



**SCHOOL COUNSELING**  
**COLLEGE OF EDUCATION**

**MASTER OF EDUCATION**

**STUDENT HANDBOOK**

**(SC)**

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## **SECTION ONE: INTRODUCTION**

### **Welcome to School Counseling!**

The College of Education, University of Texas at El Paso and the M.Ed. in Counseling Program extend a warm welcome to you. You are an integral part of an educational program that prepares individuals to enter the field of school counseling. The School Counseling track prepares graduates to work with students across a spectrum of personal, academic, and career issues and promote mental health and wellness. School Counselors address problems of an academic, career, or personal nature and issues related to current stressors and trauma, and they also help and support students over their academic careers as they experience the various developmental stages and life transitions inherent in being human. By becoming a School Counselor, you have chosen to become a part of that journey with the students you serve. Our goal is to help you succeed in your journey to become a professional in this rewarding field.

### **History of the Counseling Program**

The Counseling Program began in the 1960s to train school guidance counselors who would qualify for certification as School Counselors. In the 1970s, the program expanded to include community counseling and, by the 1980s, to prepare students for licensure as Professional Counselors (LPC) in the State of Texas. Since then, the Counseling Program has expanded the School Counseling track to keep pace with certification standards for school counselors. In the 2017–18 academic year, the School Counseling track became a standalone degree. The school counseling degree incorporates the Texas Model for Comprehensive School Counseling Programs (5<sup>th</sup> edition) and the American School Counseling Association Model (4<sup>th</sup> edition). The school counseling curriculum meets Texas Education Association (TEA) standards and teaches to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core and school counseling specialty standards. The University of Texas at El Paso is the only higher education institution that certifies school counselors in this region of Texas.

### **University of Texas at El Paso’s Vision, Mission, and Goals**

***UTEP is a comprehensive public research university that is increasing access to excellent higher education. We advance the discovery of public value and positively impact the health, culture, education, and economy of the community we serve.***

The University of Texas at El Paso is dedicated to the advancement of the El Paso region through education; creative and artistic production; the generation, interpretation, application, and commercialization of key discoveries; and the dissemination of knowledge. UTEP embraces its role as an intellectual, cultural, and socioeconomic asset to the region, offering programs to meet human resource needs and contribute to the quality of life.

As a public university, UTEP is committed to providing access and opportunity to the people of the El Paso region and the State of Texas. UTEP's mission of ensuring access is coupled with a commitment to excellence reflected in rigorous programs that prepare students to make significant contributions to their professions, communities, and the world.

As a research/doctoral institution, UTEP fosters a climate of scholarly inquiry with a special focus on applying innovative interdisciplinary approaches to exploring and addressing major issues confronting the multicultural U.S.–Mexico border region.

### **College of Education Mission and Vision Statement**

#### **Mission**

The mission of the College of Education is to prepare effective teachers, counselors, diagnosticians, and school administrators who successfully address the problems of schools and other youth-serving agencies, especially in communities with a significant Hispanic population.

#### **Vision**

The long-term vision of UTEP's College of Education is to expand interdisciplinary research to meet the compelling need for research linking teaching and learning to meet the critical challenges of education in the 21<sup>st</sup> century.

This vision includes strengthening the role of the College of Education in building collaborative relationships between the U.S. and Mexico to enhance current educational theory and practice.

### **Educational Psychology and Special Services Mission/Vision Statement**

The mission of the Department of Educational Psychology and Special Services (EPSS) is to prepare effective special education teachers, community/agency counselors and school counselors, and educational diagnosticians who can successfully address the needs of schools and other youth-serving agencies, especially those in our multicultural communities. Our undergraduate and graduate programs are based on established educational research and essential knowledge of sound professional practice.

In conjunction with the College of Education's goals, our department collaborates with local school districts and community agencies to provide quality professional training. Our faculty strives to support lifelong learning and professional development among our students and graduates. We believe it is highly important to review, revise, and update our programs to ensure that we continue to meet the highest quality of developmental standards for licensure and the certification requirements of our educational professionals.

The department, like UTEP, has adopted goals to produce top graduates.

## **Learning and Teaching**

- We will prepare our students to meet lifelong intellectual, ethical, and career challenges and be leaders of the 21<sup>st</sup> century.

## **Research, Scholarship, and Artistic Production**

- We will create, interpret, evaluate, apply, and disseminate knowledge; encourage the addition of perspectives based on UTEP's geographic and social setting; and contribute to the formation of a broader intellectual and artistic foundation for the 21<sup>st</sup> century.

## **Administration**

- We will provide infrastructure support for the achievement of our mission in learning, teaching, research, scholarship, and public service through responsive, effective, and efficient administrative and staff services.

## **Public Service**

- We will work in partnership with public and private agencies to improve the quality of life in our region and around the world by providing appropriate University expertise and leadership.
- The Department of Educational Psychology and Special Services offers programs at the master's level in special education, educational diagnostics, and clinical mental health and school counseling. The department also provides the content courses for the generic special education specialization in the Bachelor of Independent Studies (BIS) degree program. In addition, the department provides three "service" courses (EDPC 2300, EDPC 3300, and SPED 3310) to all education majors. The department offers a core course (EDPC 1301) that focuses on career development for incoming students.

## **Vision**

The Department of Educational Psychology and Special Services, in collaboration with local school districts and community agencies, is committed to providing our educational professionals with the highest level of quality training through degree programs that meet state certification and licensure standards.

## **UTEP School Counseling Program Mission/Vision Statement**

### **Mission**

The mission of the school counseling program is to prepare exemplary professional school counselors who:

- Understand the elementary and secondary school student via the expectations of the school counseling profession.
- Excel in developing, demonstrating, and evaluating school counseling programs, strategies, and interventions.
- Commit to the process of communication, consultation, and collaboration techniques and strategies
- Embody and promote professionalism, equity, and ethical behavior.

### **Vision**

The School Counseling Program in the Department of Educational Psychology and Special Services at the University of Texas at El Paso, in collaboration with local school districts, is committed to providing our educational professionals the highest level of quality education and training to become leaders, advocates, and exemplary school counselors capable of addressing accessibility issues, inequities, and the developmental needs of K-12 students in the areas of academic achievement, career preparation and readiness, and social and emotional management and skills.

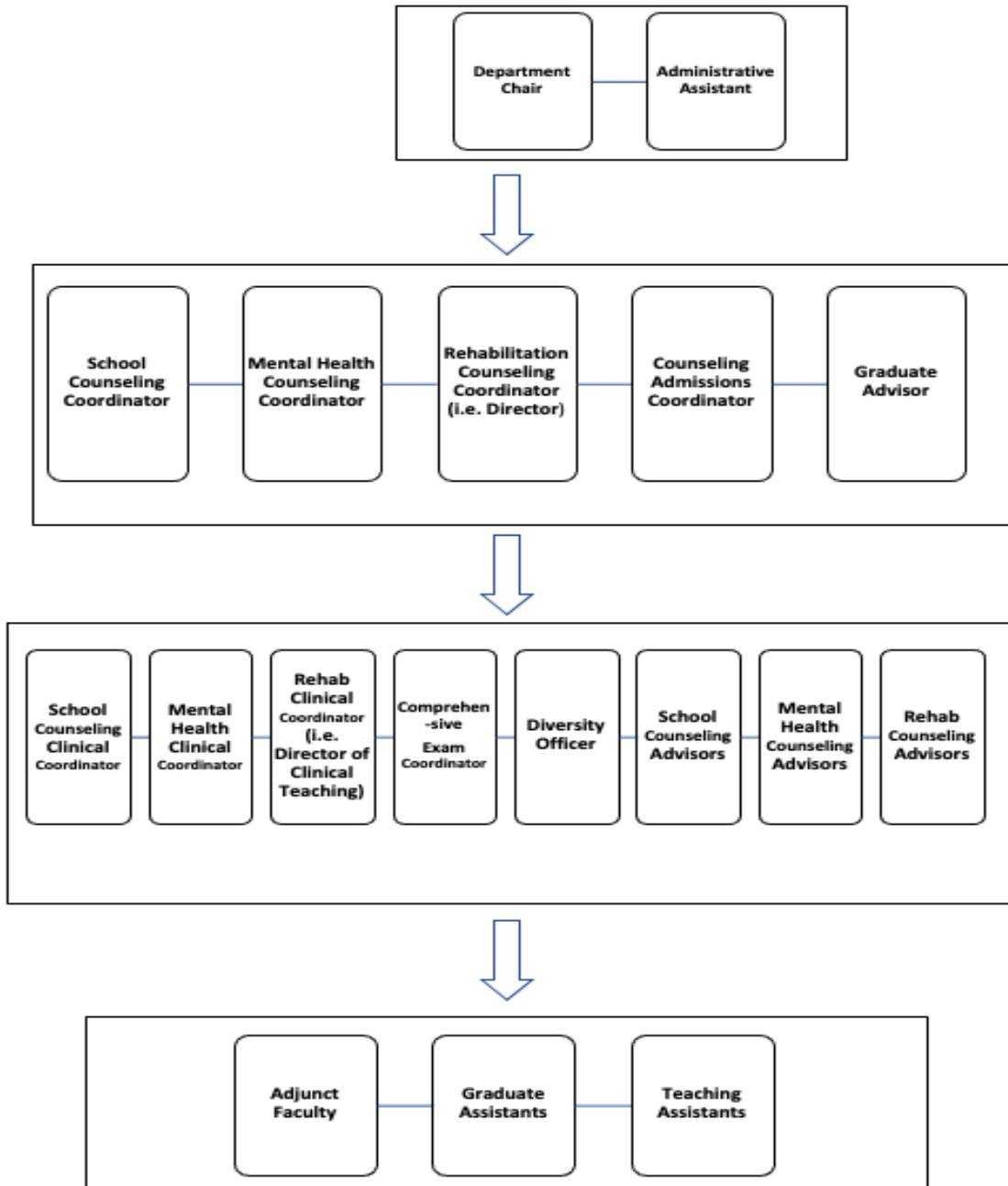
### **Purpose**

The school counseling program at The University of Texas at El Paso (UTEP) is a Texas Education Agency's (TEA) accredited school counseling program. The program's curriculum follows the TEA school counseling standards and The Council for Accreditation of Counseling and Related Educational Programs' standards. The school counseling program at UTEP is primarily intended for students who plan to become public school counselors in K-12 settings. Graduates are trained to address the developmental needs of students in the areas of academic achievement, career, and social/emotional development through the delivery of a comprehensive school counseling program.



## Counseling Program Organizational Chart

The counseling programs are housed administratively in the Department of Educational Psychology and Special Services, which offers an M.Ed. in School Counseling and an M.S. in Mental Health Counseling.



## **Computer, Internet, and Communication**

Students are expected to have access to and be able to utilize a computer with an internet connection. Please note that the University of Texas at El Paso does make computers with internet connections available in its library, college facilities, and some common areas on campus. School counseling courses make extensive use of Blackboard, an online education platform. Therefore, students are expected to take university training to learn how to use Blackboard. Additionally, students will be assigned a University of Texas at El Paso e-mail address, which will be utilized by the faculty and administrators in the Guidance and Counseling Program as the primary means of electronic communication.

### **How to Use This Handbook**

This student handbook is essential reading for all students newly admitted to the Counseling Program School Counseling track. Upon admission to the program, students should obtain and read this handbook. This handbook contains valuable information about successfully progressing through the program. It describes the Academic Standards and Evaluation policies, the Personal Growth expectations, and the Ethical Standards of the program and delineates the process of attaining licensure as a school counselor in Texas.

Your Academic Advisor, who will be assigned to you by the Counseling Program upon your admission, is available to assist you as you progress through the program. However, you are responsible for knowing the contents of this handbook. Advisors and instructors in the program will assume you have read it thoroughly and will hold you responsible for the information contained herein. Reviewing this handbook periodically is therefore highly recommended. For specific questions and concerns, it is always a good idea to speak directly with your Academic Advisor or other Counseling faculty members. To help guide you through the program and as an aid to understanding the steps you will take to complete your degree, refer to this handbook, the Practicum/Internship Handbook (or orientation), and your assigned Academic Advisor. You are encouraged to contact us concerning any issues that arise throughout your education in our program. Faculty contact information is provided in the Appendix.

My Adviser is: \_\_\_\_\_

My Adviser's email: \_\_\_\_\_

Office Phone: \_\_\_\_\_

## SECTION TWO: THE SCHOOL COUNSELING PROGRAM

### Admission

The Counseling Admission Coordinator arranges the dates and times for the admission committee (typically all counseling faculty with the exception of the Chair) to review each applicant's (mental health and school counseling applicants) file for acceptance or non-acceptance. During the meeting, notes and determinations are documented for each candidate. The notes and determinations are sent by the Counseling Admission Coordinator to each Counseling Program Coordinator for final approval. Each Counseling Program Coordinator then sends the final determinations to the office of Administrator Assistance. The Administrator Assistance office processes and sends out the determination letters to each applicant and completes a report to be sent to the College Certification Officer for TEA Reporting.

**Applicant Evaluations:** Applicants must submit an application and submit three statements that will be evaluated to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Applicants must also pay the \$35 TEA technology fee (non-refundable, paid to the TEA as required by TAC 229.9.7).

**Admissions Requirements:** A minimum 3.0 GPA for the cumulative undergraduate record (or the previous 60 hours completed, as evaluated by the counseling admission committee) prior to admission. [SPED 5320](#), Spec Ed-Historical Legal Basis, is an additional co-requisite requirement and may be taken after admission to the program.

Students enrolled in the alternative certification program (ACP) are encouraged to complete the ACP prior to starting work toward the M.Ed. in School Counseling. By completing the ACP first, students will be able to focus solely on working toward their M.ED. in School Counseling and avoid the risk of reaching the Graduate School limitation requirement of six years to obtain a master's degree. For more information about the ACP, please [click here](#).

Teaching experience is not required prior to applying. Applicants are screened based on the quality of their application and potential for success in the program via the assessment of the counseling program admissions committee. Students must include the following in their application (*For the most up-to-date information, see [the School Counseling Catalog at this link](#): <http://catalog.utep.edu/grad/college-of-education/educational-psychology-special-services/med-guidance-counseling/>*):

1. Curriculum vitae/resume
2. Statement of intent
3. Statement on diversity
4. Statement on interpersonal relationships
5. Three professional letters of references
6. Official undergraduate transcripts (from each of the colleges or universities the applicant previously attended)

The above-required application materials will be evaluated to determine if the applicant's knowledge, experience, skills, and aptitude are appropriate for the counseling degree sought.

Applicants will be evaluated on their (1) GPA, (2) letters of recommendation, (3) purpose statement, and (4) responses to the multicultural and interpersonal skill questions. Students must pass a background check to complete the practicum/internship requirement. Additionally, pursuant to the Texas Education Code TEC, §22.0835, candidates must undergo a criminal history background check prior to student teaching, and pursuant to the TEC, §22.083, candidates must undergo a criminal history background check prior to employment as an educator. A candidate may be ineligible for issuance of a certificate on completion of the EPP if an individual has been convicted of an offense. A person who is enrolled or planning to enroll in an educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. For further information, visit the Texas Education Agency website: <https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>

Candidates will receive training in dyslexia, mental health/youth suicide, and digital learning with digital literacy evaluation, followed by a prescribed digital learning curriculum based on the International Society for Technology Education (ISTE) standards. Training must be from a TEA-approved provider.

Admission Cycle: The admission dates change each semester and are typically determined by Counseling Program Coordinators in collaboration with the Administrator Assistance office. Six dates are determined, and each date aligns with one of the following in chronological order:

**First Date:** The date that individuals may begin the application process and submit applications

**Second Date:** Early review of applications that have been received and are available

**Third Date:** Due date to submit all of the required admissions documents

**Fourth Date:** Beginning of the regular review period

**Fifth Date:** End of the review period

**Allowable Transfer of Graduate Credits:** Transfer of graduate credit from a CACREP-accredited program within a regionally accredited institution\* is limited to 9 hours for the master's degree. All transfer credit must have been completed with a grade of "B" or better, completed within the last six years, and approved by the Counseling program faculty and the University of Texas at El Paso. Transfer credits should be evaluated and approved by program faculty during the student's first semester. The course being transferred into a degree program should be a direct equivalent to the course within the certification/degree program. Students should work with their advisors to have courses evaluated for transfer. This may include submission of an official transcript sent directly from the institution to the University of Texas at El Paso, a course catalog description of the course(s) to be transferred from that institution, and a copy of the syllabus for the course(s) to be transferred. Transfer credit is not guaranteed and is

subject to Counseling faculty review and approval. Previous work experience is not accepted as transfer credit into the program.

\*Recognized by the United States Department of Education and the Council for Higher Education Accreditation

**TEA Reporting Procedures**

Applicants to the school counseling program are reviewed during the counseling admission review meeting. Once the admission review process is complete, accepted students will be asked to report whether they plan to seek certification in Texas. This process is done through email, and this information is included in the acceptance letter. This information is then provided to the UTEP College of Education Certification Department for TEA reporting purposes. Within seven days of the formal date of admission, TEA will be notified of each student’s acceptance into the UTEP M.Ed. School Counseling Program. Additionally, information may be requested via the UTEP College of Education Certification Officer and Program Coordinator for TEA Reporting.

**Program Goals, Standards, and Competencies**

- Goal A: Understand core counseling subject areas and the elementary and secondary school student via the expectations of the school counseling profession.
- Goal B: Proficient in the development, demonstration, and evaluation of school counseling programs, strategies, and interventions.
- Goal C: Proficient in communication, consultation, and collaboration techniques and strategies and embodies and promotes professionalism, equity, and ethical behavior.

**Goals Aligned with Standards and Competencies**

		TAC	TECEDC Competencies	CACREP Core	CACREP Specialty
Goal A	Knowledge of Learners and Core Counseling Subject Areas	I-V	1-2	F.2 -F.4	G.1, G.2
Goal B	Proficient in the development, demonstration, and evaluation of school counseling programs, strategies, and interventions.	I-V	3-7, 10	F.4 -F.8	G.1, G.3
Goal C	The Professional School Counselor	I-VI	8-9	F.1, F.4	G.2-G.3

\*TAC – Texas Administration Code; TECEDC – Texas Educator Certificate Examination: School Counseling Domains and Competencies; CACREP -The Council for Accreditation of Counseling and Related

### **Texas Administration Code (TAC)**

*\*Does not include the example indicators for each standard*

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on The Texas Model for Comprehensive School Counseling Programs that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learning, improving the profession, and modeling professional ethics and personal integrity.

### **TeXes Domains and Competencies**

*\*Does not include examples for all competencies*

#### **DOMAIN I—KNOWLEDGE OF LEARNERS**

**Competency 001 (Human Development and Learning):** *Understand theories and processes of human development and learning as well as factors that influence development and learning.*

**Competency 002 (Diversity and Cultural Competence):** *Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.*

## **DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

**Competency 003 (Guidance):** *Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.*

**Competency 004 (Responsive Services):** *Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.*

**Competency 005 (Individual Planning):** *Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.*

**Competency 006 (Systems Support):** *Understand procedures, processes, and strategies for providing systems support.*

**Competency 007 (Program Management):** *Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program*

## **DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR**

**Competency 008 (Communication, Consultation, and Collaboration):** *Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.*

**Competency 009 (Professional Practice):** *Understand the roles, responsibilities, and orientation of the professional school counselor and the legal and ethical standards of practice in school counseling.*

## **DOMAIN IV—ANALYSIS AND RESPONSE**

**Competency 010 (Analysis and Response):** *In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.*

### **CACREP: Core Counseling Curriculum**

*\*Does not include the example indicators for each standard*

F. The eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
2. SOCIAL AND CULTURAL DIVERSITY
3. HUMAN GROWTH AND DEVELOPMENT
4. CAREER DEVELOPMENT
5. COUNSELING AND HELPING RELATIONSHIPS
6. GROUP COUNSELING AND GROUP WORK
7. ASSESSMENT AND TESTING
8. RESEARCH AND PROGRAM EVALUATION

### **CACREP: School Counseling Specialty Standards**

*\*Does not include the example indicators for each standard*

### **G. SCHOOL COUNSELING**

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
2. CONTEXTUAL DIMENSIONS
3. PRACTICE

### **The Texas Model for Comprehensive School Counseling Programs (5th Edition)**

The Texas Model for Comprehensive School Counseling Programs is a revision and expansion of the 2004 Pre-K-12<sup>th</sup> Grade Development Guide: A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools. The revision was completed by the Texas Counseling Association (TCA) in collaboration with the Texas Education Agency (TEA). As in the 2004 guide, the Texas Model is based on the statutory description of Texas school counseling programs and school counselor responsibilities (Texas Education Code [TEC] §§33.005-33.007). The Texas Model has been further expanded to address changes to statutes related to school counseling since 2004. [The Texas Model for Comprehensive School Counseling Programs \(5th Edition\)](#) (PDF, 9035KB) ([link](#))

### **Program Goals, Objectives, and Competencies**

The University of Texas at El Paso School Counseling Program (SC) seeks to prepare students to be effective counselors in a diverse world and profession. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Consistent with the values of the counseling profession, the school counseling program seeks to infuse multicultural awareness, knowledge, and skills throughout the curriculum. The program is structured to ensure that students will develop professional identities as school counselors and will master the knowledge and



counseling skills needed to practice effectively. Students will be trained for careers in public, private, and/or charter K-12 settings. Based on the philosophy articulated in our Mission Statement and based on the CACREP standards, the Texas Administrator Code, and the Texas Exam Framework for School Counselors, the School Counseling Program Goals, Objectives, and Competencies are as follows:

***Goal # 1 Knowledge of Core Counseling Subject Areas and K-12 Learner***

***Objectives for Goal #1:***

- a. Become knowledgeable about the counseling profession and ethical practice in counseling
- b. Become knowledgeable about social diversity and cultural competence
- c. Become knowledgeable about human growth, development, and learning
- d. Become knowledgeable about career development
- e. Become knowledgeable about helping relationships, counseling theories, and the counseling process from individual and family system perspectives
- f. Become knowledgeable about group work
- g. Become knowledgeable about assessment
- h. Become knowledgeable about research and program evaluation
- i. Become knowledgeable about promoting the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs and the American School Counselor Association.
- j. Become knowledgeable about the development, monitoring, revision, and evaluation of a campus based on The Texas Model for Comprehensive School Counseling Programs and/or the American School Counselor Association that promotes learners' knowledge, skills, motivation, and personal growth.
- k. Become knowledgeable about promoting academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.
- l. Become knowledgeable about advocating for all students and the school and demonstrate effective professional and interpersonal communication skills.
- m. Be knowledgeable about continuing professional development, exhibit a commitment to learning and improving the profession, and model professional ethics and personal integrity.
- n. Be knowledgeable about the foundation of the school counseling profession
- o. Be knowledgeable about the contextual dimensions and practices of the school counselor's role, especially as the role relates to student-clients and the profession.

**Competencies Expected for These Objectives:**

- a. Proficient knowledge base in each subject area, especially the expectations of a professional school counselor.
- b. Proficiency in the application of the knowledge for each subject area, especially expectations of a professional school counselor
- c. Proficiency in oral and written communication of the knowledge of each subject area, especially the expectations of a professional school counselor

**Goal #2 Proficient in the development, demonstration, and evaluation of school counseling programs, strategies, and interventions.**

**Objectives for Goal #2:**

- a. Develop and demonstrate the foundational knowledge to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs and/or the American School Counselor Association
- b. Develop and demonstrate the knowledge of designing, monitoring, revising, and evaluating a campus based on The Texas Model for Comprehensive School Counseling and/or the American School Counselor Association Programs that promotes learners' knowledge, skills, motivation, and personal growth.
- c. Develop and demonstrate the knowledge to apply school counselor practices especially related to the following areas: guidance, responsive services, individual planning, systems support, and program management.

**Competencies Expected for these Objectives:**

- a. Proficiency in developing and demonstrating the academic, social/emotional, and career preparation and readiness of school-aged children.
- b. Proficiency in comprehending, explaining, designing, evaluating, and evolving a comprehensive school counseling program.
- c. Proficiency in conceptualizing cases; applying evidence-based practices, strategies, and techniques; and evaluating outcomes for a variety of school and youth-related issues pertaining to the areas of academic, social/emotional, and career development.

**Goal #3 Proficient in communication, consultation, and collaboration techniques and strategies and embodies and promotes professionalism, equity, and ethical behavior.**

**Objectives for Goal #3:**

- a. Develop and demonstrate the knowledge to promote academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.
- b. Develop and demonstrate the knowledge to advocate for all students and the school, and demonstrate effective professional and interpersonal communication skills.
- c. Develop and demonstrate knowledge of continuing professional development, demonstrate a commitment to learning and improving the profession, and model professional ethics and personal integrity.
- d. Develop and demonstrate knowledge of school counseling practices, especially in relation to the following areas: communication, consultation, collaboration, professional practice, and critical thinking.

**Competencies Expected for These Objectives:**

- a. Proficiency in understanding and relating to student-clients in an emotionally

- sensitive and respectful manner.
- b. Proficiency in behaving in a highly professional, ethical, and mature manner in interactions with student–clients, colleagues, professionals, and all other school stakeholders.
  - c. Proficiency in the ability to seek, reflect upon, and respond to supervisory feedback in a manner that enhances personal and professional growth and learning.

### **Coursework to Meet Objectives**

1. Students will gain knowledge and understanding of ethical standards, ethical issues, philosophical and historical foundations, and current professional practices in the field of mental health counseling. **EDPC 5324 – Ethical, Legal, and Professional Issues in Counseling**
2. Students will recognize the roles and functions of school counselors, including professional advocacy. Students will also gain respect for and a commitment to advocacy for clients (individually and in the context of schools, communities, and society) and the necessity for personal self-care to maintain optimal professional performance. **EDPC 5321 – School Counseling**
3. Students will understand human developmental processes and theories from conception through adulthood with an emphasis on the interaction of environmental and genetic factors that affect transitions across the life span, including the impact of cultures and developmental stages on mental health. **EDPC 5317 – Human Growth and Development**
4. Students will explore multicultural counseling theories and practice in addition to the social, psychological, cultural, economic, and environmental influences that affect various student populations, including specific counseling issues related to gender, race, ethnicity, sexual orientation, and disability status. **EDPC 5346 – Counseling Multicultural and Diverse Populations**
5. Students will examine the theoretical approaches to counseling from historical and contemporary perspectives, including major personality theories and their relationship to counseling theories, leading to the formation of a personal counseling approach. **EDPC 5341 – Theories of Counseling**
6. Students will learn the practical application of counseling theories, helping relationships, essential interviewing and counseling skills, and general intervention strategies in the provision of culturally responsive school counseling services, including the prevention, management, and/or remediation of the psychological effects of crises, developmental transitions, and ongoing dysfunctional behaviors. **EDPC 5339 – Techniques of Counseling**

7. Students will learn the essential skills necessary to evaluate their comprehensive school counseling program. Students will learn the difference between formative and summative evaluations. Students will also learn the basic methodology for the collection and interpretation of data associated with school counseling programs. **EDPC 5332 – Program Evaluation in School Counseling**
8. Students will gain an understanding of the basic principles and practice of counseling research (including qualitative, quantitative, and single case research designs and processes of data analyses), program evaluation, and the use of research to inform evidence-based practice in addition to ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. **EDPC 5310 – Applied Research for Educators**
9. Students will learn the theories and skills necessary for counseling children, adolescents, and their families. Emphasis will be placed on the identification of student problems and solution-focused strategies in a school setting. **EDPC 5362 – Counseling Children, Adolescents, and Their Families**
10. Students will examine the theory and research, ethics, and practice of group counseling, including group formation, group dynamics, group process, group development, and group leadership, and will gain experiential knowledge through participation in a group activity for a minimum of 10 hours, leading to the development of a personal approach to group counseling. **EDPC 5338 – Group Counseling**
11. Students will study the classification system of psychopathology with an emphasis on symptomatology, etiology, treatment modalities, treatment interventions, and the adjunctive use of medications. **EDPC 5345 – Abnormal Human Behavior**
12. Students will learn basic principles of measurement and statistics and will inspect psychological tests and instruments used in clinical mental health counseling settings. In addition, students will practice culturally competent administration, scoring, interpretation, and use of various appraisal instruments and will also be trained in conducting clinical mental health counseling intake interviews. **EDPC 5335 – Principles of Appraisal and Assessment**
13. Students will develop knowledge of the theories associated with crisis counseling and develop the essential skills necessary to intervene and assist children, adults, and families effectively. **EDPC 5333 – Crisis Counseling**
14. Students will develop a lifespan perspective on work and career by studying career development theories and the relationship between career development and emotional well-being. Students will become familiar with the availability of specialized career counseling resources and techniques for diverse client populations and those with special needs. **EDPC 5320 – Lifestyle and Career Development**

15. Students will learn introductory approaches to play therapy with an emphasis on developing counseling skills using play as a method of communication and understanding. Students will learn the rationale for the use of play therapy, the various theoretical approaches to play therapy, and the techniques used for effective play therapy. Students will also complete a supervised experiential practicum component. **EDPC 5368 – Play Therapy.**
16. Students will learn to lead programs and employ consultation strategies in the development and implementation of data-driven school counseling programs. Students will learn leadership and school-based consultation principles, theories, skills, and models necessary to enhance the learning environment. Emphasis is placed on the role of the school counselor as a systemic change agent. Ultimately, the course will assist future school counselor leaders in building effective stakeholder consultation teams that promote equitable services for all K-12 students. **EDPC 5323. -SC Leadership & Consultation.**
17. As the culminating experience in the program, students will learn to practice school counseling in the field under the clinical supervision of program faculty members and site supervisors, working in a professional environment as a school counselor in training. **EDPC 5369 – Practicum for School Counselors; EDPC 5376- School Counseling Internship I; EDPC 5377 – School Counseling Internship II.**

### **Directed Individual Study**

Directed Individual Study does not replace scheduled classes and is available only under extenuating circumstances or for research purposes for students who are approved by the Counseling Program Coordinator. Course work in a Directed Individual Study format is not available for clinical sequence courses (Group Counseling, Techniques of Counseling and Practicum) because they require extensive experiential learning. Students facing an extenuating circumstance that will make it difficult or impossible to take a required course in a timely fashion should contact their Academic Advisor to discuss the possibility of taking a course as a Directed Individual Study. If in agreement, the Academic Advisor will present a plan for a Directed Individual Study to the Counseling Program Coordinator or Department Chair for approval. Once completed, the Directed Individual Study course will be substituted on the student's degree plan (Preliminary Program of Study) for a required course.

### **The School Counseling Curriculum**

The SC curriculum adheres closely to the standards of the Texas Education Agency (TEA), The Texas School Counseling Association, and the American School Counseling Association (ASCA) so that the graduating student will be prepared to meet the requirements for certification as a School Counselor in the state of Texas. The SC curriculum centers on Foundational and Advanced courses as well as clinical experience. Because of this design, many courses serve as prerequisites for others. Students will work with their Academic Advisor in order to insure that they complete all of the required course work in a timely and sequential fashion. Acknowledging

the reality that life presents conflicts and dilemmas, the SC faculty recognizes that there may be times when the student will need to modify their sequence of courses.

*(For the most up-to-date information, see the School Counseling Catalog at the following link: <http://catalog.utep.edu/grad/college-of-education/educational-psychology-special-services/med-guidance-counseling/>)*

***Students who were accepted into the school counseling program PRIOR to the summer admission cycle for 2022 follow the 48-hour program below, grouped according to the level of professional development and not as a precise sequence of study:***

Prerequisite Requirement (3 semester hours)

SPED 5320 – Historical/Legal Basis of Special Education (may be taken after admission)

I. Foundational Counseling Requirements (18 Semester Hours)

*\*Students are required to earn a B or above in all foundational courses*

EDPC 5317 - Human Growth & Development

EDPC 5320 - Lifestyle & Career Development

EDPC 5321 - School Counseling

EDPC 5324 - Ethical, Legal, and Professional Issues in Counseling

EDPC 5341 - Theories of Counseling

EDPC 5346 - Counseling Multicultural and Diverse Populations

II. Advanced School Counseling Requirements (21 Semester Hours)

EDPC 5332 – Program Evaluation in School Counseling (EDPC 5321)

EDPC 5333 - Crisis Counseling

EDPC 5338 - Group Counseling (EDPC 5317, EDPC 5339) B or above

EDPC 5339 - Techniques of Counseling (EDPC 5341) B or above

EDPC 5345 - Abnormal Human Development

EDPC 5362 - Counseling Children, Adolescents, and their Families (EDPC 5317, EDPC 5341)

EDPC 5368 – Play Therapy

III. Related Area (6 Semester Hours)

EDPC 5310 - Applied Research Design for Educators

EDPC 5335 - Principles of Appraisal & Assessment (EDPC 5317, EDPC 5341, EDPC 5345, EDPC 5346)

IV. Clinical Experience (3 Semester Hours)

EDPC 5369 – Practicum for School Counselors (Completion of 36 credits including all foundational coursework and EDPC 5338)

*\*Successfully pass or meet the School Counseling Qualifying Exam requirement*

Total: 48 semesters in addition to admission 3-hour prerequisite

*\*Corequisites (courses should be taken before entering into course) in 0*

*\*Students must maintain a 3.0 GPA during the program*

***Students who were accepted into the school counseling program AFTER the summer admission cycle for 2022 (i.e., Fall 2022) follow the below 60-hour program, grouped according to the level of professional development and not as a precise sequence of study:***

**I. Foundational Counseling Requirements (18 Semester Hours)**

*\*Students are required to earn a B or above in all foundational courses*

EDPC 5317 - Human Growth & Development

EDPC 5320 - Lifestyle & Career Development

EDPC 5321 - School Counseling

EDPC 5324 - Ethical, Legal, and Professional Issues in Counseling

EDPC 5341 - Theories of Counseling

EDPC 5346 - Counseling Multicultural and Diverse Populations

**II. Advanced School Counseling Requirements (24 Semester Hours)**

EDPC 5323 – School Counselor Leadership & Consultation (EDPC 5321)

EDPC 5332 – Program Evaluation in School Counseling (EDPC 5321)

EDPC 5333 - Crisis Counseling

EDPC 5338 - Group Counseling (EDPC 5317, EDPC 5339) B or above

EDPC 5339 - Techniques of Counseling (EDPC 5341) B or above

EDPC 5345 - Abnormal Human Development

EDPC 5362 - Counseling Children, Adolescents, and their Families (EDPC 5317, EDPC 5341)

EDPC 5368 – Play Therapy

**III. Specialization Electives (3 Semester Hours)**

EDPC 5331 – School Counseling College Admission (EDPC 5320)

SPED 5320 – Special Education-Historical Legal Basis

EDPC 5347 – Addictions Counseling

EDPC 5349 – Cognitive/Behavioral Therapies

REHC 5320 – Medical Aspects of Disability

REHC 5330 – Psychosocial Aspects of Disability

TED 5302 – Manage Student-Centered Classroom

**IV. Related Area (6 Semester Hours)**

EDPC 5310 - Applied Research Design for Educators

EDPC 5335 - Principles of Appraisal & Assessment (EDPC 5317, EDPC 5341, EDPC 5345,

EDPC 5346)

**V. Clinical Experience (9 Semester Hours)**

EDPC 5369 – Practicum for School Counselors (Completion of 36 credits including all foundational coursework and EDPC 5338)

EDPC 5376 – School Counseling Internship I (EDPC 5369)

EDPC 5377 – School Counseling Internship II (EDPC 5376; met Qualifying Exam requirement)

Total: 60 semester hours

*\*Co-requisites (courses should be taken before entering into course) in ()*

*\*Students must maintain a 3.0 GPA during the program*

All sequences of courses should be reviewed by the Academic Advisor prior to registration for each semester of study. It is recommended that all Foundational Counseling courses be completed during the first 18 hours of course work and prior to taking the Advanced Counseling Courses. Related Area courses consisting of 2 courses (6 semester hours) may be taken concurrently with the Advanced Counseling courses.

Your Academic Advisor will be one of the Counseling faculty, and students will be assigned to Counseling faculty based on the first letter of your surname (last name). See the Academic Advising section for more details.

### **Academic Advising**

Upon initial acceptance into the School Counseling Program, each student must attend a mandatory counseling program orientation meeting at which he/she is assigned a Faculty Academic Advisor (*and the student signs an official graduate degree plan signed by the faculty advisor and graduate advisor—if a graduate advisor has not been designated, then the program coordinator signs in his or her place*). Academic advising is essential to ensuring the individual's development of the core competencies of a professional school counselor necessary to graduate and become a Professional School Counselor (PSC). The School Counseling program is committed to monitoring each student's academic, professional, and personal development as the student progresses through the course work and clinical demands of the program. Throughout the student's progress in the School Counseling Program, a Faculty Academic Advisor closely monitors the student's overall progress and confers with the student to maintain adherence to the School Counseling program's requirements, including completion of the appropriate sequence of course work, in order to ensure that all requirements for a timely graduation are met. The typical sequence of progress through the School Counseling Program takes three years to complete, although students are allowed to take up to six years to complete the program.

**Year 1:** The role of a Faculty Academic Advisor changes during the course of the School Counseling Program as the academic, personal, and professional demands of the program change. During the student's first academic year, his/her Academic Advisor provides guidance to the student as he/she begins academic course work toward their school counseling degree. The Academic Advisor closely monitors the student's progress. The first individual meeting between the student and the Academic Advisor is usually during his/her first semester of course work just prior to then registration process for the following semester. This meeting enables the student and the Academic Advisor to review the student's achievement in his/her first course(s) and to support the student as he/she moves forward into the next academic course(s).

Development of the student's Preliminary Program of Study (PPS) document, initially begun during the mandatory New Student **Counseling** Orientation Meeting, occurs at this time. The next meeting between the student and the **Counseling** Academic Advisor typically follows during the second semester of course work prior to registration for the following semester. At this time, the student is expected to be in the process of completing 9 to 15 credit hours of academic work. At this time, the Academic Advisor reviews with the student the criteria for degree candidate status. If the student is making progress as a degree candidate, then the



Academic Advisor guides the student in entering further courses, advises the student regarding the sequence of courses needed to complete the School Counseling program, and, if necessary, modifies the student's Program of Study document with the student. Any deviation from this Program of Study must be reviewed in advance by the Academic Advisor and/or by the Graduate Advisor for the department.

**Year 2:** Changes in the student's Program of Study must always be reviewed in advance by the Academic Advisor and/or by the Graduate Advisor who assists with any graduate school approval.

**Year 3:** During the student's third academic year, the student will usually apply for and, if approved, take the Practicum/Internship course(s). *It is significant to note that if a student is on a remediation plan, the student must meet the requirements as set forth by the remediation plan in order to receive approval for entering practicum (see Student Progress Review Definition).* Upon approval, the student will receive notification from the school counseling system with orientation and tutorial information to be read and viewed by the student. The student will follow the online approval process in collaboration with the school counseling clinical coordinator to solidify an internship site and site supervisor. The student will also work with the practicum and internship instructor of record, whose responsibility, among others, is to act as the student's instructor and faculty supervisor/mentor/advisor during the student's third academic year. The student and professor of record will establish a regular supervision meeting schedule and consultation plan with the student's field and site supervisor that meets the School Counseling Program's requirements for supervision during the Practicum/Internship.

### **Field Experience**

The School Counseling program field experience currently consists of a single practicum/internship course for the 48-hour degree plan and a practicum and two internships for the 60-hour program. These courses represent the formal clinical field experiences required by the program. Practicum and internship courses are offered during the Fall and Spring semesters. In these clinical courses, the primary focus is to gain field experiences in direct service (e.g., individual and group counseling) as well as to acquaint the student with a wide variety of other professional activities conducted in school settings. These courses should provide the student with a broad orientation to the developmental guidance aspects of the school counseling field, allow the student to learn how to interact with school personnel and school networks, initiate the student into a supervised counseling experience, and prepare the student for the more intensive professional experiences which follows.

These courses consist of a semester-long (approximately 15 weeks) field placement, at which time the student must complete a total of 700 supervised clock hours across the three courses (i.e., 100 hours Practicum; 300 hours for each Internship). As part of the 100-hour practicum, students must complete a minimum of 40 clock hours of direct service and 60 clock hours of non-direct service. As part of the 300-clock hour requirement for each internship, students must complete a minimum of 120 clock hours of direct service (i.e., client contact). The remaining 180 hours of Practicum may be completed in indirect counseling-related activities, including

supervision by the student's Field Supervisor as well as Site Supervisor, which is to consist of at least one hour per week of clinical supervision as well as three observations. Other non-direct activities include school functions such as school counseling meetings/ARD meetings, in-service training seminars, the school orientation process, paperwork (case notes, progress notes, record keeping, report writing), observation of school counseling work, interactions with school personnel, and networking. Supervision hours provided at UTEP (i.e., the practicum and internship class meetings also count toward non-direct clock hours). All Practicum experiences must take place in a School setting. For additional information pertaining to student responsibilities, see the course syllabus and/or School Counseling Practicum Handbook (or orientation).

## **Exiting the Program**

After completing the degree requirements and student review processes, the student must pass the TExES School Counselor Qualifying exam. Students must successfully pass this exam in order to register for and take the actual TExES School Counselor exam. This exam also serves the purpose of fulfilling the Comprehensive Exam requirement for graduation.

Once the student has passed the TExES School Counselor Qualifying exam., the student will be referred by the School Counseling Qualifying Exam Coordinator to the UTEP College of Education Program Coordinator. The coordinator will send a code to the student that will allow the student to register for the certification exam. Upon passing the TEA School Counselor certification exam, the second phase of the field experience for the student will be complete (the first phase is meeting the requirements of practicum/internship).

The final phase of the field experience or exiting the program will come after graduation. Once graduated and the graduate's degree is posted on his or her transcript, the graduate will apply for certification as a School Counselor. To complete this process, the graduate will need to provide copies of his or her teacher service record, teacher certification, and practicum/internship paperwork. These documents will be combined with a variety of other school documents to form the graduate's application for certification (as indicated by the UTEP College of Education Certification Officer). The University of Texas at El Paso College of Education will then make a recommendation for the graduate's certification to the State Board of Education Certification (SBEC), which will then issue the certification.

**School Counselor Certification Requirements in TEXAS:** In addition to the completion of the school counseling master's degree program, a student must also have the following:

1. Valid Texas Teaching Certificate.
2. Two years of classroom teaching experience in an accredited public, private, or parochial school approved by the Texas Educational Agency (TEA).  
Note: A Teaching Certificate is not required if the two years of experience is in an accredited private or parochial school
3. A passing score on the Texas Examination of Educator Standards (TExES) for School Counselors.

**Applying for Certification:** Upon successful completion of the school counseling program and satisfying all testing requirements, candidates must complete the certification process in order for the Texas Education Agency (TEA) to issue the appropriate educator certificate. Candidates must use their TEA Log-in (TEAL) username and password in order to complete the online application process. Forgotten usernames and passwords may be retrieved at [tealprod.tea.state.tx.us](https://tealprod.tea.state.tx.us).

Below are the steps to follow for the online application for the certification process:

- Visit <https://tealprod.tea.state.tx.us/>.
- Access the system using personal credentials.
- Click on the Educator hyperlink in the middle of the page.
- Select the standard certificate from the menu on the left of the page.
- Select The University of Texas at El Paso (University Based) under “entity.”
- Enter the certification field.
- Complete the application.
- Pay the required application and fingerprint fees and submit the application.

*For questions regarding the certification application process, students should refer to their practicum/internship instructor or school counseling program coordinator.*

**Notification of potential ineligibility for certification:** Any individual who has been convicted of an offense may be ineligible for issuance of a certificate upon completion of the Educator Preparation Program. For more information, please refer to the State Board of Educator Certification (SBEC) rules prescribed in §249.16. Individuals have the right to request a criminal history evaluation letter as provided in Chapter 227, Subchapter B (relating to Preliminary Evaluation of Certification Eligibility)

## Course Registration and Withdrawals

### Registration

Students must have approval (i.e., complete course clearance form) in order to register for courses. This is true for every course you take, every semester you are in the Counseling program. You must contact the administrative assistant for the department in order to secure approval to register. The permission to enroll generally takes two working days. After you are cleared for the class, **you then must register in Goldmine.**

Typically, registration for Spring classes will be available beginning in late October or early November. Registration for Summer and Fall classes will occur simultaneously, beginning in late March or early April. Approvals (clearances) for courses will begin about two weeks prior to the start of registration and will continue through the first week of the semester. Although this is the typical sequence, always see **UTEP Academic Calendar** to verify the registration schedule.

Course drop/adds are accepted during published registration and drop/add periods. Registration will usually be accomplished on line or in person during posted registration periods. Course clearances must be obtained from the department's administrative assistance. As the financial aspects of the program can vary over time, please refer to the university website in order to obtain all current information regarding tuition, fees, financial aid, and payment plans.

\*Please understand that classes may close quickly; therefore, we encourage you to register as quickly as possible. If you have a "hold" on registration, this needs to be addressed with the Registrar's Office. **The department cannot override or remove holds.**

### **Withdrawing From a Course**

Should you choose to terminate your attendance in a particular class after the drop/add deadline, you should officially withdraw from the class. Students may withdraw from a course without academic penalty prior to the course withdrawal deadline stated in the University Academic Calendar. Withdrawing from a course does not release a student from financial responsibility or obligation for the course. If you stop attending the class, it is your responsibility to withdraw from the course. You will not be automatically withdrawn from a course. Failure to withdraw before the withdrawal deadline results in a grade of "F." A grade of "W" is recorded on the student's record for official withdrawals.

## **SECTION THREE: ACADEMIC STANDARDS and EVALUATION PROCESS**

### **Criteria for Advancement**

All graduate students are expected to establish him/herself as a student in good standing who demonstrates the skills and aptitudes necessary to develop into a professional counselor. There are several criteria listed below that the student must meet in order to progress through the program successfully. These criteria are reviewed by the student's Academic Advisor and the Counseling faculty throughout the program. Failure to successfully meet these criteria will result in remediation and subject to additional review, suspension, and/or expulsion from the program.

1. **Academic Progress** – The student will have successfully completed academic courses and will have met criteria in the sequence specified by the program and identified on the student's Preliminary Program of Study (PPS), which is signed by the student and the Advisor for the department. A sample Program of Study form can be found in the Appendix of this handbook.
2. **Academic Success** – The student will have maintained a grade point average in all classes completed of at least 3.0 (i.e., B average) or higher based on specific course requirements.

3. **Interpersonal Skills and Personal Growth** – The student is expected to demonstrate effective interpersonal skills and commitment to personal growth, both of which are considered requisite to the counseling field. These skills include the ability to:

- Establish and maintain effectiveness in close interpersonal relationships, including functioning effectively with fellow students and faculty;
- Establish facilitative relationships that are open and adaptable with many different types of people, including being open and adaptable in relationships with fellow students, faculty, clients, and agency personnel;
- Demonstrate flexibility and openness to feedback and learning, including demonstrating self-awareness by being open to self-examination and commitment to personal growth;
- Demonstrate a positive attitude toward the learning process and toward fellow students, faculty, and staff; and
- Cope effectively with stressors precipitated by the academic and clinical expectations/requirements of the program and additional stressors such as jobs and family situations.

1. **Professional Behavior** – The student will have consistently demonstrated commitment to professionalism in all aspects of his/her student experience, including:

- **Ethical Behavior** – The student is expected to demonstrate awareness of and adherence to the ethical standards of the American School Counseling Association, American Counseling Association, and Texas Educator’s code of Ethics, both in field experiences (i.e., visits to practicum sites as part of a classroom assignment) and in the classroom. Each student is expected to demonstrate awareness of and concern for the ethical standards of *educators and counselors*. Ethical behavior will be monitored and assessed in several venues throughout the student’s academic career, including:
  - In the classroom, as evidenced by ethical conduct in issues concerning peer relationships and works of scholarship; and
  - In the community, as evidenced by ethical conduct at Practicum placements, including adherence to the employment policies of said schools and school districts.
  - Ethical standards school counselors abide by include:
    - i. *ASCA Ethical Standards for School Counselors*:  
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
    - ii. *2014 American Counseling Association Code of Ethics*:  
<https://www.counseling.org/knowledge-center/ethics>

- iii. *TEA Educators' Code of Ethics*: The Educators' Code of Ethics is set forth in the Texas Administrative Code to provide rules for standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community:  
<https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethics>

- **Professional Attitudes and Skills:** This is a professional program. Students, supervisors, and faculty should conduct themselves in a professional manner at all times with faculty, fellow students, college staff, and the staff with whom they will work at the agencies at which they will do their practicum and internship placements. The use of profanity and other forms of socially inappropriate behavior will not be tolerated. The Counseling Program expects proper regard for the professional status of faculty, supervisors, administrators, and fellow students. When conflicts arise, they should be handled with appropriate attention to the maintenance of dignity and respect for all parties involved. Students should conduct themselves in a manner becoming of a professional counselor.

After completion of 9 to 15 semester hours of credit, students will be evaluated based on the areas listed above. A less-than-satisfactory evaluation, based on any of the areas listed above, will result in the student receiving a remediation plan. If this occurs, a subsequent evaluation will take place. A satisfactory evaluation will result in the student ultimately being eligible for graduation. A less-than-satisfactory evaluation may result in suspension or expulsion from the Counseling Program.

### **Standards for Progressing Through the Program**

An aim of the Counseling Program is to produce highly knowledgeable, clinically competent, self-aware, and ethical professionals. Course grades reflect your performance in classes that are designed to increase your knowledge, refine your skills, enhance your self-awareness, and confirm your commitment to ethical behavior in the school counseling field.

#### **Grading Standards and Grade Appeals: Content Course Curriculum**

Grades in the School Counseling content curriculum will be based on your academic performance, as evidenced in a variety of ways, including tests, papers, presentations, skill performance, and class participation. Your classroom behavior, including professionalism, respect for others, and personal integrity, also influences your grades and/or standing in the program.

As indicated in the UTEP Graduate Catalog, if you believe that a course grade is inaccurate or that an instructor is not teaching the material in the syllabus, you first should discuss the problem with your instructor. If the issue is not resolved to your satisfaction, make an appointment to discuss it with your Faculty Advisor, the Counseling Program Coordinator, and/or the Department Chair. If the matter is still not resolved to your satisfaction, you may make an appeal

to the Dean of the College of Education. Formal grade appeals may also be submitted to the Faculty Senate Grievance Committee (See Dean of Student’s Office for additional information). **Note: If an issue or concern emerges during a course, try to address it immediately rather than waiting until the course is over.**

### **Grading Standards and Grade Appeals: Clinical Course Curriculum**

Grades in the Clinical Sequence will be based on your performance in Techniques of Counseling, Group Counseling, and Practicum. A primary aspect of the assessment of student performance during the Clinical Sequence is the student’s demonstration of competency in core counseling skills. Performance is also measured and assessed in a variety of other ways, including adherence to course requirements concerning hours spent at clinical sites, timely and accurate submission of paperwork associated with the clinical experience, the quality of the student’s written and oral presentations, and the quality of class participation.

Grades in the Practicum are calculated using the standard developed by the University of Texas System:

<b>Grade</b>	<b>Explanation</b>
S	<b>Satisfactory.</b> The student has met the expected standards of professionalism. This grade signifies acceptable performance in meeting the course objectives. Please see the narrative below for a comprehensive explanation.
P	<b>Course in Progress.</b> This grade has been used with the practicum and internships. However, “P” grades are changing and will only be allowed for theses and dissertations.
I	<b>Incomplete.</b> Extension granted to complete course work. Failure to complete course work within 12 months from the ending of the course results in a final grade of “U.” Please see the narrative below for a comprehensive explanation.
U	<b>Unsatisfactory.</b> The student has not met the minimum course requirements and/or has not been able to meet the Goals of a Mandatory Remediation Plan. Please see the narrative below for a comprehensive explanation.

A grade of “S” indicates that the Practicum/Internship student has met all of the requirements of that particular Clinical Sequence course, including:

1. The student has been approved for practicum and completed the necessary requirements for site and site supervisor approval as followed via the school counseling online portal.

2. The student has completed the time tracker and/or appropriately and accurately documented practicum/internship activities, tasks, and hours.
3. The student has submitted all end-of-practicum course forms, including field and site supervision forms.
4. The student has met the requirements of the Attendance Policy for all clinical courses.
5. The student has met the ethical standards of practice.
6. The student's Field and Site Supervisor has made no indication of less than Satisfactory performance of observation or evaluations.
7. The student has submitted all written work and made all required oral and written presentations, as described in the Syllabus for each course, in a timely and complete fashion. In addition, the written and oral work that is presented meets the developmentally appropriate clinical standard as defined by the Instructor in the course and described in the Course Syllabus.

A grade of “I” or “U” indicates that the Practicum student has failed to meet the clock hour requirements for the Practicum course. A grade of “I” indicates that the student has a specified period of time to complete the clock hour requirements. If the student fails to complete the clock hour requirements during the specified time, the grade of “I” will be changed to a “U.”

### **Attendance Policy**

The experiential nature of many Counseling Program courses makes student participation essential (*in-person, online, or virtual*). Classes normally meet once a week, between two and one half and five hours or longer, if offered in a weekend modular format. Personal growth, professionalism, and skill development are addressed and assessed through class participation. For these reasons, attendance is mandatory for all classes. If a student is unable to attend a class, it is the responsibility of the student to inform the instructor, prior to the class, if possible, of the reason(s) for the absence and to make arrangements to obtain notes, handouts, and assignments from class. The instructor may use his/her discretion to excuse the absence without penalty. At the discretion of the instructor and/or the Counseling Program Coordinator, the final letter grade of the student may be lowered as a response to an unexcused absence or series of absences. If, in the judgment of the instructor and/or the Counseling Program Coordinator, a student's attendance record indicates that the student will be unable to master the knowledge and skills presented in the course, the student will be advised to withdraw from the class without receiving academic credit or risk failing the class.

### **APA Writing Standards**

Students in the Counseling program are expected to write well. Good written communication skills are at the core of the counseling process, and writing is a form of communication used extensively in the counseling profession. Program faculty will help students learn to write clear, thoughtful, substantive, well-organized scholarly papers and reports using APA format—as described in the latest edition of the *Publication Manual of the American Psychological Association (current edition)*. Clear writing reflects clear thinking, and clear, organized writing is one way to demonstrate and refine good critical thinking skills.



Students are expected to enter the program with satisfactory writing skills and to seek assistance from appropriate sources (e.g., a tutor trained to teach writing skills, undergraduate coursework available at the university, etc.) when needed. Faculty members, in general, tend to provide extensive feedback on written work and sometimes offer students an opportunity to rewrite certain assignments. It is hoped that students will become excellent writers by the time they graduate, and writing assignments and feedback are designed, in part, to fulfill this goal. The writing skills of all students are assessed upon entering the program, and if indicated, recommendations are given to seek assistance to improve their writing. In addition, it is necessary that all accepted students acquire a copy of the APA Publication Manual and read the first two chapters before beginning their coursework in counseling. This book is an invaluable aid in guiding the graduate student in writing academically appropriate papers.

## **Academic Integrity**

Students in the Counseling Program at the University of Texas at El Paso are expected to be honest and forthright in their academic pursuits, including the completion of examinations and the production of written documents. Plagiarism (whether intentional or not) is the inclusion of someone else's words, ideas, or data as one's own. When a student submits work that includes the words, ideas, or data of another, the source of that information must be acknowledged through complete, accurate, and specific references, and if verbatim statements (i.e., word for word) are included, they must be in quotation marks. When the student places his or her name on submitted work, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers published and unpublished sources.

***Foundational Values Regarding Academic Integrity:*** 1) Honesty/Truthfulness; 2) Trust/Confidence that Values will be Upheld; 3) Fairness and Equity of Treatment; 4) Respect for Others and Their Ideas/Opinions; 5) Responsibility/Accountability

***UTEP Handbook of Operating Procedures*** (<https://www.utep.edu/hoop/>): Academic dishonesty includes committing (or attempting to commit): the following:

Plagiarism – taking credit for work that is not your own (e.g., copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to the original author, or submitting work from another course without prior permission).

Cheating – includes copying another student's work during an exam; using notes, books, or electronic devices during exams without prior permission; taking an exam for another student; and communicating with or helping another student during an exam.

Collusion – any collaboration with another student without the permission of the instructor

**Any Instances of academic dishonesty or professional misconduct will be reported to the Dean of Students office.**

Students are urged to consult with individual faculty members, program administrators, and/or the UTEP handbook of operating procedures if they are uncertain as to what constitutes plagiarism and how to avoid it.

### **Retention and Review Policy**

The Counseling Programs are committed to assisting students to achieve their goals while in the program. The retention and review policy is not the same as the student progress review (see definition section for distinctions). The Retention and Review Policy of the Program is designed to ensure that a student's failure to meet the academic, personal, interpersonal, and professional expectations necessary to be a successful counselor is addressed in a timely and coherent fashion.

When a faculty member observes a student's inability to adhere to the standards of academic, personal, interpersonal, and professional expectations, the faculty member is required to meet with the student in question, express the specific concern(s) to the student, and seek to establish a mutually agreed upon informal plan to resolve the situation before more action is required.

The formal Retention and Review Intervention Process will be initiated upon one of two conditions:

1. The faculty member and student are unable to agree upon an informal plan to resolve the situation; or
2. The faculty member observes continued difficulty on the part of the student to adhere to the standards despite the institution of the informal plan.

In either case described above, the faculty member in question is required to consult with the Counseling Program Coordinator concerning the student's difficulty. A Retention and Review Intervention Process will only be initiated with the agreement of the Counseling Program Coordinator. If the Counseling Program Coordinator and faculty member decide to initiate the Retention and Review Intervention process, the student will be notified in writing in a timely fashion and directed to respond to the Counseling Program Coordinator. If more than one faculty member has approached the Counseling Program Coordinator with these concerns, the Counseling Program Coordinator will designate which faculty member will have primary responsibility for the Retention and Review Intervention Process. The faculty member or designated will consult with any other faculty member with similar concerns throughout the Retention and Review Intervention process.

The steps in the Retention and Review Intervention process are as follows:

#### **Step One: Consultation**

The faculty member will seek consultation with the Counseling Program Coordinator concerning the student's ongoing difficulty. The Counseling Program Coordinator will assist the faculty member in the development of a Corrective Action Plan.

## **Step Two: Corrective Action Plan**

In consultation with the Counseling Program Coordinator, the faculty member will develop a written plan (“Corrective Action Plan”) that specifies goals (areas of difficulty targeted for improvement), objectives (required activities on the part of the student), interventions (required activities on the part of the faculty member meant to facilitate the student’s progress), and outcomes (observable behaviors that indicate attainment of the goal(s) assigned to the student in the Corrective Action Plan). The Corrective Action Plan will include a timeframe, usually no longer than sixty (60) days, for its successful completion by the student. The Corrective Action Plan will be reviewed by the Counseling Program Coordinator for approval and then distributed to the student. In certain cases, a Student Progress Review’s remediation plan may serve as a Retention and Review Policy’s (RRP) Corrective Action Plan (see definition section: student progress review).

## **Step Three: Corrective Action Plan Review**

Upon completion of the time frame specified in the Correction Action Plan, the faculty member will meet with the Student to review his/her progress. If all goals in the Corrective Action Plan have been met, the faculty member, with approval from the Counseling Program Coordinator, should discharge the Student from the Retention and Review Intervention process.

If the Student has not demonstrated sufficient progress toward the goal(s) of the Corrective Action Plan, then the faculty member must consult with the Counseling Program Coordinator prior to advising the student of his/her failure to achieve these goals. The Counseling Program Coordinator may direct the faculty member to extend the timeframe of the Corrective Action Plan, modify the goals, objectives, interventions, and/or outcomes of the Corrective Action Plan (if the timeframe has been extended), or initiate a Retention Review Hearing (Step Four).

## **Step Four: Retention Review Hearing**

The purpose of the Retention Review Hearing is to determine if the student’s failure to achieve the goal(s) in the Corrective Action Plan warrants further actions, including either the discharge of the student from further Corrective Actions, the creation of another Corrective Action Plan, or termination of the student from the Counseling Program. The Retention Review Hearing shall be conducted by a Retention Review Committee, which shall consist of a minimum of three members, including the Counseling Program Coordinator, a Counseling faculty member, and a designee assigned from other faculty within or outside the College of Education by the Dean or the chair of the department. Additional Counseling faculty may be assigned to the Retention Review Committee as deemed necessary.

During the Retention Review Hearing, the Counseling Retention Review Committee will review the student’s academic performance, interpersonal skills and commitment to personal growth, and ethical behavior and will determine the student’s status in the program. The student will

attend the hearing and be provided the opportunity to present any appropriate information specific to the situation which led to the Retention Review Intervention Process. The faculty member will also have an opportunity to elaborate on the nature of the concern and the Student's progress on the Corrective Action Plan instituted in Step Three.

After the concerned faculty member and the student have been heard by the Counseling Retention Review Committee, a decision will be made, which may include one of the following:

- a. The concerns raised by the faculty member do not warrant further action, and the student will be allowed to continue in the program without restriction.
- b. The student will be placed on "Professional Probation" with specific requirements established for remediation. Procedures will also be specified for progress to be monitored by the concerned faculty member, the student's Academic Advisor, and the Counseling Program Coordinator. The Counseling Retention Review Committee will also decide if and or when the student may be removed from "Professional Probation." While on "Professional Probation," the student will not be allowed to enroll in the Practicum and internship courses but may be enrolled in other courses upon requesting and receiving permission to do so from the Counseling Program Coordinator.
- c. The student may be terminated from the Counseling Program and may not enroll in further Counseling courses.

After the Counseling Retention Review Committee makes a determination, the student will be informed of the decision through written communication within ten days of the committee meeting.

The student may appeal the Counseling Retention Review Committee's decision to the chair of the department. Such appeal must be in writing and must be postmarked no more than thirty (30) days following the date of the written notification of the decision from the Retention Review Committee

**Please note that this Retention and Review Policy is not intended to replace or supersede actions that may be taken against a student by the University of Texas at El Paso, for unsatisfactory academic progress or for violations of the student code of conduct, by the Academic Review Committee or the Student Disciplinary Committee, respectively.**

## SECTION FOUR: PERSONAL GROWTH STANDARDS

### Ongoing Evaluation by Faculty

As described in the Academic Standards section of this handbook, in order for the student to progress to Practicum and Internship, he/she must meet the academic, interpersonal and personal growth, and professional standards established by the Counseling programs. It is the responsibility of each faculty member to assess students in every course according to these standards. If a faculty member has evidence that a student has failed to meet these standards while taking a course, the faculty member is required to submit documentation that makes clear the student's failings in any one or more of the criteria for student advancement. To assist faculty with documentation, a faculty member may submit any of the forms in the appendix (e.g., the **Student Evaluation Form, Peer Group Feedback Form data**) to the Counseling Program Coordinator for the specialty in which the student is enrolled (e.g., school, mental health, rehabilitation). Student Evaluation Forms submitted by a faculty member are reviewed by the Counseling Program Coordinator and the student's Academic Advisor, who will discuss any problems that have been noted during advisement sessions.

Personal growth is particularly important to the development of the student's counseling skills and attitudes, and it is assessed according to several criteria, beginning with the quality of interaction between the student and his/her peers and with the instructor. Students in the Counseling Programs are expected to demonstrate openness and adaptability in their relationships with fellow students, faculty, and, when in the Practicum phase of their education, clients, and agency or institutional personnel. Furthermore, many of the assignments in the Counseling Program require the demonstration of self-awareness through self-examination and demonstrable commitment to personal growth. Faculty members are encouraged to observe whether a student's attitude toward the learning process, fellow students, faculty, and staff is positive and appropriate. Finally, it is imperative that each student demonstrate the capacity to cope with the stressors presented by the expectations of the Counseling Programs, including the academic requirements, the demands of the Practicum period, and the student's life stressors, such as job status and family situations.

Over and above these written and established norms of interpersonal behavior and personal growth, students in the Counseling Programs make a commitment to integrity and honesty by creating an atmosphere of open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. From the outset of the student's experience in the Counseling Program, he/she makes a commitment to incorporate the values of counseling as articulated by the Code of Ethics of the American Counseling Association (ACA), American School Counseling Association, and Texas Education Agency Educators' Code of Ethics. All students are required to read this Code of Ethics prior to their first classroom experience. In a program committed to human development through humanistic, person-centered principles, it is imperative that students demonstrate these values and principles in all of their activities and interpersonal actions.

## **Evaluation During Practicum and Internships**

The Practicum and internship experiences are a period of intense personal growth calling for more specific standards. During these periods, the student is evaluated by the Counseling faculty, field supervisor, and student's site supervisors. Students are evaluated according to the following personal growth criteria:

1. The ability to accurately understand the basic motivations of oneself and others. When personal growth in this area is exemplary, the individual's understanding of self and others demonstrates deep insight into one's own and others' motivations.
2. The ability to consistently demonstrate emotional sensitivity to the needs of oneself and others. When personal growth in this area is exemplary, the individual's level of emotional sensitivity leads to the ability to become interpersonally facilitative in a demonstrable manner.
3. The ability to respond to others, including faculty, students, college staff, school staff, and students in an interpersonally effective manner. When personal growth in this area is exemplary, the individual's level of behavioral responsiveness is maintained despite elevated levels of stress in the interpersonal environment.
4. The ability to consistently display professional levels of functioning within the classroom and the placement school as demonstrated by adherence to the administrative demands of practicum coursework and school district policies, including documentation and recordkeeping. When personal growth in this area is exemplary, the individual's level of professionalism has led to instances of professional leadership within a school setting while still performing as a student-intern.
5. The ability to function effectively without excessive need for clinical supervision, whether in a group or individual setting, during one's practicum period. When personal growth in this area is exemplary, the individual functions with minimal need for clinical supervision.

## **Policy Regarding Personal Therapy**

The Counseling Program highly recommends that students experience professional mental health counseling as part of their educational process. As part of our commitment to human growth and development, professional counselors must first address their own personal issues so that they will not interfere with the emotionally demanding process of interpersonal therapy. The experience of personal counseling/therapy is highly recommended as a vehicle to assure competent and ethical practice.

Students seeking a therapeutic relationship are encouraged to consult with a trusted faculty member for help in locating a qualified professional. Mental health professionals who are qualified to provide therapy must be trained and credentialed in an appropriate counseling and psychotherapeutic discipline. Examples of qualified therapist credentials include Licensed Professional Counselors, Licensed Psychologists, Licensed Clinical Social Workers, Licensed Marriage and Family Therapists, and Licensed Psychiatrists. The University of Texas at El Paso has a Counseling Center that is available to

all students enrolled in the university. Students should contact their Academic Advisor or the Counseling Program Director for more information.

## **Non-Discrimination Policy**

***(For the most up-to-date information, see “Chapter 1: Equal Opportunity/ Non- Discrimination/ Non-Retaliation Policy” at the following link: <https://www.utep.edu/hoop/section-6/ch-1.html> )***

It is the policy of the University of Texas at El Paso not to discriminate on the basis of sex, disability, race, age, color, religion, national or ethnic origin, marital status, or sexual orientation in its educational programs, admission policies, employment practices, financial aid, or other school-administered programs. This policy is enforced by federal law under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

The University of Texas at El Paso actively supports the rights of students with disabilities to have equal access to education. The University of Texas at El Paso makes every reasonable effort to accommodate the needs of students with disabilities.

Students who have a disability are asked to notify the Center for Academic Student Services (CASS) as soon as possible and prior to registration. Early notification prevents delays in the initiation of services and ensures students’ access to educational activities.

Students with disabilities that affect learning, including but not limited to Learning Disabilities (LD) and Attention Deficit Disorder (ADD), are required to provide the office with recent documentation from diagnostic testing. The Center for Academic Student Services, after consulting with the student, will prepare an accommodation plan that will authorize services for the student and inform the appropriate offices on campus.

## **Sexual Harassment Policy**

***(For the most up-to-date information, see “Chapter 3: Sexual Misconduct” at the following link: <https://www.utep.edu/hoop/section-6/ch-3.html>)***

The University of Texas at El Paso is committed to providing a working, educational, and social environment for all members of our University community, including all faculty, staff, and students, that is free from sexual harassment. Sexual harassment in any form is unacceptable behavior and will not be tolerated. It is a form of misconduct that undermines the institutional mission of the university. Sexual harassment may be defined as unwelcome advances, requests for sexual favors, other verbal or physical conduct, written communication, or printed materials of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational experience;
2. Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting such individual; and/or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work, academic performance, or participation in co-curricular activities or creating an intimidating, hostile, or offensive working, learning, or social environment.

Sexual harassment can take many forms, and the determination of what constitutes sexual harassment will vary according to the particular circumstances. Sexual harassment may be described generally as unwelcome sexual behavior that a reasonable person would find offensive and that adversely affects the working or learning environment.

In order to promote and uphold the university's commitment to a harassment-free environment, it is the responsibility of all members of the university community to report alleged violations of this policy to the appropriate university official. Allegations involving a faculty or staff member should be reported to the Vice President of Academic Affairs or the Office of Institutional Compliance. Allegations against a student should be reported to the Office of Institutional Compliance. Investigations will be conducted as promptly and in as confidential a manner as possible. Anyone who retaliates against any individual making complaints of sexual harassment or anyone making a false or malicious charge against a member of the community is in violation of this policy and will be subject to sanctions accordingly.



## **SECTION FIVE: TEXAS EDUCATION AGENCY ACCREDITATION**

### **The Texas Education Agency (TEA)**

In professional education, state accreditation of educators is a mandatory process of governmental review of educational institutions and professional education preparation programs. Application for accreditation as an educator is evidence of an attitude and philosophy of excellence in educator preparation.

The two major types of higher education accreditation in the United States are known as institutional and specialized accreditation. Institutional accreditation is granted by regional and national accrediting commissions that look at entire institutions such as universities or colleges. Specialized accreditation is awarded to professional educator preparation programs that are under the jurisdiction of the Texas Education Agency (TEA), offering the training of educators. The University of Texas at El Paso has regional accreditation and is recognized by TEA as the only institution of higher education in Region 19 that can recommend an educator for certification.

### **TEA Accreditation is Both a Process and a Condition**

The process, or the act of accrediting, entails assessing a program's quality and its continual enhancement of operations through compliance with specified professional education standards. This process uses both self-assessment and TEA assessment to determine how well professional standards are being met. The condition, or the state of being accredited, provides a credential to those in public education that attests to the fact that a program has been accepted and is fulfilling its commitment to professional educational standards.

TEA accreditation contributes to the unity of the school counseling profession by bringing together practitioners, teachers, and students in the vital activity of setting standards for the preparation and education of entry-level school counseling professionals and of continually improving professional preparation, educational research, scholarship, and practice.

TEA accreditation provides reasonable assurance of a quality educator preparation program that prepares professional educators. Input from the profession to develop and modify standards ensures that the educational requirements reflect the current training needs of the education profession.

TEA accreditation provides assurance that accredited programs "measure up" to educator preparation standards of professional education. Thus, state accreditation bodies are reasonably assured that programs accredited by TEA provide quality education in preparation for school counselor credentialing, which includes state certification as a School Counselor.

TEA accreditation provides recognition that the content and quality of the education offered by an accredited program has been evaluated extensively and meets standards established by and for professional education. The student, as a consumer, can be reasonably assured that appropriate knowledge and skills areas will be included in the course of study that is necessary for entry into the school counseling field. The student, as a consumer, can also be reasonably assured that the program is

financially stable. A secondary effect is the protection of students receiving school counseling services provided by the graduates of a TEA-accredited program. These students benefit from the appropriate training of the school counselor entering the field. For more information about TEA, please go to their website:

<http://tea.texas.gov>

## APPENDIX

### Definitions of Roles

1. **Adjunct Faculty:** Qualified instructors who teach within the counseling program to the standards and competencies that are specific to each course.
2. **Administrative Assistant:** Supports the Department of Educational Psychology and Special Services with administrative duties.
3. **Comprehensive Exam Coordinator:** Supports the counseling program through the coordination, scheduling, and dissemination of results of the comprehensive exam each semester.
4. **Counseling Admissions Coordinator:** The counseling admissions coordinator supports the program during the entirety of the admission cycle.
5. **Department Chair:** The purpose of this position is to manage the operations of an academic department consisting of the programs within the department.
6. **Diversity Officer:** Supports students and faculty in promoting a culture of diversity, equity, and inclusion within the program
7. **Graduate Assistant;** A graduate student who works under the supervision of an assigned faculty member in order to support the program in areas that can include teaching and research needs.
8. **Graduate Advisor:** The graduate advisor addresses academic matters affecting graduate students and their academic programs. In general, a graduate advisor acts as a liaison between students and the graduate school (e.g., contacts potential students, signs off on graduation applications, etc.). The graduate advisor is the first source of academic information and provides assistance with general information regarding the graduate programs housed within the department.
9. **Mental Health Counseling Advisors:** Students are assigned an advisor (currently by last name) after the initial advising session during the Mandatory New Student Orientation. Students are encouraged to reach out (by email, online, or in person) to their assigned advisor each semester before registration in order to review their plan of study.

## 10. Mental Health Clinical Coordinator:

- Respond to inquiries about and inform students regarding the Mental Health Counseling Program's practicum/internship expectations and application procedures.
- Accept and review applications from students for placement at practicum/internship sites.
- Review criminal background check reports prior to assigning students to sites.
- Seek out and negotiate placements with agencies.
- Inform agency supervisors of the Mental Health Counseling Program policies and procedures regarding practicum/internship placements and supervision expectations.
- Establish liaisons with sites and site supervisors.
- Intervene with supervisors on behalf of students when needed.
- Suggest and implement relevant clinical training policies and procedures to meet CACREP standards and program goals/objectives.
- Develop and disseminate, and retrieve forms to evaluate practicum/internship students, supervisors, and sites.
- Inform group supervisors (e.g., full-time and adjunct faculty) of the Counseling Program policies and procedures regarding practicum/internship placements and supervision expectations.
- Maintain and update the practicum/internship handbooks for students and supervisors.
- Develop and offer supervisor training workshops.

## 11. Mental Health Program Coordinator:

*In collaboration, as reasonable, with the School and Rehab Counseling Program Coordinator:*

- Schedule and lead meetings of the Counseling Program. These meetings shall be at least once a month.
- Develop and submit schedules for courses to the Department Chair for approval.
- Recommend budget expenditures to the Department Chair.
- Assign a faculty member to respond to inquiries from persons interested in the Mental Health Counseling Program.
- Recommend to the Department Chair a faculty member to oversee the clinical course sequence and act as the Mental Health Clinical Coordinator (*if one cannot be assigned*).
- Recommend to the Department Chair part-time adjunct faculty.
- Mentor untenured faculty members in scholarship and teaching.
- Work with coordinators of other academic programs housed in the department.
- Oversee the Student Learning Outcomes data collection, analysis, and review processes, including administration of the CPCE (*if this role cannot be assigned – CPCE Coordinator*).
- Convene meetings of the program advisory committee.
- Oversee distribution, retrieval, and analysis of alumni surveys, supervisor surveys, and employer surveys.
- Facilitate annual program review.
- Prepare and post reports of annual program reviews.
- Appoint and oversee the CACREP liaison.

- Maintain and update the student handbook.
- Represent the program in campus and community forums.

**12. Rehabilitation Counselor Advisors:** Students are assigned an advisor (currently by last name) after the initial advising session during the Mandatory New Student Orientation. Students are encouraged to reach out (by email, online, or in person) to their assigned advisor each semester before registration in order to review their plan of study.

**13. Rehabilitation Clinical Coordinator:**

- Respond to inquiries about and inform students regarding the Rehabilitation Counseling Program's practicum/internship expectations and application procedures.
- Accept and review applications from students for placement at practicum/internship sites.
- Review criminal background check reports prior to assigning students to sites.
- Seek out and negotiate placements with agencies.
- Inform agency supervisors of the Rehabilitation Counseling Program policies and procedures regarding practicum/internship placements and supervision expectations.
- Establish liaisons with sites and site supervisors.
- Intervene with supervisors on behalf of students when needed.
- Suggest and implement relevant clinical training policies and procedures to meet CACREP standards and program goals/objectives.
- Develop and disseminate, and retrieve forms to evaluate practicum/internship students, supervisors, and sites.
- Inform group supervisors (e.g., full-time and adjunct faculty) of the Counseling Program policies and procedures regarding practicum/internship placements and supervision expectations.
- Maintain and update the practicum/internship handbooks for students and supervisors.
- Develop and offer supervisor training workshops.

**14. Rehabilitation Program Coordinator:**

*In collaboration, as reasonable, with the School and Mental Health Counseling Program Coordinator:*

- Schedule and lead meetings of the Counseling Program. These meetings shall be at least once a month.
- Develop and submit schedules for courses to the Department Chair for approval.
- Recommend budget expenditures to the Department Chair.
- Assign a faculty member to respond to inquiries from persons interested in the Rehabilitation Counseling Program.
- Recommend to the Department Chair a faculty member to oversee the clinical course sequence and act as the Rehabilitation Clinical Coordinator (*if one cannot be assigned*).
- Recommend to the Department Chair part-time adjunct faculty.
- Mentor untenured faculty members in scholarship and teaching.
- Work with coordinators of other academic programs housed in the department.

- Oversee the Student Learning Outcomes data collection, analysis, and review processes, including administration of the CPCE (*if this role cannot be assigned – CPCE Coordinator*).
- Convene meetings of the program advisory committee.
- Oversee distribution, retrieval, and analysis of alumni surveys, supervisor surveys, and employer surveys.
- Facilitate annual program review.
- Prepare and post reports of annual program reviews.
- Appoint and oversee the CACREP liaison.
- Maintain and update the student handbook.
- Represent the program in campus and community forums.

**15. School Counseling Advisors:** Students are assigned an advisor (by last name) after the initial advising session during the Mandatory New Student Orientation. Students are encouraged to reach out (by email, online, or in person) to their assigned advisor each semester before registration in order to review their plan of study.

**16. School Counseling Clinical Coordinator:**

- Respond to inquiries about and inform students regarding the School Counseling Program’s practicum/internship expectations and application procedures.
- Accept and review applications from students for placement at practicum/internship sites.
- Inform interns of school district criminal background check reports prior to assignment of the intern site.
- Seek out and negotiate placements with schools and school districts.
- Inform school site supervisors and field supervisors of the School Counseling Program policies and procedures regarding practicum/internship placements and supervision expectations.
- Establish liaisons with sites, site supervisors, and field supervisors.
- Intervene with supervisors on behalf of students when needed.
- Suggest and implement relevant clinical training policies and procedures to meet TEA as well as CACREP standards and program goals/objectives.
- Develop and disseminate, and retrieve forms to evaluate practicum/internship students, supervisors, and sites.
- Inform group supervisors (e.g., full-time and adjunct faculty) of the Counseling Program policies and procedures regarding practicum/internship placements and supervision expectations.
- Maintain and update the practicum/internship handbooks for students and supervisors.
- Develop and offer supervisor training workshops.

**17. School Counseling Program Coordinator:**

*In collaboration, as reasonable, with the Mental Health and Rehab Counseling Program Coordinators:*

- Schedule and lead meetings of the Counseling Program. These meetings shall be held at least once a month.
- Develop and submit schedules for courses to the Department Chair for approval.
- Recommend budget expenditures to the Department Chair.

- Assign a faculty member to respond to inquiries from persons interested in the School Counseling Program.
- Recommend to the Department Chair a faculty member to oversee the clinical course sequence and act as the Mental Health Clinical Coordinator (*if one cannot be assigned*).
- Recommend to the Department Chair part-time adjunct faculty.
- Mentor untenured faculty members in scholarship and teaching.
- Work with coordinators of other academic programs housed in the department.
- Oversee the Student Learning Outcomes data collection, analysis, and review process, including administration of the School Counseling Qualifying Exam (*if this role cannot be assigned – Qualifying Exam Coordinator*).
- Coordinate and meet with program advisory committee members.
- Appoint and oversee the TEA and CACREP liaison (serve in the role *if this role cannot be assigned*).
- Maintain and update the faculty handbook and student handbook.
- Represent the program in campus and community forums.

**18. Teaching Assistants:** A graduate student who works under the supervision of an assigned faculty member in order to support the program in areas that can include teaching and research needs.

**19. Definition of School Counselor:**

The American School Counseling Association (ASCA) defines school counselors as highly educated, professionally certified individuals who help students succeed in school and plan their careers. An integral part of the total education system, school counselors help students form healthy goals, mindsets, and behaviors. With the aid of a school counselor, students learn to develop effective collaboration and cooperation skills, practice perseverance, develop time management and study skills, and learn self-motivation and self-direction habits.

**20. Student Progress Review Process (*A point-in-time review process*):**

Making Progress: **Counseling** Faculty convene to discuss student progress based on certain criteria (see “criteria for advancement” section) at three different times during a student’s progress to graduation: 1. After successful completion of each student’s first two semesters (approximately 9 to 15 semester credit hours), faculty will review the student’s progress toward the completion of the plan of studies. If the student is not making the expected progress, a remediation plan will be developed and enacted. 2. After a student has completed 15–40 semester credit hours (except for practicum and internships) and applied for a practicum course, faculty will review dispositions for the student to determine the student’s preparation for the practicum. If remediation is needed, a remediation plan is developed. 3. During a student’s last internship, faculty will review the student’s progress one last time to assess whether the student has met all program milestones and graduation requirements. If remediation is needed, a remediation plan is developed.

Remediation plan: After a review, if the faculty agrees that a student is not meeting expectations based on certain criteria (see the “criteria for advancement” section), the faculty assists the student’s advisor with ideas for a constructive plan to support the student’s progress in the program. The advisor then meets with the student to review the ideas and, in collaboration with the student, decide on the final constructive plan or remediation plan to help the student meet expectations. Depending

on how severely the student's progress falls short of expectations, a remediation plan may serve as a Retention and Review Policy's (RRP—see the definition below) Corrective Action Plan. Therefore, if faculty concerns about the student's progress escalate beyond the parameters of a remediation plan, the Counseling Program Coordinator, in consultation with faculty, may move the student's case forward to step four of the RRP process (see the Retention and Review Policy section).

## **21. Student Retention and Review Process:**

Although the student progress review (see the previous definition) documentation may be included in a retention and review process, the retention and review policy (RRP) is not the same as the student progress review. A primary difference is that the student progress review happens at three distinct times (i.e., point-in-time) over the course of a student's educational journey in a counseling program, and the RRP may happen at any time during the student's tenure as a student or up to graduation. The RRP is relevant when a student is struggling to meet the academic, personal, interpersonal, and professional expectations to such an extent that there is a need to address the situation before the time for a standard designated period for student progress review or beyond the extent of a basic remediation plan as a result of a student progress review. The RRP is a four-step process that is initiated by a faculty member. For more information about initiation and steps in the process, see the Retention and Review Policy section.

### **Forms**

- Program of Study Advising Form
- Student Evaluation Form
- Student Progress Review Form
- Faculty Contact Information
- School Counseling Student Handbook Receipt Form
- Practicum/Internship Information Receipt Form

*\*Hardcopy forms are provided as a guide; however, forms are subject to change in format (e.g., electronic fillable forms, online forms, computer platforms, etc.).*



**School Counseling Program  
48-hour Advising Form\***

**Name:** \_\_\_\_\_  
**Advisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**TERM**

**Prerequisite (may be taken with coursework)**

\_\_\_\_\_ SPED 5320 Historical/Legal Basis of Special Education

**Foundational Requirements (18 semester hours)**

\_\_\_\_\_ EDPC 5317 Human Growth and Development  
\_\_\_\_\_ EDPC 5320 Lifestyle and Career Development  
\_\_\_\_\_ EDPC 5321 School Counseling  
\_\_\_\_\_ EDPC 5324 Ethical, Legal, and Professional Issues in Counseling  
\_\_\_\_\_ EDPC 5341 Theories of Counseling  
\_\_\_\_\_ EDPC 5346 Counseling Multicultural and Diverse Populations

**Advanced Requirements (21 semester hours)**

\_\_\_\_\_ EDPC 5332 Program Evaluation in School Counseling (5321)  
\_\_\_\_\_ EDPC 5333 Crisis Counseling  
\_\_\_\_\_ EDPC 5338 Group Counseling (5317, 5339, 5341)  
\_\_\_\_\_ EDPC 5339 Techniques of Counseling (5341 and additional 9 credits)  
\_\_\_\_\_ EDPC 5345 Abnormal Human Development  
\_\_\_\_\_ EDPC 5362 Counseling Children, Adolescents, and Their Families (5317, 5341)  
\_\_\_\_\_ EDPC 5368 Play Therapy (5317, 5341, 5362)

**Related Area (6 semester hours)**

\_\_\_\_\_ EDPC 5310 Applied Research Design for Educators  
\_\_\_\_\_ EDPC 5335 Principles of Appraisal and Assessment (5317, 5341, 5345, 5346)

**Clinical Sequence (3 semester hours)**

\_\_\_\_\_ EDPC 5369 Practicum in School Counseling (Completion of 36 credits including all foundational coursework and EDPC 5338)

**Total: 48 semester hours (51 hours including prerequisite)**

**Comprehensive Examination: During the final semester of coursework.**

**\*Prerequisites in ( )**



## Worksheet by Year in Program

	Class 1	Class 2	Class 3	Class 4	Class 5
<b>Year 1</b>					
Fall __					
Spring __					
Summer __					
<b>Year 2</b>					
Fall __					
Spring __					
Summer __					
<b>Year 3</b>					
Fall __					
Spring __					
Summer __					
<b>Year 4</b>					
Fall __					
Spring __					
Summer __					
<b>Year 5</b>					
Fall __					
Spring __					
Summer __					



**School Counseling Program  
60-hour Advising Form\***

**Name:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**TERM**

**Foundational Requirements (18 semester hours)**

- \_\_\_\_\_ EDPC 5317 Human Growth and Development
- \_\_\_\_\_ EDPC 5320 Lifestyle and Career Development
- \_\_\_\_\_ EDPC 5321 School Counseling
- \_\_\_\_\_ EDPC 5324 Ethical, Legal, and Professional Issues in Counseling
- \_\_\_\_\_ EDPC 5341 Theories of Counseling
- \_\_\_\_\_ EDPC 5346 Counseling Multicultural and Diverse Populations

**Advanced Requirements (24 semester hours)**

- \_\_\_\_\_ EDPC 5323 School Counselor Leadership & Consultation (5321)
- \_\_\_\_\_ EDPC 5332 Program Evaluation in School Counseling (5321)
- \_\_\_\_\_ EDPC 5333 Crisis Counseling
- \_\_\_\_\_ EDPC 5338 Group Counseling (5317, 5339, 5341)
- \_\_\_\_\_ EDPC 5339 Techniques of Counseling (5341 and additional 9 credits)
- \_\_\_\_\_ EDPC 5345 Abnormal Human Development
- \_\_\_\_\_ EDPC 5362 Counseling Children, Adolescents, and Their Families (5317, 5341)
- \_\_\_\_\_ EDPC 5368 Play Therapy (5317, 5341, 5362)

**Specialization Electives (3 semester hours)**

- \_\_\_\_\_ EDPC 5331 School Counseling College Admission (EDPC 5320)
- \_\_\_\_\_ EDPC 5320 Special Education-Historical Legal Basis
- \_\_\_\_\_ EDPC 5347 Addictions Counseling
- \_\_\_\_\_ EDPC 5349 Cognitive/Behavioral Therapies
- \_\_\_\_\_ REHC 5320 Medical Aspects of Disability
- \_\_\_\_\_ REHC 5330 Psychosocial Aspects of Disability
- \_\_\_\_\_ TED 5302 Manage Student-Centered Classroom

**Related Area (6 semester hours)**

- \_\_\_\_\_ EDPC 5310 Applied Research Design for Educators
- \_\_\_\_\_ EDPC 5335 Principles of Appraisal and Assessment (5317, 5341, 5345, 5346)

**Clinical Sequence (9 semester hours)**

- \_\_\_\_\_ EDPC 5369 Practicum in School Counseling (5321, 5324, 5332, 5338, 5339 and completion of additional 36 credits)
- \_\_\_\_\_ EDPC 5376 Practicum in School Counseling (EDPC 5369)
- \_\_\_\_\_ EDPC 5369 Practicum in School Counseling (EDPC 5377; \*successfully met Qualifying Exam requirement)

**Total: 60 semester hours**

**Comprehensive Examination: During Practicum course.**

**\*Prerequisites in ( )**

## Worksheet by Year in Program

	Class 1	Class 2	Class 3	Class 4	Class 5
<b>Year 1</b>					
Fall __					
Spring __					
Summer __					
<b>Year 2</b>					
Fall __					
Spring __					
Summer __					
<b>Year 3</b>					
Fall __					
Spring __					
Summer __					
<b>Year 4</b>					
Fall __					
Spring __					
Summer __					
<b>Year 5</b>					
Fall __					
Spring __					
Summer __					

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**University of Texas at El Paso  
Counseling Program**

**STUDENT EVALUATION FORM**

Student evaluations are to be completed by faculty members at the end of each course, using the rating scale below *for any student for whom the faculty member has a concern in any of the identified areas*. Note that a score of “3” is the expected level of performance for Counseling students. A score of “1” or “2” should be assigned when the student’s behavior or performance is noticeably different than that which is standard and expected of a Counseling graduate student. Please use the back of the form to document reasons for assigning a score of “1” or “2”.

- 1 = Unsatisfactory (needs substantial improvement)**
- 2 = Marginal (needs moderate improvement)**
- 3 = Satisfactory (at or above the expected level for a Counseling student)**

Course:  
Instructor:

Year and Term:  
Site:

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	<u>Unsatisfactory</u>	<u>Marginal</u>	<u>Satisfactory</u>
<b><u>I. ACADEMIC PERFORMANCE</u></b>			
a. Exhibits general alertness to and participation in class activities	1	2	3
b. Makes appropriate and knowledgeable contributions to class discussions	1	2	3
c. Prepares for class by reading and completing assignments on time	1	2	3
d. Adheres to expectations of academic integrity	1	2	3
<b><u>II. INTRAPERSONAL FACTORS</u></b>			
a. Displays psychological insight and self-awareness	1	2	3
b. Identifies and expresses feelings appropriately	1	2	3
c. Demonstrates motivation and commitment to personal growth	1	2	3
<b><u>III. INTERPERSONAL RELATIONSHIPS</u></b>			
a. Demonstrates appropriate sensitivity and respect in interactions with peers	1	2	3
b. Displays appropriate decorum in interactions with instructor	1	2	3
c. Maintains appropriate emotional boundaries with others	1	2	3
<b><u>IV. PROFESSIONAL BEHAVIOR</u></b>			
a. Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor	1	2	3
b. Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor	1	2	3
c. Exhibits awareness, concern, and ability to adhere to ACA Ethical Standards	1	2	3
<b><u>V. OVERALL EVALUATION</u></b>			
Overall assessment of the student’s status based on observed academic, personal, interpersonal, and professional behaviors.	1	2	3

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Please make comments regarding all ratings of 1 or 2 on the back of the sheet.

# Student Progress Review Form

(10/17/17)

Name of Counseling Specialty \_\_\_\_\_

Student: \_\_\_\_\_

Advisor: \_\_\_\_\_

The review and remediation will be an ongoing process throughout the student’s enrollment in the Counseling program. There will be three reviews. An initial review will occur approximately between 9 to 15 credits in the program are completed. A second review will occur prior to the beginning of practicum. A final pre-graduation review will occur upon completion of all required practicum/internship courses. Benchmarks to assist in the review of student performance and competence are scores of 3 on all rubric dimensions and scores of 70% on exams. If students do not meet the benchmarks, remediation will be required. In some cases, remediation may be recommended.

**(1) Initial Progress Review Decision**

Date: \_\_\_\_\_

- \_\_\_\_\_ **Meet Standards**
- \_\_\_\_\_ **Approaches Standards (but the student must complete remediation plan)**
- \_\_\_\_\_ **Does Not Meet Standards. Referral for Retention and Review Process (Fails to Meet Standards)**

Decision based on a review of:

- 1) **Grades posted on the student’s transcript for all graduate courses completed since beginning the Counseling Program.**

	<b>Insufficient 1</b>	<b>Approaching Proficiency 2</b>	<b>Satisfactory Proficiency 3</b>	<b>Exemplary Proficiency 4</b>
<b>Academic Success</b>	<b>No grades of B or better or at least one failing grade</b>	<b>No more than one grade of C, with all other grades B or better</b>	<b>All grades of B or better</b>	<b>All grades of A</b>

- 2) **Key Professional Dispositions Indicators (Based on scores on the Student Evaluation Form for the period of time from the date of entry into the Counseling program up until the date of this review.)**

	<b>Unsatisfactory 1</b>	<b>Marginal 2</b>	<b>Satisfactory 3</b>
<b>Academic Performance/Progress</b>			
<b>Interpersonal Skills &amp; Personal Growth</b>			

Professional Behavior			
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*For a rating of “2” or below, remediation is required, and a Remediation Plan must be developed and signed. For a score of “3”, remediation can be recommended without formal initiation of a Remediation Plan. All remediation activity should be identified below. If no remediation is required or recommended, please also note this.*

No Remediation Needed ___	
Remediation Recommended ___	Remediation Plan Required _____
Description and Comments	
<b>Student Signature:</b>	<b>Date:</b>
<b>Advisor Signature:</b>	<b>Date:</b>

**Status of Remediation Plan for Initial Program Review**

<b>Recommended Remediation:</b>	Completed _____	Not Completed _____
<b>Required Remediation:</b>	Completed _____	Not Completed _____

**Advisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**(2) Practicum Application Review Decision**

Date: \_\_\_\_\_

- \_\_\_\_\_ **Meets Standards to begin Practicum**
- \_\_\_\_\_ **Approaches Standards to begin Practicum (student must complete remediation plan)**
- \_\_\_\_\_ **Does Not Meet Standards to begin Practicum. The student must complete a remediation plan in order to receive approval.**
- \_\_\_\_\_ **Does Not Meet Standards. Referral for Retention and Review Process to ascertain if the student should be allowed to remain in the program.**

**Decision based on a review of:**

- 1) **Academic Success/Progress (Based on courses completed and grades posted on the student's transcript for all graduate courses completed since beginning the Counseling program.)**

	<b>Insufficient 1</b>	<b>Approaching Proficiency 2</b>	<b>Satisfactory Proficiency 3</b>	<b>Exemplary Proficiency 4</b>
<b>Academic Success, Performance, and Progress</b>	<b>GPA is below 3.0</b>	<b>GPA is 3.0 or above, but the student has not satisfactorily completed all pre-requisite courses and/or a sufficient number of advanced course credits</b>	<b>GPA is 3.0 or above, and the student has satisfactorily completed all pre- requisite courses and a sufficient number of advanced course credits</b>	<b>GPA is 3.7 or above, and the student has satisfactorily completed all pre- requisite courses and a sufficient number of advanced course credits</b>

- 2) **Key Professional Dispositions Indicators (Based on scores on the Student Evaluation Form for the period of time from the date of entry into the Counseling program up until the date of this review.)**

	<b>Unsatisfactory 1</b>	<b>Marginal 2</b>	<b>Satisfactory 3</b>
<b>Academic Performance/ Progress</b>			
<b>Interpersonal Skills &amp; Personal Growth</b>			
<b>Professional Behavior</b>			

\*Based on Review of Student Evaluation Forms

3) **Key Performance Indicators of Student Learning Outcomes (Based on core foundational course exam scores and specialty area foundational course case study project scores)**

	Unsatisfactory 1	Marginal 2	Satisfactory 3	Good 4	Exemplary 5
<b><u>2.F.1-Professional Counseling Orientation and Ethical Practice</u></b> (5324 – Exam)					
<b><u>2.F.2-Social and Cultural Diversity</u></b> (5346 – Exam)					
<b><u>2.F.3-Human Growth and Development</u></b> (5317 – Exam)					
<b><u>2.F.4-Career Development</u></b> (5320 – Exam)					
<b><u>2.F.5-Counseling and Helping Relationships</u></b> (5341 – Exam), (5339 – Exam), (5360 – Exam)					
<b><u>2.F.6-Group Counseling and Group Work</u></b> (5338 – Exam)					
<b><u>2.F.7-Assessment and Testing</u></b> (5335 – Exam)					
<b><u>2.F.8-Research and Program Evaluation</u></b> (5310 – Exam)					
<b>SC Specialty Area</b> <b><u>Foundations</u></b> (5.G.1.b – Models of SC Programs (5321 – Exam)					
<b>SC Specialty Area</b> <b><u>Contextual Dimensions</u></b> (5.C.2.g – At-Risk Students -) (5362 – Exam)					
<b>MHC Specialty Area</b> <b><u>Contextual Dimensions</u></b> (5.C.2.d) Diagnostic Process (5345 – Exam)					



*For a rating of “2” or below, remediation is required, and a Remediation Plan must be developed and signed. For a rating of “3,” remediation can be recommended without formal initiation of a Remediation Plan. All remediation activity should be identified below. If no remediation is required or recommended, please also note this.*

<b>No Remediation Needed</b> _____	
<b>Remediation Recommended</b> _____	<b>Remediation Plan Required</b> _____
<b>Description and Comments</b>	
<b>Student Signature:</b> _____	<b>Date:</b> _____
<b>Advisor Signature:</b> _____	<b>Date:</b> _____

**Status of Remediation Plan for Practicum Application Review**

<b>Recommended Remediation:</b>	Completed _____	Not Completed _____
<b>Required Remediation:</b>	Completed _____	Not Completed _____

**Advisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**(3) Final Pre-graduation Review Decision**

Date: \_\_\_\_\_

\_\_\_\_\_ **Meet Standards for graduation**

\_\_\_\_\_ **Approaches Standards for graduation (Student must complete remediation plan to receive clearance to graduate)**

\_\_\_\_\_ **Fails to Meet Standards for Graduation with Counseling Degree. Referral for Retention and Review Process to ascertain if the student should be allowed to remain in the program.**

Decision based on a review of:

- 1) **Academic Success/Progress** (Based on the number of courses completed, grades posted on the student's transcript for all graduate courses taken since beginning the Counseling program, and the overall score on the comprehensive examination.)

	<b>Insufficient 1</b>	<b>Satisfactory Proficiency 3</b>	<b>Exemplary Proficiency 5</b>
<b>Academic Success, Performance, and Progress</b>	GPA is below 3.0, or there are grades of U on the transcript, and/or the student has not satisfactorily completed all courses on the degree plan program of study and/or has not successfully completed the comprehensive exam with a passing score	GPA is 3.0 or above, and the student has satisfactorily completed all courses on the degree plan program of study and has successfully completed the comprehensive exam with a passing score	GPA is 3.7 or above, and the student has satisfactorily completed all courses on the degree plan program of study and has successfully completed the comprehensive exam with a distinguished score

- 2) **Key Professional Dispositions Indicators** (based on scores on the **Student Evaluation Form** for the period of time from the date of entry into the Counseling program up until the date of this review and scores on **Personal & Professional Characteristics & Potential for Growth Scoring Rubric** completed by Practicum Site Supervisor.

	<b>Unsatisfactory 1</b>	<b>Marginal 2</b>	<b>Satisfactory 3</b>
<b>Academic Performance/Progress*</b>			
<b>Interpersonal Skills &amp; Personal Growth*</b>			
<b>Professional Behavior*</b>			
<b>Interpersonal Awareness/Understanding</b>			
<b>Emotional Sensitivity</b>			
<b>Openness to growth</b>			
<b>Ethical Responsibility</b>			
<b>Knows Limitations and Seeks Supervision</b>			

\*Based on Review of Student Evaluation Forms

3) **Key Performance Indicators of Student Learning Outcomes based on comprehensive exam scores and clinical practice evaluation form.** Section A for Mental Health Counseling students. Section B for School Counseling students.

**A. CPCE and Site Supervisor evaluations (specific to Mental Health Counseling students)**

	Unsatisfactory 1	Marginal 2	Satisfactory 3	Good 4	Exemplary 5
<b>2.F.1-Professional Counseling Orientation and Ethical Practice (CPCE Scale Score)</b>					
<b>2.F.2-Social and Cultural Diversity (CPCE Scale Score)</b>					
<b>2.F.3-Human Growth and Development (CPCE Scale Score)</b>					
<b>2.F.4-Career Development (CPCE Scale Score)</b>					
<b>2.F.5-Counseling and Helping Relationships (CPCE Scale Score)</b>					
<b>2.F.6-Group Counseling and Group Work (CPCE Scale Score)</b>					
<b>2.F.7-Assessment and Testing (CPCE Scale Score)</b>					
<b>2.F.8-Research and Program Evaluation (CPCE Scale Score)</b>					
<b>Specialty Area Contextual Dimensions (5.C.2.j) Cultural Factors &amp; Diversity Skills (5371, 5372, 5373) Eval Item #7</b>					
<b>Specialty Area Contextual Dimensions (5.C.2.d) Diagnostic Process (5371, 5372, 5373) Eval Item #14</b>					
<b>Specialty Area Practice/Skills (5.C.3.b) Intervention/Treatment (5371, 5372, 5373) Eval Item #2</b>					

**B. Clinical Evaluation Forms (specific to School Counseling students)**

	Unsatisfactory 1	Marginal 2	Satisfactory 3	Good 4	Exemplary 5
<b>2.F.1-Professional Counseling Orientation and Ethical Practice</b>					
<b>2.F.2-Social and Cultural Diversity</b>					
<b>2.F.3-Human Growth and Development</b>					
<b>2.F.4-Career Development</b>					
<b>2.F.5-Counseling and Helping Relationships</b>					
<b>2.F.6-Group Counseling and Group Work</b>					
<b>2.F.7-Assessment and Testing</b>					
<b>2.F.8-Research and Program Evaluation</b>					
<b>SC Specialty Area Foundations (5.G.1.b) <i>Models of School Counseling</i></b>					
<b>SC Specialty Area Contextual Dimensions (5.G.2.g) <i>At-Risk Students</i></b>					
<b>SC Specialty Area Practice/Skills (5.G.3.d - academic; 5.G.3.f - social/emotional; 5.G.3.j -college and career readiness) <i>Interventions</i></b>					

***For a rating of “2” or below, remediation is required, and a Remediation Plan must be developed and signed. All remediation activity should be identified below. If no remediation is required or recommended, please also note this.***

<b>No Remediation Needed</b> ____	
<b>Remediation Recommended</b> ____	<b>Remediation Plan Required</b> _____
<b>Description and Comments</b>	
<b>Student Signature:</b>	<b>Date:</b>
<b>Advisor Signature:</b>	<b>Date:</b>

**Status of Remediation Plan for Pre-graduation Review**

<b>Recommended Remediation:</b>	Completed ____	Not Completed ____
<b>Required Remediation:</b>	Completed ____	Not Completed ____

**Advisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Final Signatures**

**The student has been evaluated to meet academic, interpersonal, professional growth, and student learning outcome standards required to be cleared to graduate. All (if any) required remediation has been completed in a satisfactory manner.**

**Advisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University of Texas at El Paso**  
**Department of Educational Psychology and Special Services**  
**Counseling Program**

**Faculty/Staff Contact Information**

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**Counseling Faculty:**

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**Staff:**

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Assistant



**Counseling Program  
Student Handbook\*  
(7/26/22)**

**School Counseling Student Handbook Signature Page**

**Please sign this form and submit it to your faculty advisor. Failure to sign and submit the form does not exclude the student from the responsibility to comply with the rules, procedures, protocols and policies outlined in the student handbook.**

**By signing below, I attest that the Counseling Student Handbook has been presented and explained to me. By signing I also agree that I have read and understood the program requirements, terms and conditions outlined in the handbook. By signing, I agree to follow the requirements, terms and conditions outlined in the handbook.**

**Name of Student:** \_\_\_\_\_

**Counseling Program:** \_\_\_\_\_

\_\_\_\_\_  
**(Student's Signature)**

\_\_\_\_\_  
**(Date)**



## **Practicum and Internship Placement**

**By signing below, I attest that I have been informed of the following expectations regarding my availability for placement in the required School Counseling program practicum and internship to be completed in my last year and a half in the School Counseling program and that my placement is contingent upon meeting these expectations:**

**For practicum (48 hour program only), I must be available to be at the site for a minimum of 4 hours during the normal hours of operation at the placement site for at least 4 days per week.**

**For practicum (60 hour program only), I must be available to be at the site for a minimum of 4 hours during the normal hours of operation at the placement site for at least 1 day per week.**

**For internship (60 hour program only), I must be available to be at the site for a minimum of 4 hours during the normal hours of operation at the placement site for at least 4 days per week.**

**Additional hours (or any modifications of hours) needed to meet the requirements of practicum and internship must be earned in a manner agreed upon and approved by the School Counseling Clinical Coordinator and the placement site(s).**

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**(Student's Signature)**

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**(Date)**