

**University of Texas at El Paso
CSEP Counseling Program
Admission Rubric**

- The purpose of the admission rubric is to assist in counseling faculty members' decisions for the admission process. Incomplete applications (e.g. missing documents and required answers to questions provided) will not be reviewed by the faculty for the current admission cycle.
- The current rubric allows for the holistic evaluation of individual candidates: accept, reject, or admit with a contingency plan. Based on the holistic evaluation, admission committee members will reach consensus on the final admission decision.
- If applicants are approaching or fall into a close range of expectations, the program coordinator may provide an applicant with a contingency plan that if followed will help applicants fully meet expectations for the next admission cycle. However, this plan must be approved by the admission committee.

1. GPA (Cumulative or minimum of last 60 hours)	
Below 2.99	Poor
3.00-3.49	Average
3.50-4.00	Good
Rating:	
Admission Committee Notes:	
<i>Undergraduate GPA –</i>	
2. Letters of recommendations	
Non-professional letters/negative recommendation, do not align with the counseling profession; or missing letters/letter	Poor
Professional letters/recommended, may or may not be specific to the counseling program or profession	Average
Professional letters/highly recommended, specific to the counseling program and/or profession	Good
Rating:	
Admission Committee Notes:	
LOR 1 –	
LOR 2 –	
LOR 3 –	

3. Statement of Purpose	
* Statement of Intent: Write a statement clearly stating the reasons you would like to become a school, rehabilitation, or mental health counselor. Please make sure you write this statement in reference to the specific program you are applying to (i.e., school; rehabilitation, or mental health counseling).	
Academic/career goals do not align with the counseling profession; failed to respond adequately; poorly written	Poor
Academic career goal(s) addressed and somewhat aligned with the UTEP Counseling program objectives, fairly written	Average
Academic career goal(s) clearly addressed and aligned with the UTEP Counseling program objectives, well written (explicitly states the desire to become a school, rehabilitation or mental health counselor)	Good
Rating:	
Admission Committee Notes:	
4. Response to Multicultural question	
* Statement on Counseling Diverse Populations: The counseling profession requires professional skills to effectively work with diverse populations. In your future role as a counselor, describe how you would develop and apply these skills to support clients from various backgrounds, ensuring equitable treatment and access to services. Please relate your response to the specific program you are applying to (i.e., school counseling program, mental health counseling program, or rehabilitation counseling program).	
Did not follow the instructions or failed to answer the questions; poorly written; statement includes negative views about counseling diverse populations.	Poor
Answer to the question is satisfactory: provided the meaning of counseling diverse populations or explained how the applicant envision themselves counseling diverse populations; Evidence of equitable treatment and access to counseling service for diverse population awareness reflected; well written	Average
Answer to the question is comprehensive; High level of equitable treatment and access to counseling service for diverse population awareness reflected; written at graduate level (APA format)	Good
Rating:	
Admission Committee Notes:	

5. Response to Interpersonal skill question (0 pts min – 20 pts max in total)	
Statement on Interpersonal Relationships: Briefly describe an experience in which you acted in a helping role. What qualities do you possess that you believe will make an effective mental health counselor, rehabilitation counselor or school counselor, and what skills do you think you need to develop in your ability to help others? Please make sure you address these questions in reference to the specific program you are applying to (i.e., school counseling; rehabilitation counseling or mental health counseling)	
Failed to respond; poorly written; statement includes negative views about the value of interpersonal skills and relationships	Poor
Evidence of interpersonal skills reflected; well written	Average
High level of interpersonal skills reflected; written at graduate level (APA format)	Good
Rating:	
Admission Committee Notes:	
6. Resume	
Skills, experience, and education covered with little detail. Missing significant information; does not relevant professional employment information; is poorly written/grammatical errors.	Poor
Skills, experience, and education covered in some detail. Resume has professional and relevant personal/volunteer information; well-written and organized; does not clearly state the intention to become a school or mental health counselor	Average
Skills, experience, and education covered in detail. Resume has professional and relevant personal/volunteer information; well-written and organized; clearly states the intention to become a school or mental health counselor.	Good
Rating:	
Admission Committee Notes:	

Final Holistic Evaluation

Accept

Reject

Hold with a contingency plan