

The University of Texas at El Paso



Master of Clinical Rehabilitation Counseling (MCRC)

STUDENT HANDBOOK

Policies and Procedures

College of Education

Department of Counseling and Special Education

(Revised August 2025)

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MCRC Program Mission Statement

The mission of the Master of Clinical Rehabilitation Counseling (MCRC) program is to prepare ethical, knowledgeable, and professionally competent rehabilitation counselors who are committed to advancing well-being and empowerment for individuals with disabilities, and who are dedicated to lifelong professional development.

We foster students' professional identity, ethical leadership, and continuous growth through a holistic, strengths-based approach. The program equips students with the essential knowledge, skills, and competencies to support independent living, promote mental wellness, and advocate for meaningful community participation for individuals with disabilities. We also facilitate pathways to a higher quality of life, including enhanced financial stability through gainful employment.

Recognizing that disabling conditions often stem from environmental factors, we promote the development and implementation of contextual interventions that reduce barriers to participation. Our commitment is to prepare graduates for professional rehabilitation counseling practice that effectively meets the needs of individuals with disabilities across a variety of circumstances.

MCRC Program Objectives

Based on the mission statement and CACREP standards, the MCRC program's objectives are for graduates to:

1. Foundational Knowledge and Core Competencies

- a. Acquire comprehensive knowledge in core counseling subject areas outlined in CACREP standards
- b. Acquire in-depth understanding of disabilities and the societal and environmental impacts on the lived experiences of individuals with disabilities.
- c. Demonstrate the knowledge and skills necessary to serve as subject matter experts in various professional settings, effectively addressing the needs of service providers and clients.

- d. Develop and apply interdisciplinary and evidence-based intervention strategies to support the independent living goals of individuals with disabilities, including securing gainful employment.
- e. Utilize technology and accessibility tools ethically and effectively in service delivery.
- f. Develop and implement intervention strategies that support the mental well-being of people with disabilities.

2. Professional Identity, Ethics, and Lifelong Learning

- a. Clearly and confidently identify as a member of the rehabilitation counseling profession and demonstrate a strong professional identity.
- b. Engage in ethical service provision and leadership, consistently applying ethical principles to resolve complex dilemmas.
- c. Commit to continuous professional development by staying informed about current intervention strategies, research, best practices, and societal factors affecting individuals with disabilities.
- d. Demonstrate self-reflection regarding the impact of their services and adjust their approaches as needed to resolve contextual barriers and optimize client outcomes.

3. Advocacy and Environmental Intervention

- a. Demonstrate effective advocacy skills and develop strategies that promote environmental and contextual change to support individuals with disabilities.
- b. Facilitate meaningful community participation and employment by promoting independence and autonomy, honoring client self-direction in life choices.
- c. Demonstrate skills and strategies in educating and advocating among the public, employers, and families to promote positive attitudes, policies, and practices that support the independence and well-being of individuals with disabilities

Degree Requirements

The Clinical Rehabilitation Counseling Curriculum

Candidates for the Master's in Clinical Rehabilitation Counseling must complete the prescribed 60 credit hours of coursework. Students must obtain a B or above to receive credits for any required courses except for internships (pass or fail). When students receive a letter grade C or below in any required 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.

The CRC Program is taught in a hybrid format or online format with a combination of face-to-face instruction and online assignments.

Students who are accepted into the Clinical Rehabilitation Counseling program will follow the below 60-hour program, grouped according to the level of professional development and not as a precise sequence of study:

I. Foundational Counseling Requirements (21 Semester Hours)

- EDPC 5310 - Applied Research Design for Counseling and Special Education
- EDPC 5317 - Human Growth & Development
- EDPC 5320 - Lifestyle & Career Development
- REHC 5300 – Professional Issues in Rehabilitation Counseling
- EDPC 5324 - Ethical, Legal, and Professional Issues in Counseling
- EDPC 5341 - Theories of Counseling
- EDPC 5346 - Counseling Multicultural and Diverse Populations

II. Advanced Counseling Courses (21 Semester Hours)

Courses in parenthesis are required before taking the aforementioned course

- EDPC 5333 - Crisis Counseling
- EDPC 5335 - Principles of Appraisal & Assessment (EDPC 5317, EDPC 5341, EDPC 5345, EDPC 5346)
- EDPC 5338 - Group Counseling (EDPC 5317, EDPC 5339)

- EDCP 5339 - Techniques of Counseling (EDPC 5341)
- EDCP 5345 - Abnormal Human Behavior
- EDCP 5347 – Addictions Counseling (EDPC 5345)
- EDCP 5360 – Introduction to Marriage and Family Therapy (EDPC 5341)

III. Rehabilitation Counseling Specialization Courses (9 Semester Hours)

- REHC 5320 – Medical Aspects of Disability
- REHC 5330 – Psychosocial Aspects of Disability
- REHC 5350 – Psychiatric Rehabilitation

IV. Clinical Experience (9 Semester Hours)

Courses in parentheses are required before taking the aforementioned course

- REHC 5390 – Practicum in Rehabilitation (100 hours) (Completion of 36 credits including all foundational coursework)
- REHC 5391 – Internship in Rehabilitation (I) (REHC 5390)
- REHC 5392 – Internship in Rehabilitation (II) (REHC 5391)

All course sequences should be reviewed by the Academic Advisor before registering for each semester. It is recommended that all Foundational Counseling courses be completed within the first 18 credit hours of coursework and before progressing to Advanced Counseling Courses.

The CRC Program requires three 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 three years to obtain the degree. The maximum length of time to complete all the academic work is six years.

Note.

Students can review the course descriptions in the Graduate Catalog located <https://catalog.utep.edu/grad/college-of-education/educational-psychology-special-services/master-rehabilitation-counseling/>

Students can review the details about REHC 5390, REHC 5391 and REHC 5392 in the Fieldwork Handbook.

Graduation Requirements

To qualify for the Master of Clinical 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). *Note. All coursework should be completed within six years of starting the program. After six years, the loss of credit will begin to accrue.*
- 2) Pass all Student Progress Reviews throughout the program (See details in later section)
- 3) Satisfactory performance in the field experiences, i.e. Practicum and Internship
- 4) Adherence to all University Policies and procedures
- 5) Passing grades on the comprehensive exam or the CRC exam. The information on the two exams is specified below.

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. All students are encouraged to study early by reviewing a summary list of competency areas associated with practice as a rehabilitation counselor. 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 CRC 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. Details about the CRC exam is listed in the Commission on Rehabilitation Counselor Certification (CRCC) website <https://crccertification.com/>

Students **must also be enrolled during the semester that they graduate.** If all coursework has been completed and the student has not passed the exam, they will need to register for a course the next semester.

Expectations of Students

Students in the counselor education program are expected to:

- **Demonstrate professionalism** in interactions with peers, faculty, clients, and community members.
- **Adhere to ethical standards**, including those outlined in the ACA Code of Ethics.
- **Engage actively in learning**, including class attendance, preparation, quality assignment submission, and active participation in academic and clinical activities.
- **Communicate respectfully and responsibly** in all forms of communication, including email, class discussions, and online platforms.
- **Comply with all program and university policies**, including those related to conduct, academic integrity, and technology use.
- **Engage in professional development** by participating in counseling-related organizations, webinars, conferences, or workshops to support identity development and growth as a counseling professional.

Academic Advising

All students in the MCRC Program are assigned a faculty advisor. Upon initial acceptance into the MCRC Program each student must attend a mandatory counseling program orientation and meet the assigned Faculty Academic Advisor. The advisor is a faculty member of the MCRC 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.

Academic advising is an essential element in assuring the individual's development of the core competencies of a rehabilitation counselor which are necessary for graduation. The Clinical Rehabilitation Counseling program is committed to monitoring each student's academic, professional, and personal development as the individual progresses through the coursework and clinical demands of the program. Throughout the student's progress in the Clinical Rehabilitation Counseling Program, a Faculty Academic Advisor closely monitors the student's overall progress and confers with the student to maintain adherence to the program's requirements, including completion of the appropriate sequence of coursework, to ensure that all requirements for timely graduation are met.

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

Policy on Student Evaluation of Academic Advising

To ensure quality advising and continuous program improvement, students enrolled in the counselor education program will be provided with regular and systematic opportunities to evaluate their academic advisors. These evaluations will focus on students' experiences with and access to academic advising, as well as the effectiveness of advising support in facilitating academic and professional development.

The evaluation process will include:

- Anonymous student feedback surveys administered at least once per academic year.

- Evaluation items addressing advisor availability, responsiveness, guidance, and overall satisfaction.
- A mechanism for aggregated results to be reviewed by program faculty and leadership to identify strengths and areas for improvement.

All evaluations will be confidential, and results will be used solely for program enhancement and faculty development purposes.

Technology Resources and Competence Needed to Complete the Program

To be successful in the counselor education program, students are expected to have regular access to a reliable computer, internet connection, and proficiency with the technology tools used throughout the program.

Required Technology Competence

Students should be able to:

- Use institutional email (Outlook) effectively for professional communication with faculty, staff, peers, and site supervisors. This includes checking email regularly, responding in a timely and professional manner, and organizing communications appropriately.
- Navigate and use the university's Learning Management System (e.g., Blackboard) for accessing course materials, submitting assignments, taking exams, and participating in online discussions.
- Use word processing, presentation, and spreadsheet software (e.g., Microsoft Word, PowerPoint, Excel) to complete academic and clinical assignments.
- Operate basic video conferencing platforms (e.g., Zoom or Microsoft Teams) for virtual meetings, classes, and supervision sessions.
- Record, upload, and securely manage audio or video files used in counseling skills practice or clinical documentation, in accordance with program policies and confidentiality guidelines.
- Use other specialized software or hardware required for specific courses or clinical training.

Available Technology Support

The university provides the following resources to support students:

- **Technology Support Center and Help Desk:** Available for troubleshooting technical issues and offering consultation on software or hardware needs. See details at <https://www.utep.edu/technologysupport/>
- **Free Equipment Checkout:** Students may borrow laptops, Wi-Fi hotspots, webcams, and other essential tech equipment as needed.
- **Free Software Access:** Licensed academic software (e.g., Microsoft Office, antivirus programs, statistical tools) is available at no cost through the university's software portal.
- **One-on-One Tech Support and Training:** Students can request individual assistance to improve their tech skills or resolve technology issues affecting their academic performance.

Students are encouraged to become familiar with these resources early in the program and to reach out proactively for assistance as needed.

Individual Student Assessment Procedures: Key Performance Indicators (KPIs) and Professional Dispositions

The counselor education program employs a systematic process to assess each student's academic progress, professional skills, and dispositions. This process ensures that students demonstrate the necessary competencies to become effective counseling professionals.

A. Key Performance Indicators (KPIs)

- The program faculty systematically evaluate each student's progress by assessing their acquisition of both knowledge and skills.
- Key performance indicators (KPIs) are identified in the eight foundational curricular areas and the specialized area, with multiple measures used to evaluate students' performance.
- All KPI assessments are embedded in required course activities; no additional assignments outside of classes are required. A summary of the KPI measures is provided in **Appendix I**.
- Students' KPI performance is documented in the Experiential Learning Cloud (ELC, formerly Tevera) system, where they can access their evaluation and faculty feedback.

B. Professional Dispositions

- Faculty members also systematically assess students' professional dispositions throughout the program.
- The criteria for evaluating professional dispositions, including expectations related to personal growth, interpersonal skills, and professional behaviors that align with the counselor's codes of ethics, are outlined in the Student Progress Review forms (**Appendix II**).

C. Student Progress Review

Students' academic performance, including course completion, GPA, KPI evaluation results, and professional dispositions, are reviewed by faculty at a minimum of three major transition points during the program:

1. **Initial Review – Completion of 6-12 Credit Hours**
 - Conducted during the student's second semester (typically after 6-12 credit hours).
 - Students are assessed on:
 - Academic progress, course completion, and GPA.
 - Performance on KPI assessments.
 - Professional dispositions, including personal growth, interpersonal skills, and professional behaviors align with the counselor's codes of ethics, exhibited in all aspects of their student experience.
2. **Pre-Practicum Review – Approval for Practicum Placement**

- Occurs when students request approval to enroll in Practicum.
- Students are assessed on:
 - Academic progress, including completion of all prerequisite courses and GPA.
 - Performance on KPI assessments
 - Professional dispositions, including personal growth, interpersonal skills, and professional behaviors align with the counselor's codes of ethics, exhibited in all aspects of their student experience.

3. Pre-Graduation Review – Approval for Graduation

- Occurs when students apply for graduation.
- Students are assessed on:
 - Exit exam performance (e.g., CRC or the program's comprehensive exam).
 - Completion of required coursework and GPA.
 - KPI assessment results.
 - Professional dispositions, including personal growth, interpersonal skills, and professional behaviors align with the counselor's codes of ethics, exhibited in all aspects of their student experience.

4. Faculty-Initiated Review

- Faculty may initiate an additional review outside of the formal transition points if:
 - A student receives a grade of C or below in any required or elective course.
 - Faculty observe concerning behavior impacting the program or clients in practicum/internship.

D. Access to Review Results

- Students' review results (including KPIs, professional dispositions, and remediation plans) are recorded in the Experiential Learning Cloud (ELC, formerly Tevera) system.
- Students will receive a notification when new assessment results are available.

- They can access their review results by logging into Experiential Learning Cloud (ELC, formerly Tevera) system and are encouraged to consult their faculty advisors if they have any questions or concerns.

E. Retention Criteria

To remain in good standing and continue in the program, students must meet the following criteria:

- 1. Academic Performance:**
 - Maintain a GPA of 3.0 or higher.
 - Earn grades of B or above in all required and elective courses.
- 2. Key Performance Indicators (KPIs):**
 - Achieve satisfactory performance on all KPI assessments embedded in coursework.
 - Demonstrate consistent development of counseling knowledge and skills.
- 3. Professional Dispositions:**
 - Exhibit professional behaviors, including but not limited to reliability, obeying counselor ethical codes, and effective communication.
 - Maintain appropriate interpersonal skills and professional boundaries.
- 4. Adherence to University Policies:**
 - Abide by the Student Conduct and Discipline policies in the Handbook of Operating Procedures.
 - Violations of university policies may trigger a formal retention process and possible referral to the University's Student Conduct Office for disciplinary review.

F. Remediation Plan

If concerns or unsatisfactory assessment results arise during a student review, the following remediation process will be initiated:

- A. Faculty Advisor Consultation**
 - The student's faculty advisor will meet with the student to discuss the specific concerns.

- The advisor and student will collaborate to develop a **remediation plan** aimed at resolving the identified issues.
- The plan will outline:
 - Specific areas for improvement.
 - Required actions and benchmarks for progress.
 - A timeline for reassessment.
 - Conditions that must be met to continue in the program.

B. Documentation and Follow-up

- The remediation plan will be documented in the Experiential Learning Cloud (ELC, formerly Tevera) system.
- The student's progress will be monitored, with follow-up evaluations conducted by the faculty advisor by the specified due date.

Policy for Student Retention, Remediation, and Dismissal

The counselor education program upholds high academic and professional standards to ensure students develop the necessary competencies for effective counseling practice. The formal **Retention, Remediation, and Dismissal Process (RRDP)** will be initiated when any of the following occurs:

- A student fails to demonstrate satisfactory improvement specified in the remediation plan.
- Faculty observe ongoing or significant concerns regarding the student's academic performance, professional dispositions, or conduct.
- A student violates the University's Student Conduct and Discipline policies in the Handbook of Operating Procedures, Chapter 1: Student Conduct and Discipline.

The Retention Committee will determine whether the issue warrants a retention intervention or referral to the University's Student Conduct Office.

A. Initiating the Formal Process

When the need for formal intervention arises:

1. Faculty Consultation

- The faculty member with the initial concern will consult with the Counseling Program Coordinator and provide documentation of the failed remediation plan and other assessment results.
- If the Program Coordinator agrees that formal action is warranted, the Retention Committee will be convened.

2. Retention Committee Formation

- The Retention Committee will consist of a minimum of three members:
 - The Program Coordinator (chair of the committee).
 - One counseling program faculty member involved in the student's training.
 - A designee assigned from other faculty within or outside the College of Education by the Dean or the chair of the department to ensure impartiality and oversight.
- The committee will review all relevant documentation, including:
 - The student's KPI and professional disposition evaluation results.
 - Faculty observations and feedback.
 - The failed remediation plan and evidence of a lack of improvement.
 - Other relevant information (e.g., internship supervisor feedback and evaluation).

B. Committee Review Process

1. Information Review

- The committee will conduct a thorough review of the student's performance, considering all the documentation collected.
- The student will be given an opportunity to submit a written statement or meet with the committee to share their perspective.

2. Decision-Making

- After reviewing all the information, the committee will decide on one of the following outcomes:
 - **Improvement Plan:** The student is offered another chance to address the concerns. A formal improvement plan will be created, with clear conditions, specific benchmarks for improvement, and a timeline for reassessment.
 - **Professional Probation:** The student will be placed on "Professional Probation" with specific requirements established for remediation. Procedures will also be specified for progress to be monitored by the concerned faculty member, the student's Academic Advisor, and the Counseling Program Coordinator. The Counseling Retention Review Committee will also decide if and or when the student may be

removed from “Professional Probation.” While on “Professional Probation,” the student will not be allowed to enroll in the Practicum and internship courses but may be enrolled in other courses upon requesting and receiving permission to do so from the Counseling Program Coordinator.

- **Termination from the Counseling Program:** A student may be dismissed from the Counseling Program and prohibited from enrolling in further Counseling courses. This decision may be based on, but is not limited to, the following circumstances:
 1. Failure to demonstrate an adequate level of professional or personal competency after an attempt at remediation.
 2. Failure to abide by policies and/or procedures established by the UTEP Counseling Program and/or program requirements
 3. Having been charged or convicted of a criminal offense.
 4. Any action deemed a violation of the Code of Ethics and Standard Practices for Counselors.
 5. Any action deemed a violation of the UTEP Student Code of Conduct.
 6. Any action deemed a violation of agency, school district, and/or campus policy during field-based experiences.

3. Referral to the University Conduct Office

- If the committee determines that the student’s behavior may violate University Student Conduct and Discipline policies, the committee reserves the right to refer the case to the **University’s Student Conduct Office (Office of Community Standards)**.
- The Office of Community Standards will determine whether disciplinary action, separate from the counseling program’s academic and professional review, is necessary.
- The Retention Committee will proceed with its own review and decision-making regarding the student’s status in the program, in collaboration with external disciplinary action.

C. Formal Notification and Follow-up

1. Written Notification

- The committee's decision will be provided to the student in writing within 15 business days of the committee meeting.
- The notification will include:
 - The committee's findings.
 - The decision made and its rationale.
 - Next steps (e.g., details of the correction plan or dismissal procedures).
 - Information on the appeals process.

2. Documentation and Recordkeeping

- All committee decisions and related documentation will be recorded in writing, and a copy will be provided to the University Student Conduct Office.
- The student's faculty advisor will monitor the implementation of the improvement plan (if applicable) and provide ongoing feedback.

D. Appeal Process

1. A student has the right to appeal the dismissal decision if they believe:

- The decision was based on incorrect or incomplete information.
- There was a procedural error or unfair treatment.
- New, relevant information has become available that was not previously considered.

2. The appeal must be submitted in writing to the Department Chair (or their designee) and must be postmarked no more than five (5) business days following the date of the written notification of the decision from the Retention Review Committee.

3. The appeal should include:

- A clear explanation of the grounds for appeal.
- Supporting documentation or evidence.

4. The Department Chair (or their designee) will review the appeal, consult with relevant faculty, and determine whether to:

- Uphold the dismissal.
- Reverse the decision.

- Request further review by the Retention Committee.
- 5. Final Decision
 - The student will be notified in writing of the final appeal decision.
 - The final decision is binding and concludes the appeal process.

E. University Conduct and Discipline Policies

Dismissal from the Counseling Program is an academic and professional decision based on the program's standards and policies. However, students are also subject to the University's Student Conduct and Discipline policies.

- If a student's behavior involves potential violations of university policies, the Retention Committee may refer the case to the University's Student Conduct Office for review.
- Program dismissal does not preclude the university from pursuing separate disciplinary action, which may result in additional consequences beyond program removal.

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.

Academic Appeal Policy

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

If you believe that a course grade is inaccurate or that an instructor is not teaching the material in the syllabus, you first should discuss the problem with your instructor. If the issue is not resolved to your satisfaction, make an appointment to discuss it with your Faculty Advisor, the Counseling Program Coordinator, and/or the Department Chair. If the matter is still not resolved to your satisfaction, you may appeal to the Dean of the College of Education. Formal grade appeals may also be submitted to the Faculty Senate Grievance Committee (See Dean of Students' Office for additional information: <https://www.utep.edu/student-affairs/dean-of-students-office/resources/grade-grievance.html>). Policies and procedures for grade changes are listed in the university academic graduate catalog here <https://catalog.utep.edu/policies-regulations/attendance-grading/#graduatetext>

Note: If an issue or concern emerges during a course, try to address it immediately, rather than waiting until the course is over.

Privacy and Confidentiality Policy for Counseling Programs

Purpose

The purpose of this policy is to outline the standards and procedures for maintaining the privacy and confidentiality of all protected health information (PHI) related to clients served by students and faculty in the counseling programs at UTEP, as well as site supervisors at the affiliated clinical sites partnering with UTEP's counseling programs. This policy ensures compliance with university information policies, state and federal regulations, and professional ethical standards.

A. Legal and Institutional Compliance

All individuals covered by this policy must adhere to:

- Institutional policies announced by UTEP Information Security Policies (<https://www.utep.edu/information-resources/iso/policies/>)
- Federal and state regulations:

- Health Insurance Portability and Accountability Act (HIPAA)
- Texas Health and Safety Code, Chapter 611 (regarding mental health records confidentiality)
- Family Educational Rights and Privacy Act (FERPA) (for student records privacy)
- Professional ethical standards:
 - American Counseling Association (ACA) Code of Ethics
 - National Board for Certified Counselors (NBCC) Code of Ethics
 - American School Counselor Association (ASCA) Ethical Codes
 - Rehabilitation Counselor Professional Code of Ethics

B. Privacy and Confidentiality Requirements

- Protected Health Information (PHI)

All PHI, including but not limited to client names, contact details, mental health history, treatment plans, and session notes, must be handled confidentially.

- Storage and access
 - PHI must be stored securely (e.g., encrypted electronic records, locked filing cabinets).
 - Only authorized individuals (faculty, site supervisors, or clinical staff) may access PHI.
 - Students may only access PHI necessary for their assigned cases.
- Transmission of PHI
 - PHI must not be transmitted via unsecured email or messaging platforms.
 - Electronic transmission must comply with encryption standards.
 - Verbal transmission of PHI (e.g., case discussions) must occur in private and secure settings.
- Client Consent and Disclosure
 - Students must obtain written informed consent from clients before disclosing any PHI for educational, supervisory, or training purposes
 - PHI may only be shared with supervisors, faculty, or authorized site personnel involved in the client's care
 - Exceptions to confidentiality (e.g., danger to self or others, mandated reporting) must comply with Texas state law and be disclosed only to appropriate authorities

- Clinical Documentation
 - Students are required to complete accurate and timely documentation of clinical services, including progress notes, treatment plans, and discharge summaries.
 - Documentation must be stored on secure platforms.
 - PHI in documentation must be de-identified (e.g., initials instead of full names) for class discussions or presentations
- Use of Technology
 - Telehealth and electronic communication with clients must comply with HIPAA-compliant platforms and institutional guidelines.
 - Recording of sessions (if applicable) requires written client consent and must be stored securely.
 - Devices (laptops and tablets) used for clinical purposes must have password protection and encryption.
- Violations of this policy may result in:
 - For Students: Disciplinary action, including potential removal from practicum or dismissal from the program.
 - For Clinical Sites: Termination of partnership agreements if confidentiality policies are repeatedly violated.

C. Role-Play Counseling Sessions and Confidentiality

- Simulated Client Information:
 - During role-play counseling sessions in courses, students may use fictional client information for educational purposes.
 - Although simulated client information is not legally considered PHI, it must still be treated as confidential.
 - Students are prohibited from:
 - 1) Discussing role-play sessions with individuals outside of the course
 - 2) Sharing identifying information about role-play participants.
 - 3) Recording or distributing role-play sessions without instructor approval.
 - Use of Real Client Information in Role-Play:
 - 1) Under no circumstances should students use actual client names, records, or PHI in role-play or classroom discussions.

- 2) If case examples from clinical experiences are discussed, all PHI must be de-identified (e.g., using initials, changing identifying details).
- D. The Privacy and Confidentiality policy applies to Practicum, Internship, Counseling Techniques, Group Counseling, and any other courses or class activities that involve personal private information.

Commitment to Respectful and Accessible Learning Environment

The counselor education program is committed to fostering a respectful and supportive learning environment that values the unique experiences, backgrounds, and identities of all students. The program emphasizes the importance of professional conduct, cultural sensitivity, and equitable access to educational opportunities.

Respect and Professional Conduct

Students are expected to:

- Treat all individuals—peers, faculty, staff, clients, and community partners—with courtesy, dignity, and professionalism.
- Demonstrate openness to understanding differing perspectives, life experiences, and communication styles.
- Engage in classroom and clinical settings with behaviors that support a respectful, inclusive learning atmosphere.
- Follow the University of Texas at El Paso's policy on equal opportunity, non-discrimination and non-retaliation:

<https://www.utep.edu/eoaa/university-policy-letters/equal-opportunity.html>

Commitment to Access and Support

The program supports student success by:

- Promoting equitable access to learning materials, advising, clinical training, and support services.
- Providing clear information on how to request reasonable accommodations (see Item #9).
- Encouraging students to seek academic or personal support if they encounter barriers related to learning or engagement.

Training and Development

The program incorporates professional standards and competencies that prepare students to work respectfully and effectively with individuals and communities from a wide range of backgrounds. This includes:

- Engaging in self-reflection and skill development related to working with diverse client populations.
- Understanding the ethical obligations of counselors to provide services with cultural responsiveness and fairness.

Information about Disability Services and Reasonable Accommodation Processes at UTEP

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 by registering at the Center for Accommodations and Support Services (CASS) <https://www.utep.edu/student-affairs/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 as soon as possible and before 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.

After consulting with the student, the CASS office will prepare an accommodation plan that will authorize services for the student and inform the appropriate offices on campus.

Information about Personal Counseling Services Provided by Professionals Other than Program Faculty and Students

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

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

The University of Texas at El Paso has a Counseling and Psychological Services (CAPS), located at 202 Union West, that provides free counseling services to all students enrolled in the university. Students are not required to attend personal counseling, but it is encouraged should they encounter personal difficulties that may impede their progress in the program. Students can contact the UTEP Counseling and Psychological Services (CAPS) at <https://www.utep.edu/student-affairs/counsel/> for additional information.

None of the counselor education faculty provide counseling services at CAPS. If any counselor education students are completing practicum or internship placements at CAPS, clients may request to work with a clinician with whom they do not have a dual relationship.

Information about Professional Counseling Organizations, Opportunities for Professional Involvement

Counseling students are strongly encouraged to engage with local, state, and national counseling professional associations and organizations. These associations offer valuable resources, networking opportunities, and professional development experiences that can greatly enhance students' understanding of the field and support their career aspirations. Student participation in professional events is evaluated as part of the student progress review process (see details in Student Progress Reviews).

Membership in these associations is often available at discounted rates for students and provides access to a wide range of benefits, including:

1. **Training and Workshops:** Many associations offer specialized training events, workshops, and conferences where students can learn about the latest research, counseling techniques, and best practices in the field.
2. **Networking Opportunities:** Associations provide platforms for students to connect with experienced professionals, mentors, and peers in the counseling community. These connections can lead to valuable mentorship, job opportunities, and collaborative projects.
3. **Professional Development Resources:** Members often have access to a wealth of resources such as journals, newsletters, online forums, and webinars that keep them informed about industry trends, legislative updates, and emerging issues in counseling.
4. **Discounted or Free Malpractice Insurance:** Some associations offer discounted or free malpractice insurance coverage for student members, providing essential protection as they engage in supervised clinical work or internships.

By actively participating in professional associations, Counseling students can deepen their understanding of the profession, build meaningful connections, and gain valuable insights that will support their development as competent and compassionate counselors.

Below are several associations relevant to our region and profession with hyperlinks to their websites.

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/>

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/>

Texas Transition Conference

Texas Transition Conferences showcase evidence-based practices that result in a smooth transition from school to adult life for youth with disabilities. The sessions focus on Student-Focused Planning, Family Involvement, Interagency Collaboration, Student Development, and Program Structure. Refer to their website for more information: <https://ttc.tamu.edu/>

National Symposium on Quality Employment

The symposium brings together vocational rehabilitation professionals, policymakers, researchers, and thought leaders dedicated to improving employment outcomes for people with disabilities. https://tacqe.com/symposium/nsrc-2025/?utm_source=VR+Technical+Assistance+Center+on+Quality+Employment&utm_campaign=301426adf1-EMAIL_CAMPAIGN_TT_2025_04-08&utm_medium=email&utm_term=0_ba89e82b87-301426adf1-1413020927

Professional Counseling Certification and Licensure Requirements

Certified Rehabilitation Counselor (CRC) Credentialing Pathway

Our Clinical Rehabilitation Counseling (CRC) program is designed to meet the educational requirements established by the Commission on Rehabilitation Counselor Certification (CRCC). Graduates of the program are eligible to apply for the **Certified Rehabilitation Counselor (CRC)** credential and to sit for the CRC examination, pending fulfillment of all CRCC application requirements. The CRC credential demonstrates professional expertise and a commitment to ethical, effective practice in the field of rehabilitation counseling.

Eligibility Requirements for CRC Certification:

To apply for the CRC credential, students must:

- Graduate from a master's-level rehabilitation counseling program that is accredited by CACREP or meets CRCC's academic eligibility requirements
- Complete the required coursework and 600 internship/practicum hours aligned with CRCC standards
- Apply and Pass the CRC Examination through CRCC

CRC Examination:

- The CRC Exam is administered three times a year and assesses knowledge in areas such as medical, psychosocial, vocational, and ethical aspects of rehabilitation counseling.
- Students may be eligible to **apply for and take the CRC exam during their final academic term** (if all eligibility requirements are met)

After Passing the CRC Exam:

- Individuals who pass the exam and meet all other eligibility criteria will be granted the **Certified Rehabilitation Counselor (CRC)** credential.
- Certification is valid for five years, with ongoing requirements for continuing education and recertification through CRCC.

Licensure as a Licensed Professional Counselor (LPC) in Texas

The counselor education program is designed to meet the educational training requirements for licensure as a **Licensed Professional Counselor (LPC)** in the state of **Texas**, as outlined by the *Texas Behavioral Health Executive Council (BHEC)* and the *Texas State Board of Examiners of Professional Counselors*.

Students who complete the Master's degree in Clinical Mental Health Counseling, or Clinical Rehabilitation Counseling, will have fulfilled the educational requirements for LPC licensure in Texas, including:

- A 60-credit hour graduate degree in counseling
- Required coursework in areas required by the Texas State Board
- Completion of a supervised practicum and internship

Texas LPC Licensure Pathway

Graduates of the counselor education program who wish to pursue licensure as a Licensed Professional Counselor (LPC) in Texas must complete a two-step process.

Step 1: Apply for LPC Associate License

After completing your graduate degree, you must apply to become an *LPC Associate* (previously called LPC-Intern). Requirements include:

- Official transcripts showing completion of a 60-credit-hour counseling degree

- Completion of required practicum/internship hours during the program
- Passing score on one of the following:
 - National Counselor Examination (NCE)
 - National Clinical Mental Health Counseling Examination (NCMHCE)
- Submission of a supervision agreement form identifying a **board-approved LPC Supervisor (LPC-S)**
- Complete LPC Jurisprudence Exam
- Complete fingerprint background check

Step 2: Complete 3,000 Hours of Supervised Postgraduate Experience

As an LPC Associate, you must:

- Accumulate **3,000 supervised hours of counseling experience**, including at least 1,500 hours of direct client counseling
- Complete this experience under the supervision of an **LPC-S** (Licensed Professional Counselor Supervisor)
- Engage in regular supervision meetings as outlined by board rules

Once the required hours are completed and approved by the Board, the individual may apply to become a **fully licensed** Licensed Professional Counselor (LPC).

Note on Licensure Portability

Licensure as a Licensed Professional Counselor (LPC) is regulated at the state level, and **licensure is not automatically portable** across states. While the program meets educational requirements for LPC licensure in Texas, students and graduates should be aware of the following:

- You must apply for licensure separately in each state where you intend to practice.
- Even if your degree meets the educational requirements for another state, that state may require you to complete additional coursework, pass a state-specific law and ethics exam, or fulfill other requirements.
- Some states have an application-by-endorsement or reciprocity process, but this still requires official documentation and board approval.

Graduating with LPC licensure in Texas does not guarantee automatic eligibility for LPC licensure in another state. Students considering practicing outside of Texas are strongly encouraged to:

- Research that state's LPC licensure requirements through the appropriate licensing board
- Consult with faculty advisors early in the program
- Plan accordingly to ensure eligibility for licensure in their desired state of practice

LPC vs. CRC: Purpose and Practice

The **Licensed Professional Counselor (LPC)** credential is primarily intended for individuals who plan to provide *mental health counseling and treatment* in clinical or private practice settings. LPC licensure is required for independent practice in Texas and many other states.

In contrast, the **Certified Rehabilitation Counselor (CRC)** credential is especially valuable for those seeking careers in vocational rehabilitation, disability services, state and federal agencies, or other organizations supporting individuals with disabilities. The CRC focuses on *employment-related counseling, job placement, case management, and disability advocacy* rather than clinical mental health treatment.

Some graduates may choose to pursue both credentials depending on their career goals and work setting.

Useful Links

- Texas Behavioral Health Executive Council
<https://bhec.texas.gov/>
- Texas State Board of Examiners of Professional Counselors
<https://bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/applying-for-a-license/>
- Commission on Rehabilitation Counselor Certification
<https://crccertification.com/>

Written Endorsement Policy

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.

Appendix I: KPIs Assessment

Key Performance Indicators (KPIs) and measurement

CACREP Curricular Core Area and Specialized Practice Area	KPIs	Measure 1	Measure 2
Core Area A: Professional Counseling Orientation and Ethical Practice	Become knowledgeable about the counseling profession and ethical practice in counseling	EDPC 5324 (Ethics, Legal and Professional issues in Counseling) Measure time: second or third semester Measurement: Quizzes Minimum performance expectations: Students will receive 80% of the points on the quizzes	REHC 5390 Practicum in Rehabilitation Counseling Measure time: the fifth semester for RC students Measurement: Ethical case dilemma presentation Minimum performance expectations: Students will outline the dilemma, demonstrate how they would apply an ethical decision-making model Students will receive a minimum of 80% of the points assigned to the presentation.
Core Area B: Social and Cultural Identities and Experiences	Become knowledgeable about social and cultural diversity that impacts people's experiences	EDPC 5346 (Counseling Multicultural and Diverse Populations) Measure time: first or second semester Measurement: Final Exam Minimum performance expectations: Students will receive 80% of the points on the exam	REHC 5330 Psychosocial Aspects of Disability Measure time: Sixth or seventh semester Measurement: Movie Discussion Minimum performance expectations: Students will identify the social impact of disability on the movie characters and receive at least 80% of the points on the discussion post
Core area C: Lifespan Development	Become knowledgeable about human growth and development	EDPC 5317 (Human Growth and Development) Measure time: First semester Measurement: Final Exam Minimum performance expectations:	REHC 5390/5391/5392 Internship in Rehabilitation Measure time: the fifth, sixth, or seventh semester Measurement: Inter-profession Education event and paper

		Students will apply human growth and developmental models to a character in a movie and will identify appropriate stages of development. Students will receive 80% of the points	Minimum performance expectation Students will identify the physical, functional, psychological, and social impact of the disability on one's development and receive 80% of points on the paper.
Core Area D: Career Development	Become knowledgeable about career development and strategies for facilitating career development	EDPC 5320 (Lifestyle & Career Development) Measure time: second (MHC/SC) or fifth (RC) semester Measurement: Item #4 Self-Assessments (VIPS) Minimum performance expectations Students will receive 80% of the points	REHC 5330 Psychosocial aspects of disability Measure time: sixth or seventh semester Measurement: Advocacy Presentation Minimum performance expectations: Students will advocate for clients' employment opportunities with solid rationales and receive a minimum 80% of points
Core Area E: Counseling and Practice and Relationships	Become knowledgeable about helping relationships, counseling theories and the counseling process	EDPC 5341 (Theories of Counseling) Measure time: first semester Measurement: Average score of six quizzes Minimum performance expectations: Students will receive 80% of the points Feedback:	EDPC 5339 Techniques Measure time: the fourth semester Measurement: interview recording transcription and recording Minimum performance expectations: students receive 80% of the points in the scoring rubrics of "utilization of theory-related techniques"
Core Area F: Group Counseling and Group Work	Become knowledgeable about group work and group facilitation	EDPC 5338 (Group Counseling) Measure time: the fifth semester Measurement: Final Exam Minimum performance expectations: Students will receive 80% of the points	REHC 5391, 5392 Internship in Rehabilitation Measure time: final semester? Measurement: group counseling rubric Minimum performance expectations: Students will effectively lead psychoeducational or counseling group sessions and receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

Core Area G: Assessment and Diagnostic Processes	Become knowledgeable about assessment	EDPC 5335 (Principals of Appraisal and Assessment) Measure time: the third or fifth semester Measurement: Quizzes Minimum performance expectations: Students will receive 80% of the points from two quizzes. Feedback:	REHC 5320 Medical aspects of disability Measure time: first or second semester Measurement: Discussion using the ICF model Minimum performance expectations: Students will identify the impact of a medical condition on a case scenario using the ICF model and receive at least 80% of the points on the discussion post
Core Area H: Research and Program Evaluation	Become knowledgeable about research and program evaluation	EDPC 5310 (Applied Research Design) Measure time: the third semester Measurement: Quizzes Minimum performance expectation: Students will receive 80% of the points from two quizzes.	REHC 5391 Internship I in rehabilitation Measure time: the seventh semester Measurement: Treatment plan presentation and SOAP note Minimum performance expectations: Students will incorporate a research study to justify their treatment plan and receive 80% of the points on this assignment
Specialty area: Clinical Rehabilitation Counseling	-Identify the impacts of disability on various aspects of functioning	REHC 5320 Medical Aspects of Disability Measure time: first or second semester Measurement: Quizzes Minimum performance expectations: Students will understand the functional limitation effects caused by different medical conditions and chronic illness and receive at least 80% of the points on the quizzes	REHC 5350 Psychiatric Rehabilitation Measure time: the fourth or fifth semester Measurement: Packback Discussions #1-#4 Minimum performance expectations: Students will receive a minimum of 80% points on discussion questions and posts in chapter 1 to 4

Appendix II: Professional Disposition and Student Progress Review Forms

Counseling Student Progress Review Form: **Initial Progress Review**

Term/Year: _____

Initial Progress Review Decision

_____ **Meet Standards**

_____ **Approaches Standards (but the student must complete remediation plan)**

_____ **Does Not Meet Standards. Referral for Retention and Review Process (Fails to Meet Standards)**

Decision based on a review of:

1) Academic Success: Grades are posted on the student's transcript for all graduate courses completed since beginning the Counseling Program.

4 - Exemplary Proficiency: All grades of A

3 - Satisfactory Proficiency: All grades of B or better

2 - Approaching Proficiency: No more than one grade of C, with all other grades B or better

1 - Insufficient: No grades of B or better or at least one failing grade

2) Key Performance Indicators (KPIs) assessment (See assessment results from courses)

3) Professional Dispositions Performance Evaluation (for the period of time from the date of entry into the Counseling program up until the date of this review.)

	Unsatisfactory 1	Marginal 2	Satisfactory 3	Not observed
I. Academic Performance/Progress				
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 Skills & Personal Growth				

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				

Please describe below the reasoning for your recommendation. If you rated anything "2" or below, please describe why. All evaluations and comments on the student will be compiled and a decision will be made if a remediation plan is required

No Remediation needed

Remediation Plan required

Description and Comments

Signatures

Counseling Student Progress Review Form: **Practicum Application Review**

Term/Year: _____

Practicum Application Review Decision

_____ **Meets Standards to begin Practicum.**

_____ **Approaches Standards to begin Practicum (student must complete remediation plan)**

_____ **Does Not Meet Standards to begin Practicum. Students must complete a remediation plan to receive approval.**

_____ **Does Not Meet Standards. Referral for Retention and Review Process to ascertain if the student should be allowed to remain in the program.**

Decision based on a review of:

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

--Exemplary Proficiency: GPA is 3.7 or above and has satisfactorily completed all pre-requisite courses and sufficient number of advanced course credits

--Satisfactory Proficiency: GPA is 3.0 or above and has satisfactorily completed all pre-requisite courses and sufficient number of advanced course credits

--Approaching Proficiency: GPA is 3.0 or above but has not satisfactorily completed all pre-requisite courses and/or sufficient number of advanced course credits

-- Insufficient: GPA is below 3.0

2) Key Performance Indicators (KPIs) assessment (See assessment results from courses)

3) Professional Dispositions Performance Evaluation (for the period of time from the last initial review until the date of this review.)

	Unsatisfactory 1	Marginal 2	Satisfactory 3	Not observed
I. Academic Performance/Progress				
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 Skills & Personal Growth				
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				
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Please describe below the reasoning for your recommendation. If you rated anything "2" or below, please describe why. All evaluations and comments on the student will be compiled and a decision will be made if a remediation plan is required

No Remediation needed

Remediation Plan required

Description and Comments

Signatures

Counseling Student Progress Review Form: Final Pre-graduation Review

Term/Year: _____

Final Pre-graduation Review Decision

_____ **Meet Standards for graduation**

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

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

Decision based on a review of:

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

--Exemplary Proficiency: GPA is 3.7 or above and has satisfactorily completed all courses on the degree plan program of study and has completed the comprehensive exam with a distinguished score.

-- Satisfactory Proficiency: GPA is 3.0 or above, has satisfactorily completed all courses on the degree plan program of study, and has successfully completed the comprehensive exam with a passing score

--Insufficient: GPA is below 3.0 or there are grades of U on the transcript and/or has not satisfactorily completed all courses on the degree plan program of study and/or has not successfully completed the comprehensive exam with a passing score

2) Key Performance Indicators (KPIs) assessment (See assessment results from courses)

3) Professional Dispositions Performance Evaluation (for the period of time from the last review until the date of this review)

	Unsatisfactory 1	Marginal 2	Satisfactory 3	Not observed
I. Academic Performance/Progress				
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 Skills & Personal Growth				
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				

Please describe below the reasoning for your recommendation. If you rated anything "2" or below, please describe why. All evaluations and comments on the student will be compiled and a decision will be made if a remediation plan is required

No Remediation needed

Remediation Plan required

Description and Comments

Signatures

Counseling Student Progress Review Form: **Faculty-Initiated Review**

Student Name:

Advisor Name:

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:

Edit Description of the Concern:

Student's responses:

Edit Student's responses:

Faculty Comments:

Edit Faculty Comments:

No Remediation Needed

Remediation Recommended

Remediation Plan Required

Description of the Remediation plan:

Edit Description of the Remediation plan:

Due date of the remediation plan

Student Signature:

Advisor Signature:

Remediation Plan

Date:

Recommended Remediation:

Completed

Not Completed

Required Remediation:

Completed

Not Completed

Advisor Signature:

Student Signature:

Signature page

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

CONFIRMATION OF MRC STUDENT HANDBOOK REVIEW

&

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

CONFIRMATION OF MCRC STUDENT HANDBOOK REVIEW

By signing below I certify that I have read the above-listed sections of the MCRC 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#
