

The University of Texas at El Paso



**MASTER
of
REHABILITATION
COUNSELING**

STUDENT HANDBOOK

Policies and Procedures

**College of Education
Department of Counseling, Special Education and Educational Psychology**

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PREFACE

Welcome to the Master of Rehabilitation Counseling (MRC) Program in The College of Education (COE) at The University of Texas at El Paso (UTEP). You are entering graduate school at an exciting time! The College is a dynamic, progressive institution recognized for high-quality education, research, and community outreach. The strength of COE and the MRC program is in its people: the students, faculty, and staff, who have created an intellectual and social community where ideas, learning, and collaboration are valued. The rehabilitation counseling profession is in great need of rehabilitation counselors. We are very pleased that you are part of our program, and look forward to developing your knowledge and skills as a rehabilitation counselor to maximize your abilities to contribute to the community of rehabilitation counseling practitioners.

This *Handbook* was designed to help guide and support you through your graduate education experience. It contains the policies and procedures pertaining to the MRC Program. The *Handbook* is intended to: (a) guide you in setting, monitoring, and achieving your goals in graduate education; (b) familiarize you with the faculty's general educational policies, expectations, and standards; (c) assist faculty in their advising of students; and (d) support the systematic and equitable application of the Program's policies.

The *Handbook* includes important information regarding advising, program requirements, procedures for addressing concerns and complaints, time limits, and dismissal policies. This document is intended to supplement the Department of Educational Psychology and Special Services, College of Education, and UTEP's policies and procedures. The *Handbook* is also used to clarify academic matters that are unique to the MRC Program. For additional information on University policies, you may wish to access the following sites:

- Graduate School Main Page: <https://www.utep.edu/graduate/>
- Graduate Programs: <http://catalog.utep.edu/degreeprograms/>
- Academic Regulations: <http://catalog.utep.edu/policies-regulations/>
- Federal Financial Support: financialaid.utep.edu

Additional Program, College, and University information may also be accessed through the following sites:

- Rehabilitation Counseling Program Homepage: <https://www.utep.edu/education/CSEP/academic-programs/mrc/index.html>
- College of Education Homepage: <https://www.utep.edu/education/>
- UTEP Homepage: [utep.edu](http://www.utep.edu)

STATEMENT OF MISSION AND VALUES

The mission of the MRC Program is:

To graduate well-qualified individuals who have the knowledge, skills, attitudes, and cultural competence required for professional service as rehabilitation counselors in order to promote community inclusion, independent living, and quality of life for persons with disabilities.

The MRC Program has developed a set of goals and objectives to advance our mission:

STUDENTS: Students enter the MRC Program with a range of educational backgrounds, strengths, personal experiences, gender, ethnicity, sexual orientation, and disability statuses. These differences between students can serve to promote diversity of thought in and out of the classroom. The Program will support students in sharing their experiences through collaborative learning processes. In addition, the Program will offer training that builds on students' strengths yet is flexible in its delivery to meet students' life demands.

Objective: Graduates of the Program will identify the MRC Program as being supportive of the needs of adult learners. Further, graduates will demonstrate the capacity to work collaboratively with other professionals toward accomplishing the rehabilitation goals of persons with disabilities.

PEOPLE WHO HAVE DISABILITIES: The graduate experience at UTEP will train students to help reduce potential sources of prejudice or stereotyping. Throughout academic and field-based education, the importance of recognizing and relating to clients as unique individuals will be stressed. The Program will also seek to reduce attitudinal boundaries in students between "us" (the professionals) and "them" (the clients).

Objective: Graduates of the Program will be able to recognize and address their attitudes and those held by others in society and effectively enact change in those barriers.

REHABILITATION SERVICE PROVIDERS: Rehabilitation services are provided by public, federal, and private agencies. Each agency makes unique contributions to the goal of promoting community inclusion, opportunities, and quality of life in persons with disabilities. In addition to the training areas stipulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the rehabilitation counseling profession requires rehabilitation counselors to be ethical service providers, effective case managers, professional writers, and proficient in time management.

Objective: Graduates of the program will possess the knowledge and skills to serve in a variety of agencies to meet the needs of those service providers.

EMPLOYER ORGANIZATIONS: The MRC Program recognizes that employers are also clients and partners in the vocational rehabilitation process by providing labor market opportunities for persons with disabilities. Thus, students are assisted throughout the Program to value and be able to initiate long-term, reciprocally beneficial relationships with employers. The perspective of employers is obtained in a variety of ways and incorporated in all aspects of the Program.

Objective: Students will learn to use their skills to assist the human resource needs of employers as a compatible and necessary aspect of employment advocacy for persons with disabilities.

ADVOCACY: Only when these systemic problems are addressed will life significantly improve for all people with disabilities. As such, graduates must be prepared to promote multi-level change.

Objective: Graduates must recognize and contribute toward the solution of problems that reflect the structure and attitudes of society through service on community boards and volunteer activities.

PROFESSIONALISM: Students and graduates should be committed to supporting and advancing the field as well as their individual careers through dedicated service, working collaboratively with and gaining knowledge of other disciplines, understanding the boundaries of one's own professional role, cultural competence, lifelong learning, and ethical practice.

Objective: Graduates of the Program and current students should clearly and enthusiastically identify themselves as members of the profession of rehabilitation counseling and of professional organizations in rehabilitation counseling.

PARTNERSHIP: Rehabilitation counselors should view themselves as partners in the rehabilitation process by working together with service recipients to define appropriate goals and strategies.

Objective: Graduates of the Program should recognize that the ultimate responsibility for life decisions belongs to the consumer with a disability and promote independence and autonomy.

PROGRAM OVERVIEW

The MRC Program resides within the Department of Counseling, Special Education and Educational Psychology in the College of Education at The University of Texas at El Paso (UTEP). The Program has direct linkages in the Department and College with mental health counseling, special education, school counseling, and other related disciplines.

The MRC Program provides a strong foundation in the philosophy, process, and profession of rehabilitation counseling through didactic coursework, field experiences, and extracurricular experiences. It develops expertise in the independent living, medical, social, and psychological aspects of disability, and in the vocational rehabilitation process. Skills are developed in vocational assessment, job placement, career development, and disability management. Core competencies are developed in the areas of vocational assessment and evaluation, effective rehabilitation planning and caseload management, service delivery methods and community resource utilization, vocational and personal adjustment counseling, job development, modification and restructuring, and utilization of rehabilitation engineering and accommodation services. Other areas where specific competencies are developed include knowledge of service delivery systems (e.g., state-federal, workers' compensation) application of newer service models (e.g., transition from school to work, supported employment), and employer development training. Our goal is to train students who can establish effective, trusting, and meaningful relationships with clients, service providers, and employers, while functioning in the capacity of vocational expert for the person with a disability.

MRC candidates must complete 60 graduate credit hours, which includes a 3-credit hour practicum and two 3-credit-hour internships. Depending upon the student's career interests, the internship may be served in a variety of professional settings, including the state rehabilitation agency, hospitals, rehabilitation facilities, business and industrial settings, private rehabilitation firms, independent living centers, mental health centers, schools, colleges, and universities. Students who complete the MRC Program are prepared to work as counselors in the public, federal, and private agencies that comprise the diverse service organizations within the rehabilitation community.

PROGRAM FACULTY AND STAFF

Beverley Argus-Calvo, Ph.D.
Department Chair

Dr. Argus-Calvo currently serves as the chair of the Department of Counseling, Special Education and Educational Psychology. Dr. Argus-Calvo began her education career as a teacher for learning-disabled students in 1983. Since then, she has worked with children with special needs in elementary and secondary schools in the United States and Mexico. She worked as an educational diagnostician in New Mexico from 1997-1999. Argus-Calvo's research and professional interests include binational education, extended learning, early college high school programs, music and arts-based programs for elementary children in underserved communities,

and working with families of children with special needs along the United States-Mexico border. Her work has been published in respected journals such as the College Student Journal, Multiple Voices for Ethnically Diverse Exceptional Learners, and the Rural Special Education Quarterly, books and international scholarly publications. Argus-Calvo is currently collaborating with colleagues from UTEP and the UACJ, the UACH, the CCHEP, and the CIESAS on research projects addressing education and children in vulnerable settings.

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Veronica Estala-Gutierrez, Ph.D. CRC
Program Coordinator and Assistant Professor

Veronica Estala-Gutierrez joined the UTEP MRC program in the Summer of 2018 as the Director of the Rehabilitation Services Clinical Teaching Laboratory. She received her Ph.D. in Counseling Education at the University of Wisconsin – Madison and is part of the first MRC cohort at UTEP. Her research interests include employment barriers for individuals with disabilities and limited English Proficiency, competitive employment for transitioning youth, and traumatic brain injuries. Her prior work experience includes working with the Texas Vocational Rehab agency as both an adult and transition youth counselor and working as an early intervention specialist for children with disabilities.

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Chuling Lo, Ph.D., CRC
Assistant Professor of Instruction

Dr. Chuling Lo received her Ph.D. in Rehabilitation Counselor Education from the University of Iowa in 2013. Additionally, she completed her post-doctoral training at the University of Texas at El Paso, with a focus on sports concussions and mild traumatic brain injuries. Dr. Lo has worked with students with disabilities at different educational levels with a variety of capacities and has gained significant experience in providing academic, personal, and vocational guidance to youth with disabilities. Her research interest is counselor training, motivational interviewing and traumatic brain injuries. Dr. Lo strives to incorporate service-learning, team-based learning, and other unique teaching techniques in the courses she teaches.

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CORE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS

In the accreditation standards mandated by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), eight common core areas representing the foundational knowledge are required for *all* entry-level counselor education graduates. The curriculum of the MRC program at UTEP covers not only these common core areas but also the specialty domains of Clinical Rehabilitation Counseling. All coursework in the Rehabilitation Counseling Program reflects these areas of knowledge and skills. MRC students are expected to demonstrate the learning outcomes in these areas as well as the expected professional dispositions. Detailed CACREP standards can be found here <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

The Common Knowledge Core Areas (Section 2. F) include:

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

The Clinical Rehabilitation Counseling Specialties Areas (Section 5. D.) include:

1. Foundations
 - a. history and development of rehabilitation counseling
 - b. theories and models related to rehabilitation counseling
 - c. social science theory that addresses psychosocial aspects of disability

- d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- e. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- f. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
- g. screening and assessment instruments that are reliable and valid for individuals with disabilities

2. Contextual dimensions

- a. roles and settings of rehabilitation counselors
- b. relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams
- c. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
- d. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
- e. operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities
- f. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
- g. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- h. impact of crisis and trauma on individuals with disabilities
- i. impact of biological and neurological mechanisms on disability
- j. effects of co-occurring disabilities on the client and family
- k. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development
- l. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- m. effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)
- n. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
- o. role of family, social networks, and community in the provision of services for and treatment of people with disabilities

- p. environmental, attitudinal, and individual barriers for people with disabilities
 - q. assistive technology to reduce or eliminate barriers and functional limitations
 - r. legislation and government policy relevant to rehabilitation counseling
 - s. cultural factors relevant to rehabilitation counseling
 - t. professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems
 - u. record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling
 - v. professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling
 - w. legal and ethical considerations specific to clinical rehabilitation counseling
3. Practice
- a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
 - b. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
 - c. strategies to advocate for persons with disabilities
 - d. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
 - e. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

Rehabilitation Counseling Professional Dispositions Expectations

- 1. Academic performance
 - *Behavioral Descriptors:*
 - i. Exhibits general alertness to and participation in class activities
 - ii. Makes appropriate and knowledgeable contributions to class discussions
 - iii. Prepares for class by reading and completing assignments on time
 - iv. Adheres to expectations of academic integrity
- 2. Intrapersonal factors
 - *Behavioral Descriptors:*
 - i. Displays personal insight and self-awareness
 - ii. Identifies and expresses feelings appropriately
 - iii. Demonstrates motivation and commitment to personal growth

3. Interpersonal relationships

- *Behavioral Descriptors:*
 - i. Demonstrates appropriate sensitivity and respect in interactions with peers
 - ii. Displays appropriate decorum in interactions with the instructor, peers, and other professionals
 - iii. Maintains appropriate emotional boundaries with others

4. Professional behavior

- *Behavioral Descriptors:*
 - i. Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor
 - ii. Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor
 - iii. Exhibits awareness, concern, and, ability to adhere to Ethical Standards
 - iv. respect and appreciate cultural difference
 - v. Seek, reflect, and respond to supervisory feedback in a professional manner
 - vi. demonstrate emotional sensitivity, interpersonal respect, and ethical manners with clients

OVERVIEW OF THE MRC PROGRAM COURSEWORK

Candidates for the Master’s in Rehabilitation Counseling must complete a minimum of 60 credits. This includes at least 57 credit hours of rehabilitation and counseling-related coursework and 3 credit hours of electives. In addition, you must pass a comprehensive examination at the end of your coursework to be eligible for graduation. Students must obtain a B or above to receive credits for any required and elective courses except for internships. When students receive a letter grade C or below in any required and elective courses, they are allowed to retake the course one more time. When students receive a C or below in any required and elective courses, they are subject to a full faculty program review. Exceptions can be made on a case-by-case basis and a written explanation must be submitted to the program faculty.

MRC Program Required Coursework

Course Number	Title	Credit Hours
REHC 5300	Professional Issues in Rehabilitation Counseling	3
REHC 5310/EDPC 5341	Rehabilitation Counseling Theory	3

REHC 5320	Medical Aspects of Disability	3
REHC 5324/EDPC 5324	Ethics and Legal Issues in Rehabilitation Counseling	3
REHC 5330	Psychosocial Aspects of Disability	3
REHC 5350	Psychiatric Rehabilitation	3
REHC 5360/EDPC 5320	Career counseling and development	3
REHC 5370/EDPC 5346	Diversity in Disability Across the Lifespan	3
REHC 5375/EDPC 5335	Assessment and Research in Rehabilitation Counseling	3
REHC 5338/EDPC 5338	Group Counseling	3
REHC 5339/EDPC 5339	Techniques of Counseling	3
REHC 5389/EDPC 5310	Rehabilitation Research and Program Evaluation	3
EDPC 5347	Addiction Counseling	3
EDPC 5317	Human Growth and Development	3
EDPC 5345	Abnormal Human Behavior	3
EDPC 5360	Introduction to Marriage and Family Therapy	3
	Program-related electives	3
FIELD EXPERIENCES		
REHC 5390	Practicum in Rehabilitation (100 hours)	3
REHC 5391	Internship in Rehabilitation (I)(300 hours)	3
REHC 5392	Internship in Rehabilitation (II) (300 hours)	3

Course Description

REHC 5300- Professional Issues in Rehabilitation

This course provides a survey of ethical, legal, and professional issues in rehabilitation counseling, including relevant aspects of code of ethics, ethical standards, philosophy, values, legislation, policy, and practice, with an emphasis on the operational aspects of the rehabilitation service delivery system. Further objectives include the examination of ethics, ethical case studies, professional practices, current issues, services, and processes.

REHC 5310- Rehabilitation Counseling Theory

This course reviews select counseling theories and approaches that can be applied when working with individuals with disabilities and diverse populations. Students will learn how to apply theories effectively with clients with physical, mental, and other disabilities. Foundations of ethical decision-making, professional standards, guidelines, and issues concerning the training & work of the rehabilitation counselor are discussed, with a focus on the impact of disability on the individual, multicultural awareness, and the counseling process.

REHC 5320- Medical Aspects of Disability

This course provides an overview of the impact of biological and neurological mechanisms on disability as well as functional and psychosocial implications of physical, cognitive, and psychiatric disabilities.

REHC 5330- Psychosocial Aspects of Disability

This course reviews the social and political factors that handicap individuals with disabilities. Students are also exposed to strategies to enhance coping and adjustment to disability, methods to promote societal attitudinal change and client empowerment, and the role of family, social networks, and community in the provision of services.

REHC 5338- Group Counseling

This course provides basic instruction related to conducting group counseling and related types of group work in rehabilitation settings with people with disabilities. Students will learn effective leadership skills that contribute to group effectiveness.

REHC 5339- Techniques of Counseling

This course focuses on the development of skills foundational to rehabilitation counseling practice. There is an emphasis on facilitative communication in interpersonal interactions, essential interviewing skills, and systematic problem-solving in the application to rehabilitation counseling practice in different settings. Students will learn evidence-based counseling strategies and techniques for prevention and intervention.

REHC 5350- Psychiatric Rehabilitation

This course reviews psychiatric rehabilitation concepts and principles, techniques, history, treatment settings, and modalities. The course introduces students to issues related to community participation, acceptance, and inclusion of persons with psychiatric disabilities in society. Emphasis is placed on counseling and treatment planning in reaching vocational goals with those who have psychiatric and developmental disorders.

REHC 5360- Career Counseling and Development

This course reviews the application of career development theories and labor market and occupational information in the assessment and planning aspects of career counseling of persons with disabilities. Intervention strategies for assisting persons with disabilities to achieve vocational outcomes and for assisting employers in accommodating and retaining employees with disabilities are also provided.

REHC 5370 Diversity in Disability Across the Lifespan

This course examines the impact of human development, culture, race, ethnicity, and the intersection of identity in counseling. Knowledge, skills, and competencies needed by counselor to facilitate culturally relevant treatment will be explored; also examined will be characteristics of different cultural, racial and ethnic groups that reside in the United States. The seminar course style emphasizes reviewing and discussing literature and research about multicultural issues as a means to develop knowledgeable, skillful, and thoughtful rehabilitation counselors.

REHC 5375 Assessment and Research in Rehabilitation Counseling

This course is designed to help students become more familiar with the basic principles related to the assessment process in rehabilitation counseling and how various major disabilities and chronic health conditions impact the assessment process. Basic assessment terminology, concepts, procedures, and assessment types will be discussed in the rehabilitation counseling context. Overall, this course is an overview of the selection, administration, accommodations/bias, limitations, and interpretation of major assessment tools.

REHC 5389- Rehabilitation Research and Program Evaluation

This course is designed to provide an understanding of research methods used in rehabilitation programs. Rehabilitation program evaluation and basic statistics research methods, outcome based research and ethical/ legal/cultural issues related to research will be explored.

EDPC 5317- Human Growth and Development

Descriptive analysis of the basic theories, patterns, and stages of human physical, social, emotional, moral, intellectual, cognitive, and personality growth and development.

EDPC 5345- Abnormal Human Behavior

A study of the development of abnormal human behavior patterns and characteristics to include the major mental and personality disorders with emphasis on the symptomatology and/or life circumstances and events described in the various diagnostic categories.

EDPC 5347- Addictions Counseling

Designed as an introduction to the field of substance use and/or abuse in the United States. Etiological theories and current forms of treatment, prevention, and research will be highlighted.

EDPC 5360- Introduction to Marriage and Family Therapy

A study of the major theoretical approaches to marriage and family therapy. Emphasis on the individual's role in the family of origin and family of procreation and how family systems approaches to therapy impact each individual within the family

Electives (Three Credit Hours)

Although all students are awarded a Master's in Rehabilitation Counseling degree, students may select one elective to develop a more specialized course of study. Specializations through the selection of electives and field placements are encouraged (e.g., cognitive behavioral therapy, crisis counseling). You may select an elective course after consulting with your faculty advisor.

Field Experiences

Field-based experiences are a critical component of your training in the MRC Program. These experiences allow you the opportunity to express and develop the knowledge and skills you have developed through classroom instruction. Under supervision, you will provide rehabilitation counseling services to clients in the community. These services will require you to use the concepts reviewed in the classroom to develop therapeutic relationships with your clients and work collaboratively with them toward their rehabilitation goals. Evaluation of student performance in field-based experiences is comprised of site supervisor observations, class presentations and discussions, and student logs.

Students must achieve a satisfactory level of performance in practicum and internship in order to graduate from the program. Satisfactory performance is defined as the adequate performance of the role of the rehabilitation counselor in a field-based setting based on evaluation criteria provided in the course syllabi for REHC 5390- Practicum in Rehabilitation, REHC 5391- Internship in Rehabilitation (I), and REHC 5392 Internship in Rehabilitation (II). Students are not permitted to continue in the program or complete their degrees, regardless of GPA in other courses, if they do not successfully complete the field-based experience requirements. Students who fail to pass practicum or internship are provided with one opportunity to retake the course. Hours completed in the first experience cannot be carried over. If students believe they receive an incorrect grade in one of the field-based experiences, they should follow the University grade grievance procedure. Please refer to the Internship and Practicum syllabi for additional information.

Either the practicum and/or the internship requirement may be completed on the job if you are employed in a relevant rehabilitation setting (e.g., rehabilitation facility or agency) that meets the requirements for accredited internship sites and is approved by your faculty advisor and the faculty coordinator of field-placement sites.

REHC 5390- Practicum in Rehabilitation

This course requires students to complete a clinical experience to develop skills, knowledge, and behaviors necessary for effective professional rehabilitation counseling practice. Practice in rehabilitation counseling involves students engaging in a supervised counseling experience in a human service, rehabilitation, or educational setting.

Students will receive exposure to specific human service agencies or facilities and the client services offered. Additionally, students will receive experience in direct client contact, including interviewing skills, counseling techniques, assessment, and rehabilitation plan development, as

well as service coordination and community resource referral, case management, and other skills. The Practicum will consist of a minimum of 100 hours of supervised rehabilitation counseling practicum with at least 40 hours of direct service to persons with disabilities.

During Practicum, students will be assigned to a university supervisor (a rehabilitation counseling Program faculty member) in addition to a supervisor in a particular agency. Students will individually meet with their site supervisor on a weekly basis for one hour and participate in a weekly clinical practice seminar led by the university supervisor (with one hour of individual supervision and 1.5 hours of group supervision with no more than 12 students in a group). Sections of practicum are limited to 12 students so early enrollment is encouraged.

Over the course of the term, students will participate in three formal joint meetings with their agency supervisor and university supervisor. The first meeting will entail the development of training objectives for the practicum. The second meeting will serve as a mid-term evaluation to review practicum performance and address any deficiencies. The third meeting will serve as a final evaluation session to review practicum performance in relation to identified training objectives. Additional meetings will be scheduled if needed.

The agency supervisor will provide a written evaluation at the mid-point and end of the semester, which will summarize training objectives and subsequent performance in practicum activities. Students are also required to provide a self-evaluation of their performance. The faculty supervisor retains responsibility for final grades based on student performance, specific assignments, and participation in individual and group supervision.

To be eligible for Practicum you should have successfully completed REHC 5300 Professional Issues in Rehabilitation, REHC 5310 Rehabilitation Counseling Theory, REHC 5360 Career Placement, and REHC 5339-Techniques of Counseling. You should consult with your advisor regarding your career interests to select a preferred site for your Practicum. A list of potential practicum sites is available from your faculty advisor. The selection process should be coordinated in consultation with your advisor to obtain a practicum site that will best meet your interests, your educational needs, and eventually, your employment goals. You must receive approval from your faculty advisor and the instructor before initiating a practicum experience. Before the start of your Practicum, you will receive a copy of the Practicum syllabus and a copy will be provided to your site supervisor.

REHC 5391, 5392- Internship in Rehabilitation (I) (II)

These two courses require the student to complete a field experience under clinical supervision in an approved rehabilitation setting. The internship is designed to provide a field experience that offers the opportunity for the application of theory to the practice of rehabilitation counseling. This includes the integration of counseling and caseload management theories and techniques with direct client service. The internship has been designed to meet the requirements of an accredited program and therefore qualifies graduates for immediate eligibility for the Commission on Rehabilitation Counselor Certification (CRCC®) Certified Rehabilitation Counselor (CRC) examination.

To be eligible for the rehabilitation internship, students must have successfully completed Practicum in Rehabilitation (REHC 5390) and 80% of the coursework. Beginning in Fall 2021, students are required to take REHC 5391 Internship I and REHC 5392 Internship II in two different consecutive semesters. The supervised rehabilitation counseling internship activities must include a minimum of 300 hours of applied experience in an agency/program in each Internship semester, with at least 120 hours of direct service to individuals with disabilities in each Internship semester. The total internship experience is 600 hours with 240 hours of direct services.

Students are required to participate in weekly supervision with their site supervisor for one hour of individual supervision, as well as 1.5 hours of group supervision with no more than 12 students per group under the direct supervision of a faculty member who is a CRC or a qualified individual working in cooperation with a faculty member who is a CRC. Internship sections are limited to 12 students per section so early enrollment is advised.

Over the course of the term, you will participate in two formal joint meetings with your agency supervisor and university supervisor. The first meeting will entail the development of training objectives for the internship. The second meeting will serve as a final evaluation session to review performance in relation to identified training objectives. Additional meetings will be scheduled if needed. The agency supervisor will provide a written evaluation at the end of each term, which will summarize performance in internship activities. The faculty supervisor retains responsibility for final grades based on overall performance and participation.

The selection of an appropriate internship site is often the culmination of the development of interests in specific areas of rehabilitation counseling. This development typically occurs over the course of the curriculum and may be influenced by particular courses, practicum experiences, or other experiences. The selection process should occur in consultation with your advisor to assist in the selection of an internship site that meets your educational and professional needs. For more detailed information, please review the Internship syllabus.

Criminal Background Checks

Comprehensive criminal background checks are required of all students applying for placement/enrollment in Practicum/Internship. Students who do not pass the background check requirements may be denied approval to be placed at practicum/internship sites and may be unable to complete the Rehabilitation Counseling degree requirements. Because healthcare providers are entrusted with the health, safety, and welfare of vulnerable patients/clients and have access to confidential information, an assessment of the student's ability to function and exercise good judgment ethically in such settings is imperative.

The UTEP Handbook of Operating Procedures, Section V: Human Resources, Chapter 12 (Updated: August 11, 2015) states:

12.2.9 Students. A criminal background check, including a sex offender registration check, must be conducted on:

12.2.9.1 Students in an educational program that includes assignment to a clinical health care facility or may require work with patients.

12.2.9.2 Students who are subject to the criminal background check as established in this section 12.2.9 subject to the University's Student Background Check Policy.

In addition, many healthcare licensing agencies require individuals to pass a criminal background check as a condition of licensure or employment. Thus, all Rehabilitation Counseling students applying for Practicum/Internship placements must complete and pay for a criminal background check per the instructions provided at the time that Practicum and Internship applications are requested.

The background check will include:

- County Criminal Records All Jurisdictions, Nationwide Scope
- Crime Database Nationwide
- Sexual Offender Registry Nationwide
- Address History/SSN Validation Nationwide

Licensure Requirements

Additionally, it is important to note that in order to obtain licensure in the State of Texas as a Licensed Professional Counselor (LPC), a career avenue that many MRC students choose to pursue, students must complete 60 credit hours of coursework. Student advisers can guide students on courses that are likely to satisfy licensure requirements.

** It is important that students maintain copies of all syllabi if they are interested in pursuing licensure. **Please note that it is ultimately the student's responsibility to identify which courses are necessary for licensure in the state(s) for which the student wants to be licensed.** Students should visit each state's licensure board website to view licensure requirements at the beginning of the student's academic program to determine what, if any, additional courses are necessary for licensure. For additional information refer to the following site: A State by State Counselor Guide <http://www.counselor-license.com/>*

GRADUATION REQUIREMENTS

To qualify for the Master of Rehabilitation Counseling (MRC) degree, a student must complete the following requirements:

- 1) Completion of the prescribed 60 credit hours with a 3.0 or higher grade point average (GPA). All coursework should be completed within six years of starting the program. After six years, loss of credit will begin to accrue.
- 2) Satisfactory performance in the field experiences, i.e. Practicum and Internship
- 3) Passing grades on the comprehensive exam or the CRC exam. The information on the two exams is specified below.

The MRC Program requires two years of academic work (inclusive of summer sessions) including 600 hours of internship. You may pursue study on a part-time basis, which would take you longer than two years to obtain the degree. The maximum length of time to complete all the academic work is six years.

Comprehensive Exam

Students are required to successfully pass a comprehensive examination in order to graduate. The exam covers the entire curriculum of core courses and is composed of 175 multiple-choice questions aligned with 12 knowledge domains included in the Certified Rehabilitation Counselor (CRC) Examination. You will have 3.5 hours to complete this exam. The comprehensive exam is given two times per year toward the end of Fall and Spring semesters. All students are encouraged to study early by reviewing a summary list of competency areas associated with practice as a rehabilitation counselor. Beginning in Fall 2023, students are advised to take the comprehensive exam during the semester they enroll in REHC 5391 Internship I.

Students are allowed to take the comprehensive examination a maximum of three times. All three attempts need to occur in the same semester on the designated dates announced by the program coordinator. A passing score on the comprehensive exam is required to graduate. If a student does not pass the comprehensive exam on the initial attempt, it is the student's responsibility to meet with their faculty advisor to develop a remediation plan, which includes reviewing and analyzing the needed areas of improvement. It is the student's responsibility to complete the remediation plan and pass the comprehensive exam. When students are unable to pass the comprehensive examination on the third attempt, they need to take the CRC exam as an alternative requirement to graduate.

Certified Rehabilitation Counselor (CRC) Exam

All MRC students are advised to take the Certified Rehabilitation Counselor (CRC) Exam during the semester they enroll in REHC 5392 Internship II. The CRC exam consists of 175 multiple-choice questions administered during an allotted 3½ hours within an 8-day testing window. The exam is offered in October, March, and July. Students are responsible for registering for the CRC exam on time so they can take the test in Internship II.

ATTENDANCE POLICY

The experiential nature of many Rehabilitation Counseling Program courses makes student participation essential. 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, 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, 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.

TRANSFER CREDIT

You may transfer up to six semester hours of graduate coursework completed at another institution toward your degree. However, the Graduate School stipulates several conditions on the transfer of credit from another institution. These conditions are:

- Courses used to fulfill other degree requirements may not be transferred.
- Courses for which a grade of “B” or lower was earned may not be transferred.
- Correspondence courses are not accepted for graduate credit.

STUDENT ADVISEMENT

All students in the MRC Program are assigned a faculty advisor. The advisor is a faculty member of the MRC Program and is responsible for assisting in the orientation of the student to the Program, College, and University. The advisor will assist in academic advisement, including course selection and program planning, practicum and internship selection, and employment. Students develop a course of study in collaboration with their advisor. Students are required to submit an approved Preliminary master’s degree program plan signed by their advisor by the end of the first semester of their study. A Revised degree plan is issued when changes are made to the Preliminary degree plan. A Final degree plan is issued when the student applies for graduation. Students must consult with their advisors prior to making changes in their degree plans.

Throughout the student’s progress in the Rehabilitation Counseling Program, an Academic Advisor closely monitors the student’s overall progress and confers with the student to maintain adherence to the MRC program’s requirements, including completion of the appropriate sequence of course work, in order to ensure that all requirements for timely graduation are met. The typical sequence of progress through the Rehabilitation Counseling Program is two years, though students are allowed to take up to six years to complete the program.

Any deviation from this Program of Study must be approved and signed in advance by the faculty advisor.

STUDENT PROGRESS ASSESSMENT AND REVIEW

All students are formally reviewed by the program faculty at three major transition points during their tenure in the Rehabilitation Counseling Program. Students may not be allowed to continue the program until they have demonstrated satisfactory progress in the program in these reviews.

First Review—Beginning of the Second Semester

The first formal review occurs at the beginning of students' second semester in the MRC program. In this review, students need to show satisfactory academic progress in their coursework, as well as passing grades (B or above) on all the courses taken in their first semester. Students will also be evaluated by **Personal Growth, Interpersonal Skills, and Professional Behaviors** –demonstrated in their interactions with faculty, staff, and fellow students. Effective interpersonal skills, commitment to personal growth, and demonstration of professional dispositions are all considered requisite to the counseling field.

Second Review—Approval for Practicum Placement

The second formal review occurs when students request approval for enrolling in REHC 5390 Practicum. In this second review, students need to show satisfactory academic progress in their coursework, including the completion of REHC 5300, REHC 5310, REHC 5360, and REHC 5339, as well as passing grades (B or above) on all the courses taken. Students will also be evaluated by **Professional Behavior and Disposition** exhibited during classes and other learning activities. The student needs to consistently demonstrate a commitment to professionalism in all aspects of his/her student experience.

Third Review—Approval for Graduation Application

The third and final formal review occurs when applying for graduation. Students will be reviewed based on their CRC exam performance or their scores on the comprehensive exam. Students who successfully pass the CRC or comprehensive examination, receive passing grades on all coursework and demonstrate satisfactory performance in the Internship are eligible for applying for graduation.

Formal reviews involve the evaluation of how well students are meeting appropriate learning and practice standards of the Rehabilitation Counseling Program, including academic progress, academic success, interpersonal skills, personal growth, professional growth, clinical performance, and professional development. Two components of professional performance are:

- **Ethical Behavior:** The student is expected to demonstrate awareness of and adherence to the ethical standards of the American Counseling Association and the Professional Codes of Ethics for Rehabilitation Counselors in field experiences (i.e. Practicum and/or visits to clinical sites as part of a classroom assignment) and in the classroom. Each student in the Rehabilitation Counseling Program is expected to adhere to the American Counseling Association and Professional Rehabilitation Counseling Code of Ethics.
- **Professional Attitudes and Skills:** This is a professional program. Students should professionally conduct themselves 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 Rehabilitation 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' evaluations at each of the three transition points are recorded on the Student Progress Review Form (see Appendix) which is a component of the Rehabilitation Counseling Program students' documentation files. In some cases, students may be informed that there are conditions that must be met prior to receiving approval to continue.

Faculty-Initiated Review

MRC faculty members may initiate an additional review for an MRC student. This may occur when a student receives a letter grade of C or below in any required and elective courses. It may also occur when the student's behavior has caused concerns to the MRC program or the clients served in the practicum/internship. The remediation plan will be developed by the student who is under review in consultation with the faculty advisor.

RETENTION AND REVIEW POLICY

The Rehabilitation Counseling Program is committed to assisting students to achieve their goals while in the program. The Retention and Review Policy of the program is designed to ensure that a student's failure to demonstrate the core knowledge, skills, and professional dispositions 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 conduct, 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 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 professional standards despite the institution of an informal plan.

In either case described above, the faculty member in question is required to consult with the Department Chair concerning the student's difficulty. A Retention and Review Intervention Process will only be initiated with the agreement of the Chair. If the Department Chair 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 director. If more than one faculty member has approached the Department Chair with these concerns, the chair will designate which faculty member will have primary responsibility for the Retention and Review Intervention Process. The faculty member so 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 Department Chair concerning the student's ongoing difficulty. The Chair will assist the faculty member in the development of a Corrective Action Plan.

Step Two: Corrective Action Plan

In consultation with the Department Chair, 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 Department Chair for approval and then distributed to the student.

Step Three: Corrective Action Plan Review

Upon completion of the timeframe 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 then the faculty member, with approval from the Department Chair, 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 Department Chair prior to advising the student of his/her failure to achieve these goals. The 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 Rehabilitation Counseling Program. The Retention Review Hearing shall be conducted by a Retention Review Committee, which shall consist of a minimum of three members to include: Department Chair, a Rehabilitation Counseling faculty member, and a designee assigned from other faculty within or outside the College of Education by the Department Chair. Additional Rehabilitation Counseling faculty members may be assigned to the Retention Review Committee as deemed necessary.

During the Retention Review Hearing, the Rehabilitation Counseling Program 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 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 in the Corrective Action Plan.

After the concerned faculty member and the student have been heard by the MRC 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 Department Chair. The MRC 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 Practicum or Internship courses but may be enrolled in other courses upon requesting and receiving permission to do so from the Rehabilitation Counseling Program Coordinator and the Department Chair.

c. The student may be terminated from the Rehabilitation Counseling Program and may not enroll in further MRC courses.

After the Rehabilitation Counseling Program Retention Review Committee makes a determination, the student will be informed of the decision through written communication within 10 days of the committee meeting.

The student may appeal to the Rehabilitation Counseling Program Retention Review Committee’s decision to the Dean of the College. 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 MRC Program 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 violations of the student code of conduct, by the Academic Review Committee or the Student Disciplinary Committee, respectively.

PERSONAL GROWTH EXPECTATIONS

Ongoing Evaluation by Faculty

As described in the Student Progress Assessment and Review section of this handbook, 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 Rehabilitation Counseling Program. It is the responsibility of each faculty member to assess students in every course according to these standards. MRC faculty members will discuss any problems that have been noted during advisement sessions and the student review process.

Personal growth is particularly important in 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

Rehabilitation Counseling Program are expected to demonstrate openness and adaptability in their relationships with fellow students, faculty, and when in the Practicum/Internship phase of their education, clients, and agency personnel. Furthermore, many of the assignments in the Rehabilitation Counseling Program require a 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 demonstrates the capacity to cope with the stressors presented by the expectations of the Rehabilitation Counseling Program, including the academic requirements, the demands of the Practicum/Internship 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 Rehabilitation Counseling Program 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 MRC 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) and the Code of Professional Ethics for Rehabilitation Counselors. All students should read the Code of Ethics during their classroom experience in the Rehabilitation Counseling course (REHC 5300 and REHC 5324). 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.

POLICY REGARDING FACULTY ENDORSEMENT OF STUDENTS

In most cases, a faculty member who knows you and your work is happy to serve as a reference for you. However, if for any reason a faculty member cannot give you a positive endorsement, he or she reserves the right to deny your request for a reference. In such cases, the faculty member will discuss the refusal with you. Once a faculty member has agreed to write you a recommendation, be prepared to provide an accurate resume, an unofficial transcript, and a description of the position you are seeking, along with any other information that will help with writing a strong, informative letter. A faculty member can offer an endorsement only for positions for which your program has prepared you to assume, and for the academic abilities and clinical skills that he or she has had an opportunity to directly assess. Again, the faculty member will discuss this matter with you.

ACADEMIC INTEGRITY AND SCHOLASTIC DISHONESTY

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at El Paso. More specifically, students are expected to maintain absolute integrity and a high standard of individual honor in scholastic

work undertaken at the University. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to the University's Student Conduct and Discipline policy located in Chapter 1 of Section 2 in the Handbook of Operating Procedures located at: <https://www.utep.edu/vpba/hoop/>

GRIEVANCE PROCEDURES

At some point during your graduate program at UTEP, you may wish to register concerns, complaints, or grievances with the administration of the Program, Department, College, or University. Whenever possible, it is our hope to handle these concerns in an informal and timely manner.

Grade Appeals

A student may challenge his/her grade as determined by a member of the faculty of the University during or within one year after the end of any credit course, qualifying or comprehensive examination, for which the student has been enrolled or three months following the term the graduate degree was awarded. A challenge to a grade may be pursued only based on malice, bias, arbitrary, or capricious grade determination, or impermissible discrimination. In no event shall a challenge be pursued on the basis of the standards employed in setting grades, so long as those standards are employed impartially.

The student should first attempt to resolve the question through consultation with the faculty member who assigned the grade. The student should then attempt to resolve the question through consultation with the administrator(s) to whom the faculty member reports. Having failed to resolve the matter after consultation with the faculty member and her/his supervisor, the student may consult with and/or file a challenge with the Chairperson of the Student Welfare and Grievance Committee. Contact the Dean of Students Office for specific information; a copy of the grievance form and instructions is also available on the Dean of Students Office web page <https://www.utep.edu/student-affairs/dean-of-students-office/resources/grade-grievance.html>

Non-Academic Grievances

Non-academic grievances of policies and procedures of University departments related to matters other than discrimination, such as the application or interpretation of student policies, must be initiated by making an effort to resolve the matter with the individual involved in the interpretation or decision. If the matter is not resolved, it must be submitted in writing to the appropriate director, chair, or department head within 10 working days of the questioned decision or interpretation. Grievances not satisfactorily resolved within 10 working days of that appeal may then be submitted to the appropriate Vice President. Disputes not satisfactorily resolved within 15 working days at this level may finally be appealed to the President.

For more information about your rights to grieve academic and non-academic concerns, please review the section of the graduate catalog on grievances found at

<http://catalog.utep.edu/undergrad/academic-regulations/student-life-policies-and-procedures/>

DISCIPLINARY POLICY

The dismissal of a student from the MRC Program is a significant event for both the student and the program faculty and represents the conclusion of the program faculty that the student has not demonstrated an adequate level of competency in either academic or in other critical areas of professional conduct. Dismissal action is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the program and, when appropriate, special efforts at helping the student meet program requirements and training objectives. The final decision regarding whether or not a student should be terminated from the Program or under what conditions a student making unsatisfactory progress will be allowed to continue is a decision that rests with the Dean of Students Office.

Reasons for Dismissal from the Program

Reasons for termination may be divided into two general categories: academic dismissals and disciplinary dismissals. These will be discussed separately.

- A. **Academic Dismissals**: Failure to maintain academic standards may occur as the result of unsatisfactory grades in academic coursework and/or unsatisfactory performance on the certifying exam. The Graduate Catalog stipulates that:
 - a. “A student admitted into a graduate program whose cumulative grade point average drops below 3.0 will be placed on academic probation and must return his or her grade point average to at least 3.0 by the completion of the next nine semester hours of work. Failure to meet the 3.0 grade point average requirement during the probationary period will result in the student’s dismissal from the Graduate School. A student may also be placed on academic probation if (a) the major GPA drops below 3.0, or (b) the GPA is below the minimum required for unconditional admission. A student who has been dismissed may be readmitted for further graduate study in the same or in a different program only upon the recommendation of the relevant graduate studies committee and the approval of the Graduate School.”

B. Disciplinary Dismissals:

The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

1. Any student who engages in conduct that is prohibited by the Board of Regents' *Rules and Regulations* or University rules, or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct.
2. Computer usage violations, use of alcoholic beverages, dishonesty, gambling, defacing of property, endangering the health or safety of others, use of obscene and threatening language, altering of records, possession or use of firearms, failure to respond promptly to official notices, etc. will subject the student to disciplinary action.
3. The use, possession, or sale of any illegal drugs or narcotics including any amount of marijuana on the campus of the University.
4. The obstruction or disruption of any teaching, research, administrative, disciplinary, public service, or other authorized activity on campus or under the authority of the University or on property owned or controlled by the University.

The University of Texas at El Paso administers student discipline according to established procedures of due process. Procedures are defined and described in the *Rules and Regulations* of the Board of Regents, Series 50101, and the *Handbook of Operating Procedures* <https://www.utep.edu/vpba/hoop/>

Disciplinary Procedures

The Dean of Students Office and/or his/her delegated representative shall have primary authority and responsibility for the administration of student discipline. When the Dean receives information that a student has allegedly engaged in conduct that is prohibited by federal, state, or local laws, the Regents' Rules and Regulations, the rules and regulations of the University, or specific instructions issued by an administrative official of the University in the course of his/her authorized duties, he/she shall investigate the alleged violation. The Dean may during the investigation:

- dismiss the allegation as lacking merit; or
- summon the student for a conference, and after conferring with the student, either:
 - dismiss the allegation;
 - proceed administratively; or
 - prepare and deliver or mail to the accused student, addressed to the address of the accused student as it appears in the records of the Registrar, a statement of charges, a summary statement of the evidence supporting such charges, including a list of witnesses and brief summary of their testimony.

In administering cases of student scholastic dishonesty, the Dean of Students Office shall make reasonable effort to contact the instructor prior to finding the allegation to be unfounded or that

there is insufficient evidence to pursue the matter. The instructor shall be allowed to provide additional direct or indirect evidence to establish the fact in question.

The Dean, or the Hearing Officer after a hearing, in consultation with the instructor of record, may impose one or more of the following penalties for violation of a University regulation concerning scholastic dishonesty:

- written warning that further scholastic violation may result in a more severe penalty;
- no credit, or reduced credit for the paper, assignment, or test in question;
- retaking of examination or re-submission of assignment;
- failing grade or reduced final grade for the course;
- any educational intervention that is deemed appropriate by the Dean of Students Office to include but not limited to assignment of a course in ethics in the following semester of enrollment;
- with concurrence of the Dean of Students Office, place the student on suspension for the remainder of the semester or longer as appropriate;
- for undergraduate students who have completed 60 credit hours or more a one-year suspension for second or subsequent offenses; or
- for graduate students a one-year suspension for the first offense and dismissal for any subsequent offense.

The above sanctions may be assigned singularly or in any combination as deemed appropriate by the Dean of Students Office.

APPLICATION, ENROLLMENT & REGISTRATION PROCEDURES

The Application Process

1. An undergraduate degree
2. Letter of Professional Goals
3. Three Letters of Recommendation; preferably from former instructors
4. Statement of Interpersonal Relationships
5. Statement of Disability
6. Resume
7. Applications will be reviewed for acceptance in the fall and spring semesters. Candidates are encouraged to submit their application at least three months in advance of the start of the semester.
8. To apply go to the Graduate School online application system at <http://www.utep.edu/graduate/apply-now/apply-now.html>

Graduate School Orientation

New Graduate Student Orientation and TA/RA/GA Training are required of all new graduate students and all teaching, research, and graduate assistants. Students will gain the tools

and guidance needed in order to make the most of their graduate education, including information about professional conduct and compliance, academic progression and milestones, academic integrity, and funding opportunities.

Register at utep.edu/graduate

For more information, contact:

The UTEP Graduate School

Mike Loya Academic Services Bldg. Room 223

915-747-5491

gradoutreach@utep.edu

Enrollment

Once you have been successfully admitted to UTEP, you will need to complete the following steps of the registration process:

1. If you haven't already, create a UTEP email Account. This important, and crucial, email account will be used for all official University communications to individual students. Important information such as billing for tuition and fees will be sent only to your UTEP email address.
2. Prior to your first semester of study you will receive an email that provides recommended courses as well as protocols for additional or alternative courses. Upon concurrence with your advisor or the program coordinator, you will be authorized to register for your selected courses. During your first semester, you will meet with your advisor to develop your preliminary degree plan. This plan will be used for you to register for subsequent semesters.
3. It is important that you verify your course selections each semester. From the UTEP homepage (www.utep.edu), Click on the link "My UTEP.edu", at the top of the page, and log in using your UTEP email USER and PASSWORD.
4. Once logged in, Click on Goldmine and go to Active Registrations.
5. If you are having any trouble with registration, contact your advisor or the UTEP Registrar at: academics.utep.edu/Default.aspx?alias=academics.utep.edu/registrar.

TUITION PAYMENT

Student Business Services provides comprehensive information on the tuition payment process (sbs.utep.edu/index.php/en/). Following registration, you should receive an invoice that will include assessed tuition and fees and your class schedule. Also reflected on the invoice will be any credits you may have from financial aid and scholarship awards. If you do not receive your invoice contact the Student Business Services Office. Review payment deadlines at <https://www.utep.edu/vpba/student-business-services/> to ensure you do not miss any deadlines. ***You are obligated to meet the payment deadline whether or not you receive the invoice.***

For students who register and who make changes to their initial registration can access and print an updated schedule with tuition and fees through <https://my.utep.edu/My> Login to your my.utep account, click on Goldmine, and then select "Student Invoice" option. Check your invoice for the official payment due date. For up-to-date information on tuition and fees and payments, contact the Student Business Services Office in the Academic Services Building, (915) 747-5116 or visit <https://my.utep.edu/My>, click on the Goldmine icon, and then select "Student Invoice". Additional information regarding tuition payments can be found at: sbs.utep.edu/index.php/en/.

GRADUATION INFORMATION

If you are anticipating graduation following the completion of a particular semester, you will need to apply for graduation. Diplomas are granted at the close of any semester when all graduation requirements are met. In order to be eligible for graduation, you must be registered during the semester for which you are applying to graduate. To apply for graduation, you must submit an online application to the Graduate School on their website (<https://www.utep.edu/graduate/current-students/how-to-graduate.html>). For more information on the forms and procedures to apply for graduation, please go to the following link: <https://www.utep.edu/graduate/current-students/how-to-graduate.html>

CREDENTIALING

Upon completion of the Master's in Rehabilitation Counseling degree, one of a number of credentials may be of value as you enter a professional career in rehabilitation counseling. The particular credential which may be most valuable will depend upon the specific area of rehabilitation that you select for employment.

Certified Rehabilitation Counselor

The Certified Rehabilitation Counselor (CRC) credential is the most accepted and recognized in the field of rehabilitation counseling. Graduates of the Rehabilitation Counseling Program at The University of Texas at El Paso are eligible upon graduation to take the CRC exam. The primary purpose of certification is to assure that professionals engaged in rehabilitation counseling will meet acceptable standards of quality in practice. These certification standards have been incorporated into the Federal Regulations for Intermediate Health Care Facilities, CARF accreditation standards for private rehabilitation facilities, licensing standards for rehabilitation counselors in certain states, employment, and/or promotional criteria for many agencies or facilities, and a valuable credential for provision of expert testimony.

The CRC examination is offered three times a year. Current students may apply for the exam when they have completed 75% of their coursework. Therefore, second-year students may apply for the spring exam in order to be certified at graduation. To view the CRC exam schedule,

including application dates, please visit the Commission on Rehabilitation Counselor Certification website at <https://crccertification.com/get-certified/>

Information and application forms are available from the Program office and the following source:

Commission on Rehabilitation Counselor Certification
1699 E. Woodfield Road, Suite 300
Schaumburg, IL 60173
Website: www.crccertification.com
Phone: 847-944-1325
e-mail: info@crccertification.com

Other Certification Credentials

Other certification credentials that may be of value are listed below. Your interest in these additional credentials may be based primarily in relation to your particular field of interest and practice in rehabilitation.

Certified Disability Management Specialist (CDMS)

CDMS is a specialty certification that certifies rehabilitation practitioners based on demonstrated knowledge and skill requirements specific to insurance rehabilitation. This certification is readily becoming an acknowledged credential in private-sector rehabilitation. Information for the CIRS may be obtained from the following source:

Certification of Disability Management Specialists Commission (CDMSC)
8735 W. Higgins Road, Suite 300
Chicago, IL 60631 Website: <http://www.cdms.org/>
Phone: (847) 375-6380
Fax: (847) 375-6379
E-Mail: info@cdms.org

National Board for Certified Counselors (NBCC)

NBCC offers a national certification (National Certified Counselor [NCC]) for general counseling practitioners. This credential may be of value in a variety of rehabilitation settings, particularly in those states that have established licensure for master's level counselors. Information regarding application requirements may be requested from the following source:

National Board for Certified Counselors
3 Terrace Way
Greensboro, North Carolina 27403-3660
Website: <http://www.nbcc.org/>
Email: nbcc@nbcc.org
Phone: (336) 547-0607

Licensure

Each state has different requirements. The Texas State Board of Examiners of Professional Counselors provides specific requirements for students interested in becoming licensed as professional counselors (Licensed Professional Counselor [LPC]). Refer to <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html> for more information. To be eligible for a temporary license as a professional counselor in the State of Texas, graduates of the MRC program must at a minimum:

- Meet the licensure requirements for the state of Texas
- Take and pass the National Counselor Exam
- Take and pass the Texas Jurisprudence Exam

Licensure forms for the State of Texas can be found here: <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>

After receiving a temporary LPC license (LPC-A) from the board, you may begin the supervised post-graduate counseling experience (internship). The post-graduate internship is comprised of 3,000 clock hours with at least 1,500 being direct client contact of internship under the supervision of a board-approved supervisor (LPC-S) is required. The 3,000 clock hours may not be completed in a time period of fewer than 18 months. Students interested in becoming licensed as professional counselors in the State of Texas should consult their advisor for specific course recommendations to meet the eligibility requirements. You should contact the Texas State Board of Examiners of Professional Counselors during your program for additional consultation. You can contact the Board at:

Texas State Board of Examiners of Professional Counselors
Texas Department of State Health Services
Mail Code 1982
P.O. Box 149347
Austin, Texas 78714-9347

E-mail: lpc@dshs.state.tx.us

Telephone: (512) 834-6658

Fax: (512) 834-6677

Website: <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>

UNIVERSITY RESOURCES

Job Placement Assistance

When seeking professional employment within the rehabilitation field, students are highly encouraged to meet with the MRC Program's faculty and review the current job announcements

that are provided to students via the program listserv and website. Students are also encouraged to become familiar with UTEP's University Career Center located in the Student Union-West (<https://alumni.utep.edu/career>).

Services for Students with Disabilities

The University of Texas at El Paso (UTEP) is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Therefore, it is the policy of UTEP that the campus makes services available for any student who, through a recent assessment, can document a disability.

Students are able to receive assistance unique to their disability to ensure equality and fairness as they attend UTEP through the Center for Accommodations and Support Services (CASS). In addition, CASS works closely with faculty and staff in an advisory capacity to assist in determining reasonable accommodations that allow students with disabilities to participate in all programs offered on campus. Students requiring assistance should contact the CASS office at the beginning of the semester to arrange for an eligibility determination and to arrange for accommodations in their courses. The CASS office can be reached via phone at (915) 747-5148 or (915) 747-5148 Voice/TTY, via e-mail at cass@utep.edu, or by going to Room 106 in the Union East Building.

UTEP Writing Center

The University Writing Center provides writing assistance to all UTEP students, from freshmen to graduates. They can help you:

- analyze your audience
- understand different types of writing, such as response papers, research reports, summaries, and arguments
- decide on the appropriate format for your writing
- brainstorm ideas and organize your thoughts
- find the right words to express yourself
- decide on the best way to revise your drafts
- learn how to correct grammatical errors
- document your sources

The University Writing Center is located in Library 227 (uwc.utep.edu/). It provides free drop-in tutoring. Further, it welcomes multilingual students and many of its tutors speak Spanish. As professional writing is critical to your future success in the field, please plan on visiting the writing center for assistance in developing your written products for the class and your writing skills.

University Counseling Center

The University Counseling Center (UCC), located at 202 Union West, can assist you as you decide on a career or work through personal concerns. The UCC offers confidential counseling services in English or Spanish. The UCC provides group and individual counseling for currently enrolled UTEP students and consultation services for faculty and staff. It also offers educational workshops throughout the year on a variety of topics. Counseling services are free and confidential; however, there may be a small fee charged for testing materials and scoring. Currently enrolled students can go in person to the University Counseling Center anytime during regular hours (Monday-Tuesday 8am-7pm; Wednesday-Friday, 8am-5pm). The UCC is open during summer sessions and semester breaks. The UCC has a counselor on duty who can assist you with a crisis or emergency. After hours, please contact the El Paso Community's 24-Hour Mental Health Crisis Line at (915) 779-1800 or the University Police at (915) 747-5611.

Friends, peers, family, faculty, or staff members who are concerned about a student in distress are encouraged to refer the student to the University Counseling Center at (915) 747-5302. If you have questions or would like referral guidelines, please contact the UCC at sa.utep.edu/counsel/ or (915) 747-5302.

Alumni Relations

Alumni are viewed as an important and valuable component of the MRC Program. Alumni can serve in a variety of capacities including fieldwork supervisors, guest lecturers, and advisory committee members. After graduation, you are encouraged to maintain active correspondence and to keep the MRC Program informed in terms of personal professional endeavors and achievements as well as job opportunities for rehabilitation counselors. Every effort will be made to maintain the most current information on alumni in order to maintain an active network and to conduct important follow-up studies of the MRC Program's outcomes and effectiveness. Go to <https://alumni.utep.edu/> for more information.

Parking

You may wish to purchase a parking permit for those classes taught on the main. For more information on parking lots, fees, and fines, please go to the Parking and Transportation website for student permits found at: <https://www.utep.edu/parking-and-transportation/parking/parking-basics.html>

UTEP Library

The UTEP Library has been designed to provide University and community users with a modern and efficient facility for study and research. The building houses over one million books, 200,000 government documents, and 1,000,000 microforms. Library hours fluctuate during the course of the year. Extended hours are available during finals. Hours are substantially reduced during semester breaks, University holidays, and in the summer. Call (915) 747-5643 or (915) 747-5638 for information on current hours, or visit the UTEP library website: <https://www.utep.edu/library/>.

Computer Labs

There are multiple computer labs on the main UTEP campus. The computers in these labs are equipped with Microsoft Office Suite products (e.g., Word, Excel, PowerPoint) and vary in the hours they are open.

UTEP Graduate School

Many of the policies and procedures set forth by the MRC Program are derived from the policies of the Graduate School. You should consult the Graduate School website regularly to obtain information about these policies and for information relevant to your graduate training. The link to the UTEP Graduate School web page is: graduate.utep.edu/

my.utep

My utep is the student information system. You can check your e-mail, store your files, enter Blackboard, and much more. The direct link to my utep is: <https://my.utep.edu/My>

UTEP Academic Calendar

UTEP provides an academic calendar that lists registration deadlines, graduation, holidays, and semester timelines. You should be aware of these dates and plan your program accordingly. You can access the UTEP Academic Calendar at: <https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html>

PROFESSIONAL ORGANIZATIONS IN REHABILITATION COUNSELING

American Rehabilitation Counseling Association (ARCA)

The American Rehabilitation Counseling Association (ARCA) is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with continually improving the profession of rehabilitation counseling in its service to persons with disabilities. Refer to their website for more information: <https://www.arcaweb.org/>

The National Rehabilitation Association (NRA)

The National Rehabilitation Association (NRA) is a member organization that promotes ethical and state-of-the-art practice in rehabilitation with the goal of the personal and economic independence of persons with disabilities. As the oldest and strongest advocate for the rights of persons with disabilities, their mission is to provide advocacy, awareness, and career

advancement for professionals in the field of rehabilitation. Refer to their website for more information: <http://www.nationalrehab.org>

National Rehabilitation Counseling Association (NRCA)

The National Rehabilitation Counseling Association (NRCA) was founded in 1958 as an organization to represent the unique concerns of practicing rehabilitation counselors. Membership then consisted of primarily state/federal vocational rehabilitation employees. Since that time, NRCA has continued to broaden its membership base, and expand benefits to members. Today, NRCA is the largest national organization representing rehabilitation counselors practicing in a variety of work settings: private non-profit agencies, hospital medical settings, educational programs, private-for-profit businesses, state/federal agencies, private practice, unions, and others. Refer to their website for more information: <https://nationalrehabcounselingassociation.wildapricot.org/>

Related Professional Organizations

In addition to the professional organizations specific to rehabilitation counseling, there are also several other organizations that you may want to submit a membership application. The MRC program highly recommends becoming a student member in one of the following organizations.

Texas Rehabilitation Association (TRA)

The Texas Rehabilitation Association (TRA) is a state chapter of the National Rehabilitation Association (NRA). TRA was founded in Texas in 1951. To be a member of TRA, you must first become a member of the NRA. Cost of membership in the TRA is covered by your membership dues to the NRA. The TRA can provide you with a statewide network of rehabilitation professionals, employers, and educators. Refer to their website for more information: <http://www.txrehabassoc.org/>

American Counseling Association (ACA)

The American Counseling Association (ACA) is a not-for-profit, professional, and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. Refer to their website for more information: <http://www.counseling.org/>

National Council on Rehabilitation Education (NCRE)

The National Council on Rehabilitation Education (NCRE) is a professional organization of educators dedicated to quality services for persons with disabilities through education and research. NCRE advocates up-to-date education and training and the maintenance of

professional standards in the field of rehabilitation. Refer to their website for more information: NCRE.org.

OTHER RESOURCES

Texas Workforce Commission Vocational Rehabilitation Services (TWC-VR)

TWC-VR provides the state-vocational rehabilitation program in the state of Texas. In addition to being the largest single provider of services, TWC-VR also represents the largest single employer of rehabilitation counselors in Texas. To view current TWC-VR position openings, please visit the TWC-VR website: <https://www.twc.texas.gov/>

New Mexico Division of Vocational Rehabilitation (NMDVR)

The NMDVR is a Federal- and State-funded government program whose mission is to prepare and assist potential employees with disabilities to increase their economic independence through employment. In addition, we partner with companies and agencies seeking opportunities to enhance and diversify their workforce.

To apply for a position within DVR, please visit the NM State Personnel Office website at <https://www.dvr.state.nm.us/>

USAJOBS

USAJOBS is the official job site of the US Federal Government. It's a one-stop source for Federal jobs and employment information. Enter “Vocational Rehabilitation” in your search for positions specific to rehabilitation counselors. Refer to their website for more information: www.usajobs.gov/

2023 Code of Professional Ethics for Rehabilitation Counselors

Effective January 1, 2023. All CRCs/CCRCs are bound to act in accordance the with Code.

<https://crccertification.com/wp-content/uploads/2023/01/2023-Code-of-Ethics-1.pdf>

2014 American Counseling Association Code of Ethics

https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

APPENDIX

Student Progress Review Form—Initial Review
Student Progress Review Form—Practicum Application Review
Student Progress Review Form—Pre-Graduation Review
Student Progress Review Form—Faculty-Initiated Review
Student Confirmation of MRC Student Handbook Review
Confirmation of MRC Student Handbook Review
Confirmation of Specific Policies or Program Requirements

Student Progress Review Form

Master of Rehabilitation Counseling Program

Initial Review

Student: _____ **Year/Term:** _____.

Benchmarks to assist in the review of student performance and competence are scores of 3 or above on all rubric dimensions. If students do not meet the benchmarks, remediation will be required. In some cases, remediation may be recommended.

Initial Review Decision

_____ **Unconditional Approval to Continue the Program (Meets standards)**

_____ **Conditional Approval to Continue the Program (Approaches standards but the student must complete a remediation plan developed with the advisor)**

_____ **Not Approved. (Does Not Meet Standards to Continue the Program. Student must complete remediation plan in order to receive approval)**

_____ **Not Approved. (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) Grades posted on the student's transcript for all graduate courses completed since beginning the Rehabilitation Counseling Program.

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

2) Key Professional Dispositions Indicators

	Unsatisfactory 1	Marginal 2	Satisfactory 3	Excellence 4
I. ACADEMIC PERFORMANCE				
a. Exhibits general alertness to and participation in class activities				
b. Makes appropriate and knowledgeable contributions to class discussions				
c. Prepares for class by reading and completing assignments on time				
d. Adheres to expectations of academic integrity				
II. INTRAPERSONAL FACTORS				
a. Displays personal insight and self-awareness				
b. Identifies and expresses feelings appropriately				
c. Demonstrates motivation and commitment to personal growth				

III. INTERPERSONAL RELATIONSHIPS				
a. Demonstrates appropriate sensitivity and respect in interactions with peers				
b. Displays appropriate decorum in interactions with the instructor, peers, and other professionals				
c. Maintains appropriate emotional boundaries with others				
IV. PROFESSIONAL BEHAVIOR				
a. Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor				
b. Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor				
c. Exhibits awareness, concern, and, ability to adhere to Ethical Standards				
d. respect and appreciate cultural difference				
e. Seek, reflect, and respond to supervisory feedback in a professional manner				
f. demonstrate emotional sensitivity, interpersonal respect, and ethical manners with clients				
V. OVERALL EVALUATION				
Overall assessment of the student’s status based on observed academic, personal, interpersonal, and professional behaviors				

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 activities 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 	
Student Signature:	Date:
Advisor Signature:	Date:

Status of Remediation Plan for Initial Review

Recommended Remediation: Completed _____ Not Completed _____

Required Remediation: Completed _____ Not Completed _____

Advisor Signature: _____ Date: _____

Student Progress Review Form

Master of Rehabilitation Counseling Program

Practicum Application Review

Student: _____ **Year/Term:** _____.

Benchmarks to assist in the review of student performance and competence are scores of 3 or above on all rubric dimensions. If students do not meet the benchmarks, remediation will be required. As well, in some cases, remediation may be recommended.

Practicum Application Review Decision

_____ **Unconditional Approval to begin Practicum (Meets Standards)**

_____ **Conditional Approval to begin Practicum (Approaches Standards but the student must complete remediation plan)**

_____ **Not Approved. (Does Not Meet Standards to begin Practicum. Student must complete remediation plan in order to receive approval)**

_____ **Not Approved. (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) Grades posted on the student's transcript for all graduate courses completed since beginning the Rehabilitation Counseling Program.

	Insufficient 1	Approaching Proficiency 2	Satisfactory Proficiency 3	Exemplary Proficiency 4
Academic Success	No grades of B or better or at least one failing grade	No more than one grade of C, with all other grades B or better	All grades of B or better and has satisfactorily completed all pre-requisite courses (REHC 5300, 5310, 5339, 5360)	All grades of A and has satisfactorily completed all pre-requisite courses (REHC 5300, 5310, 5339, 5360)

2) Key Professional Dispositions Indicators

	Unsatisfactory 1	Marginal 2	Satisfactory 3	Excellence 4
I. ACADEMIC PERFORMANCE				
a. Exhibits general alertness to and participation in class activities				
b. Makes appropriate and knowledgeable contributions to class discussions				
c. Prepares for class by reading and completing assignments on time				
d. Adheres to expectations of academic integrity				
II. INTRAPERSONAL FACTORS				

a. Displays personal insight and self-awareness				
b. Identifies and expresses feelings appropriately				
c. Demonstrates motivation and commitment to personal growth				
III. INTERPERSONAL RELATIONSHIPS				
a. Demonstrates appropriate sensitivity and respect in interactions with peers				
b. Displays appropriate decorum in interactions with the instructor, peers, and other professionals				
c. Maintains appropriate emotional boundaries with others				
IV. PROFESSIONAL BEHAVIOR				
a. Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor				
b. Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor				
c. Exhibits awareness, concern, and, ability to adhere to Ethical Standards				
d. respect and appreciate cultural difference				
e. Seek, reflect, and respond to supervisory feedback in a professional manner				
f. demonstrate emotional sensitivity, interpersonal respect, and ethical manners with clients				
V. OVERALL EVALUATION				
Overall assessment of the student's status based on observed academic, personal, interpersonal, and professional behaviors				

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 activities 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
--

Student Signature:	Date:
Advisor Signature:	Date:

Status of Remediation Plan for Practicum Application Review

Recommended Remediation: Completed _____ Not Completed _____

Required Remediation: Completed _____ Not Completed _____

Advisor Signature: _____ Date: _____

Student Progress Review Form

Master of Rehabilitation Counseling Program

Pre-Graduation Review

Student: _____ **Year/Term:** _____.

Benchmarks to assist in the review of student performance and competence are scores of 3 or above on all rubric dimensions. If students do not meet the benchmarks, remediation will be required. As well, in some cases, remediation may be recommended.

Final Pre-graduation Review Decision

_____ **Unconditional Approval for graduation (Meets Standards)**

_____ **Conditional Approval for graduation (Approaches Standards but the student must complete remediation plan to receive clearance to graduate)**

_____ **Not Approved. (Fails to Meet Standards for Graduation with a 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.)

	Insufficient 1	Approaching Proficiency 2	Satisfactory Proficiency 3	Exemplary Proficiency 4
Academic Success	GPA is below 3.0 or there are grades of U on the transcript and/or has not satisfactorily completed at least 51 credits courses on the program of study and/or has not successfully completed the comprehensive exam or the CRC exam with a passing score	GPA is 3.0 or above, has satisfactorily completed at least 51 credits courses on the program of study, but has not successfully completed the comprehensive exam or the CRC exam with a passing score	GPA is 3.0 or above, has satisfactorily completed at least 51 credits courses on the program of study, and has successfully completed the comprehensive exam or the CRC exam with a passing score	GPA is 3.5 or above and has satisfactorily completed at least 51 credits courses on the program of study, and has successfully completed the comprehensive exam or the CRC exam with a distinguished score

2) Key Professional Dispositions Indicators

	Unsatisfactory 1	Marginal 2	Satisfactory 3	Excellence 4
I. ACADEMIC PERFORMANCE				
a. Exhibits general alertness to and participation in class activities				
b. Makes appropriate and knowledgeable contributions to class discussions				
c. Prepares for class by reading and completing assignments on time				
d. Adheres to expectations of academic integrity				
II. INTRAPERSONAL FACTORS				
a. Displays personal insight and self-awareness				
b. Identifies and expresses feelings appropriately				
c. Demonstrates motivation and commitment to personal growth				
III. INTERPERSONAL RELATIONSHIPS				
a. Demonstrates appropriate sensitivity and respect in interactions with peers				
b. Displays appropriate decorum in interactions with the instructor, peers, and other professionals				
c. Maintains appropriate emotional boundaries with others				
IV. PROFESSIONAL BEHAVIOR				
a. Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor				
b. Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor				
c. Exhibits awareness, concern, and, ability to adhere to Ethical Standards				
d. respect and appreciate cultural difference				
e. Seek, reflect, and respond to supervisory feedback in a professional manner				
f. demonstrate emotional sensitivity, interpersonal respect, and ethical manners with clients				
V. OVERALL EVALUATION				
Overall assessment of the student’s status based on observed academic, personal, interpersonal, and professional behaviors				

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

<p>No Remediation Needed _____</p> <p>Remediation Recommended _____</p> <p>Remediation Plan Required _____</p> <p>Description and Comments</p>
--

Student Signature:	Date:
Advisor Signature:	Date:

Status of Remediation Plan for Pre-graduation Review

Recommended Remediation: Completed _____ Not Completed _____

Required Remediation: Completed _____ Not Completed _____

Advisor Signature: _____ Date: _____

Student Progress Review Form
Master of Rehabilitation Counseling Program

Faculty-Initiated Review

Student: _____ Advisor: _____ Date: _____

Reasons for Review

- _____ Receive a C or below grade in required or elective courses
- _____ Professional Disposition concerns
- _____ Professional Ethics concern
- _____ Interpersonal Skills and Personal Growth concerns
- _____ Other

Description of the concern	
Student's responses	
Faculty Comments	
No Remediation Needed _____	
Remediation Recommended _____	
Remediation Plan Required _____	
Description of the Remediation plan	
Student Signature:	Date:
Advisor Signature:	Date:

Status of Remediation Plan for Faculty-Initiated Review

Recommended Remediation: Completed _____ Not Completed _____

Required Remediation: Completed _____ Not Completed _____

Advisor Signature: _____ Date: _____

Prior to beginning coursework in the MRC Program and upon subsequent revisions of the MRC Student Handbook students are required to acknowledge:

CONFIRMATION OF MRC STUDENT HANDBOOK REVIEW

&

CONFIRMATION OF SPECIFIC POLICIES OR PROGRAM REQUIREMENTS

Please review and complete the following signature pages and submit to the program's Administrative Services Coordinator.

CONFIRMATION OF MRC STUDENT HANDBOOK REVIEW

By signing below I certify that I have read the above-listed sections of the MRC Student Handbook and have or will contact my advisor to resolve any questions. By signing I also agree to read and follow the requirements outlined in the handbook.

Student Name:

Date

Student Signature:

Student ID#

Please complete and submit this signature page to the Program's Administrative Services Coordinator.