your notice of completion will not be signed and submitted. You will repeat the entire comps process, graduation application, and the notice of completion process the following semester (this includes retaking or resubmitting the portion of the exam that was not successfully completed.).

Graduate Academic Standing

Good Standing: Each graduate course must be completed with a grade of "C" or better for the credit to be acceptable toward an advanced degree. Some departments, at their discretion, do not accept any grade lower than "B" for the fulfillment of graduate program requirements. In addition, students must maintain good standing with an overall cumulative graduate credit GPA of at least 3.0 on a scale of 4.0. **Probation:** If the graduate grade-point total is one to six grade points below the requisite 3.0 GPA, the student is placed on probation. The student must then raise his/her cumulative graduate GPA to 3.0 by the end of the following semester or the student will be dismissed from graduate standing. **Dismissal:** If the graduate grade-point total is seven or more grade points below the requisite 3.0 GPA, the student is dismissed from graduate standing, or if the graduate GPA remains below 3.0 for two (2) consecutive semesters, the student is dismissed from graduate standing. Course grades will be included in the overall grade point average, even when the required time period to obtain a degree (6 years for a masters, and 8 years for a doctoral) has expired. Grades of "D" or "F" are included in the average. Probation/ dismissal recommendations based on GPA will be determined by the Graduate School. The student will be notified, and, if appropriate, the Office of Admissions and Records will also be notified that the student is dismissed from graduate standing. A student dismissed from graduate standing because of grade-point deficiencies may only enroll as a graduate special in undergraduate courses. To enroll in graduate-level courses, advance written approval must be

obtained from the course instructor, the department concerned and the Graduate School. Dismissal recommendations other than GPA (i.e. failure to progress) can be forwarded from the program to the Graduate School and if approved by the Graduate Dean, the student will be notified. The Office of Admissions and Records will also be notified that the student is dismissed from graduate standing. If a student is dismissed from graduate standing for reasons other than grade-point deficiencies, they may register for either graduate or undergraduate courses as a graduate special. A student may reapply for graduate standing after elimination of the existing grade-point deficiency and achieving an overall cumulative grade point average of at least 3.0. The student must re-file an application for admission to the Graduate School. Students can appeal their dismissal from graduate standing by submitting a formal letter to the Dean of the Graduate School and to the Graduate Program Director. The letter must be submitted within 10 working days following notification of the dismissal.

Independent Study Policy

Independent study is not to be undertaken in lieu of regularly scheduled coursework, which covers the same topics. Independent studies are rarely available. It is understood that the effort expended in the independent study must be comparable to formal course work. Students taking a college course are expected to attend 15, 3 hour class sessions for each semester credit and to spend approximately two hours in study and preparation for each hour spent in the classroom. *Students taking independent study credit are expected to devote comparable time and effort for the credits earned.* Evaluation of the student's performance is usually based either entirely or largely on a written paper or a project submitted near the end of the term. The student and supervising faculty member shall agree upon the format, presentation, and length of the project.

Transfer Credits: Graduation vs. Licensure

Department approval to transfer credits **does not** guarantee that all courses requested will be transferred, or applicable towards satisfying program course degree requirements. The faculty make recommendations to the graduate school and the dean of the graduate school ultimately decides if a course may be substituted and used towards the degree sought. Additionally, while the university may accept a course as a substitution and apply it towards degree completion, in doing so, the university does not guarantee that those courses will be accepted by any board as substitution for a class offered at UNR.

UNR works with the NV Department of Education and the NV Board of Marriage and Family Therapists and Clinical Professional Counselors to meet standards for licensure. We are not aware of standards for other states and entities. If you are interested in licensure in other states, we recommend you contact that board or agency to determine what you will need for licensure. Modifications cannot be made to tailor your program to meet other entities licensure requirements. You may take additional courses to meet requirements, but please check with financial aid to see how the additional hours may impact you. Official transcripts showing courses requested to be transferred must be on file in the Graduate School. Research,

Directed Study, Independent Study, Extension Courses, Correspondence Courses, Seminars, Colloquiums, Theses Credits, Dissertation Credits, Practicum, Special Topics, Undergraduate Courses, or Courses from Unaccredited Institutions ARE NOT TRANSFERRABLE, and are not applicable toward an advanced degree at the University of Nevada, Reno. Only courses with grades of “C” or better may be transferred to a Master’s program. Only courses with grades of “B” or better may be transferred to a Doctoral Degree program. All course work with transfer credits must comply with acceptable degree program time limitations.

Course Validation

Course work limits have been established for the various degrees: M.A., M.Ed., and Ph.D. Master’s requirements must be satisfied within the period of six calendar years immediately preceding the granting of the degree. Doctoral students are granted 8 years.

Academic Appeal Policy

Approved by the College of Education: June 2, 2015

University Administrative [Manual](#) (3,511)

Revised: April 2015

This policy complies with accreditation requirements of the Northwest Commission on Colleges and Universities (NWCCU) and federal regulations (34 CFR 602.16).

Undergraduate and graduate students should follow this procedure for any instances of an academic complaint that is not resolved following consultation with the appropriate academic instructor or advisor. Reasons for an academic complaint could include, but are not limited to, unfair grading, limited course availability, unfair course policies, poor instruction, poor academic advising, unwillingness to accommodate approved class absences, etc.

Academic complaints shall be submitted online through the Academic Complaint System on the Concierge Service webpage. Students filing complaints must supply their student identification number; however students may request confidentiality in the handling of their complaint when appropriate.

Upon receipt of the complaint, the student will be contacted by email within two business days to confirm receipt of the complaint, to request additional information (if needed), and to indicate the initial routing of the complaint. In some cases, if the complaint is determined to be of a non-academic nature, the complaint may be immediately referred to other offices for review (e.g.: sexual harassment, disability compliance). In cases of grade appeals, the information will move into the procedure for grade appeals described in UAM 3,510.

The review and response process depends upon the type of complaint and will be determined by the Concierge Service after review of University policy and in consultation with the Provost's Office. The response process will result in referral of the complaint to the appropriate office on campus. That office shall acknowledge the complaint and report an action to be taken in response to the complaint. The complaint shall be referred to the appropriate next higher level of authority if within a two week period there is no report of action to be taken. In some cases the Concierge Service may notify the student initiating the complaint about outcome of the response process.

The Concierge Service shall supply a record of complaints and responses to the relevant Associate Dean(s) and the Office of the Provost at the end of each Fall, Spring, and Summer academic term.

Concierge and Complaint Service link: <http://www.unr.edu/academic-central/academic-resources/request-help>

Grade Appeal Policy

Approved: June 2, 2015

University Administrative [Manual](#) (3,510)

Revised: April 2015

This policy describes the procedure by which a student may appeal a final course grade. A grade assigned by an instructor is only subject to the appeals procedure if:

- There was a clerical/administrative error in the calculation and/or assignment of the grade;
- The grade assignment was based on factors other than the student's performance in the course and/or completion of course requirements; or
- The grade assignment meant that the student was held to more demanding standards than other students in the same section of the course.

The burden of proof of these conditions rests on the student. Undergraduate students shall only follow this [procedure](#) in situations of academic dishonesty when they challenge the final grade received as a sanction, resulting from the [Academic Dishonesty Procedure for Undergraduates](#).

Graduate students should not follow this procedure in situations of academic dishonesty. If a student wishes to appeal a grade received as a sanction for an instance of academic dishonesty, the student must follow the [Academic Dishonesty Procedure for Graduate Students](#).

There are four possible processes in this grade appeal procedure:

1. Student consults with instructor before filing a grade appeal;

2. Student files a grade appeal using the online [Concierge Service](#);
3. Student meets with the department chair or with both the department chair and instructor; and
4. Department chair appoints a grade appeal review committee.

1. Student Consults with Instructor

In the event that a student disagrees with the final grade received in a course, the student must discuss the basis for the grade with the instructor. This requirement allows clerical/administrative grade errors that are discovered to be corrected by the instructor by means of the Change of Grade Form without the necessity of filing an appeal. If the grade is still in dispute after consultation, then the student may initiate a grade appeal using the online [Concierge Service](#). The consultation step can be skipped only if the instructor is unavailable or fails to respond within 10 working days. (For the purpose of this policy, working days refers to faculty academic contract days.)

2. Student Files a Grade Appeal Using the Online Concierge Service

If after consulting the instructor the student still feels the grade assignment meets one of the three bulleted criteria above, and/or the student was unable to consult with the instructor, the student may submit a grade appeal using the [Academic Complaint System](#) located on the Concierge Service webpage. The grade appeal must be filed no later than 10 working days after the start of the next spring or fall semester (whichever comes first) after the grade is assigned. The Concierge Service shall communicate the grade appeal to the relevant department chair within 2 working days.

3. Student Meets with the Department Chair¹ or with both the Department Chair and Instructor

The chair has a total of 30 working days after receipt of the grade appeal to contact the student, request a written response from the instructor, meet with the student or the student and the instructor to attempt to facilitate a resolution between the student and the instructor, and provide a written summary of the results of the process. A recommended schedule is as follows:

- Within 5 working days of the receipt of the grade appeal, the department chair shall contact the instructor and the student to begin investigation of the situation.
- The department chair requests a written response from the instructor.
- The instructor has 5 working days to provide a written response to the chair concerning the appeal.
- The chair shall arrange a meeting with the student within 5 working days of receiving the written response from the instructor.
- The chair shall complete the written summary of the results of that meeting within 5 working days of meeting with the student and student and instructor.

If the chair is able to facilitate an agreement between the student and the instructor on the final grade within 30 working days after the receipt of the grade appeal, the agreed-upon grade is considered final. If this grade

¹ In the case of the College of Education, which has no department chairs, the Division Director will serve in this role.

is different from the original grade assigned by the instructor, the instructor must file a Change of Grade form.

4. Department Chair Appoints a Grade Appeal Review Committee

If the chair is unable to reach a resolution between the student and the instructor within 30 working days of receiving the grade appeal, the chair will appoint a Grade Appeal Review Committee and forward the grade appeal, along with the instructor's response, to the Committee. The committee will consist of the following four members: one student currently enrolled at the institution, one faculty member from within the department, one faculty member from outside the department, and a committee chair (from within or outside the department). The student on the Grade Appeal Review Committee shall have the same status as the student requesting a grade appeal. For example, an undergraduate student filing a grade appeal shall have an undergraduate student on the Grade Appeal Review Committee, while a graduate student shall have a graduate student on the Grade Appeal Review Committee. The department chair shall not serve on or chair the Grade Appeal Review Committee. The Grade Appeal Review Committee chair will chair the Committee and act as a non-voting member. While the instructor and the student may comment on the composition of the committee within 2 working days of its appointment, the final decision on the committee's composition rests with the department chair.

The Grade Appeal Review Committee does not have subpoena power. The principals (i.e., the student and the instructor) may not be represented by counsel. The hearing of the grade appeal by the committee is a closed meeting to be attended only by the Grade Appeal Committee, the student, and the instructor. The student or the instructor may waive his or her right to attend.

The Grade Appeal Review Committee may request additional materials from the student or instructor within 10 working days of the appointment of the committee, and those materials shall be provided to the Committee within 5 additional working days.

The Grade Appeal Review Committee will convene no later than 20 working days after it is appointed and receives the grade appeal materials, and will make a recommendation of grade assignment within 5 more working days.

The decision of the Grade Appeal Review Committee is determined by vote and a majority decision rules. The decision does not have to be unanimous. This decision is not subject to appeal. The dean², department chair, instructor, and student will be notified of the decision, and in case the decision involves a change from the original grade, the Registrar's Office will be notified. The department chair will file a Change of Grade form if the committee recommends a change of grade. In all grade appeals, the final decision will be reported to the administrator of the Academic Complaint System for official documentation of complaint and decision.

² In the College of Education, the Associate Dean also should be notified of the decision.

Academic Dishonesty Policy

Specific to the academic pursuits of students, the University of Nevada, Reno, believes the maintenance of academic standards is a joint responsibility of the students and faculty of the university. Freedoms to teach and to learn are dependent upon individual and collective conduct to permit the pursuit and exchange of knowledge and opinion. Faculty have the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes an orderly testing room and sufficient safeguards to inhibit dishonesty. Students have the responsibility to rely on their knowledge and resources in the evaluation process. The trust developed in the maintenance of academic standards is necessary to the fair evaluation of all students.

Academic Standards Policy

Class Conduct: A student may be dropped from class at any time for negligence or misconduct, upon recommendation of the instructor and with approval of the college dean. Students may also be dropped for non-attendance upon indication of the instructor.

Subsection A: Definitions

Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following:

Plagiarism: defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. The university utilizes a system that can detect repetition of text from publications, textbooks, and websites. The site determines the percentage of the submitted document that is similar or replicated.

Cheating: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Subsection B: Sanctions for Violation of Academic Standards

Sanctions for violations of university academic standards may include the following:

(1) filing a final grade of "F"; (2) reducing the student's final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; and (4) requiring the student to retake the test or resubmit the paper.

A student found responsible for violating this policy may not withdraw from the course in question. A student failed in a course due to academic dishonesty may not utilize the "repeat option" for that course.

A student may also be subject to discipline for academic dishonesty pursuant to the provisions of the Board of Regents Code, Title 2, and Chapter 6.

Academic Dishonesty Procedures

A faculty member who suspects a graduate student of academic dishonesty must inform the student, in writing, of the accusation and proposed sanction no later than fifteen (15) calendar days after the alleged action or fifteen (15) calendar days after the end of instruction, whichever comes first. Notification must be hand delivered or sent by certified mail. A copy of the notification to the student must be sent to the Assistant Dean, Student Conduct. Within 10 calendar days of receipt of such action the student may file a request with the department chair for a review and possible mediation of the matter within 15 calendar days. If the student rejects the review by the chair and/or the outcome of mediation, the chair shall refer the matter to the Assistant Dean, Student Conduct for further appeal. The Assistant Dean will be available to assist all parties in implementing the following appeal process.

The student may appeal the reviewed decision of the faculty member to the dean of the Graduate School. This appeal must be made in writing within 10 calendar days after the student has been informed in writing of the faculty member's decision. The dean may take any of the following actions:

1. Resolve the conflict through mediation
2. Dismiss the charge
3. Uphold the faculty member's decision in its entirety
4. Impose a lesser sanction
5. Impose a greater sanction.

The dean's action must be taken within 10 calendar days of receipt of the appeal. The dean must inform the student in writing of any action taken within the above 10 calendar days. A student may appeal the dean's decision to the provost. This appeal must be made in writing within 10 calendar days after the student received the decision in writing from the dean. This appeal shall be referred by the provost to the Academic Integrity Board, which shall be impaneled by the Assistant Dean, Student Conduct.

The Academic Integrity Board shall consist of the following members with due consideration being given to possible conflict of interest:

1. Two graduate students appointed by the Graduate Student Association.
2. Two faculty members selected by the executive board of the Faculty Senate.
3. A third faculty member selected by the provost, who will serve as the chair of the board.

To ensure impartiality of the hearing board, members must be appointed from departments other than those in which the case originated and in which the accused student is majoring. The board shall be impaneled and set a hearing date within 21 calendar days after the appeal is referred to the provost.

The hearing procedures for graduate students are the same as for undergraduate students, as stated above. The Academic Integrity Board must forward its findings and recommendations to the provost within 5 days of the hearing's conclusion. The provost will review the case and inform the student and all other concerned parties of the final action taken within 15 calendar days of the hearing's conclusion.

Counseling Non-Academic Dismissal Policy

College of Education students are expected to consistently display appropriate student dispositions befitting educators, counselors, and family specialists (see individual program policies for dispositional descriptions). When the conduct of a student does not meet the dispositional standard set by the program and described to students in college or program materials, a non-academic dismissal may be the recourse taken by the department. Counselor Education students should consult the counseling student handbook to gain an understanding of the conditions (such as breaches of the ACA code of ethics) that may result in immediate dismissal without remediation. If a student dispositional concerns results in dismissal, the following procedures will be implemented:

1. Expecting dismissals based upon student behavior or actions that are deemed to be breaches of professional and/or ethical standards, or cause life, health and/or safety risks, or program disruption, the student will be provided with a Notice of Dismissal before the student is dismissed from the program. Approval by the institution's president or designee is required in cases of immediate removal from a program where a notice of dismissal and review conference occur subsequently. Program faculty may, but are not required to, give a warning and offer the opportunity to correct any violations of program requirements before the issuance of a Notice of Dismissal. The Notice of Dismissal will be sent by email, personal delivery, or by US Mail.
2. The Notice of Dismissal must include information about the reasons for the dismissal and the date, time, place, and procedures for the Review Conference. The student must be afforded the opportunity for a review conference, even if the Notice of Dismissal was not preceded by a warning. A review officer selected by the College of Education Dean will administer and carry out the review conference. The review conference is an informal meeting that is not intended to be adversarial in nature. The student may be accompanied by an advisor during the conference. The advisor serves in a support role to the student during the review conference. In this process the advisor has no right to speak during the review conference except to the student.
3. If a student, who has been given notice, does not appear for the review conference, the review conference will still proceed. The review conference is the time for presentation of the information, documents or witnesses in support of the dismissal. The review conference is also the sole opportunity for the student to present information, documents or witnesses on their behalf. Witnesses may present a statement to the review officer. However, only the review officer may ask questions of any witnesses.

4. The individual or program representative who made the recommendation for program dismissal has the opportunity to participate in the review conference any may present information, documents or witnesses in support of the program dismissal recommendation. The review officer may also include a representative from the applicable discipline or program in the review conference.
5. A review conference must occur no earlier than three (3) college working days after the date on which written notification of the recommendation for dismissal was sent to the student by e-mail or by personal delivery. If the notice was sent by US Mail, the review conference must occur no later than five (5) college working days after the date of mailing. However upon request by the student, the review officer, in his or her sole discretion, may grant an extension of time with regard to the review conference. Unless an extension of the time for the review conference has been granted by the review officer, the review conference must take place no later than 10 college working days after the date the written notice of dismissal was sent or delivered to the student.
6. After careful review of all the materials, statements and relevant circumstances, the review officer must issue a written decision setting forth the reasons upon which the final decision is based. If the review officer does not uphold the recommendation for dismissal, the student must be reinstated in the program. The review officer will render a decision to the student and the program within five (5) college working days after the review conference.
7. The review officer's determination shall be made on the basis of whether it is more likely than not that the student engaged in behavior or actions related to the program that warrant program dismissal. The decision of the review officer is final and is not subject to appeal. The program faculty shall determine the conditions, if any, for re-entry or re-admission to the program.

PART IV: PRACTICUM AND INTERNSHIP

Practicum in Counseling

Having direct field experience is an imperative part of becoming a successful counselor. Students are only eligible to register for CEP 651 Practicum after passing CEP 630 Pre Practicum and their Gate 2. Practicum is only offered once a year in the spring semester. Students must pass practicum before they are eligible to enroll in their track specific internship.

Practicum consists of a weekly classroom based learning experience, weekly triadic supervision and approximately 1 day or a total of 8 hours a week spent at their placement site. All students are placed at the Downing Clinic and if available school counseling students will have the opportunity to be placed in a school setting. All students are responsible for one hour a week as a Counselor on Duty (COD) in the Downing Clinic. They will be partnered with an intern and this time will be used to help review clinic policies, procedures, paperwork and tending to walk in clients and phone calls. Students are responsible for being prepared and present for all aspects of practicum.

Students are required to complete 100 hours with 40% of the time spent with clients in direct contact. Direct contact includes: individual, group, couple and family sessions. For school counselors this also includes parent and IEP meetings. The remaining hours are considered indirect contact, which include: supervision, phone calls, and relevant paperwork.

Students are expected to participate weekly in class as well as in a weekly triadic supervision meeting. Students must attend their scheduled supervision to have their hour logs approved and validated. Students are responsible for tracking their own hours which will be submitted at the end of the semester for their clinical file.

Internship

Students must successfully pass CEP 651 Practicum and gate 3 to be eligible for CEP 770A, 770B, 770F, 770H and 773 Internship. Students are required to submit an application for internship to the Counseling & Educational Psychology Program by the designated due dates. School Counseling students begin internship in Fall of their second year and must complete one semester in an elementary setting and one semester in secondary setting. Students may use middle school as either elementary or secondary but cannot do two semesters in a middle school. CMHC and MFT students begin their internship in the summer before their final year and complete a total of three semesters of internship. Applications are due by November 1st for Spring internships and April 15th for Fall and Summer internships. School counseling students must also complete an online application at <http://www.unr.edu/coefx>. Students are expected to have completed their core classwork by the time they begin their placement.

Students in all three tracks complete a total of a 600 hour internship in which a minimum of 240 hours must be direct or face to face contact with clients/students. These hours are divided amongst the semesters of internship.

Students in the MFT track are placed at the Downing Clinic and receive 1 hour a week of triadic supervision. They also attend group supervision and staffing weekly. Students in the School Counseling track are assigned their placements in Washoe County School District (unless otherwise requested) and receive weekly supervision from their lead counselor and attend weekly group supervision. Students in the CMHC track are placed with predetermined eligible placement sites and receive 1 hour a week of supervision which may be individual or triadic. CMHC students are also required to attend weekly group supervision. Students in all three tracks are expected to track their own hours and have them approved by their site supervisor. These forms are then submitted to their group supervision professor to be added to their clinical files. All students are expected to record their sessions with appropriate signed consent. These recordings are reviewed in their individual/triadic/group supervision to help provide constructive feedback to the student and allow for their clinical growth.

Instructional Environment

Per CACREP it is expected that “I. The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.” Each student in practicum and internship has weekly on campus group classes/supervision in which they meet with a member of the faculty as well as their peers currently enrolled in the same placement level. This time allows for review and practice of clinical skills and techniques. Students utilize role-plays, case conceptualization and use video with their clients (with signed consent) to demonstrate skills. Students are expected to follow their code of ethics and adhere to all privacy and practice protocols in line with their assigned placements. Students who see clients at the Downing clinic are required to keep their SD cards with client videos as well as client files locked and secured in the COD room and are not allowed to leave with this material unless necessary to meet with their supervisor at an offsite location. If this is required students are expected to keep materials locked and secured and return materials immediately after their supervision. Students seeing clients at another placement such as in Washoe County School District or a community placement must adhere to that agency’s privacy protocols. They are expected to keep all sensitive client material locked and secured.

The Downing Clinic

The mission of the Downing Counseling Clinic is to provide a quality training venue for counseling interns under faculty supervision while providing low-cost mental health services to individuals, couples, and families, including UNR students and NSHE employees, living in and around the community.

The Downing Counseling Clinic is a field-experience entity of the Counseling and Educational Psychology Program. The clinic is affiliated with the CEP academic program, staffed by CEP master's degree and doctoral student interns, and housed in the CEP suite. The Clinic operates as a stand-alone mental health clinic for training CEP student interns enrolled in CEP 770(MFC) and CEP 773.

The physical location of the clinic resides in the William Raggio Building with rooms WRB 3041, 3042, 3009, 3011, 3012 and 3013 used as counseling offices, including one room designated specifically for play therapy. Room WRB 3043 is used as the graduate interns' office (the "Counselor on Duty" location), and 3044 is the office for the Clinic Director and the Clinic Coordinator.

Off-Campus Instructional Environments

All off campus sites are expected and required to only accept students if they have the ability to allow the students to see clients and meet their hour expectations. They must also be willing to review site specific protocols, procedures and policies with the student and help them to learn and follow these. Sites must also be willing to provide either weekly individual or triadic supervision to the practicum or internship student. They should adhere to the Code of Ethics and encourage clinical skill and practice growth for the student allowing them both educational and clinical based opportunities. Off-site environments are expected to communicate with the program, specifically the assigned professor regarding any concerns that may arise during the semester. The assigned professor is also expected to communicate with any and all supervisors at the beginning, middle and end of each semester term to review expectations, requirements and status of the assigned student.

CACREP Requirements for Practicum and Internship

The following chart shows the CACREP (2016 Standards) requirements for field experiences as well as the UNR application of the standards.

CACREP 2016 Standards Related to Professional Practice	UNR Notations
Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Students submit proof of liability coverage at the start of practicum and internship. This document is stored in their clinical file.
Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	Students record all sessions. Students in school who do not receive consent to record are observed by their lead counselor/site supervisor.
Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	Student supervisors and instructors of clinical classes complete a Clinical Skills Rubric and review progress with each student in pre practicum, practicum and internship. Students also complete case conceptualizations to demonstrate integration of knowledge to practice.
Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	Students are regularly encouraged to attend workshops and conferences. Students also are regularly encouraged to review evidence-based practices in relation to the clients they are working with.
In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	During the first semester of internship all students must submit a group proposal. Once their proposal is approved by their supervising faculty member the student is allowed to begin leading or co-leading their group. This is a requirement that must be completed prior to graduation.
PRACTICUM	

Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	Students are provided with a placement and are responsible for tracking their hours. Students submit their hour log at the end of the semester which is signed by their site supervisor.
Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	Students are provided with several clients to allow them to meet the minimum direct service requirement.
Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	Practicum students receive triadic supervision. They are assigned a supervisor within the first week of the semester and must immediately begin meeting with this person. They are expected to attend weekly.
Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	Students are scheduled for a weekly group supervision/classroom based meeting with a faculty member from the counseling program. This typically is from 4-6:45 pm weekly in the spring semester.
INTERNSHIP	
After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	Students track and complete their hours over 2 (school counseling) or 3 (MFT & CMHC) semesters depending on which track they are in.
Internship students complete at least 240 clock hours of direct service.	Students are provided opportunities to work with individuals, couples, families or groups and are expected to communicate with their site

.	supervisor and group supervisor any difficulties they experience in earning their hours.
Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	Students are assigned either individual or triadic supervision at the start of the term. Expectations are reviewed and accepted by the individual providing the supervision. Supervisors are approved by counseling faculty.
Internship students participate in an average of 11/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	Internship students meet weekly with a faculty member from the program as well as their peers enrolled in the same type of internship.
SUPERVISORS	
Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.	Faculty members providing supervision all have their Ph.D. in counseling or equivalent field meeting the requirements to provide supervision for students.
Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.	All those outside the faculty serving as supervisors are approved by the faculty and have met the expected requirements.

Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.	All site supervisors are approved by faculty and provide their qualifications highlighting these areas on their site supervisor agreement as well as on their student evaluation.
Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.	The UNR Counseling Program provides an online orientation to field site supervisors, and professional development opportunities. In addition, site supervisors are made aware that faculty are available for consultation.
Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.	A formal site supervisor agreement is provided to each individual. They are required to read, sign and submit to faculty. The faculty running the group supervision for that placement also provides an introduction at the start of the semester reviewing expectations and checks in at mid semester as well as at the end of semester.
Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.	Students are provided with a site supervisor evaluation form where they are allowed to provide feedback about their experience with the supervisor as well as at the site.

Internship in Clinical Mental Health Counseling

Students need to confirm all prerequisites have been completed and that they have successfully passed practicum and their gate 3. Students must then submit an application for internship by the required due date to the program. Students complete a yearlong internship beginning in the summer semester before their third year. Students enroll in 3 credits of CEP 770f in summer, three credits of CEP 770f in fall and

finally 6 credits of CEP 770H in the spring semester. Over these three semesters they complete a total of 600 clock hours with a minimum of 240 hours of direct, face to face contact. These hours must be verified and approved by their site supervisor. Students are expected to track their own hours and submit their logs for their clinical files. Students must complete all requirements to be eligible for graduation.

Currently there are two approved and recommended sites for the CMHC students. These are the Downing Clinic, the Northern Nevada Adult Mental Health Services (NNAMHS), Children's Cabinet, and Great Basin Behavioral Health. This list is currently growing as sites are reviewed and approved. Students are encouraged to propose new sites such as prisons, adolescent treatment centers, residential treatment centers, psychiatric hospitals, etc. To propose a new site students need to meet with the internship coordinator to review procedures for site approval.

Internship in Marriage, Couple, and Family Counseling

Students need to confirm all prerequisites have been completed and that they have successfully passed practicum and their gate 3. Students must then submit an application for internship by the required due date to the program. Students complete a yearlong internship beginning in the summer semester before their third year. Students enroll in 3 credits of CEP 770f in summer, three credits of CEP 770f in fall and finally 6 credits of CEP 773 in the spring semester. Over these three semesters they complete a total of 600 clock hours with a minimum of 240 hours of direct, face to face contact. These hours must be verified and approved by their site supervisor. Students are expected to track their own hours and submit their logs for their clinical files. Students must complete all requirements to be eligible for graduation. All MFT interns complete their placement at the Downing Clinic.

The internship is an integrated part of the Counseling program. Students should confirm that all prerequisites have been completed. A formal, written application is required and may be obtained in the department. (Deadlines: April 15 for Fall semester and November 1 for Spring semester). Additionally, school counseling interns must complete an application in the Field Office of the College of Education and be finger printed prior to being in the school.

Internship in School Counseling

School counseling internships are only offered during the regular, long semesters. No summer internships are offered.

Students need to confirm all prerequisites have been completed and that they have successfully passed practicum and their gate 3. Students must then submit an application for internship by the required due date to the program. Students must also complete an application with the Field Office of the College of Education as well as submit a substitute teaching application and be fingerprinted. School Counseling interns are encouraged to begin this process in practicum to ensure they will be able to begin their internship on time. Students complete two semesters of internship and enroll in 6 credits of CEP 770A and 6 credits of CEP 770B. They must complete one semester in an elementary setting and one in a secondary. It does not matter which semester they complete either in. Students may not begin internship in summer and can only begin in the fall semester. They are expected to complete a total of 600 clock hours over the two semesters with a minimum of 240 hours of direct face to face contact. These hours must be verified and approved by their site supervisor/lead counselor. Students are expected to track their own hours and submit their logs for their clinical files. Students must complete all requirements to be eligible for graduation.

Students are placed by the Field Office in Washoe County School District unless another district is requested. If the student requests another district it is their responsibility to secure placement. Students may request specific schools in WCSD however due to availability these may not be able to be fulfilled. In order to be placed students must provide proof of liability coverage, complete a substitute orientation and be fingerprinted with the school district.

PART V: RESOURCES FOR STUDENTS

Learning Resources

UNR provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all counselor education program faculty and students. Students should note that all academic papers must be in APA format, and that the UNR Writing Center provides assistance with APA. The UNR Bookstore sells the APA Manual in the general text section.

Ann Medaille is UNR's subject librarian for education, and she can help you find good sources, use research databases, manage your research, and cite sources for your papers and presentations. Contact her with a research question or to set up an appointment (amedaille@unr.edu, 775-682-5600, MIKC 217). For those not familiar with the Knowledge Center, you may wish to sign up for a tour. Library training is also provided in the Counseling Theories course.

Technical Resources

At One, found on the lower floor of the Knowledge Center, provides students with an amazing array of technical support. For basic computer needs, students should contact the Help Desk (call 25000) or go to the Help Desk on the 2nd floor in the Knowledge Center. The WebCampus Office provides training and support for students related to online courses.

Personal Counseling Services

In this section we provide information to counseling students about personal counseling services provided by professionals other than counselor education program faculty and students. Counselor education faculty do not provide counseling to students, but will provide students with support and referrals to qualified counseling professionals. Please be aware that the UNR faculty have a legal and ethical duty to report danger to self or others. The faculty recommend that students consider receiving counseling at the UNR Counseling Center. The UNR Counseling Center can be contacted at: (775) 784-4648. Per the counseling center website:

Counseling is an individualized process. Each of our clients has an intake session, during which issues are evaluated and treatment goals and options are discussed. The client may be assigned to a different counselor or referred to a therapy group. We focus primarily on short-term counseling (3-6 sessions), with an emphasis on improving daily functioning and academic success. Our services cannot realistically meet the psychological needs of every individual. In such situations, we will discuss referral options with the client. All of our licensed clinicians and trainees are "generalists", and work with clients presenting a large range of

concerns. However, we do have clinicians with specialized training and experience, which allows us to provide services tailored for specific diagnoses, such as eating disorders. We also have more intentionally-focused outreach and service options for groups such as student military veterans , international students, student athletes , LGBT students, and students from diverse ethnic, socio-economic, or cultural backgrounds. Counseling in a group setting is an effective treatment for many issues. Group counseling offers an opportunity to learn and practice new skills in a real, but safe, interpersonal setting, as well as to receive and give support to others. One of our most valued services to the university community is consultation. Students call to learn how to help a friend in need. Faculty and staff call to discuss how to assist distressed or distressing students. Faculty and staff may also consider contacting members of the Student Intervention Team ([link](#)) for help with specific concerns about individual students.

Students who wish to seek counseling services off campus are encouraged to talk with Dr. Harrison or another faculty member about an appropriate referral. There are some counseling practitioners who have offered to counsel UNR counseling students and other counseling professionals at a reduced rate. One such counselor is Jaye Jenkins, MA, MFT (775) 391-0422. Dr. Harrison has contact information for other counselors willing to provide counseling to our students for a discounted rate.

Professional Counseling Organizations

The counseling faculty are members of the American Counseling Association, and students are both encouraged and expected to be professionally connected with ACA and state organizations. Examples of other organizations include Nevada Counseling Association, American School Counseling Association, and the Nevada chapter of AAMFT. **Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students will be discussed in the first required course in the program, Pre-Practicum in Counseling.**

