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SECTION ONE: INTRODUCTION

Welcome to Mental Health Counseling

The College of Education, University of Texas at El Paso and the M.S. Mental Health Counseling Program extends a warm welcome to you. You are an integral part of an educational program that prepares individuals to enter the field of professional counseling. The Mental Health Counseling Program prepares graduates to work with clients across a spectrum of mental and emotional disorders, as well as to promote mental health and wellness. Clients may be seen individually, in couples, families, or
group settings. Mental Health Counselors are knowledgeable in the principles and practices of diagnosis, treatment, referral and prevention and often work in interdisciplinary teams with other health professionals (e.g., psychiatrists, social workers, MDs). Employment opportunities may include private practice, community-based mental health centers, hospitals and other treatment centers. Mental health counselors address problems of a remedial nature, issues related to current stressors and trauma, in addition to helping and supporting people over the lifespan as they experience the various developmental stages and life transitions inherent in being human. By becoming a professional counselor you have chosen to become a part of that journey with your clients. Our goal is to help you to achieve success in your own journey to become a professional in this most rewarding of fields.

History of the Counseling Program
The Counseling Program began in the 1960s to train school guidance counselors who would qualify for certification as a School Counselor. In the 1970s the program expanded to include community counseling and by the 1980s to prepare students for licensure as a Professional Counselor (LPC) in the state of Texas. In 2013, the Community Counseling Program was replaced with the 60-hour Mental Health Counseling Program (MHC). In the academic year of 2017/2018 the Master of Science (M.S.) degree replaces the Master of Education (M.Ed.) as the designated degree for the MHC Program. The MHC Program is currently seeking accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a specialty program in clinical mental health counseling. Community counseling programs are no longer being accredited by CACREP.

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

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

As a research/doctoral institution, UTEP fosters a climate of scholarly inquiry, with a special focus on applying innovative interdisciplinary approaches to explore and address major issues that confront the multicultural, U.S.-Mexico border region.
College of Education Mission Statement
The mission of the College of Education is to prepare effective teachers, counselors, diagnosticians, and school administrators, who successfully address the needs of schools and other youth serving agencies, especially those in multicultural communities. In order to support this mission, the faculty of the College engages in research and scholarly activities, and provides educational services to local schools and community, and strives to demonstrate by example the quality of teaching expected of its graduates.

At the undergraduate level, the College offers programs aimed at providing qualified students an opportunity to attain the knowledge, values, and skills needed to enter the teaching profession and to receive an initial Texas teaching certificate. At the graduate level, the College offers Master's degrees in the areas of reading education, instructional specialist, (i.e., bilingual education; early childhood education; educational technology, math education, science education, or reading education), educational administration, school counseling, mental health counseling, educational diagnostics, and special education. Students who wish to select in other subject areas may consult with COE Graduate Faculty for approval. In addition to these graduate degree programs, the College offers graduate level courses leading to advanced Texas licensing in administration, supervision, counseling, and various teaching specialties. A Doctor of Education (Ed.D.) degree is offered in Educational Leadership. A Doctor of Philosophy (Ph.D.) degree is offered in Teaching, Learning, and Culture.

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

In conjunction with the College of Education's goals, our department works in collaboration with local area school districts and community agencies to provide quality professional training. Our faculty strives to support life-long learning and professional development among our students and graduates. We believe it is highly important to review, revise and update our programs to assure we continue to meet the highest quality of developmental standards for licensure and certification requirements of our educational professionals. The department, like UTEP as a whole, has adopted goals to produce top graduates.

Learning and Teaching - We will prepare our students to meet lifelong intellectual, ethical, and career challenges and to be the leaders of the 21st century.

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

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

Public Service - We will work in partnership with public and private agencies to improve the quality of life from our region to around the world by providing appropriate University expertise and leadership.

Mental Health Counseling Program Mission Statement
The Mental Health Counseling Program strives to accomplish in an exemplary manner:

- The teaching of scholarly-based curricular knowledge related to mental health counseling techniques, theories, skills and research;
- An emphasis on personal growth, including development of self-awareness and insight into one’s personal strengths;
- The promotion of proficiency in oral and written communication, as well as critical thinking and reflective judgment skills; and
- Subscription to the highest standards of ethical practice and respect for clients from multi-culturally diverse backgrounds and settings.

The MHC program, comprised of a three year academic course sequence which includes a one-year Practicum/Internship field placement, is structured to fulfill the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. As such, after successful completion of the academic course work and demonstration of clinical proficiency, students are prepared and permitted to sit for the National Counselor Examination (NCE). The MHC and the NCE thus serve as foundational requirements in the student's pursuit of application (pending post-master's supervised counseling experience) to become a Licensed Professional Counselor in Texas.

Definition of Counseling
Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

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

**How to Use This Handbook**

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

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

Program Goals, Objectives and Competencies
The University of Texas at El Paso Mental Health Counseling Program (MHC) seeks to prepare students to be effective counselors in a diverse world and profession. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Consistent with the values of the counseling profession, the MHC seeks to infuse multicultural awareness, knowledge, and skills throughout the curriculum. The program is structured to ensure that students will develop a professional identity as a mental health counselor and will master the knowledge and counseling skills needed to practice effectively. Students will be trained for careers in community mental health and human service agencies, private practices, as well as government, business and industrial settings. Based on the philosophy articulated in our Mission Statement and based on the CACREP standards, the Mental Health Counseling Program Goals, Objectives and Competencies are as follows:

Goal #1 Knowledge in Core Counseling Subject Areas

Objectives for Goal #1:
- a. Become knowledgeable about the counseling profession and ethical practice in counseling
- b. Become knowledgeable about social and cultural diversity
- c. Become knowledgeable about human growth and development
- d. Become knowledgeable about career development
- e. Become knowledgeable about helping relationships, counseling theories and the counseling process from individual and family system perspectives
- f. Become knowledgeable about group work
- g. Become knowledgeable about assessment
- h. Become knowledgeable about research and program evaluation

Competencies Expected for these Objectives:
- a. Proficient knowledge base in each subject area
- b. Proficiency in the application of subject area knowledge
- c. Proficiency in oral and written communication related to subject area knowledge

Goal #2 Knowledge, Development and Demonstration of Clinical Mental Health Counseling Skills and Practices

Objectives for Goal #2:
- a. Develop and demonstrate foundational knowledge regarding the provision of mental health treatment services including treatment models, agency operations, and the principles of clinical mental health counseling
b. Develop and demonstrate skills in addressing issues of diversity and providing advocacy
c. Develop and demonstrate skills in clinical assessment, evaluation, diagnosis, treatment planning, and intervention

Competencies Expected for these Objectives:

a. Proficiency in developing counseling relationships, performing culturally competent counseling interventions, advocating for clients, and consulting with other professionals and systems
b. Proficiency in performing intake interviews and mental status examinations, gathering biopsychosocial histories, assessing clinical information, documenting and reporting clinical information
c. Proficiency in conceptualizing cases, developing treatment plans, applying evidenced based practices, strategies, and techniques and evaluating treatment outcomes for a variety of mental health issues

Goal #3 Knowledge, Development and Demonstration of Clinical Mental Health Counseling Professional Dispositions

Objectives for Goal #3:

a. Develop and demonstrate intrapersonal awareness and an accurate understanding of the basic motivations of self, including the relationship between personal beliefs, thoughts, feelings, actions and professional functioning
b. Develop and demonstrate emotional sensitivity, interpersonal respect, and professional decorum in all professional interactions
c. Develop and demonstrate openness to personal and professional growth in the professional learning process
d. Develop and demonstrate ethical responsibility, and the attitudes, demeanor, and maturity necessary to perform the duties of a professional counselor

Competencies Expected for these Objectives:

a. Proficiency in understanding and relating to clients in an emotionally sensitive and respectful manner.
b. Proficiency in behaving in a highly professional, ethical, and mature manner in interactions with clients, colleagues, professionals, and agency staff.
c. Proficiency in the ability to seek, reflect upon, and respond to supervisory feedback in manner that enhances personal and professional growth and learning.
Coursework to Meet Objectives

1. Students will gain knowledge and understanding of ethical standards, ethical issues, philosophical and historical foundations, and current professional practices in the field of mental health counseling. **EDPC 5324 – Professional Ethics and Legal Issues in Counseling**

2. Students will explore clinical and professional issues related to clinical mental health counseling including treatment services, the organization and administration of public and private counseling programs, the roles and functions of professional counseling organizations, professional advocacy and the necessity for personal self-care to maintain optimal professional performance. **EDPC 5322 – Mental Health Counseling**

3. Students will understand human developmental processes and theories from conception through adulthood with an emphasis on the interaction of environmental and genetic factors that affect transitions across the life span including the impact of cultures and developmental stages on mental health. **EDPC 5317 – Human Growth and Development**

4. Students will explore multicultural counseling theories and practice in addition to the social, psychological, cultural, economic, and environmental influences that affect various client populations including the specific counseling issues related to gender, race, ethnicity, sexual orientation, and disability status. **EDPC 5346 – Counseling Multicultural and Diverse Populations**

5. Students will examine the theoretical approaches to counseling from historical and contemporary perspectives, including major personality theories and their relationship to counseling theories, leading to the formation of a personal counseling approach. **EDPC 5341 – Theories of Counseling**

6. Students will learn the practical application of counseling theories, helping relationships, essential interviewing and counseling skills, and general intervention strategies in the provision of culturally responsive clinical mental health counseling services including the prevention, management, and/or remediation of the psychological effects of crises, developmental transitions, and ongoing dysfunctional behaviors. **EDPC 5339 – Techniques of Counseling**

7. Students will gain an understanding of the basic principles and practice of counseling research (including qualitative, quantitative, and single case research designs and processes of data analyses), program evaluation, and the use of research to inform evidence-based practice in addition to ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. **EDPC 5310 – Applied Research for Educators**
8. Students will learn the characteristics of healthy and dysfunctional family systems and the impact of a variety of social and psychological factors on the functioning of families plus various theoretical approaches and key concepts, skills and techniques used in the assessment and treatment of families. **EDPC 5360 – Introduction to Marriage and Family Therapy**

9. Students will examine the theory, research, ethics, and practice of group counseling including group formation, group dynamics, group process, group development, and group leadership and will gain experiential knowledge through participation in a group activity for a minimum of 10 hours, leading to the development of a personal approach to group counseling. **EDPC 5338 – Group Counseling**

10. Students will study the classification system of psychopathology with an emphasis on symptomatology, etiology, treatment modalities, treatment interventions, and the adjunctive use of medications. **EDPC 5345 – Abnormal Human Behavior**

11. Students will learn basic principles of measurement and statistics and will inspect psychological tests and instruments used in clinical mental health counseling settings. In addition, students will practice culturally competent administration, scoring, interpretation, and use of various appraisal instruments. **EDPC 5335 – Principles of Appraisal and Assessment**

12. Students will gain an understanding of various models of addiction, relevant screening and assessment instruments, and the basic principles, treatment options, counseling strategies, and prevention strategies for counseling individuals with chemical dependency and “process addictions (i.e. gambling and sexual addictions) and co-occurring psychiatric disorders. **EDPC 5347 – Addictions Counseling**

13. Students will develop a lifespan perspective on work and career by studying career development theories and the relationship between career development and emotional well-being. Students will become familiar with the availability of specialized career counseling resources and techniques for diverse client populations and those with special needs. **EDPC 5320 – Lifestyle and Career Development**

14. Students will develop the knowledge of the theories associated with crisis counseling develop the essential skills necessary to effectively intervene and assist children, adults, and families. **EDPC 5333 – Crisis Counseling**

15. As the culminating experience in the program, students will learn to practice mental health counseling in the field under the clinical supervision of program faculty members and site supervisors, working in a professional environment as a professional counselor in training. **EDPC 5371 – Counseling Practicum**,
Transfer Credit Policy
Students seeking credit for course work completed at other accredited institutions must submit an official transcript sent directly from the institution to the University of Texas at El Paso, a course catalog description of course(s) to be transferred from that institution, and a copy of the syllabus for the course(s) to be transferred. Approval for transfer credits is at the discretion of the Mental Health Counseling Program Coordinator and the Graduate Advisor for the Department of Educational Psychology and Special Services, and is given only for completed course work that has been deemed to be equivalent to the courses required by the MHC program. Courses grades must be the equivalent of a "B" or higher to be considered for transfer credit.

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

The Mental Health Counseling Curriculum
The MHC curriculum adheres closely to the standards of the American Counseling Association (ACA) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) so that the graduating student will be prepared to meet the educational requirements for licensure as a Professional Counselor (LPC) Board Standards in the state of Texas. The MHC curriculum centers on Foundational and Advanced courses as well as a clinical sequence. Because of this design, many courses serve as prerequisites for others. Students will work with their Academic Advisor in order to insure that they complete all of the required course work in a timely and sequential fashion. Acknowledging the reality that life presents conflicts and dilemmas, the MHC faculty recognizes that there may be times when the student will need to modify their sequence of courses.

The MHC curriculum consists 60 credits from the courses listed below which are grouped according level of professional development and not as a precise sequence of study:

I. Foundational Counseling Requirements (18 Semester Hours)
   EDPC 5317 - Human Growth & Development
   EDPC 5320 - Lifestyle & Career Development
EDPC 5322 - Clinical Mental Health 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 Requirements (18 Semester Hours)
EDPC 5333 – Crisis Counseling
EDPC 5338 – Group Counseling
EDPC 5339 – Techniques of Counseling
EDPC 5345 - Abnormal Human Development
EDPC 5347 – Addictions Counseling
EDPC 5360 – Introduction to Marriage and Family Therapy

III. Specialization Electives (9 Semester Hours)
Three courses (9 semester hours) of counseling or related courses.
EDPC 5349 – Cognitive and Behavioral Therapies
EDPC 5361 – Family Theories
EDPC 5362 – Counseling Children, Adolescents and Their Families
EDPC 5363 – Marital Therapy
EDPC 5364 – Family Therapy
EDPC 5368 – Play Therapy
EDPC 5365 – Directed Individual Study
EDPC 5370 – Special Topics in Educational Psychology and Counseling

IV. Related Area (6 Semester Hours)
EDPC 5310 - Applied Research Design for Educators
EDPC 5335 - Principles of Appraisal & Assessment

V. Clinical Sequence (9 Semester Hours)
EDPC 5371 – Practicum
EDPC 5372 – Internship 1
EDPC 5373 – Internship 2

All sequence of courses must be approved by the Academic Advisor prior to registration for each semester of study. It is recommended the all Foundational Counseling courses be completed prior to taking the Advanced Counseling Courses. Area of specialization courses consists of 3 courses (9 semester hours) chosen from a current list of courses. Occasionally a student may be approved to complete an elective course offered by another graduate program. Specialization courses may be taken while completing the Advanced Counseling courses. Specialization courses are subject to availability.

Your Academic Advisor will be one of the Mental Health Counseling Program faculty. Students will be assigned to Counseling faculty based on the first letter of your surname (last name).
Registration

Students must have approval (clearance) in order to register for courses. This is true for every course you take, every semester you are in the Counseling program. You must contact your Academic Advisor in order to secure approval to register.

Registration for Spring term classes will be available beginning in late October or early November. Registration for Summer term and Fall term classes will occur simultaneously beginning in late March or early April. Approvals (clearances) for courses will begin about two weeks prior to the start of registration and will continue through the first week of the semester.

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

Withdrawing From a Course

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

Graduation Requirements

To qualify for the Master of Science (M.S.) degree, a student must complete the prescribed 60 credit hours with a 3.0 or higher grade point average (GPA). All course work should be completed within six years of starting the program. After six years, loss of credit will begin to accrue.

The Mental Health Counseling Program requires completion of a comprehensive examination (i.e. the Counselor Preparation Comprehensive Exam (CPCE)) as part of the graduation requirements. Students have two opportunities to successfully pass this exam. The first administration occurs during the semester in which students are enrolled in EDPC 5372 - Counseling Internship I. The second and third trials will administered during the semester in which students are enrolled in EDPC 5373 - Counseling Internship II. If the CPCE is failed twice, the MHC faculty will develop a plan in consultation with the student, to demonstrate satisfactory knowledge and competence of the CACREP core areas of study.

Students are evaluated throughout the program in three major areas:
• **Academic Performance** – Each student is expected to maintain at least a 3.0 GPA.

• **Interpersonal Skills and Personal Growth** – Each student is expected to demonstrate effective interpersonal skills and a commitment to personal growth, both of which are considered requisite to the counseling field and include:
  - Effectiveness in close interpersonal relationships;
  - Ability to establish facilitative relationships with many different kinds of people;
  - Flexibility and openness to feedback and learning;
  - Amenability to clinical supervision during the Practicum and Internship process;
  - Self-awareness, openness to self-examination, and commitment to personal growth; and
  - Appropriate attitudes.

• **Ethical Behavior** – Each student is expected to demonstrate awareness of and concern for the ethical standards of mental health counseling and all other disciplines within the counseling field. Ethical behavior will be monitored and assessed in several venues throughout the student’s academic career, including:
  - In the classroom, as evidenced by ethical conduct in issues concerning peer relationships and works of scholarship; and
  - In the community, as evidenced by ethical conduct at Practicum and Internship agency placements, including adherence to the employment policies of said agencies.

All students are admitted on a conditional basis. After 12 semester hours of credit, students will be evaluated based on the areas listed above. A satisfactory evaluation will result in the student being placed on unconditional acceptance, making him/her eligible for graduation upon completing degree requirements. A less than satisfactory evaluation, based on the any of the areas listed above will result in the student remaining on conditional acceptance and a remediation plan may be required. If such is the case, a subsequent evaluation will take place. A satisfactory subsequent evaluation will result in the student being placed on unconditional acceptance, making him/her eligible for graduation. A less than satisfactory evaluation may result in suspension or expulsion from the Mental Health Counseling Program.

**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.
SECTION THREE: ACADEMIC STANDARDS and EVALUATION PROCESS

Standards for Progressing Through the Program
The goal of the Mental Health Counseling Program is to produce highly knowledgeable, clinically competent, self-aware and ethical professionals. Course grades reflect your performance in classes that are designed to increase your knowledge, refine your skills, enhance your self-awareness, and confirm your commitment to ethical behavior in the clinical mental health counseling field.

Grading Standards and Grade Appeals: Content Course Curriculum
Grades in the MHC content curriculum will be based on your academic performance, as evidenced in a variety of ways including tests, papers, presentations, skill performance, and class participation. Your classroom behavior, including professionalism, respect for others, and personal integrity, also influences your grades.

As indicated in the UTEP Graduate Catalog, if you believe that a course grade is inaccurate or that an instructor is not teaching the material in the syllabus, you first should discuss the problem with your instructor. If the issue is not resolved to your satisfaction, make an appointment to discuss it with your Faculty Advisor, the Mental Health Counseling Program Coordinator and/or the Department Chair. If the matter is still not resolved to your satisfaction, you may make an appeal to the Dean of the College of Education. **Note: If an issue or concern emerges during a course, try to address it immediately, rather than waiting until the course is over.**

Grading Standards and Grade Appeals: Clinical Course Curriculum
Grades in the Clinical Sequence will be based on your performance in Group Counseling, Techniques of Counseling, Practicum, and Internship I and II. A primary aspect of assessment of student performance during the Clinical Sequence is the student’s demonstration of competency in core counseling skills. Performance is also measured and assessed in a variety of other ways, including adherence to course requirements concerning hours spent at clinical sites, supervisory requirements to provide audio and/or video recordings of counseling sessions, timely and accurate submission of paperwork associated with the clinical experience, the quality of the student’s written and oral presentations, and the quality of class participation.

Grades in the Practicum, Internship I and Internship II are calculated using the standard developed by University of Texas System:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td><strong>Satisfactory.</strong> The student has met expected standards of professionalism. This grade signifies acceptable performance of the course objectives.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>P</td>
<td><strong>Course in Progress.</strong> This grade is specific to Practicum and Internships. Please see the narrative, below, for a comprehensive explanation.</td>
</tr>
<tr>
<td>I</td>
<td><strong>Incomplete.</strong> Extension granted to complete course work. Failure to complete course work within 12 months after the ending of the course results in a final grade of “U.” Please see the narrative, below, for a comprehensive explanation.</td>
</tr>
<tr>
<td>U</td>
<td><strong>Unsatisfactory.</strong> The student has not met the minimum course requirements and/or has not been able to meet the Goals of a Mandatory Remediation Plan. Please see the narrative, below, for a comprehensive explanation.</td>
</tr>
</tbody>
</table>

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

1. The student has submitted a) Practicum/Internship Student Agreement Form and b) Student Practicum/Internship Placement Agreement Form.
2. The student has submitted a) Semester Summary Hours Log for Practicum/Internship, b) Practicum/Internship Supervision Hours Completion Form and c) Clinical Mental Health Counseling Clinical Student Evaluation Form in a timely manner.
3. The student has submitted Student Evaluations of Agency/Site and Agency/Site Supervisor Form at the end of the semester.
4. The student has met the requirements of the Attendance Policy for Group Supervision as described in the Syllabus for each course.
5. The student has met the ethical standards of practice as described in the Practicum/Internship Student Responsibilities as stated in the Practicum/Internship Handbook.
6. The student’s Site Supervisor has made no indication of less than satisfactory performance on the Clinical Mental Health Counseling Clinical Student Evaluation Form at the end of the semester.
7. The student has submitted all written work and made all required oral and written presentations as described in the Syllabus for each course, in a timely and complete fashion. In addition, the written and oral work that is presented meets the developmentally appropriate clinical standard as defined by the Instructor in the course and described in the Course Syllabus.

A grade of “P” indicates that the Practicum/Internship student has failed to meet the clock hour requirements for the Practicum, Internship I and Internship II course. A grade of “P” indicates that the student has a specified period of time (usually no more than 60 days) to complete the clock hour requirements. If the student fails to complete
the clock hour requirements during the specified time, the grade of “P” will be changed to a “U.”

A grade of “I” indicates that the Practicum/Internship student has failed to meet one or more of the requirements of the Practicum, Internship I or Internship II course and may possibly be allowed to successfully complete those requirements with the permission of the instructor.

**Student Progress Review**

All students are formally reviewed by the program faculty at three major transition points during their tenure in the Mental Health Counseling Program. As described below, the first formal review occurs upon completion of 12 Credit Hours. The second MHC faculty formal review of students is completed at the time students apply for approval to be placed in Practicum. The third and final formal review is just prior to completion of their Internship experience prior to graduation. Formal reviews involve evaluation of how well students are meeting appropriate learning and practice standards of the Mental Health Counseling Program, including academic progress, academic success, interpersonal skills, personal growth, professional growth, clinical performance, and professional development. 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 Mental Health 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.

**Unconditional Admission**

All graduate students are admitted to the Mental Health Counseling Program at the University of Texas at El Paso on a conditional admission basis. Students are subject to conditional admission review upon completion of 12 Credit Hours or one year, as noted in the University of Texas at El Paso Graduate Catalog. Thus, admission into this program is considered to be provisional during the first academic year (or time period to complete 12 Credit Hours). During this time period, the student is expected to establish him/herself as a student in good standing, who demonstrates the skills and aptitudes necessary to develop into a professional counselor. There are several criteria listed below which the student must meet during the first academic year in order to be accepted as a Unconditional Admitted and to be allowed to proceed to his/her second academic year as Unconditionally Admitted and a candidate for the Master of Science (M.S.) degree. These criteria are reviewed by the student’s Academic Advisor and the MHC faculty upon receipt of the student’s grades following the second semester of the student’s first academic year (or upon completion of 12 Credit Hours). Successful completion of these criteria as determined by the MHC faculty will result in the Academic Advisor granting approval to the student to register for further courses in the Mental Health Counseling Program. Failure to successfully meet these criteria will result in remaining on a Conditionally Admitted status and subject to additional review. All student reviews by the MHC faculty are recorded on the Student Progress Review Form (see Appendix) which is a component of the Mental Health Counseling Program students’ documentation files.
Criteria for Advancement to Unconditional Admission

1. **Academic Progress** – The student will have successfully completed four academic courses, as well as, met criteria in the sequence specified by the program and identified on the student’s Preliminary Program of Study (PPS) which is signed by the student and the Graduate Advisor for the department. A sample Program of Study form can be found in the Appendix of this handbook.

2. **Academic Success** – The student will have maintained a grade point average in all classes completed of at least 3.0 (i.e., B average).

3. **Interpersonal Skills and Personal Growth** – The student is expected to demonstrate effective interpersonal skills and commitment to personal growth, both of which are considered requisite to the counseling field. These skills include the ability to:
   - Function effectively with fellow students and faculty;
   - Be open and adaptable in relationships with fellow students, faculty, clients and agency personnel;
   - Demonstrate self-awareness by being open to self-examination and commitment to personal growth;
   - Demonstrate a positive attitude toward the learning process and toward fellow students, faculty, and staff; and
   - Cope effectively with stressors precipitated by the academic and clinical expectations/requirements of the program and additional stressors such as jobs and family situations.

4. **Professional Behavior** – The student will have consistently demonstrated commitment to professionalism in all aspects of his/her student experience, including:
   - **Ethical Behavior**: The student is expected to demonstrate awareness of and adherence to the ethical standards of the American Counseling Association both in field experiences (i.e. visits to clinical sites as part of a classroom assignment) and in the classroom. Each student in the Counseling Program is expected to adhere to the American Counseling Association’s Code of Ethics.
   - **Professional Attitudes and Skills**: This is a professional program. Students, supervisors, and faculty should conduct themselves in a professional manner at all times with faculty, fellow students, college staff, and with the staff with whom they will work at the agencies at which they
will do their practicum and internship placements. The use of profanity and other forms of socially inappropriate behavior will not be tolerated. The Counseling Program expects proper regard for the professional status of faculty, supervisors, administrators, and fellow students. When conflicts arise, they should be handled with appropriate attention to the maintenance of dignity and respect for all parties involved.

Academic Advising

Upon initial acceptance into the Mental Health Counseling Program each student must attend a mandatory orientation meeting at which time he/she is assigned an Academic Advisor. Academic advising is an essential element in assuring the individual’s development of the core competencies of a professional counselor which are necessary for graduation and for becoming a Licensed Professional Counselor (LPC). The MHC program is committed to monitoring each student’s academic, professional and personal development as the individual progresses through the course work and clinical demands of the program. Throughout the student’s progress in the Mental Health Counseling Program, an Academic Advisor closely monitors the student’s overall progress and confers with the student to maintain adherence to the MHC program’s requirements, including completion of the appropriate sequence of course work, in order to ensure that all requirements for a timely graduation are met. The typical sequence of progress through the Mental Health Counseling Program is three years, though students are allowed to take up to six years to complete the program.

Year 1

The role of an Academic Advisor changes during the course of the Mental Health Counseling Program as the academic, personal, and professional demands of the program change. During the student’s first academic year, his/her Academic Advisor is an MHC faculty member whose primary responsibility is to provide guidance to the student as he/she begins academic course work toward the M.S. degree. The Academic Advisor closely monitors the student’s progress towards full acceptance as a degree candidate in the Counseling program (see the section titled “Unconditional Admission”). The first individual meeting between the student and the Academic Advisor is usually during his/her first semester of course work just prior to the registration process for the following semester. This meeting enables the student and the Academic Advisor to review the student’s achievement in his/her first course(s) and to support the student as he/she moves forward into the next academic course(s). Development of the student’s Preliminary Program of Study (PPS) document, initially began during the mandatory New Student Orientation Meeting occurs at this time. The next meeting between the student and the Academic Advisor typically follows during the second semester of course work prior to registration for the following semester. At this time, the student is expected to be in the process of completing four courses (12 credit hours) of academic work. At this time the Academic Advisor reviews with the student the criteria for advancement to unconditional acceptance and degree candidate status. If the student is unconditionally accepted by the Counseling program as a degree candidate, then the Academic Advisor approves the student for entry into further
courses, advises the student regarding the sequence of courses needed to complete the Mental Health Counseling Program, and if necessary, modifies the student’s Program of Study document with the student. Any deviation from this Program of Study must be approved in advance by the Academic Advisor and signed by the Graduate Advisor for the department.

Year 2
Changes in the student’s Program of Study must always be approved in advance by the Academic Advisor and signed by the Graduate Advisor.

Year 3
During the student’s third academic year the student will be usually be taking Practicum and Internship. The student will work with the Practicum and Internship professor of record whose responsibility, among others, is to act as the student’s mentor/advisor during the student’s third academic year. The student and professor of record will either establish a regular supervision meeting schedule or a consultation plan with the student’s site supervisor that meets the Mental Health Counseling Program’s requirements for supervision during the Practicum and Internship.

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

APA Writing Standards
Students in the Mental Health Counseling Program are expected to write well. Good written communication skills are at the core of the counseling process, and writing is a form of communication used extensively in the counseling profession. Program faculty will help students learn to write clear, thoughtful, substantive, well organized, scholarly papers and reports using APA format – as described in the latest edition of the Publication Manual of the American Psychological Association. Clear writing reflects clear thinking, and clear, organized writing is one way to demonstrate and refine good critical thinking skills.
Students are expected to enter the program with satisfactory writing skills, and to seek assistance from appropriate sources (e.g., a tutor trained to teach writing skills, undergraduate course work available at the university, etc.) when needed. Faculty members, in general, tend to provide extensive feedback on written work and sometimes offer students an opportunity to rewrite certain assignments. It is hoped that students will become excellent writers by the time they graduate and writing assignments and feedback are designed, in part, to fulfill this goal. The writing skills of all students are assessed upon entering the program, and, if indicated, recommendations are given to seek assistance to improve their writing. In addition it is necessary that all accepted students acquire a copy of the APA Publication Manual and read the first two chapters before beginning their course work in the Mental Health Counseling Program. This handbook is an invaluable aid in guiding the graduate student in writing academically appropriate papers.

**Academic Integrity**

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

Students are urged to consult with individual faculty members, program administrators, or recognized handbooks in their field if they are uncertain as to what constitutes plagiarism and how to avoid it.

**Retention and Review Policy**

The Mental Health 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 and skills (described in the Section of this Handbook titled “Unconditional Admission”) necessary to be a successful counselor is addressed in a timely and coherent fashion. All students must sign the Agreement to the Conditional Admission Policy form included in the Mental Health Counseling Program acceptance documents at the time of admission to the program.

When a faculty member observes a student’s inability to adhere to the standards of conduct, either prior to or after attainment of Unconditional Acceptance, 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 standards for Unconditional Admission despite the institution of an informal plan.

In either case described above, the faculty member in question is required to consult with the Mental Health Counseling Program Coordinator concerning the student’s difficulty. A Retention and Review Intervention Process will only be initiated with the agreement of the coordinator. If the Mental Health Counseling Program Coordinator and faculty member decide to initiate the Retention and Review Intervention process, the student will be notified in writing in a timely fashion and directed to respond to the coordinator. If more than one faculty member has approached the Mental Health Counseling Program Coordinator with these concerns, the coordinator 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 Mental Health Counseling Program Coordinator concerning the student’s ongoing difficulty. The coordinator will assist the faculty member in the development of a Corrective Action Plan.

**Step Two: Corrective Action Plan**
In consultation with the Mental Health Counseling Program Coordinator, the faculty member will develop a written plan (“Corrective Action Plan”) that specifies goals (areas of difficulty targeted for improvement), objectives (required activities on the part of the student), interventions (required activities on the part of the faculty member meant to facilitate the student’s progress), and outcomes (observable behaviors that indicate attainment of the goal(s) assigned to the student in the Corrective Action Plan). The Corrective Action Plan will include a timeframe, usually no longer than sixty (60) days, for its successful completion by the student. The Corrective Action Plan will be reviewed by the Counseling Program Coordinator for approval and then distributed to the student.

**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
Mental Health Counseling Program Coordinator, should discharge the student from the Retention and Review Intervention process.

If the Student has not demonstrated sufficient progress toward the goal(s) of the Corrective Action Plan, then the faculty member must consult with the Mental Health Counseling Program Coordinator 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 Mental Health 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: the Mental Health Counseling Program Coordinator, a Mental Health Counseling faculty member, and a designee assigned from other faculty within or outside the College of Education by the chair of the department. Additional Mental Health Counseling faculty members may be assigned to the Retention Review Committee as deemed necessary.

During the Retention Review Hearing, the Mental Health 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 on the Corrective Action Plan instituted in Step Three.

After the concerned faculty member and the student have been heard by the MHC 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 Mental Health Counseling Program Coordinator. The MHC 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 Mental Health Counseling Program Coordinator.

c. The student may be terminated from the Mental Health Counseling Program and may not enroll in further MHC courses.

After the 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 the Counseling Program Retention Review Committee’s decision to the chair of the department. Such appeal must be in writing and must be postmarked no more than thirty (30) days following the date of the written notification of the decision from the MHC 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 for violations of the student code of conduct, by the Academic Review Committee or the Student Disciplinary Committee, respectively.
SECTION FOUR: PERSONAL GROWTH STANDARDS

Ongoing Evaluation by Faculty
As described in the Academic Standards section of this handbook, in order for the student to progress to Unconditional Admission and then to Practicum and Internship, he/she must meet the academic, interpersonal and personal growth, and professional standards established by the Mental Health Counseling Program. It is the responsibility of each faculty member to assess students in every course according to these standards. If a faculty member has evidence that a student has failed to meet these standards while taking a course then the faculty member is required to submit the Student Evaluation Form (see Appendix) to the Mental Health Counseling Program Coordinator. Student Evaluation Forms submitted by a faculty member are reviewed by the coordinator and the student’s Academic Advisor, who will discuss any problems that have been noted during advisement sessions.

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 Mental Health 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 Mental Health Counseling Program require demonstration of self-awareness through self-examination and demonstrable commitment to personal growth. Faculty members are encouraged to observe whether a student’s attitude toward the learning process, fellow students, faculty, and staff is positive and appropriate. Finally, it is imperative that each student demonstrate the capacity to cope with the stressors presented by the expectations of the Mental Health 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 Mental Health 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 MHC 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). All students should read the ACA Code of Ethics during their classroom experience in the Mental Health Counseling course (EDPC 5322) and the Ethics, Legal, and Professional Issues in Counseling course (EDPC 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.

Evaluation During Practicum and Internship
The Practicum and Internship experience is a period of intense personal growth calling for more specific standards. During the Practicum and Internship period, the student is evaluated
by Counseling faculty and student’s site supervisors. Students are evaluated according to the following personal growth criteria:

1. The ability to accurately understand the basic motivations of oneself and others. When personal growth in this area is exemplary, the individual’s understanding of self and others demonstrates deep insight into one’s own and others’ motivations.

2. The ability to consistently demonstrate emotional sensitivity to the needs of oneself and others. When personal growth in this area is exemplary, the individual’s level of emotional sensitivity leads to the ability to become interpersonally facilitative in a demonstrable manner.

3. The ability to respond to others, including faculty, students, college staff, agency staff, and clients in an interpersonally effective manner. When personal growth in this area is exemplary, the individual’s level of behavioral responsiveness is maintained despite elevated levels of stress in the interpersonal environment.

4. The ability to consistently display professional levels of functioning within the classroom and the placement agency as demonstrated by adherence to the administrative demands of practicum course work and agency policies, including documentation and record-keeping. When personal growth in this area is exemplary, the individual’s level of professionalism leads to instances of professional leadership within an agency while still performing as a student-intern.

5. The ability to function effectively without excessive need for clinical supervision, whether in a group or individual setting, during one’s practicum and/or internship period. When personal growth in this area is exemplary the individual functions with minimal need for clinical supervision.

**Policy Regarding Personal Therapy**

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

Students seeking a therapeutic relationship are encouraged to consult with a trusted faculty member for help in locating a qualified professional. Mental health professionals who are qualified to provide therapy must be trained and credentialed in an appropriate counseling and psychotherapeutic discipline. Examples of qualified therapist credentials include Licensed Professional Counselors, Licensed Psychologists, Licensed Clinical Social Workers, Licensed Marriage and Family Therapists, and Licensed Psychiatrists. The University of Texas at El Paso has a Counseling Center that is available to all students enrolled in the university. Students should contact their Academic Advisor or the Mental Health Counseling Program Coordinator for more information.
SECTION FIVE: ETHICAL STANDARDS and PROFESSIONAL INVOLVEMENT

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 Mental Health Counseling degree requirements.

Because mental healthcare providers are entrusted with the health, safety, and welfare of vulnerable patients/clients, have access to confidential information, and operate in settings that require the exercise of good judgment and ethical behavior, an assessment of the student’s ability to function 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 located on the College of Health Sciences Clinical Compliance website under the Compliance Resources section.

In addition, many healthcare licensing agencies require individuals to pass a criminal background check as a condition of licensure or employment. Thus, all Mental Health 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 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

Introduction to the American Counseling Association

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, the ACA is the world’s largest association exclusively representing professional counselors in various practice settings.
By providing leadership, training, publications, continuing education opportunities, and advocacy services to over 50,000 members, the ACA helps counseling professionals develop their skills and expand their knowledge base.

The ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before Congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media.

**ACA Membership**

Students in the Mental Health Counseling program are strongly encouraged to join and become active in the ACA. Membership in the ACA is one of the first steps that the beginning counselor takes toward becoming an active and ethical professional in the counseling field. There are also divisions within the ACA for counseling specialties (e.g., School Counselors, Specialists in Group Work, Career Counselors, International Association of Marriage and Family Counselors, International Association of Addictions and Offender Counselors, and Mental Health Counselors) that will be of interest to students, as well. Membership in the ACA is one way to keep your knowledge-base current concerning professional counseling issues through participation at ACA-sponsored conferences and workshops and subscription to the various ACA publications, all of which are available to student counselors at discounted fees. Finally, it is essential that you are able to demonstrate your commitment to the ethics and values of counseling as represented by the ACA.

Applications for the ACA and additional information about membership can easily be obtained at [http://www.counseling.org](http://www.counseling.org).

**Adherence to the ACA Code of Ethics**

By your acceptance into the Counseling program you have accepted a commitment to the ethics and values of counseling as represented by the ACA. It is essential that you learn about these ethical standards through your course work and through your self-motivated review of the ACA Code of Ethics, which can be found online at [https://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources](https://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources).

The counseling student’s adherence to the ACA Code of Ethics is the responsibility of both the individual student and the faculty of the Mental Health Counseling Program at the University of Texas at El Paso. Students and supervisees have the same obligations to clients as those required of counselors. Working together our students and faculty ensure that the highest professional standards are maintained and our clients are given treatment that promotes their well-being and growth.

**Texas Counseling Association Membership**

Students are also encouraged to join and become an active member in the Texas Counseling Association (TCA). Membership allows for students to begin networking with professional counselors in Texas and to advocate for the interests of professional counselors within the
state. Applications for TCA and additional information about membership can be obtained at https://www.txca.org/.

**American Mental Health Counselors Association (AMHCA)**
The American Mental Health Counselors Association (AMHCA) is the professional membership organization that represents the clinical mental health counseling profession. Through a set group of standards and ethics for mental health counselors, AMHCA is dedicated to training and cultivating excellent practitioners. We want to break through walls of stigma and show how excellent mental health counselors change lives and improve mental health. Applications for AMHCA and additional information about membership can be obtained at https://amhca.site-ym.com/?page=studentbenefits

**Texas Mental Health Counselors Association**
Texas Mental Health Counselors Association (TMHCA) is a branch of American Mental Health Counselors Association (AMHCA) and a division of the Texas Counseling Association (TCA). TMHCA is the community of more than 15,000 mental health counselors (LPCs) and Mental-Health Clinicians in TEXAS to advocate for mental health counseling profession. You must be a TCA member to join TMHCA. Applications for TMHCA and additional information about membership can be obtained at https://www.txca.org/ through the TCA webpage.

**Chi Sigma Iota**
Chi Sigma Iota (CSI) is the international honor society of professional counseling and for professional counselors and counselors in training. The mission of CSI is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. There are more than 374 chapters of CSI in the United States. The Upsilon Tau Epsilon Chapter of CSI is officially designated in the Counseling program at the University of Texas at El Paso. Members in the Upsilon Tau Epsilon chapter actively plan, organize, prepare, implement, and host variety of events ranging from chapter annual events, professional development & training, community service, fundraising, social networking, and community service. Students are encouraged to join and become an active member in the Upsilon Tau Epsilon Chapter at UTEP. Application for CSI and additional information about membership can be obtained at https://www.csi-net.org. UTEP Upsilon Tau Epsilon Chapter information is available at https://www.facebook.com/groups/UTEPCSIUpsilonTauEpsilon/

**Non-Discrimination Policy**
It is the policy of the University of Texas at El Paso not to discriminate on the basis of sex, disability, race, age, color, religion, national or ethnic origin, marital status, or sexual or orientation in its educational programs, admission policies, employment practices, financial aid, or other school-administered programs. This policy is enforced by federal law under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.
The University of Texas at El Paso actively supports the rights of students with disabilities to have equal access to education. The University of Texas at El Paso makes every reasonable effort to accommodate the needs of students with disabilities.

Students who have a disability are asked to notify the Center for Academic Student Services (CASS) as soon as possible and prior to registration. Early notification prevents delay in initiation of services and ensures the student access to educational activities. Students with disabilities that affect learning, including but not limited to Learning Disabilities (LD) and Attention Deficit Disorder (ADD), are required to provide the office with recent documentation from diagnostic testing. The Center for Academic Student Services, after consulting with the student, will prepare an accommodation plan that will authorize services for the student and inform the appropriate offices on campus.

**Sexual Harassment Policy**

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

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

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

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

The Council for Accreditation of Counseling and Related Educational Programs (CACREP)

In the United States, accreditation represents a unique process of voluntary, nongovernmental review of educational institutions and professional preparation programs. Voluntary application for accreditation is evidence of an attitude and philosophy that program excellence is a fundamental goal.

The two major types of higher education accreditation in the United States are known as institutional and specialized. Institutional accreditation is granted by regional and national accrediting commissions that look at entire institutions such as universities or colleges. Specialized accreditation is awarded to professional programs that are under the jurisdiction of institutions, or to free-standing, professional institutes offering training in a particular field of study. CACREP grants specialized accreditation to counselor preparation programs. Based on its history of successful program accreditation efforts.

CACREP Accreditation is Both a Process and a Condition

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

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

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

CACREP accreditation provides assurance that accredited programs “measure up” to standards developed by a national consensus of professionals in the counseling field. Thus, state licensing bodies and national certification agencies are reasonably assured that programs accredited by CACREP provide a quality education in preparation for counselor credentialing, which may include national certification, state licensure, or state certification. An attractive feature of CACREP accreditation in today's society is the mobility afforded to a graduate of an accredited program.

CACREP accreditation provides recognition that the content and quality of the education offered by an accredited program has been evaluated extensively and meets standards
established by and for the profession. The student as consumer can be reasonably assured that appropriate knowledge and skills areas will be included in the course of study that are necessary for entry into the counseling field. The student as consumer can also be reasonably assured that the program is financially stable. A secondary effect is the protection of the consumer of counseling services provided by the graduates of CACREP programs. These clients benefit from the appropriate training of the counselor entering the field. For more information about CACREP, please go to their website http://www.cacrep.org/template/index.cfm

National Board of Certified Counselors (NBCC)
The National Board for Certified Counselors, Inc. (NBCC®), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.

NBCC's certification program recognizes counselors who have met predetermined standards in their training (through attendance at a CACREP-accredited program), experience, and performance on the National Counselor Examination for Licensure and Certification (NCE®), the most portable credentialing examination in counseling. For more information about NBCC, please go their website http://www.nbcc.org/.

National Counselor Examination (NCE)
Satisfactory performance on the National Counselor Examination (NCE) is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC). Forty-nine of 50 states also use the NCE for state credentialing. The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties. For more information about NCE, please go to their website http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification/。

Examination Content
Although different questions are used for each administration of the examination, the following eight content areas are always covered:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation & Ethics
In addition, the NCE is based on the following five work behaviors:

- Fundamentals of Counseling
- Assessment and Career Counseling
- Group Counseling
- Programmatic and Clinical Intervention
- Professional Practice Issues

Examination Format

The NCE is comprised of 200 multiple choice questions and is scheduled for a four-hour period the first week of every month. The examination is computer-based, with test results available at the time of testing. A different edition of the NCE is compiled for each administration of the exam. Each form’s questions are drawn from the NCE item pool which has undergone extensive review and field testing. The entire item pool, each form of the NCE, and the answer sheet are copyrighted. Disclosure of examination content is a violation of the NBCC Code of Ethics.

National Certified Counselor Status

The NBCC developed the first general practice counseling credential that was national in scope. NBCC began credentialing National Certified Counselors (NCCs) in 1983. Currently, more than 48,000 mental health professionals throughout the United States and in over 40 other countries hold this voluntary professional credential. Although the NCC credential isn't required for independent practice and is not a substitute for legislated state licensure credentials, those who hold the credential appreciate the opportunity to demonstrate that they have met national standards developed by counselors, not legislators. The licensure laws of 49 states, including Texas, require that counselors must first successfully pass the NCE as a prerequisite for application as a Licensed Professional Counselor.

The three basic components of the requirements for the NCC credential are education, supervised experience, and examination.

**Education:** Candidates for the NCC credential must hold an advanced degree with a major study in counseling from a regionally accredited college or university. They also must meet specific semester or quarter hour requirements and content area requirements. The Mental Health Counseling Program in the Counseling Program at the University of Texas at El Paso meets this requirement through its efforts to acquire and maintain accreditation by CACREP, which includes the specified semester hour and content hour requirements.

**Supervised Experience:** Candidates for national certification also must meet the supervised experience requirements specific to the option under which they qualify and apply. Once the Mental Health Counseling Program receives CACREP accredited status as a specialty program in Clinical Mental Health Counseling, University of Texas at El Paso Mental Health Counseling students will be eligible to take the NCE prior to graduation and apply for the NCC credential immediately upon graduation. Students in non-CACREP-accredited programs must fulfill a post-graduation supervised experience requirement that generally takes 18 to 24 months to complete. This post-graduation
supervised experience requirement is waived for graduates of CACREP-accredited programs.

**Examination:** Candidates for national certification must achieve a national passing score on the National Counselor Examination (NCE).

**Professional Counselor Licensure in Texas**

In the state of Texas the Board of Examiners of Professional Counselors regulates the practice of counseling for Professional Counselors. The Board licenses qualified applicants, develops rules and regulations, and conducts disciplinary hearings and imposes disciplinary sanctions, when necessary. The primary objective of the Board is to protect the general public; specifically those persons who are the direct recipients of services regulated by the Board, from unsafe practices and from occupational practices which tend to reduce competition or fix the price of services rendered. The secondary objectives of the Board are to maintain minimum standards of licensee competency and to maintain certain standards in the delivery of services to the public. In meeting its objectives, the Board develops standards assuring professional competence, monitors complaints brought against licensees regulated by the Board, makes adjudication decisions at formal hearings, promulgates rules and regulations, and imposes sanctions where necessary against licensees.

The Mental Health Counseling Program is structured to guide the student’s passage through the licensure and NBCC certification process. Attainment of the NCC credential includes the following requirements: 1) Evidence, in the form of the new graduate’s Official Transcript, showing completion of the Counseling degree and 2) Verification of attainment of status as a Nationally Certified Counselor (NCC) from the National Board of Certified Counselors.

Attainment of LPC status is regulated by the aforementioned board, and includes the following requirements: 1) Evidence, in the form of the new graduate’s Official Transcript, showing completion of the MHC degree and 2) Completion of the Board’s Supervision Documentation form that contains evidence of professional counseling experience and professional supervision. Professional counseling experience consists of not less than 3,000 hours over a period of not more than five years, at least 1,500 hours of which must be direct service contact with clients. These hours must be completed under the supervision of a board-approved LPC Supervisor (LPC-S).

For further information about licensing in Texas go to [http://www.dshs.state.tx.us/?amp;ItemID=3780](http://www.dshs.state.tx.us/?amp;ItemID=3780)

The Mental Health Counseling Program in the Counseling Program at UTEP, in making itself accountable to the CACREP certification process, seeks to set a standard of professional behavior for its students and graduates, and it is hoped that our students and graduates will commit to that same standard by attaining NCC and LPC status.
SECTION SEVEN: POST-MASTER’S COURSES FOR LICENSURE AS A MARRIAGE AND FAMILY THERAPIST (Texas)

The Mental Health Counseling Program (MHC) offers additional courses that meet criteria for licensure as Marriage and Family Therapist in the state of Texas. These courses offer professionals with a master’s degree in counseling or a closely related area the opportunity to gain a specialty in the provision of counseling services for children and families. Since the field of professional counseling is becoming more specialized and competitive and counselors are expected to be competent with a wide range of populations, problem areas, and treatment methods, these additional courses are an opportunity to acquire and document necessary professional preparation and training in marriage and family counseling.

To meet state of Texas requirements for licensure as a marriage and family therapist, one to four additional courses would be required depending on the nine hours of electives chosen for the master’s degree in Mental Health Counseling Program.

**Required Courses for Licensure as a Marriage and Family Therapist**

1. 1 course **Theoretical Foundations** (3 hours)
   - *EDPC 5361 Family Theories* (this may be an elective chosen for the MHC M.S.)

2. 4 courses **Assessment & Treatment** (12 hours)
   - *EDPC 5360 Introduction to Marriage and Family Therapy* (required for the MHC M.S.)
   - *EDPC 5362 Counseling Children, Adolescents and Their Families* (this may be an elective chosen for the MHC M.S.)
   - *EDPC 5363 Marital Therapy* (this may be an elective chosen for the MHC M.S.)
   - *EDPC 5364 Family Therapy* (this may be an elective chosen for the MHC M.S.)

3. 2 courses **Human Development/Gender/Multicultural/Family Studies** (6 hours)
   - *EDPC 5317 Human Development* * (required for the MHC M.S.)
   - *EDPC 5346 Social/Cultural Aspects of Counseling* (required for the MHC M.S.)

4. 1 course **Ethics** (3 hours)
   - *EDPC 5324 Ethical, Legal and Professional Issues in Counseling* ** (required for the MHC M.S.)

5. 1 course in **Psychopathology**
   - *EDPC 5345 Abnormal Human Behavior* (required for the MHC M.S.)

6. 1 course **Research** (3 hours)
   - *EDPC 5310 Applied Research for Educators*** (required for the MHC M.S.)

7. 3 courses **Internship** (9 hours/12 month)
• EDPC 5371 Practicum ****
• EDPC 5372 Internship I ****
• EDPC 5373 Internship II ****

* Course syllabus must reflect addressing human development from social and interactional perspectives.
** Course syllabus must reflect addressing ethical issues specific to marital and family therapy.
*** Course syllabus must reflect study research and design issues specific to the study of marriage and family groups.
**** Course syllabus must require marriage and family therapy interns to engage in marital or family at least 50% of direct contact time.

**Additional Requirements:**

8. 4 courses Counseling/Treatment of Couples and Families (12 hours)
Chosen from the following:
  • EDPC 5360 Introduction to Marriage and Family Therapy (required for the MHC M.S.)
  • EDPC 5362 Counseling Children, Adolescents and Their Families (this may be an elective MHC M.S.)
  • EDPC 5363 Marital Therapy (this may be an elective chosen for the MHC M.S.)
  • EDPC 5364 Family Therapy (this may be an elective chosen for the MHC M.S.)
  • EDPC 5365 Directed Individual Study in Sexual Therapy
  • EDPC 5368 Play Therapy (this may be an elective chosen for the MHC M.S.)

9. **After Graduation:**
  • Successful completion of the national licensure examination administered by the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) or the State of California marriage and family therapy licensure examination.
  • 3,000 hours of clinical experience of which 50% must be marriage/family related treatment supervised by a board-approved marriage and family supervisor.
APPENDIX

Clinical Mental Health Counseling Advising Form
Student Evaluation Form
Student Progress Review Form
Faculty Contact Information
Mental Health Counseling Student Handbook Receipt Form
Practicum/Internship Information Receipt Form
Mental Health Counseling Program
Advising Form*

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>Advisor: ________________________</th>
<th>Date: ________________________</th>
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</thead>
</table>

**TERM**

**Foundational Requirements (18 semester hours)**

- EDPC 5317 Human Growth and Development
- EDPC 5320 Lifestyle and Career Development
- EDPC 5322 Clinical Mental Health Counseling
- EDPC 5324 Ethical, Legal and Professional Issues in Counseling
- EDPC 5341 Theories of Counseling
- EDPC 5346 Counseling Multicultural and Diverse Populations

**Advanced Requirements (18 semester hours)**

- EDPC 5333 Crisis Counseling
- EDPC 5338 Group Counseling (5317, 5339, 5341)
- EDPC 5339 Techniques of Counseling (5341 and additional 9 credits)
- EDPC 5345 Abnormal Human Behavior
- EDPC 5347 Addictions Counseling (5341, 5345)
- EDPC 5360 Introduction to Marriage and Family Therapy (5341)

**Specialization Electives (9 semester hours)**

- EDPC 5349 Cognitive and Behavioral Therapies (5341)
- EDPC 5361 Family Theories
- EDPC 5362 Counseling Children, Adolescents and Their Families (5317, 5341)
- EDPC 5363 Couples Therapy (5360)
- EDPC 5364 Family Therapy (5360)
- EDPC 5368 Play Therapy (5317, 5341, 5362)
- EDPC 5365 Directed Individual Study
- EDPC 5370 Special Topics in Educational Psychology and Counseling

**Related Area (6 semester hours)**

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

**Clinical Sequence (9 semester hours)**

(Courses may not be taken concurrently)

- EDPC 5371 Practicum (5322, 5324, 5338, 5339 and completion of additional 24 credits)
- EDPC 5372 Internship 1 (5371)
- EDPC 5373 Internship 2 (5372)

**Total: 60 semester hours**

Comprehensive Examination: During EDPC 5372.

*Prerequisites in ( )
### Worksheet by Year in Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Class 1</th>
<th>Class 2</th>
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<th>Class 4</th>
<th>Class 5</th>
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</table>
Student evaluations are to be completed by faculty members at the end of each course, using the rating scale below for any student for whom the faculty member has a concern in any of the identified areas. Note that a score of “3” is the expected level of performance for MHC students. A score of “1” or “2” should be assigned when the student's behavior or performance is noticeably different than that which is standard and expected of a MHC graduate student. Please use the back of the form to document reasons for assigning a score of “1” or “2”.

3 = Satisfactory (Meets Standards at or above the Expected Level)
2 = Marginal (Approaches Standards)
1 = Unsatisfactory (Fails to Meet Standards)

Course: ________________________________________________  Year and Term: _________________________
Instructor Printed Name: ___________________________________________ Date:_____________________________
Instructor Signature: ______________________________________________

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

II. INTRAPERSONAL FACTORS
  a. Displays psychological insight and self-awareness  1  2  3
  b. Identifies and expresses feelings appropriately  1  2  3
  c. Demonstrates motivation and commitment to personal growth  1  2  3

III. INTERPERSONAL RELATIONSHIPS
  a. Demonstrates appropriate sensitivity and respect in interactions with peers  1  2  3
  b. Displays appropriate decorum in interactions with instructor  1  2  3
  c. Maintains appropriate emotional boundaries with others  1  2  3

IV. PROFESSIONAL BEHAVIOR
  a. Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor  1  2  3
  b. Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor  1  2  3
  c. Exhibits awareness, concern, and, ability to adhere to ACA Ethical Standards  1  2  3

V. OVERALL EVALUATION
Overall assessment of the student’s status based on observed academic, personal, interpersonal, and professional behaviors.  1  2  3

Please make comments regarding all ratings of 1 or 2 on the back of sheet.
Student Progress Review Form
(10/27/16)
M.S. Mental Health Counseling Program

Student: _______________________ Advisor: _______________________

The review and remediation will be an ongoing process throughout the student’s enrollment in the Counseling program. There will be three reviews. An initial review will occur after 12 credits in the program are completed for unconditional acceptance. A second review will occur prior to the beginning of practicum. And a final pre-graduation review will occur upon completion of all required practicum/internship courses. Benchmarks to assist in the review of student performance and competence are scores of 3 on all rubric dimensions, and, scores of 70% on exams. If students do not meet the benchmarks remediation will be required. As well, in some cases, remediation may be recommended.

(1) Unconditional Admission Review Decision

Date: ______

_____ Unconditional Acceptance (Meets Standards)
_____ Conditional Acceptance (Approaches Standards but student must complete remediation plan)
_____ Not Accepted. Referral for Retention and Review Process (Fails to Meet Standards)

Decision based on a review of:

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

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

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

<table>
<thead>
<tr>
<th>Academic Performance/Progress</th>
<th>Unsatisfactory 1</th>
<th>Marginal 2</th>
<th>Satisfactory 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Skills and Personal Growth</td>
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<tr>
<td>Professional Behavior</td>
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</tbody>
</table>

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

Remediation Recommended ____ Remediation Plan Required _____

Description and Comments

Student Signature: ____________________________ Date: ________
Advisor Signature: __________________________ Date: ________

Status of Remediation Plan for Unconditional Admission Review

Recommended Remediation: Completed _____ Not Completed _____
Required Remediation: Completed _____ Not Completed _____

Advisor Signature: __________________________ Date: ________
(2) Practicum Application Review Decision

Date: ________

- Unconditional Approval to begin Practicum (Meets Standards)
- Conditional Approval to begin Practicum (Approaches Standards but 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 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).

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

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

<table>
<thead>
<tr>
<th>Academic Performance/Progress</th>
<th>Unsatisfactory 1</th>
<th>Marginal 2</th>
<th>Satisfactory 3</th>
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<tbody>
<tr>
<td>Interpersonal Skills and Personal Growth</td>
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<tr>
<td>Professional Behavior</td>
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</table>
3) Key Performance Indicators of Student Learning Outcomes (Based on core foundational course exam scores and specialty area foundational course case study project scores)

<table>
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<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Marginal</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Exemplary</th>
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<td>2.F.1 - Professional Counseling Orientation and Ethical Practice</td>
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<td>2.F.2 - Social and Cultural Diversity</td>
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<td>2.F.3 - Human Growth and Development</td>
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<td>2.F.4 - Career Development</td>
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<td>2.F.5 - Counseling and Helping Relationships</td>
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<td>2.F.6 - Group Counseling and Group Work</td>
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<td>2.F.7 - Assessment and Testing</td>
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<td>2.F.8 - Research and Program Evaluation</td>
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<tr>
<td>Specialty Area-Foundations (5.C.1.b) Theories/Models</td>
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<tr>
<td>Specialty Area-Contextual Dimensions (5.C.2.d) Diagnostic Process</td>
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</table>
For a rating of “2” or below remediation is **required** and a Remediation Plan must be developed and signed. For a rating of “3” remediation can be **recommended** without formal initiation of a Remediation Plan. All remediation activity should be identified below. If no remediation is required or recommended, please also note this.

<table>
<thead>
<tr>
<th>No Remediation Needed</th>
<th>Remediation Recommended</th>
<th>Remediation Plan Required</th>
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</table>

**Description and Comments**

<table>
<thead>
<tr>
<th>Student Signature:</th>
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<tr>
<td>Advisor Signature:</td>
<td>Date:</td>
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</table>

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

<table>
<thead>
<tr>
<th>Recommended Remediation:</th>
<th>Completed</th>
<th>Not Completed</th>
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<tbody>
<tr>
<td>Required Remediation:</td>
<td>Completed</td>
<td>Not Completed</td>
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</table>

Advisor Signature: ____________________________________________ Date:_______

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

Date: _______

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

Not Approved. (Fails to Meet Standards for Graduation with Counseling Degree. Referral for Retention and Review Process to ascertain if student should be allowed to remain in the program)

Decision based on a review of:

1) Academic Success/Progress (Based on 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.)

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<th></th>
<th>Insufficient 1 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</th>
<th>Satisfactory Proficiency 3 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</th>
<th>Exemplary Proficiency 5 GPA is 3.7 or above and has satisfactorily completed all courses on the degree plan program of study and has successfully completed the comprehensive exam with a distinguished score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Success, Performance, and Progress</td>
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</tbody>
</table>
2) **Key Professional Dispositions Indicators** (Based on scores on the Student Evaluation Form for the period of time from the date of entry into the Counseling program up until the date of this review and scores on Personal and Professional Characteristics and Potential for Growth Scoring Rubric.)

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory 1</th>
<th>Marginal 2</th>
<th>Satisfactory 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Performance/Progress</strong></td>
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<tr>
<td><strong>Interpersonal Skills and Personal Growth</strong></td>
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<tr>
<td><strong>Professional Behavior</strong></td>
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<tr>
<td><strong>Interpersonal Awareness/Understanding</strong></td>
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<td><strong>Emotional Sensitivity</strong></td>
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<tr>
<td><strong>Openness to growth</strong></td>
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<tr>
<td><strong>Ethical Responsibility</strong></td>
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</tbody>
</table>

3) **Key Performance Indicators of Student Learning Outcomes** (Based on comprehensive exam scores, course case study project scores, and clinical practice evaluation form.)

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory 1</th>
<th>Marginal 2</th>
<th>Satisfactory 3</th>
<th>Good 4</th>
<th>Exemplary 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.1-Professional Counseling Orientation and Ethical Practice</td>
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<tr>
<td>2.F.2-Social and Cultural Diversity</td>
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<td>2.F.3-Human Growth and Development</td>
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<td>2.F.4-Career Development</td>
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<td>2.F.5-Counseling and Helping Relationships</td>
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<td>2.F.6-Group Counseling and Group Work</td>
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<td>2.F.7-Assessment and Testing</td>
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<td>2.F.8-Research and Program Evaluation</td>
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<tr>
<td>Specialty Area-Contextual Dimensions (5.C.2.d) Diagnostic Process</td>
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<tr>
<td>Specialty Area-Practice/Skills (5.C.3.b) Intervention/Treatment</td>
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</table>
For a rating of “2” or below remediation is required and a Remediation Plan must be developed and signed. All remediation activity should be identified below. If no remediation is required or recommended, please also note this.

<table>
<thead>
<tr>
<th>No Remediation Needed__</th>
<th>Remediation Recommended ___</th>
<th>Remediation Plan Required _____</th>
</tr>
</thead>
</table>

Description and Comments

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Status of Remediation Plan for Pre-graduation Review

<table>
<thead>
<tr>
<th>Recommended Remediation:</th>
<th>Completed ____</th>
<th>Not Completed ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Remediation:</td>
<td>Completed ____</td>
<td>Not Completed ____</td>
</tr>
</tbody>
</table>

Advisor Signature: ______________________________________ Date:____
Final Signatures

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

Advisor: ___________________________       Date: _______________

Student: ___________________________     Date: _______________
University of Texas at El Paso
Mental Health Counseling Program

Faculty Contact Information

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sshin2@utep.edu
Clinical Mental Health Counseling Student Handbook

By signing below I attest that I have received a copy of the MHC Student Handbook. By signing I also agree to read and follow the requirements outlined in the handbook.

__________________________________________                        ____________________
(Student’s Signature)                                                                     (Date)
Practicum and Internship Placement

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

For practicum, I must be available to be at the site a minimum of 4 continuous hours during the normal hours of operation at the placement site for at least 1 day per week.

For internship, I must be available to be on site a minimum of 6 continuous hours during the normal hours of operation at the placement site for each of 2 days per week.

Additional hours needed to meet the requirements of practicum and internship must be earned in a manner to be negotiated with the Clinical Coordinator and the placement site(s).

__________________________________________                        ____________________
(Student’s Signature)                                                                     (Date)