

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 63       SCHOOL PERSONNEL - LICENSURE REQUIREMENTS FOR ANCILLARY AND**  
**SUPPORT PERSONNEL**  
**PART 11            LICENSURE IN REHABILITATION COUNSELING, GRADES PRE K-12**

**6.63.11.1            ISSUING AGENCY:** Public Education Department  
[6.63.11.1 NMAC - N, 12-14-00; A, 06-30-06]

**6.63.11.2            SCOPE:** All persons seeking licensure in rehabilitation counseling, grades pre k-12.  
[6.63.11.2 NMAC - N, 12-14-00; A, 06-30-06]

**6.63.11.3            STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2, 22-10-3, NMSA 1978, and 22-10A-17  
NMSA 1978.  
[6.63.11.3 NMAC - N, 12-14-00; A, 06-30-06]

**6.63.11.4            DURATION:** Permanent  
[6.63.11.4 NMAC - N, 12-14-00]

**6.63.11.5            EFFECTIVE DATE:** December 14, 2000, unless a later date is cited in the history note at the  
end of a section.  
[6.63.11.5 NMAC - N, 12-14-00]

**6.63.11.6            OBJECTIVE:** This rule is adopted by the public education department ("PED") for the purpose  
of establishing licensure requirements in rehabilitation counseling to ensure that qualified personnel are available to  
provide appropriate transition and rehabilitation services to students in New Mexico who need those services.  
Applicants awarded licensure in rehabilitation counseling under this rule may provide rehabilitation counseling  
services and assist in providing transition services and developing individualized education programs (IEPs) and  
similar plans and services for students in public and private schools, institutions and agencies. Public or private  
agencies that are unable to hire a licensed rehabilitation counselor may provide required transition and rehabilitation  
counseling services to students through an alternate delivery system approved by the PED.  
[6.63.11.6 NMAC - N, 12-14-00; A, 06-30-06]

**6.63.11.7            DEFINITIONS:**

A.        **“Rehabilitation counseling”** means services provided by qualified personnel in individual or  
group sessions that focus specifically on career development, employment preparation, achieving independence, and  
integration in the workplace and community of a student with a disability who receives services under the federal  
Individuals with Disabilities Education Act (IDEA). The term also includes vocational rehabilitation services  
provided to a student with disabilities by vocational rehabilitation programs funded under the federal Rehabilitation  
Act of 1973, as amended.

B.        **“Related fields”** means a degree in such areas as sociology, psychology, school counseling,  
guidance and counseling, education, special education, social work, and mental health.

C.        **“Transition services”** means a coordinated set of activities for a student with a disability, as  
defined in the Individuals with Disabilities Education Act, that:

(1)       is designed within an outcome-oriented process that promotes movement from school to post-  
school activities, including postsecondary education, vocational training, integrated employment (including  
supported employment), continuing and adult education, adult services, independent living, or community  
participation;

(2)       is based on the individual student's needs, taking into account the student's preferences and  
interests; and

(3)       includes instruction, related services, community experiences, the development of employment  
and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional  
vocational evaluation.

[6.63.11.7 NMAC - N, 12-14-00]

**6.63.11.8            REQUIREMENTS:** Persons seeking licensure in rehabilitation counseling pursuant to the  
provisions of this rule shall meet the requirements of Subsections A, B, C, D or E of 6.63.11.8 NMAC.

A. Valid certificate as a certified rehabilitation counselor issued by the Commission on Rehabilitation Counselor Certification, 1835 Rohlwing Road, Suite E, Rolling Meadows, IL 60008.

B. Master's degree in rehabilitation counseling from a regionally accredited college or university. This requirement shall be satisfied by meeting the requirements of Paragraphs (1) or (2) of Subsection B below.

(1) A master's degree awarded by a New Mexico college or university must incorporate the PED's approved competencies in rehabilitation counseling.

(2) A master's degree awarded by a college or university outside of New Mexico must be for a rehabilitation counseling program approved by the PED.

C. Master's degree in school counseling, vocational counseling or other related field and the provisions of Paragraphs (1) or (2) of Subsection C below

(1) one (1) year of experience in rehabilitation counseling, or

(2) fifteen (15) semester hours of credit in the rehabilitation counseling competency areas of vocational/transition assessment, medical aspects of disability, psychosocial and/or psycho-cultural aspects of disability, case management in rehabilitation counseling, issues and practices in rehabilitation counseling, or placement aspects of rehabilitation counseling.

D. Bachelor's degree in rehabilitation counseling from a regionally accredited college or university and one (1) year of experience in a public or private facility in which direct vocational rehabilitation counseling is the primary job responsibility. The degree requirement shall be satisfied by meeting the requirements of Paragraphs (1) or (2) of Subsection D below.

(1) A bachelor's degree awarded by a New Mexico college or university must incorporate the PED's approved competencies in rehabilitation counseling.

(2) A bachelor's degree awarded by a college or university outside of New Mexico must be for a rehabilitation program approved by the PED.

E. Bachelor's degree in a related field and the provisions of Paragraph (1) or (2) of Subsection E below.

(1) two (2) years of experience in a public or private facility in which direct vocational rehabilitation counseling is the primary job responsibility, or

(2) fifteen (15) semester hours of credit in the rehabilitation counseling competency areas of vocational/transition assessment, medical aspects of disability, psychosocial and/or psycho-cultural aspects of disability, case management in rehabilitation counseling, issues and practices in rehabilitation counseling, or placement aspects of rehabilitation counseling.

[6.63.11.8 NMAC - N, 12-14-00; A, 06-30-06]

**6.63.11.9 REFERENCED MATERIAL:** Competencies for entry-level rehabilitation counselors. The rehabilitation counselor will be able to:

A. provide those individualized and/or group services, which will assist in career development, employment preparation, self-determination development; vocational assessment, and integration in the workplace and community for all students;

B. demonstrate job development skills and address application of job modification assistance;

C. provide technical assistance to special education teachers in developing transition plans and implementing those plans;

D. provide program development at the high school and middle school level that supports transition planning and provides a continuum of career development activities from exploration through planning;

E. provide assistance with course selection and registration for middle school and high school students including special education students;

F. demonstrate strong leadership skills and teamwork through interagency collaboration; working with general education staff, vocational education staff, parents, students, employers, adult service providers and post secondary education representatives;

G. demonstrate knowledge of labor markets, post-secondary opportunities, curricula and materials that support the identification of student aptitudes, interests, preferences, and strengths;

H. participate in meetings of individualized educational program (IEP) teams that address transition requirements for students served under the Individuals with Disabilities Education Act (IDEA);

I. provide staff development in the area of transition for students with disabilities including training for students, employers, counselors, teachers, parents, and other service providers;

J. provide leadership in self-determination, including facilitating the participation of students in their own IEP team meetings;

- K. work with the PED to ensure compliance with applicable state and federal regulations;
  - L. participate in professional development activities to maintain knowledge of preferred practices in rehabilitation counseling.
- [6.63.11.9 NMAC - N, 12-14-00; A, 06-30-06]

**HISTORY OF 6.63.11 NMAC:** [RESERVED]