

State Counseling Licensure Requirements

The Clinical Mental Health Counseling (CMHC) Program at Nelson University meets the requirements for licensure in the State of Texas.

Since the program has been modeled to be equivalent to the CACREP requirements, it also meets the licensure requirements for many other states. However, state requirements change frequently and we cannot guarantee that it will meet the requirements for any particular state.

This document is intended to resource current and prospective students with general information and links to state licensure websites to verify state licensure requirements. It is updated annually.

Students who are unsure if the CMHC program will meet the requirements of a state may contact the CMHC Program Coordinator for more information and should contact the state licensure board for verification.

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Alabama

<https://abec.alabama.gov/faqs/lpc-by-endorsement-faq/>

A master's degree in counseling consisting of a minimum of forty-eight (48) graduate semester hours or seventy-two (72) graduate quarter hours at a regionally accredited college or university (e.g. Southern Association of Colleges and Schools). All applicants shall have a master's degree from a CACREP (Council for Accreditation of Counseling and Related Educational Programs) or CORE (Commission on Rehabilitation and Education) accredited program, or the content equivalent of CACREP or CORE. Content equivalent is minimally defined as graduate course work in each of the following:

1. Counseling Theory: Includes studies of basic theories, principles and techniques of counseling and their application to professional counseling settings.
2. Human Growth and Development: Includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels; normal and abnormal behavior; personality theory; life-span theory; and learning theory within cultural context.
3. Social and Multicultural Foundations: Includes studies that provide a broad understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; multicultural and pluralistic trends; differing lifestyles; and major societal concerns including stress, person abuse, substance abuse, discrimination and methods for alleviating these concerns.
4. The Helping Relationship: Includes studies that provide a broad understanding of philosophic bases of helping processes; counseling theories and their applications; basic and advanced helping skills, consultation theories and their applications; client and helper self understanding and self-development; and facilitation of client or consultee change.
5. Group Dynamics, Processing and Counseling: Includes studies that provide a broad understanding of group development, dynamics, and counseling theories; group leadership styles; basic and advanced group counseling methods and skills; and other group approaches.
6. Lifestyle and Career Development: Includes studies that provide a broad understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision making; career development program planning, resources and effectiveness evaluation.
7. Appraisal of Individuals: Includes studies that provide a broad understanding of group and individual educational and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes. Additionally, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is important.
8. Research and Evaluation: Includes studies that provide a broad understanding of types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; publication of research information; and ethical and legal considerations.
9. Professional Orientation: Includes studies that provide a broad understanding of professional roles and functions; professional goals and objectives; professional organizations and associations;

professional history and trends; ethical and legal standards; professional preparation standards; and professional credentialing. 10. Practicum: Provides for the development of individual and group counseling skills under supervision. The practicum must be taken through a regionally accredited institution, for a total of one hundred (100) clock hours. A minimum of forty (40) clock hours must be direct service work with clients appropriate to the program emphasis. A minimum of one (1) clock hour per week must be of individual supervision by program faculty, and a minimum of one and one half (1 ½) clock hours per week must be group supervision. 11. Internship: Provides an opportunity for the student to perform all the activities that a regularly employed staff member in the setting would be expected to perform. The internship must be a minimum of six hundred (600) clock hours, to include: a minimum of two hundred and forty (240) hours of direct service work with clients appropriate to the program emphasis area; a minimum of two and one-half (2 ½) hours per week of supervision, to include at least one (1) hour per week of individual supervision.

Alaska

<https://www.commerce.alaska.gov/web/Portals/5/pub/CounselorStatutes.pdf>

APPROVED DEGREES. (a) To meet the requirements of AS 08.29.110(a)(5), an applicant's degree must be from an institution of higher education in the United States that is accredited by a regional or national accrediting agency and the degree must have included course work in at least eight of the following subject areas: (1) the helping relationship, including counseling theory and practice; (2) human growth and development; (3) lifestyle and career development; (4) group dynamics, processes, counseling, and consulting; (5) assessment, appraisal, and testing of individuals; (6) social and cultural foundation, including multicultural issues; (7) principles of etiology, diagnosis, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior; (8) marriage and family counseling and therapy; (9) research and evaluation; (10) professional counseling orientation; and ethics. (b) To meet the requirements of AS 08.29.130, an applicant's degree must be from a foreign college or university approved by the board that meets the standards of a regionally or nationally accredited education institution in the United States. To be approved, a degree from a foreign college or university must have included course work in at least eight of the subject areas listed in (a)(1) – (10) of this section. (c) An applicant who has not obtained enough graduate semester hours in the applicant's earned master's degree in counseling or a related professional field to meet the 60 graduate semester hours required under AS 08.29.110(a)(5)(B) may obtain the additional graduate semester hours needed to meet that requirement from an accredited program in (a) of this section either online or at an institution. (d) If applying on or after February 1, 2012, an applicant must have a

minimum of three graduate level credits in ethics. Authority: AS 08.29.020 AS 08.29.110
AS 08.29.130

Arizona

<https://azbbhe.us/pdfs/rules/proposedrules/FINAL%20BOARD%20RULES%20110116.pdf>

An applicant for licensure as an associate or professional counselor shall have a master's or higher degree with a major emphasis in counseling from: 1. A program accredited by CACREP or CORE that consists of at least 60 semester or 90 quarter credit hours, including a supervised counseling practicum as prescribed under subsection (E); 2. An educational program previously approved by the Board under A.R.S. § 32-3253(A)(14) that consists of at least 60 semester or 90 quarter credit hours, including a supervised counseling practicum as prescribed under subsection (E); or 3. A program from a regionally accredited college or university that consists of at least 60 semester or 90 quarter credit hours, meets the requirements specified in subsections (C) and (D), and includes a supervised counseling practicum as prescribed under subsection (E). B. To assist the Board to evaluate a program under subsection (A)(3), an applicant who obtained a degree from a program under subsection (A)(3) shall attach the following to the application required under R4-6-301: 1. Published college or university course descriptions for the year and semester enrolled for each course submitted to meet curriculum requirements, 2. Verification, using a form approved by the Board, of completing the supervised counseling practicum required under subsection (E); and 3. Other documentation requested by the Board. C. The Board shall accept for licensure the curriculum from a program not accredited by CACREP or CORE if the curriculum includes at least 60 semester or 90 quarter credit hours in counseling-related coursework, of which at least three semester or 4 quarter credit hours are in each of the following eight core content areas: 1. Professional orientation and ethical practice: Studies that provide a broad understanding of professional counseling ethics and legal standards, including but not limited to: a. Professional roles, functions, and relationships; b. Professional credentialing; c. Ethical standards of professional organizations; and d. Application of ethical and legal considerations in counseling; 2. Social and cultural diversity: Studies that provide a broad understanding of the cultural context of relationships, issues, and trends in a multicultural society, including but not limited to: a. Theories of multicultural counseling, and b. Multicultural competencies and strategies; Effective November 1, 2016 Page 22 3. Human growth and development: Studies that provide a broad understanding of the nature and needs of individuals at all developmental stages, including but not limited to: a. Theories of individual and family development across the life-span, and b. Theories of personality development; 4. Career development: Studies that provide a broad understanding of career development and related life factors,

including but not limited to: a. Career development theories, and b. Career decision processes; 5. Helping relationship: Studies that provide a broad understanding of counseling processes, including but not limited to: a. Counseling theories and models, b. Essential interviewing and counseling skills, and c. Therapeutic processes; 6. Group work: Studies that provide a broad understanding of group development, dynamics, counseling theories, counseling methods and skills, and other group work approaches, including but not limited to: a. Principles of group dynamics, b. Group leadership styles and approaches, and c. Theories and methods of group counseling; 7. Assessment: Studies that provide a broad understanding of individual and group approaches to assessment and evaluation, including but not limited to: a. Diagnostic process including differential diagnosis and use of diagnostic classification systems such as the Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases, b. Use of assessment for diagnostic and intervention planning purposes, and c. Basic concepts of standardized and non-standardized testing; and 8. Research and program evaluation: Studies that provide a broad understanding of recognized research methods and design and basic statistical analysis, including but not limited to: a. Qualitative and quantitative research methods, and b. Statistical methods used in conducting research and program evaluation.

D. In evaluating the curriculum required under subsection (C), the Board shall assess whether a core content area is embedded or contained in more than one course. The applicant shall provide information the Board requires to determine whether a core content area is embedded in multiple courses. The Board shall not accept a core content area embedded in more than two courses unless the courses are succession courses. The Board shall allow subject matter in a course to qualify in only one core content area.

E. The Board shall accept a supervised counseling practicum that is part of a master's or higher degree program if the supervised counseling practicum meets the following standards: 1. Consists of at least 700 clock hours in a professional counseling setting, 2. Includes at least 240 hours of direct client contact, 3. Provides an opportunity for the supervisee to perform all activities associated with employment as a professional counselor, 4. Oversight of the counseling practicum is provided by a faculty member, and 5. Onsite supervision is provided by an individual approved by the college or university.

F. The Board shall require that an applicant for professional counselor licensure who received a master's or higher degree before July 1, 1989, from a program that did not include a supervised counseling practicum complete three years of post-master's or higher degree work experience in counseling under direct supervision. One year of a doctoral-clinical internship may be substituted for one year of supervised work experience.

G. The Board shall accept for licensure only courses that the applicant completed with a passing grade.

H. The Board shall deem that an applicant who holds an active associate counselor license issued by the Board and in good standing meets the curriculum requirements for professional counselor licensure.

Arkansas

<https://healthy.arkansas.gov/boards-commissions/boards/examiners-in-counseling-arkansas-state-board/>

California

https://www.bbs.ca.gov/pdf/forms/lpc/lpcc_oos_req_guide.pdf

ARTICLE 3. Licensure [4999.30 - 4999.66]

(Article 3 added by Stats. 2009, Ch. 619, Sec. 3.)

4999.33.

(a) This section shall apply to the following:

(1) Applicants for licensure or registration who begin graduate study before August 1, 2012, and do not complete that study on or before December 31, 2018.

(2) Applicants for licensure or registration who begin graduate study before August 1, 2012, and who graduate from a degree program that meets the requirements of this section.

(3) Applicants for licensure or registration who begin graduate study on or after August 1, 2012.

(b) To qualify for licensure or registration, applicants shall possess a master's or doctoral degree that is counseling or psychotherapy in content and that meets the requirements of this section, obtained from an accredited or approved institution, as defined in Section 4999.12. For purposes of this subdivision, a degree is "counseling or psychotherapy in content" if it contains the supervised practicum or field study experience described in paragraph (3) of subdivision (c) and, except as provided in subdivision (f), the coursework in the core content areas listed in subparagraphs (A) to (M), inclusive, of paragraph (1) of subdivision (c).

(c) The degree described in subdivision (b) shall be a single, integrated program that contains not less than 60 graduate semester units or 90 graduate quarter units of instruction, which shall, except as provided in subdivision (f), include all of the following:

(1) The equivalent of at least three semester units or four quarter units of graduate study in all of the following core content areas:

(A) Counseling and psychotherapeutic theories and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, development of a

personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters.

(B) Human growth and development across the lifespan, including normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

(C) Career development theories and techniques, including career development decision making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

(D) Group counseling theories and techniques, including principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

(E) Assessment, appraisal, and testing of individuals, including basic concepts of standardized and nonstandardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling.

(F) Multicultural counseling theories and techniques, including counselors' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.

(G) Principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care.

(H) Research and evaluation, including studies that provide an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation.

(I) Professional orientation, ethics, and law in counseling, including California law and professional ethics for professional clinical counselors, professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

(J) Psychopharmacology, including the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified.

(K) Addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

(L) Crisis or trauma counseling, including crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster.

(M) Advanced counseling and psychotherapeutic theories and techniques, including the application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics.

(2) In addition to the course requirements described in paragraph (1), 15 semester units or 22.5 quarter units of advanced coursework to develop knowledge of specific treatment issues or special populations.

(3) Not less than six semester units or nine quarter units of supervised practicum or field study experience that involves direct client contact in a clinical setting that provides a range of professional clinical counseling experience, including the following:

(A) Applied psychotherapeutic techniques.

(B) Assessment.

(C) Diagnosis.

(D) Treatment planning.

(E) Treatment.

(F) Issues of development, adjustment, and maladjustment.

(G) Health and wellness promotion.

(H) Professional writing including documentation of services, treatment plans, and progress notes.

(I) How to find and use resources.

(J) Other recognized counseling interventions.

(K) A minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups.

(d) The 60 graduate semester units or 90 graduate quarter units of instruction required pursuant to subdivision (c) shall, in addition to meeting the requirements of subdivision (c), include instruction in all of the following:

- (1) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.
 - (2) The understanding of human behavior within the social context of a representative variety of the cultures found within California.
 - (3) Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.
 - (4) An understanding of the effects of socioeconomic status on treatment and available resources.
 - (5) Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process.
 - (6) Case management, systems of care for the severely mentally ill, public and private services for the severely mentally ill, community resources for victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment. The instruction required in this paragraph may be provided either in credit level coursework or through extension programs offered by the degree-granting institution.
 - (7) Human sexuality, including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction.
 - (8) Spousal or partner abuse assessment, detection, intervention strategies, and same gender abuse dynamics.
 - (9) A minimum of seven contact hours of training or coursework in child abuse assessment and reporting, as specified in Section 28, and any regulations promulgated thereunder.
 - (10) Aging and long-term care, including biological, social, cognitive, and psychological aspects of aging. This coursework shall include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.
- (e) A degree program that qualifies for licensure under this section shall do all of the following:
- (1) Integrate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
 - (2) Integrate an understanding of various cultures and the social and psychological implications of socioeconomic position.
 - (3) Provide the opportunity for students to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.
- (f) (1) (A) An applicant whose degree is deficient in no more than three of the required areas of study listed in subparagraphs (A) to (M), inclusive, of paragraph (1) of subdivision (c) may satisfy those deficiencies by successfully completing post-master's

or postdoctoral degree coursework at an accredited or approved institution, as defined in Section 4999.12.

(B) Notwithstanding subparagraph (A), an applicant shall not be deficient in the required areas of study specified in subparagraphs (E) or (G) of paragraph (1) of subdivision (c) unless the applicant meets one of the following criteria and remediates the deficiency:

(i) The application for licensure was received by the board on or before August 31, 2020.

(ii) The application for registration was received by the board on or before August 31, 2020, and the registration was subsequently issued by the board.

(2) Coursework taken to meet deficiencies in the required areas of study listed in subparagraphs (A) to (M), inclusive, of paragraph (1) of subdivision (c) shall be the equivalent of three semester units or four quarter units of study.

(3) The board shall make the final determination as to whether a degree meets all requirements, including, but not limited to, course requirements, regardless of accreditation.

(Amended by Stats. 2019, Ch. 456, Sec. 74. (SB 786) Effective January 1, 2020.)

Colorado

<https://dpo.colorado.gov/ProfessionalCounselor/Applications>

Education Requirements for Counselors in Colorado

Education and Coursework

Prospective counselors should learn about the education requirements when looking into becoming a licensed counselor in Colorado. Counselors in Colorado do not need to meet specific undergraduate degree requirements. The state's Mental Health Practice Act requires all prospective licensed counselors to hold a master's or doctoral degree in counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

COUNSELORS IN COLORADO DO NOT NEED TO MEET SPECIFIC UNDERGRADUATE DEGREE REQUIREMENTS

Alternatively, applicants can hold a master's degree from an equivalent program at a regionally accredited college. Equivalent programs must include a practicum or internship and at least 60 credits of coursework for degrees earned after August 31, 2014 or 48 credits for degrees predating August 31, 2014. All Colorado LPCs must complete a post-degree internship as part of their education. They must also pass the National Counselor Exam.

Marriage and family therapists in Colorado can apply for a marriage and family therapist (MFT) license through the Colorado State Board of Marriage and Family Therapist Examiners. MFT applicants need a master's degree and 1,500 hours of supervised professional experience. They also need a passing score on the Association of Marital and Family Therapy Regulatory Board exam.

Practicum and Internship

To receive a license, Colorado LPCs must complete 2,000 hours of post-master's counseling practice under board supervision within two years. Individuals with a Ph.D. need to complete 1,000 hours of postdoctoral counseling practice within one year. Prospective LPCs also need 100 hours of supervision, with at least 70 hours in person. Marriage and family therapists need 1,500 hours of supervised experience.

Online Counseling Programs in Colorado

Students can pursue online counseling programs at all educational levels in Colorado. For example, students can begin their counseling career by earning an online bachelor's degree in psychology at Colorado State University before earning a master's degree from Colorado Christian University. Students interested in a teaching or psychology career can earn an online Ph.D. at the University of Northern Colorado.

Connecticut

<https://portal.ct.gov/dph/practitioner-licensing--investigations/professional-counselor/professional-counselor-licensing-requirements>

Earned a graduate degree in clinical mental health counseling as part of a program of higher learning accredited by the Council for Accreditation of Counseling Related Education Programs;

OR

Completed at least sixty graduate semester hours in counseling or a related mental health field at a regionally accredited institution of higher education that included coursework in each of the following areas: Human growth and development; social and cultural foundations; counseling theories; counseling techniques; group counseling; career counseling; appraisals or tests and measurements to individuals and groups; research and evaluation; professional orientation to mental health counseling; addiction and substance abuse counseling; trauma and crisis counseling; and diagnosis and treatment of mental and emotional disorders,

Earned from a regionally accredited institution of higher education a graduate degree in counseling, social work, marriage and family therapy or psychology;

Completed a one-hundred-hour practicum in counseling taught by a faculty member licensed or certified as a professional counselor or its equivalent in another state;

Completed a six-hundred-hour clinical mental health counseling internship taught by a faculty member licensed or certified as a professional counselor or its equivalent in another state;

AND

Acquired three thousand hours of postgraduate experience under professional supervision, including a minimum of one hundred hours of direct professional supervision, in the practice of professional counseling, performed over a period of not less than two years;

"Under professional supervision" means the practice of professional counseling under the supervision of a licensed professional counselor, a physician licensed pursuant to chapter 370, who is certified in psychiatry by the American Board of Psychiatry and Neurology, an advanced practice registered nurse licensed pursuant to chapter 378, who is certified as a psychiatric and mental health clinical nurse specialist or nurse practitioner by the American Nurses Credentialing Center, a psychologist licensed pursuant to chapter 383, a marital and family therapist licensed pursuant to chapter 383a or a licensed clinical social worker licensed pursuant to chapter 383b.

"Direct professional supervision means face-to-face consultation between one supervisor, who is a professional counselor described above, and one person receiving supervision that consists of not less than a monthly review with a written evaluation and assessment by the supervisor of such person's practice of professional counseling.

Successfully completed the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) administered by the National Board for Certified Counselors.

If an applicant has not successfully completed the NCE or NCMHCE and wishes to sit for the examination for purposes of obtaining a Connecticut license, you need to register online via NBCC's website at <http://www.nbcc.org/>. Choose the 'ProCounselor Login' tab in the upper right-hand corner of the page. Select 'Register to Take a State Licensure Exam'.

Delaware

<https://dpr.delaware.gov/boards/profcounselors/pcexperience/#:~:text=You%20must%20complete%20at%20least,an%20approved%20or%20acceptable%20supervisor.>

District of Columbia

<https://dchealth.dc.gov/sites/default/files/dc/sites/doh/publication/attachments/February%20licensed%20graduate%20professional%20counselor%20regulations.pdf>

Except as otherwise provided in this chapter, an applicant for a license shall furnish proof satisfactory to the Board, in accordance with § 710 of the Act, D.C. Official Code § 3-1207.10, of the following: 2 (a) That the applicant has received a Master's degree or higher from an institution of higher education which was accredited, at the time the degree was conferred, by an accrediting body recognized by the Secretary of the United States Department of Education, the Council on Postsecondary Accreditation, or its successor; (b) That the Master's program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or is deemed by the board to be substantially equivalent to a CACREP approved program; and (c) That the applicant has completed a minimum of forty eight (48) semester hours or the equivalent number of quarter or trimester hours converted into semester hours in counseling or related field of study after earning a bachelor's degree. 9103.2 For the purpose of meeting the requirements of subsection 9103.1, the following shall apply: (a) All courses earned in a graduate degree program in counseling shall be counted toward the required forty eight (48) semester hours. Courses earned outside of a counseling degree program shall be evaluated individually. (b) The fields of study related to counseling that are acceptable to the Board include: (1) Social science; (2) Psychology; (3) Social work; (4) Human services; (5) Behavioral science; (6) Psychiatric nursing; (7) Rehabilitation counseling; (8) Family counseling; (9) Individual and family development; (10) Student counseling and personnel services; (11) Mental health and human services; (12) Addictions; (13) Family and community services; and (14) Creative arts therapy. 9103.3 In order to obtain credit for the courses, the content of an applicant's degree program and courses shall include, at a minimum, the following: (a) Counseling theory and practice; (b) Human growth and development; (c) Lifestyle and career development; (d) Group counseling; (e) Appraisal, assessment, and testing on individuals; (f) Principles of etiology, diagnosis, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior; (g) Social and cultural foundations including multicultural counseling; (h) Marriage and family counseling; (i) Research and program evaluation; (j) Professional orientation and ethics; and (k) Counseling practicum or internship. 9103.4 An applicant shall submit to the Board, along with the contemplated application, certified transcripts of

the applicant's educational records from each educational institution from which credits were earned that are relevant to the licensure application. Transcripts shall only be accepted if they are mailed directly by the educational institution from which credits were earned. 9103.5 The applicant shall provide the Board with course descriptions detailing the subject matter of the courses listed on the applicant's certified transcript if the subject matter of the courses differs from those listed in subsection 9103.2/

Florida

<https://floridasmentalhealthprofessions.gov/licensing/licensed-mental-health-counselor/>

OFFICIAL TRANSCRIPT: Minimum of an earned master's degree from a regionally accredited program in mental health counseling or a closely related field that consists of at least 60 semester hours or 80 quarter hours.

NOTE: Transcripts must be sent in a sealed envelope from the university or they will not be considered official. A degree conferred date must be listed on the transcript. This document **CANNOT** be uploaded in your online account. Official transcripts may be mailed to:

Florida Department of Health
Board of CSW, MFT, and MHC
4052 Bald Cypress Way
Bin C-08
Tallahassee, FL 32399-3258

Electronic Transcripts may be sent through a secure parchment service directly to MQA.491@flhealth.gov. Please check with your university to see if this service is available.

(a) CACREP

OR

(b) NON-CACREP

FOREIGN EDUCATION

2. SUPERVISED EXPERIENCE: Two (2) years of post-master's supervised experience under the supervision of a Board approved qualified supervisor. These hours must be documented on the Verification of Clinical Experience Form by the **supervisor** or they will not count towards licensure.

The supervision experience must have consisted of:

- At least 100 hours of supervision in no less than 100 weeks;
- 1,500 hours of face-to-face psychotherapy with clients; and,
- 1 hour of supervision every two weeks

NOTE: Please see Rule 64B4-2.002, F.A.C. for information regarding group supervision and supervision by electronic methods.

Georgia

<https://sos.ga.gov/how-to-guide/how-guide-professional-counselor>

Hawaii

<https://cca.hawaii.gov/pvl/programs/mental/>

- A) A master's degree or doctoral degree from an accredited educational institution in counseling or in an allied field related to the practice of mental health counseling that includes or is supplemented by graduate level course work in counseling comprising a minimum of forty-eight semester hours or seventy-two quarter hours in the following course areas, with a minimum of three semester hours or five quarter hours in each course area. Human growth and development, Social and cultural foundations, Counseling theories and applications, Group theory and practice, Career and lifestyle development, Appraisal of human behavior, Tests and measurements, Research and program evaluation, and Professional orientation and ethics. B) At least two academic terms of supervised mental health practicum intern experience for graduate credit for a total of at least six semester hours or ten quarter hours in a mental health counseling setting with three hundred hours of supervised client contact;

Idaho

<https://adminrules.idaho.gov/rules/current/24/241501.pdf>

01. Graduate Program. Possess a master's degree or higher, which includes an educational specialist degree, that is primarily counseling in nature, from an accredited university or college offering a graduate program in counseling, provided that the program is either: (3-20-20)T a. Approved by the Council for Accreditation of Counseling and Related Educational Programs; or at a minimum

includes successful completion of one (1) graduate level course unique to the eight (8) areas and an advanced counseling practicum as follows: (3-20-20)T i. Human growth and development: Includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels. Emphasis is placed on psychological, sociological, and physiological approaches. Also included are areas such as human behavior (normal and abnormal), personality theory, and learning theory. (3-20-20)T ii. Social and cultural foundations: Includes studies of change, ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. (3-20-20)T iii. The helping relationship: Includes philosophic bases of the helping relationship: Consultation theory and/or an emphasis on the development of counselor and client (or consultee) self-awareness and self understanding. (3-20-20)T iv. Groups: Includes theory and types of groups, as well as descriptions of group practices, methods dynamics, and facilitative skills. It includes either a supervised practice and/or a group experience. (3-20-20)T v. Life-style and career development: Includes areas such as vocational-choice theory, relationship between career choice and life-style, sources of occupational and educational information, approaches to career decision-making processes, and career-development exploration techniques. (3-20-20)T vi. Appraisal of the individual: Includes the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, case-study approaches and the study of individual differences. Ethnic, cultural, and sex factors are also considered. (3-20-20)T vii. Research and evaluation: Includes areas such as statistics, research design, and development of research and demonstration proposals. It also includes understanding legislation relating to the development of research, program development, and demonstration proposals, as well as the development and evaluation of program objectives. (3-20-20)T viii. Professional orientation: Includes goals and objectives of professional counseling organizations, codes of ethics, legal consideration, standards of preparation, certification, and licensing and role of identity of counselors. (3-20-20)T ix. Advanced counseling practicum: Complete at least two (2) semester courses of an advanced counseling practicum taken at the graduate school level, provided that the applicant completed a total of two hundred eighty hours (280) of direct client contact that is supervised at the ratio of at least one (1) hour of one-to-one supervision for every ten (10) hours of experience in the setting. An applicant may complete one (1) supplemental practicum hour for every hour in which the practicum was deficient and that meets the requirements of Subsection 230.02 of these rules. (3-20-20)T 02. Supervised Experience Requirement. One thousand (1,000) hours of supervised experience in counseling acceptable to the Board. (3-20-20)T a. One thousand (1,000) hours is defined as one thousand (1,000) clock hours of experience working in a counseling setting, four hundred (400) hours of which must be direct client contact. Supervised experience in practicum taken at the graduate level may be utilized. The supervised experience includes a minimum of one (1) hour of face-to-face or one-to-one (1/1) or one-to-two (1/2) supervision with the supervisor for every twenty (20) hours of job/internship

experience. (3-20-20)T b. Supervision must be provided in compliance with the ACA Code of Ethics that was adopted by the Board at the time the supervision and provided by a counselor education faculty member at an accredited college or university, Professional Counselor, registered with the Board as a supervisor, or a licensed mental health professional IDAHO ADMINISTRATIVE CODE IDAPA 24.15.01 – Idaho Licensing Board of Professional Div. of Occupational & Professional Licenses Counselors and Marriage and Family Therapists Section 225 Page 5 supervisor as defined in these rules. If the applicant’s supervision was provided in another state, it must have been provided by a counseling professional licensed by that state, provided the requirements for licensure in that state are substantially equivalent to the requirements in Idaho. (3-20-20)T c. Experience in counseling is defined as assisting individuals or groups, through the counseling relationship, to develop an understanding of personal problems, to define goals, and to plan action reflecting interests, abilities, aptitudes, and needs as related to persona-social concerns, educational progress, and occupations and careers. Counseling experience may include the use of appraisal instruments, referral activities, and research findings. (3-20-20)T d. The Board considers the recommendation of the supervisor(s) when determining the acceptability of the applicant’s supervised experience.

Illinois

<https://www.ilga.gov/commission/jcar/admincode/068/068013750A00450R.html>

Section 1375.45 Professional Education for Professional Counselor License

- a) The educational requirements are as follows:
 - 1) Masters and Doctoral degrees shall be from a college, university or school that is a regionally accredited institution of higher education and recognized by the U.S. Department of Education;
 - 2) The programs, wherever they may be administratively housed, must be clearly identified and labeled as offering counseling, rehabilitation counseling, psychology programs, or similar degree programs. Such a program must specify in institutional catalogs and brochures its intent to educate and train counselors;
 - 3) The program is an organizational entity within the institution;
 - 4) The program has an integrated, organized sequence of study;
 - 5) The program must be at least 2 academic years in length and require an individual to graduate from a program with a minimum of 48 semester hours or 72 quarter hours

with a minimum of one course ("course" is defined as 3 semester hours or 4.5 quarter hours equivalent) in each of the areas listed in this subsection (a)(5). The definition of a minimum of one course means that the objectives and content of one course cannot be used to meet the objectives and content of another course. (See Appendix A (Course Descriptions) for a definition of the subject content for each core area with examples of course titles that relate to each of the core content areas.)

- A) Human Growth and Development
 - B) Counseling Theory
 - C) Counseling Techniques
 - D) Group Dynamics, Processing and Counseling
 - E) Appraisal of Individuals
 - F) Research and Evaluation
 - G) Professional, Legal and Ethical Responsibilities Relating to Professional Counseling, Including Illinois Law
 - H) Social and Cultural Foundations
 - I) Lifestyle and Career Development
 - J) Practicum/Internship
 - K) Psychopathology and Maladaptive Behavior
 - L) Substance Abuse
 - M) Family Dynamics;
- 6) The program has faculty responsible for the program and has a sufficient number of full-time instructors to make certain that the educational obligations to the student are fulfilled;
- 7) The program has an identifiable body of students who are matriculated in that program for a degree;
- 8) The program has a one year residence. Residence requires interaction with faculty and other matriculated students. One year's residence is defined as 24 semester hours taken on a full-time or part-time basis at the institution accumulated within the time frame and course of study of the program.

b) For the purpose of this Section, course shall be defined as an integrated, organized course of study that encompasses a minimum of one school semester or equivalent hours. No student designed courses, independent study courses, workshops or correspondence courses may be used to satisfy the core courses.

c) The Division, upon recommendation of the Board, has determined that all master's degree and doctoral programs in professional counseling or rehabilitation counseling that are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Council on Rehabilitation Education (CORE) and doctoral programs in psychology approved by the American Psychological Association and the Council for the National Registry of Health Service Providers are approved programs.

d) Individual Program Requirements:

1) Individuals applying for licensure as a professional counselor who have not graduated from a program listed in subsection (c) shall submit their official transcripts and program materials to the Division for evaluation by the Board to determine if they meet the requirements of this Section.

2) Individuals applying for licensure who are deficient in any of the content areas set forth in subsection (a)(5) may complete any content area deficiencies in a graduate counseling, rehabilitation counseling, psychology, or similar degree program. No student designed courses, independent study courses, workshops or correspondence courses may be used to satisfy the core courses. The applicant will be required to submit proof to the Division that he or she has passed such a course and/or the experience. The proof shall include syllabi, course descriptions and official transcript.

e) After January 1, 2008, all applicants will be required to meet the curriculum requirements set forth in this Section.

(Source: Added at 35 Ill. Reg. 7586, effective May 13, 2011)

Indiana

<https://www.in.gov/pla/professions/behavioral-health-and-human-services/behavioral-health-and-human-services-licensing-information/>

Iowa

<https://dial.iowa.gov/licenses/medical/mental-health/mental-behavioral/how-do-i-mental-health-counselor-permanent>

645—31.6(154D) Educational qualifications for mental health counselors. The applicant must complete three semester credit hours, or equivalent quarter hours, of graduate level coursework in each of the content areas identified in 31.6(2); no course may be used to fulfill more than one content area. The applicant must present proof of completion of the following educational requirements for licensure as a mental health counselor: 31.6(1) Accredited program. Applicants must present with the application an official transcript verifying completion of a master's degree of 60 semester hours (or equivalent quarter hours) or a doctoral degree in counseling with emphasis in mental health counseling from a mental health counseling program accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) from a college or university accredited by an agency recognized by the United States Department of Education. Applicants who entered a program of study prior to July 1, 2012, must present with the application an official transcript verifying completion of a master's degree of 45 semester hours or the equivalent; or 31.6(2) Content-equivalent program. Applicants must present an official transcript verifying completion of a master's degree or a doctoral degree from a college or university accredited by an agency recognized by the United States Department of Education which is content-equivalent to a master's degree in counseling with emphasis in mental health counseling. Graduates from non-CACREP accredited mental health counseling programs shall provide an equivalency evaluation of their educational credentials by the Center for Credentialing and Education, Inc. (CCE), website cce-global.org. The professional curriculum must be equivalent to that stated in these rules. Applicants shall bear the expense of the curriculum evaluation. a. The degree of an applicant who entered a program of study prior to July 1, 2012, will be considered "content-equivalent" if the degree includes 45 semester hours (or equivalent quarter hours) and successful completion of graduate-level coursework in each of the areas in subparagraphs(1) to (12). If the applicant has taught a graduate-level course in any of the areas in subparagraphs (1) to (12) at a college or university accredited by an agency recognized by the United States Department of Education, that course may be credited toward the coursework requirement. (1) Counseling theories. Studies that provide an understanding of counseling theories, utilize personal and environmental data in the mental health counseling process, and investigate procedures that are appropriate to various counseling theories and specific settings. (2) Supervised counseling practicum. A graduate-level clinical supervised counseling practicum in a mental health setting in which students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum ten-week academic term. The practicum provides for the development of counseling skills under supervision. The student's practicum includes all of the following: 1. At least 40 hours of direct service with actual clients that contributes to the development of counseling skills; 2. Weekly interaction with an average of 1 hour per week of individual or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in

biweekly consultation with a program faculty member in accordance with the supervision contract; 3. An average of 1½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor; and 4. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum. (3) Human growth and development. Studies that provide an understanding of the nature and needs of individuals at all developmental levels. Studies in this area include, but are not limited to, the following: 1. Theories of human development across the lifespan; 2. Major theories of personality development; and 3. Human behavior, including an understanding of developmental crises, disability, psychopathology, and cultural factors as they affect both normal and abnormal behavior. Ch 31, p.2 IAC (4) Social and cultural foundations. Studies that provide an understanding of issues and trends in a multicultural and diverse society. Studies in this area include, but are not limited to, the following: 1. Multicultural and pluralistic trends, including characteristics and concerns of diverse groups; 2. Attitudes and behavior based on factors such as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, gender, socioeconomic status, and intellectual ability; and 3. Individual and group interventions with diverse populations. (5) Helping relationships. Studies that provide an understanding of counseling and consultation processes. Studies in this area include, but are not limited to, the following: 1. Helping skills and counseling and consultation theories, including coverage of relevant research and factors considered in applications; 2. Counselor or consultant characteristics and behaviors that influence helping processes, including gender and ethnicity differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; and 3. Client or consultee characteristics and behaviors that influence helping processes, including gender and ethnicity differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, life circumstances, and developmental levels. (6) Groups. Studies that provide an understanding of group development, dynamics, counseling theories, and group counseling methods and skills. Studies in this area include, but are not limited to, the following: 1. Principles of group dynamics, including group process components, developmental stage theories, and group members' roles and behaviors; 2. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; 3. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; and 4. Group counseling methods, including group counselor orientations and behaviors, ethical considerations, appropriate selection criteria and methods, and methods of evaluation of effectiveness. (7) Career and lifestyle development. Studies that provide an understanding of career development and the interrelationships among work, family, and other life factors. Studies in this area include, but are not limited to, the following: 1. Career development theories and decision-making models; 2. Career, avocational, educational and labor market sources, print media, computer-assisted career guidance, and computer-based career information; 3. Career development program planning; 4. Interrelationships among work, family, and other life factors such as multicultural and gender issues, as related to career development; 5. Career and educational placement, follow-up and evaluation; and 6. Assessment instruments relevant to career planning and decision making. (8) Diagnosis and assessment treatment procedures. Studies that

provide an understanding of individual and group approaches to assessment and evaluation. Studies in this area include, but are not limited to, the following: 1. Theoretical and historical bases for assessment techniques and methods of interpretation of appraisal data and information; 2. Types of educational and psychological appraisal as appropriate to the helping process; 3. Validity, including evidence for establishing content, construct, and empirical validity; 4. Reliability, including methods of establishing stability and internal and equivalence reliability; 5. Major appraisal methods, including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods; 6. Psychometric statistics, including types of test scores, measures of central tendency, indices of variability, standard errors and correlations; and IAC Ch 31, p.3 7. Gender, ethnicity, language, disability, and cultural factors related to the assessment and evaluation of individuals and groups. (9) Research and program evaluation. Studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research. Studies in this area include, but are not limited to, the following: 1. Basic types of research methods, including qualitative, quantitative-descriptive, and quantitative-descriptive-experimental designs; 2. Basic statistics, including both univariate and bivariate hypothesis testing; 3. Uses of computers for data management and analyses; and 4. Ethical and legal considerations in research. (10) Professional orientation. Studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing. Studies in this area include, but are not limited to, the following: 1. History of the helping professions, including significant factors and events; 2. Professional roles and functions, including similarities with and differences from other types of professionals; 3. Professional organizations (primarily ACA or AMHCA, their divisions, and their branches), including membership benefits, activities, services to members, and current emphases; 4. Ethical standards of the ACA or AMHCA and the evolution of those standards, legal issues, and applications to various professional activities (e.g., appraisal and group work); 5. Professional preparation standards and their evolution and current applications; and 6. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (11) Supervised counseling internship that provides an opportunity for the trainee to perform under supervision a variety of activities that a regularly employed staff member in a setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the trainee is aspiring. The internship follows a supervised practicum experience. A three-semester-hour internship includes the following: 1. A minimum of 120 hours of direct service with clientele appropriate to the program of study; 2. A minimum of 1 hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor; and 3. A minimum of 1½ hours per week of group supervision, throughout the internship, usually performed by a program faculty member supervisor. (12) Psychopathology. Studies that provide an understanding of the description, classification and diagnosis of behavior disorders and dysfunction. Studies in this area include, but are not limited to, the following: 1. Study of cognitive, behavioral, physiological and interpersonal mechanisms for adapting to change and to stressors; 2. Role of genetic, physiological, cognitive, environmental and interpersonal factors and

their interactions on development of the form, severity, course and persistence of the various types of disorders and dysfunction; 3. Research methods and findings pertinent to the description, classification, diagnosis, origin, and course of disorders and dysfunction; 4. Theoretical perspectives relevant to the origin, development, and course and outcome for the forms of behavior disorders and dysfunction; and 5. Methods of intervention or prevention used to minimize and modify maladaptive behaviors, disruptive and distressful cognition, or compromised interpersonal functioning associated with various forms of maladaptation.

b. The degree of an applicant who entered a program of study on or after July 1, 2012, will be considered “content-equivalent” if the degree includes 60 semester hours (or equivalent quarter hours) and successful completion of graduate-level coursework in each of the areas in subparagraphs(1) to (12). If the applicant has taught a graduate-level course in any of the areas in subparagraphs (1) to (12) at a Ch 31, p.4 IAC college or university accredited by an agency recognized by the United States Department of Education, that course may be credited toward the coursework requirement.

(1) Professional orientation and ethical practice. Studies that provide an understanding of all of the following aspects of professional functioning: 1. History and philosophy of the counseling profession, including mental health counseling; 2. Professional roles, functions, and relationships of the mental health counselor with other human services providers, including strategies for interagency/interorganizational collaboration and communication; 3. Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event; 4. Self-care strategies appropriate to the counselor role; 5. Counseling supervision models, practices, and processes; 6. Professional organizations (primarily ACA or AMHCA, and their divisions, branches, and affiliates), including membership benefits, activities, services to members, and current emphases; 7. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; 8. The role and process of the professional mental health counselor advocating on behalf of the profession; 9. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and 10. Ethical standards of ACA or AMHCA and related entities, and applications of ethical and legal considerations in professional counseling.

(2) Social and cultural diversity. Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society including all of the following: 1. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally; 2. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients; 3. Theories of multicultural counseling, identity development, and social justice; 4. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; 5. Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy, and conflict resolution and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind or body; and 6. Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

(3) Human growth and development. Studies that provide an understanding of the nature and needs of

persons at all developmental levels and in multicultural contexts, including all of the following: 1. Theories of individual and family development and transitions across the life span; 2. Theories of learning and personality development including current understandings about neurobiological behavior; 3. Effects of crises, disasters, and other trauma-causing events on persons of all ages; 4. Theories and models of individual, cultural, couple, family, and community resilience; 5. A general framework for understanding exceptional abilities and strategies for differentiated interventions; 6. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; 7. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and IAC Ch 31, p.5 8. Strategies for facilitating optimum development over the lifespan. (4) Career development. Studies that provide an understanding of career development and related life factors, including all of the following: 1. Career development theories and decision-making models; 2. Career, avocational, educational, occupational and labor market information resources and career information systems; 3. Career development program planning, organization, implementation, administration, and evaluation; 4. Interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development; 5. Career and educational planning, placement, follow-up, and evaluation; 6. Assessment instruments and techniques relevant to career planning and decision making; and 7. Career counseling processes, techniques, and resources, including those applicable to specific populations. (5) Helping relationships. Studies that provide an understanding of counseling processes in a multicultural society, including all of the following: 1. An orientation to wellness and prevention as desired counseling goals; 2. Counselor characteristics and behaviors that influence helping processes; 3. An understanding of essential interviewing and counseling skills; 4. Counseling theories that provide the student with a model(s) to conceptualize client presentation and select appropriate counseling interventions. Students shall be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; 5. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; 6. A general framework for understanding and practicing consultation; and 7. Crisis intervention and suicide prevention models, including the use of psychological first-aid strategies. (6) Group work. Studies that provide both theoretical and experiential understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following: 1. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; 2. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; 3. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; 4. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and 5. Experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the

course of one academic term. (7) Assessment. Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including the following: 1. Historical perspectives concerning the nature and meaning of assessment; 2. Basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, and behavioral observations; 3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; 4. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); Ch 31, p.6 IAC 5. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity); 6. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; 7. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; and 8. An understanding of general principles and methods of case conceptualization, assessment, or diagnoses of mental and emotional status. (8) Research and program evaluation. Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: 1. The importance of research in advancing the counseling profession; 2. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; 3. Statistical methods used in conducting research and program evaluation; 4. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications; 5. Use of research to inform evidence-based practice; and 6. Ethical and culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies. (9) Diagnosis and treatment planning. Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Studies in this area include, but are not limited to, the following: 1. The principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual; 2. The established diagnostic criteria for mental or emotional disorders that describe treatment modalities and placement criteria within the continuum of care; 3. The impact of co-occurring substance use disorders on medical and psychological disorders; 4. The relevance and potential biases of commonly used diagnostic tools as related to multicultural populations; 5. The appropriate use of diagnostic tools, including the current edition of the Diagnostic and Statistical Manual, to describe the symptoms and clinical presentation of clients with mental or emotional impairments; 6. The ability to conceptualize accurate multi-axial diagnoses of disorders presented by clients and discuss the differential diagnosis with collaborating professionals; and 7. The ability to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (10) Psychopathology. Studies that provide an understanding of emotional and mental disorders experienced by persons of all ages, characteristics of disorders, and common nosologies of emotional and mental disorders utilized within the U.S. healthcare system for diagnosis and treatment planning. Studies in this area include, but are not limited to, the following: 1. Study of cognitive, behavioral, physiological and interpersonal mechanisms for adapting to change and to stressors; 2. Role of genetic,

physiological, cognitive, environmental and interpersonal factors and their interactions on development of the form, severity, course and persistence of the various types of disorders and dysfunction; 3. Research methods and findings pertinent to the description, classification, diagnosis, origin, and course of disorders and dysfunction; 4. Theoretical perspectives relevant to the origin, development, and course and outcome for the forms of behavior disorders and dysfunction; and 5. Methods of intervention or prevention used to minimize and modify maladaptive behaviors, disruptive and distressful cognition, or compromised interpersonal functioning associated with various forms of maladaptation.

IAC Ch 31, p.7 (11) Practicum. A graduate-level clinical supervised counseling practicum in a mental health setting in which students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum ten-week academic term. The practicum provides for the development of counseling skills under supervision. The student's practicum includes all of the following: 1. At least 40 hours of direct service with actual clients that contributes to the development of counseling skills; 2. Weekly interaction with an average of 1 hour per week of individual or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract; 3. An average of 1½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor; and 4. Evaluation of the student's counseling performance throughout the practicum including documentation of a formal evaluation after the student completes the practicum.

(12) Internship. A graduate-level clinical supervised counseling internship in a mental health setting that requires students to complete a supervised internship of 600 clock hours that is begun after the student's successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to clinical mental health counseling. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a mental health counselor is expected to perform. The student's internship includes all of the following: 1. At least 240 hours of direct service with clientele, including experience leading groups; 2. Weekly interaction that averages 1 hour per week of individual supervision or triadic supervision throughout the internship, usually performed by the on-site supervisor; 3. An average of 1½ hours per week of group supervision, provided on a regular schedule throughout the internship, usually performed by a program faculty member supervisor; 4. The opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings); 5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of the student's interactions with clients; 6. The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and 7. Evaluation of the student's counseling performance throughout the internship including documentation of a formal evaluation by a program faculty member in consultation with the site supervisor after the student completes the internship.

31.6(3) Foreign-trained marital and family therapists or mental health counselors. Foreign-trained marital and family therapists or mental health counselors shall: a. Provide an equivalency

evaluation of their educational credentials by the following: International Educational Research Foundations, Inc., Credentials Evaluation Service, P.O. Box 3665, Culver City, CA 90231-3665; telephone (310)258-9451; website www.ierf.org or email at info@ierf.org. The professional curriculum must be equivalent to that stated in these rules. A candidate shall bear the expense of the curriculum evaluation

Kansas

<https://www.ksbsrb.ks.gov/professions/professional-counselors>

Each applicant for licensure as a professional counselor shall furnish evidence satisfactory to the board that the applicant:

- (1) Is at least 21 years of age;
 - (2) has completed 60 graduate semester hours including a graduate degree in counseling or a related field from a college or university approved by the board and that includes 45 graduate semester hours of counseling coursework distributed among each of the following areas:
 - (A) Counseling theory and practice;
 - (B) the helping relationship;
 - (C) group dynamics, processing and counseling;
 - (D) human growth and development;
 - (E) life-style and career development;
 - (F) appraisal of individuals;
 - (G) social and cultural foundations;
 - (H) research and evaluation;
 - (I) professional orientation; and
 - (J) supervised practicum and internship;
 - (3) has passed an examination required by the board; and
 - (4) has satisfied the board that the applicant is a person who merits the public trust.
- (c) (1) Applications for licensure as a clinical professional counselor shall be made to the board on a form and in the manner prescribed by the board. Each applicant shall furnish evidence satisfactory to the board that the applicant:
- (A) Is licensed by the board as a licensed professional counselor or meets all requirements for licensure as a licensed professional counselor;
 - (B) has completed 15 credit hours, as part of or in addition to the requirements under subsection (b), supporting diagnosis or treatment of mental disorders with use of the American psychiatric association's diagnostic and statistical manual through identifiable

study of the following content areas: Psychopathology, diagnostic assessment, interdisciplinary referral and collaboration, treatment approaches and professional ethics; (C) has completed a graduate level supervised clinical practicum of supervised professional experience including psychotherapy and assessment with individuals, couples, families or groups, integrating diagnosis and treatment of mental disorders with use of the American psychiatric association's diagnostic and statistical manual, with not less than 350 hours of direct client contact or additional postgraduate supervised experience as determined by the board;

(D) has completed not less than two years of postgraduate supervised professional experience in accordance with a clinical supervision plan approved by the board of not less than 4,000 hours of supervised professional experience, including at least 1,500 hours of direct client contact conducting psychotherapy and assessments with individuals, couples, families or groups and not less than 150 hours of clinical supervision, including not less than 50 hours of person-to-person individual supervision, integrating diagnosis and treatment of mental disorders with use of the American psychiatric association's diagnostic and statistical manual, except that one-half of the requirement of this subparagraph may be waived for persons with a doctor's degree in professional counseling or a related field acceptable to the board;

(E) for persons earning a degree under subsection (b) prior to July 1, 2003, in lieu of the education requirements under subparagraphs (B) and (C), has completed the education requirements for licensure as a professional counselor in effect on the day immediately preceding the effective date of this act;

(F) for persons who apply for and are eligible for a temporary permit to practice as a licensed professional counselor on the day immediately preceding the effective date of this act, in lieu of the education and training requirements under subparagraphs (B), (C) and (D), has completed the education and training requirements for licensure as a professional counselor in effect on the day immediately preceding the effective date of this act;

(G) has passed an examination approved by the board; and

(H) has paid the application fee fixed under K.S.A. [65-5808](#), and amendments thereto.

(2) A person who was licensed or registered as a professional counselor in Kansas at any time prior to the effective date of this act, who has been actively engaged in the practice of professional counseling as a registered or licensed professional counselor within five years prior to the effective date of this act and whose last license or registration in Kansas prior to the effective date of this act was not suspended or revoked, upon application to the board, payment of fees and completion of applicable continuing education requirements, shall be licensed as a licensed clinical professional counselor by providing demonstration of competence to diagnose and treat mental disorders through at least two of the following areas acceptable to the board:

(A) Either: (i) Graduate coursework; or (ii) passing a national, clinical examination;

(B) either: (i) Three years of clinical practice in a community mental health center, its contracted affiliate or a state mental hospital; or (ii) three years of clinical practice in other settings with demonstrated experience in diagnosing or treating mental disorders; or

(C) attestation from one professional licensed to diagnose and treat mental disorders in independent practice or licensed to practice medicine and surgery that the applicant is competent to diagnose and treat mental disorders.

(3) A licensed clinical professional counselor may engage in the independent practice of professional counseling and is authorized to diagnose and treat mental disorders specified in the edition of the diagnostic and statistical manual of mental disorders of the American psychiatric association designated by the board by rules and regulations. When a client has symptoms of a mental disorder, a licensed clinical professional counselor shall consult with the client's primary care physician or psychiatrist to determine if there may be a medical condition or medication that may be causing or contributing to the client's symptoms of a mental disorder. A client may request in writing that such consultation be waived and such request shall be made a part of the client's record. A licensed clinical professional counselor may continue to evaluate and treat the client until such time that the medical consultation is obtained or waived.

(4) A licensed professional counselor may diagnose and treat mental disorders specified in the edition of the diagnostic and statistical manual of mental disorders of the American psychiatric association designated by the board by rules and regulations only under the direction of a licensed clinical professional counselor, licensed psychologist, person licensed to practice medicine and surgery or person licensed to provide mental health services as an independent practitioner and whose licensure allows for the diagnosis and treatment of mental disorders. When a client has symptoms of a mental disorder, a licensed professional counselor shall consult with the client's primary care physician or psychiatrist to determine if there may be a medical condition or medication that may be causing or contributing to the client's symptoms of a mental disorder. A client may request in writing that such consultation be waived and such request shall be made a part of the client's record. A licensed professional counselor may continue to evaluate and treat the client until such time that the medical consultation is obtained or waived.

(d) The board shall adopt rules and regulations establishing the criteria that a college or university shall satisfy in order to be approved by the board. The board may send a questionnaire developed by the board to any college or university for which the board does not have sufficient information to determine whether the school meets the requirements for approval and rules and regulations adopted under this section. The questionnaire providing the necessary information shall be completed and returned to the board in order for the college or university to be considered for approval. The board may contract with investigative agencies, commissions or consultants to assist the board in obtaining information about colleges and universities. In entering such contracts, the authority to approve college and universities shall remain solely with the board.

(e) A person who is waiting to take the examination required by the board may apply to the board for a temporary license to practice as a licensed professional counselor by: (1) Paying an application fee of no more than \$150; and (2) meeting the application requirements as stated in K.S.A. 65-5804a(b)(1), (2) and (4), and amendments thereto.

(f) (1) A temporary license may be issued by the board after the application has been reviewed and approved by the board and the applicant has paid the appropriate fee set by the board for issuance of new licenses.

(2) Absent extenuating circumstances approved by the board, a temporary license issued by the board shall expire upon the date the board issues or denies a license to practice

professional counseling or six months after the date of issuance of the temporary license. No temporary license will be renewed or issued again on any subsequent application for the same license level. The preceding provisions in no way limit the number of times an applicant may take the examination.

(g) A person practicing professional counseling with a temporary license may not use the title "licensed professional counselor" or the initials "LPC" independently. The word "licensed" may be used only when followed by the words "by temporary license," such as licensed professional counselor by temporary license, or professional counselor licensed by temporary license.

(h) No person may practice professional counseling under a temporary license except under the supervision of a person licensed by the behavioral sciences regulatory board at the independent level.

(i) Nothing in this section shall affect any temporary license to practice issued under this section prior to the effective date of this act and in effect on the effective date of this act. Such temporary license shall be subject to the provisions of this section in effect at the time of its issuance and shall continue to be effective until the date of expiration of the temporary license provided under this section at the time of issuance of such temporary license.

Kentucky

https://lpc.ky.gov/newstatic_Info.aspx?static_ID=474&menuid=137

201 KAR 36:070. Education and examination requirements. RELATES TO: KRS 335.525(1)(c), (d), (f), 335.527(1)(a) STATUTORY AUTHORITY: KRS 335.515(1), (3) NECESSITY, FUNCTION, AND CONFORMITY: KRS 335.525(1)(c) requires that applicants for licensure shall have received a master's or doctoral degree in counseling or a related field from a regionally-accredited institution. KRS 335.525(1)(d) requires that applicants for licensure shall have sixty (60) graduate semester hours in specified areas. KRS 335.525(1)(f) requires that applicants achieve passing scores on the examination required by the Board. This administrative regulation establishes the educational and examination requirements for licensure. Page 25 Section 1. (1) Degree in counseling. To qualify as a degree in counseling under KRS 335.525(1)(c), a degree shall: (a) Clearly indicate that it is a degree in counseling from a counseling program as evidenced by the description in the program's catalogs and brochures outlining the intent to educate and train the individual for the practice of professional counseling as defined in KRS 335.500(5); (b) Include the word "counseling" in the name of the degree, the academic program of study, or the major field of study; (c) Be from a counseling program that stands as a recognizable organizational entity within the institution and has a counseling faculty who identify with the professional counseling profession; and (d) Include

practicum or internship experience of at least 600 hours in a counseling program that stands as a recognizable organizational entity within the institution and which has a counseling faculty who identify with the professional counseling profession. (2) Degree in a related field. (a) To qualify as a degree in a related field under KRS 335.525(1)(c), a degree shall: 1. Be awarded from an academic program of study for the degree that follows an organized sequence of graduate coursework with at least one course in a minimum of seven (7) of the nine (9) content areas established in KRS 335.525(1)(d); 2. Include a three (3) semester hour course, at the minimum, on Professional Orientation and Ethics that has as its concentration the American Counseling Association Code of Ethics; and 3. Include practicum or internship experience of at least 600 hours in a counseling program that stands as a recognizable organizational entity within the institution and which has a counseling faculty who identify with the professional counseling profession. (b) The degree shall be designed to educate and train the individual for the practice of professional counseling as defined by KRS 335.500(5). (3) Examples of degrees that shall not be accepted as a degree in counseling or a degree in a related field for purposes of licensure include a degree in Clinical Psychology, Social Work, Criminal Justice, or Special Education. (4) If an applicant proffers a degree in a related field, the applicant shall also provide evidence of additional graduate coursework in each area listed in KRS 335.525(1)(d)1-9 that is not included in the applicant's degree. The coursework in the degree program, in addition to the other coursework, shall demonstrate that the applicant has documented coursework in all nine (9) of the content areas listed in KRS 335.525(1)(d). Section 2. All coursework submitted for licensure shall be from a regionally accredited educational institution which is accredited by any one (1) of the following: Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Colleges and Schools, North Central Association of Colleges and Schools, North Western Association of Schools and Colleges, and Western Association of Schools and Colleges. Section 3. Examination. Applicants for licensure as a Licensed Professional Clinical Counselor shall obtain a passing score on the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE). Page 26 Section 4. Incorporation by Reference. (1) The following material is incorporated by reference: (a) "Instructions for Completion of Application for a Licensed Professional Counselor Associate (LPCA)", November 2008; (b) "Instructions for Completion of Application for Licensed Professional Counselor (LPCC)", November 2008; (c) "Application for Licensed Professional Clinical Counselor and Licensing Via Endorsement for Reciprocity", October 2011; and (d) "Application for Licensed Professional Counselor Associate", October 2011. (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Division of Occupations and Professions, 911 Leawood Drive, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

Louisiana

<https://www.lpcboard.org/rules>

Graduate Degree—the substance of which is professional mental health counseling from a regionally accredited university (as defined in Chapter 7) and must conform to one of the criteria below:

- i. a CACREP accredited program or its equivalent as determined by the board.
 - ii. a counseling program incorporating the word “counseling” or “counselor” in its title;
 - iii. a program incorporating a counseling-related term in its title (e.g., “marriage and family therapy”); or
 - iv. a program incorporating the eight content areas, a counseling practicum, and a counseling internship.
- g. The requisite graduate degree may not consist of a degree in any disciplines otherwise licensed by the state of Louisiana including, but not limited to, psychology, clinical psychology, or social work, with the exception of counseling psychology and vocational rehabilitation counseling programs.

Maine

<https://www.maine.gov/pfr/professionallicensing/professions/board-of-counseling-professionals-licensure>

2. Education

1. Qualifying Degree

The applicant shall provide documented proof of a master’s degree or a doctoral degree from a regionally accredited institution that consists of a minimum of 48 semester hours or quarter-hour equivalent and meets the criteria of paragraph A, B, C or D below:

- A. A counseling degree from a program that was accredited by CACREP at the time the degree was awarded (subject to the 48 semester hour minimum);
- B. A degree in rehabilitation counseling from a program that was accredited by CORE at the time the degree was awarded (subject to the 48 semester hour minimum);
- C. A counseling degree that consisted of a minimum of 48 semester hours or quarter-hour equivalent as an organized sequence of study that includes curricular experiences and demonstrated knowledge that substantially satisfies each of the 10 core areas of study described in subparagraphs (1) through (10) below;

[NOTE: Nontraditional or specialized counseling programs such as art therapy and dance movement therapy must also satisfy the 10 core areas of study.]

Except for internship, full core area credit will be recognized for a three semester hour course in the designated area. Except for practicum and internship, partial core area credit will be recognized for a course that contains components or significant aspects of a core area, and core area requirements other than practicum and internship may be satisfied by academic work completed in one or more separate courses. In determining whether a course pertains to a core area, the board will consider the content of the course as set forth in course descriptions, catalogs, syllabi, lesson plans, assignment lists, reading lists, or other contemporaneous documents; completed coursework produced by the applicant; any reliable information furnished by the applicant, the instructor who taught the course, a member of the academic department which offered the course, or a senior administrative official of the institution; and the title of the course. No one course will be recognized as satisfying more than one area of study.

In evaluating the applicant's academic credentials, the board shall consider the unavailability of the foregoing materials due to passage of time. In the event of a denial hearing, the board shall give due regard to the credibility of the applicant in evaluating any testimony of the applicant relating to course content, provided that the applicant has first demonstrated to the board a good faith effort to obtain the documentation described in the preceding paragraph.

- (1) Human Growth and Development. Studies that provide an understanding of the nature and needs of individuals at different developmental levels throughout the lifespan.
- (2) Social and Cultural Foundations. Studies that provide an understanding of societal changes and trends, human roles, social mores and interaction patterns, and differing life styles.
- (3) Helping Relationships. Studies that provide an understanding of philosophic bases of helping processes, counseling theories and their applications, basic and advanced counseling skills, consultation theories and skills, self-understanding and self-development, and facilitation of client or consultee change.

(4) Groups. Studies that provide an understanding of group development, dynamics, group counseling theories, group leadership styles, and group counseling methods and skills.

(5) Lifestyle and Career Development. Studies that provide an understanding of career development theories, occupational and educational information services, career counseling, and career decision-making.

(6) Measurement. Studies that provide an understanding of group and individual educational and psychometric theories and approaches to measurement, data and information-gathering methods, validity, reliability, psychometric statistics, factors influencing measurements, and use of measurement results in the helping process.

(7) Research and Evaluation. Studies that provide an understanding of the types of research, basic statistics, research report development, research implementation, program evaluation, needs assessment, and ethical and legal considerations associated with research and evaluation.

(8) Professional Orientation. Studies that provide an understanding of professional roles and functions, professional organizations and associations, history and trends within the profession, ethical and legal standards, and professional preparation standards and professional credentialing.

(9) Practicum. A course of instruction that provides practical experience in counseling for the purpose of developing individual and group counseling skills. These studies include some counseling activities that a regularly employed licensed professional counselor would be expected to perform.

(10) Internship. A supervised counseling experience of at least 600 clock hours. The internship provides an opportunity for the student to perform all the activities that a regularly employed licensed professional counselor would be expected to perform.

Alternative Experience. In lieu of the practicum and internship described in subparagraphs (9) and (10) above, an applicant may provide documentation of 700 hours of lawfully obtained supervised counseling experience. At least 280 hours must consist of direct client contact hours. Documentation must include supervisor affidavits and a copy of the applicant's final evaluation.

D. A psychology degree from a program that at the time the degree was awarded was accredited by the American Psychological Association or Canadian Psychological Association in clinical psychology or counseling psychology at the doctoral level.

2. Nonconforming Counseling Degree

An applicant without a qualifying degree as described in Section 2(1) of this chapter may meet the educational requirement for licensure by providing documented proof of:

A. A master's degree in counseling from a regionally accredited institution that was awarded on the basis of at least 36 but less than 48 semester hours of study; and

B. Supplemental graduate level coursework in a counseling program at a regionally accredited institution sufficient in amount to equal or exceed 48 semester hours overall, provided that the master's degree and supplemental coursework include curricular experiences and demonstrated knowledge that substantially satisfy each of the 10 core areas of study described in Section 2(1)(C)(1) through (10) of this chapter.

[NOTE: The board strongly recommends that prospective applicants review the educational requirements of this chapter with their academic advisor before taking supplemental graduate level coursework.]

An applicant applying under Section 2(1)(C) of this chapter who completed 48 semester hours or quarter-hour equivalent, but whose curricular experiences and demonstrated knowledge do not substantially satisfy the required areas of study, may meet the educational requirement for licensure by completing such supplemental graduate level coursework as the board deems necessary to satisfy the deficiencies found.

Maryland

<https://health.maryland.gov/bopc/Pages/profcounselor.aspx>

Education Requirements

Applicants must have:

- (1) One of the following in a professional counseling or related field from an accredited educational institution approved by the Board:
 - (a) A master's degree with a minimum of 60 graduate semester credit hours or 90 graduate quarter credit hours or
 - (b) A doctoral degree with a minimum of 90 graduate semester credit hours or 135 graduate quarter credit hours.
- (2) A minimum of 3 graduate semester credit hours or 5 graduate quarter hours of instruction in each of the following areas:
 - A. HUMAN GROWTH AND PERSONALITY DEVELOPMENT

Instruction in this area shall include all of the following content:

1. The various stages of human development over the lifespan.
2. Theories of personality and human development.
3. The influence of human development and experiences on the development of Psychopathology.

Examples of courses in this area:

1. Human Growth and Development
2. Personality Development

B. SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING

Instruction in this area shall include all of the following content:

1. Aging, ethnicity, gender, psycho-sexual orientation.
2. Impact of social and cultural norms on human development.
3. Culture, subculture and socioeconomic influences on the counseling relationship.

Examples of courses in this area:

1. Multicultural Counseling.
2. Social and Cultural Foundations of Counseling.

C. COUNSELING THEORY

Instruction in this area shall include all of the following content:

1. Overview of major counseling/psychology theories.
2. The techniques and practices associated with the above theories.

Examples of courses in this area:

1. Counseling Theory and Techniques.
2. Theories of Counseling and/or Psychotherapy.
3. Introduction to Psychotherapy Theories.

D. COUNSELING TECHNIQUES

Instruction in this area shall include all of the following content:

1. The parameters and limitations of the treatment relationship.
2. The establishment of the client-counselor treatment contract.
3. Listening and interviewing skills.
4. The stages of clinical treatment.
5. Referral and termination.

Examples of courses in this area:

1. Helping Relationship.
2. Introduction to Counseling.
3. Counseling Methods.
4. Techniques of Interviewing.

E. GROUP DYNAMICS, PROCESSING, AND COUNSELING

Instruction in this area shall include all of the following content:

1. Theories, practices, and treatment in group counseling.
2. Principles of leading groups.

3. Experience in leading groups.

Examples of courses in this area:

1. Group Counseling (or Therapy).

2. Group Therapy and Practice.

F. LIFESTYLE AND CAREER DEVELOPMENT

Instruction in this area shall include all of the following content:

1. Life-Long processes that influence work values.

2. Occupational choice.

3. Creation of career patterns.

4. Career decision-making style.

5. Integration of occupational roles.

6. Career identity.

7. Patterns of work adjustment.

Examples of courses in this area:

1. Career Guidance and Counseling

2. Career Development

3. Occupational Information

G. APPRAISAL

Instruction in this area shall include all of the following content:

1. Formalized testing and measurements.

2. Informal assessment such as observations, interviews, and rating scales.

3. Mental status examination.

4. Theory of test construction, validity, and reliability.

5. Testing procedures and interpretation.

Examples of courses in this area:

1. Individual Appraisal

2. Psychological Testing

3. Personality Testing

4. Psychological Measurement

5. Tests and Measurements

H. RESEARCH AND EVALUATION

Instruction in this area shall include all of the following content:

1. Principles of performing quantitative and qualitative research.

2. Research design and methods.

3. Statistical tools and methods.

4. Reading and interpreting research.

Examples of courses in this area:

1. Methods of Research

2. Statistics and Data Analysis

3. Research designs

4. Research in counseling

I. PROFESSIONAL, LEGAL, AND ETHICAL RESPONSIBILITIES

Instruction in this area shall include all of the following content:

1. Professional orientation and responsibility.
2. Legal Issues.
3. Ethics of Practice.
4. Practice Specialization.
5. Codes of Ethics of National, Professional, Counseling Organizations.

Examples of courses in this area:

1. Professional and Ethical Issues
2. Ethics and Legal Issues in Counseling

J. MARRIAGE AND FAMILY THERAPY

Instruction in this area shall include all of the following content:

1. Overview of system theories.
2. Principles of working with couples and families.
3. Stages of family life cycle development.
4. Intervention strategies.

Examples of courses in this area:

1. Marriage and Family Counseling (or Therapy)
2. Family Systems and Intervention

K. ALCOHOL AND DRUG COUNSELING

Instruction in this area shall include all of the following content:

1. Assessment of addictive disorders.
2. Pharmacology of psychoactive drugs.
3. Overview of theories of addictive disorders.
4. Overview of basic models of treatment.

Examples of courses in this area:

1. Foundations of Chemical Dependency Counseling
2. Overview of Alcohol and Drug Counseling

L. SUPERVISED FIELD EXPERIENCED*

Instruction in this area shall include all of the following content:

1. A supervised clinical internship, externship, field experience, or practicum placement.
2. Direct client contact in counseling experience with a minimum of 125 hours of face-to-face client counseling.

Examples of courses in this area:

1. Supervised Field Experience
2. Practicum
2. Internship/Externship
4. Clinical Field Experience
5. Clinical Case Conference or Supervision

M. DIAGNOSIS AND PSYCHOPATHOLOGY

Instruction in this area shall include all of the following content:

1. Diagnosis based on current DSM AND ICD criteria.
2. Major categories of mental disorders.
3. An understanding of the impact of abnormal behavior not only to individuals, but to society as a whole.
4. An examination of various theories relative to the etiology of abnormal behavior.

Examples of courses in this area:

1. Psychology and Diagnosis
2. Psychopathology
3. Abnormal Psychology
4. Diagnosis

N. PSYCHOTHERAPY AND TREATMENT OF MENTAL AND EMOTIONAL DISORDERS

Instruction in this area shall include all of the following content:

1. An Overview and application of one or more treatment models to various disorders.

Examples of courses in this area:

1. Treatment Techniques
2. Behavior Therapy
3. Cognitive Therapy
4. Psycho-dynamic Therapy
5. Advanced Techniques of Counseling

SUPERVISED CLINICAL EXPERIENCE

A. For Master's level applicants, 3 years with a minimum of 3,000 hours of supervised clinical experience in professional counseling under an approved supervisor. Of the 3 years, 2 years shall be post-graduate clinical supervision hours. One year may be acquired before the awarding of the master's degree.

B. For Doctoral level applicants, 2 years with a minimum of 2,000 hours of supervised clinical experience in professional counseling. Of the 2 years 1,000 shall be acquired after the doctoral degree has been awarded.

EXAMINATION REQUIREMENT

Achieve a passing score on the National Counselors Examination of the National Board for Certified Counselors and the State Law Test.

Massachusetts

<https://www.mass.gov/doc/licensed-mental-health-counselor-application-guide-pdf/download>

- (1) Eligible Applicants who matriculated into their degree program on or after July 1, 2017 must meet the following degree requirements: (a) a Master's degree in Mental Health Counseling or a Related Field with a minimum of 60 semester credit hours or 80 quarter credit hours from an integrated, planned and comprehensive program from a Recognized Educational Institution; or (b) a Doctoral degree in Mental Health Counseling or a Related Field from an integrated, planned and comprehensive program from a Recognized Educational Institution. (2) As components of the degrees listed in 262 CMR 2.05(1), candidates must meet the following requirements:
 - (a) Required Course Areas. The successful completion of Graduate Level Courses in each of the ten content areas listed in 262 CMR 2.05(2)(a)1. through 10. Candidates must successfully complete a minimum of ten Graduate Level Courses covering the specified content areas as each course may be used to fill only one requirement. All courses must focus specifically on Mental Health Counseling. The ten content areas are as follows:
 1. Counseling Theory. Examination of the major theories, principles and techniques of Mental Health Counseling and their application to professional counseling settings. Understanding and applying theoretical perspectives with clients.
 2. Human Growth and Development. Understanding the nature and needs of individuals at all developmental stages of life. Understanding major theories of physical, cognitive, affective and social development and their application to Mental Health Counseling practice.
 3. Psychopathology. Identification and diagnosis and mental health treatment planning for abnormal, deviant, or psychopathological behavior, includes assessments and treatment procedures.
 4. Social and Cultural Foundations. Theories of multicultural counseling, issues and trends of a multicultural and diverse society. Foundational knowledge and skills needed to provide Mental Health Counseling services to diverse populations in a culturally competent manner.
 5. Clinical Skills. Understanding of the theoretical bases of the counseling processes, Mental Health Counseling techniques, and their therapeutic applications. Understanding and practice of counseling skills necessary for the mental health counselor.
 6. Group Work. Theoretical and experiential understandings of group development, purpose, dynamics, group counseling methods and skills, as well as leadership styles. Understanding of the dynamics and processes of Mental Health (therapeutic, psychosocial, psycho-educational) groups.
 7. Special Treatment Issues. Areas relevant to the practice of Mental Health Counseling, i.e. psychopharmacology, substance abuse, school or career issues, marriage and family treatment, sexuality and lifestyle choices, treating special populations.
 8. Appraisal. Individual and group educational and psychometric theories and approaches to appraisal. Examination of the various instruments and methods of psychological appraisal and assessment including, but not limited to, cognitive, affective, and personality assessment utilized by the mental health counselor. The function of measurement and evaluation, purposes of testing, reliability and validity.
 9. Research and Evaluation. Understanding social science research, evaluative methodologies and strategies, types of research, program evaluation, needs assessments, ethical and legal considerations.

10. Professional Orientation. Understanding of professional roles and functions of Mental Health Counselors, with particular emphasis on legal and ethical standards. Ethical case conceptualization, analysis and decision making as it relates to clinical practice. Knowledge and understanding of the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association. Understanding of licensure and regulatory practices. (b) Electives Areas. Graduate Level Courses other than required Graduate Level Courses must be elective Graduate Level Courses which include knowledge and skills in the practice of Mental Health Counseling. Appropriate Graduate Level Courses may include, but are not limited to, any of the content areas listed under 262 CMR 2.05(2)(a)1. through 10., as well as: 1. best practices for maintaining and terminating counseling and psychotherapy; 2. consultation skills; 262 CMR: BOARD OF ALLIED MENTAL HEALTH AND HUMAN SERVICES PROFESSIONS 2.05: continued 3. outreach and prevention strategies; 4. diagnosis and treatment issues; 5. working with special populations; 6. professional identity and practice issues, including historical perspectives; 7. mental health regulations and policy; 8. management of community mental health programs. (c) a Practicum; and (d) an Internship.

Michigan

https://www.michigan.gov/documents/lara/Counseling_Licensing_Guide_192018_610705_7.pdf

A completed Counseling Work Experience form must be submitted directly to this office from your supervisor. An applicant must have completed counseling experience under the supervision of a licensed professional counselor. All supervised experience obtained in Michigan must be completed after the limited counselor license has been issued. Supervised experience gained prior to obtaining the limited license cannot be counted toward licensure. Individuals with a master's degree must accrue 3,000 hours of post-degree counseling experience in not less than a two-year period with at least 100 hours accrued in the immediate physical presence of the supervisor. Individuals who have completed a doctoral degree in counseling must accrue 1,500 hours of post degree counseling experience in not less than a one-year period with at least 50 hours accrued in the immediate physical presence of the supervisor.

Minnesota

<https://www.revisor.mn.gov/statutes/cite/148B.53>

General requirements.

(a) To be licensed as a licensed professional counselor (LPC), an applicant must provide evidence satisfactory to the board that the applicant:

- (1) is at least 18 years of age;
- (2) is of good moral character;

(3) has completed a master's or doctoral degree program in counseling or a related field, as determined by the board based on the criteria in paragraph (b), that includes a minimum of 48 semester hours or 72 quarter hours and a supervised field experience of not fewer than 700 hours that is counseling in nature;

(4) has submitted to the board a plan for supervision during the first 2,000 hours of professional practice or has submitted proof of supervised professional practice that is acceptable to the board; and

(5) has demonstrated competence in professional counseling by passing the National Counseling Exam (NCE) administered by the National Board for Certified Counselors, Inc. (NBCC) or an equivalent national examination as determined by the board, and ethical, oral, and situational examinations if prescribed by the board.

(b) The degree described in paragraph (a), clause (3), must be from a counseling program recognized by the Council for Accreditation of Counseling and Related Education Programs (CACREP) or from an institution of higher education that is accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Specific academic course content and training must include course work in each of the following subject areas:

- (1) the helping relationship, including counseling theory and practice;
- (2) human growth and development;
- (3) lifestyle and career development;
- (4) group dynamics, processes, counseling, and consulting;
- (5) assessment and appraisal;
- (6) social and cultural foundations, including multicultural issues;
- (7) principles of etiology, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior;
- (8) family counseling and therapy;
- (9) research and evaluation; and
- (10) professional counseling orientation and ethics.

(c) To be licensed as a professional counselor, a Minnesota licensed psychologist need only show evidence of licensure from the Minnesota Board of Psychology and is not required to comply with paragraph (a) or (b).

Mississippi

https://www.lpc.ms.gov/secure/pdf/Part_%202201_Rules_and_Regulations_Rev07.02.2018.pdf

Education Requirements: The following is a list of education requirements that all Applicants must meet in order to be licensed: Either sixty (60) semester hours or ninety (90) quarter hours of graduate study. For degrees conferred after January 1, 2017, the Board will only accept sixty (60) semester hours or ninety (90) quarter-hour master's degree programs. Those programs shall be either CACREP degree programs or degree programs with the word counseling in its title and meet the structure of CACREP as it specifically pertains to the twelve (12) courses specified, as part of sixty (60) semester hours or ninety (90) quarter hours that are required for completion of the degree or having earned a doctoral or educational specialist degree primarily in a counseling, guidance, or related field, which meets similar standards as specified above. Please note that all references to hours of college credit are for semester hours. Quarter hours may be converted to semester hours using the standard formula (Number of quarter hours X .67 = Semester hour equivalent). Semester hours must total sixty (60) hours. A graduate program related to counselor education is defined as one that contains course work in all of the following areas. Each Applicant must have completed a three (3) hour semester course or its equivalent in each of the following areas: 1. Human Growth and Development - Course work includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development, normal and abnormal human behavior, personality theory, life-span theory, and learning theory within cultural contexts. Emphasis is placed on psychological approaches used to explain, predict, and modify human behavior. 2. Social and Cultural Foundations - Coursework includes studies that provide a broad understanding of societal changes and trends in human roles, societal subgroups, social mores, interaction patterns, and multicultural and pluralistic trends in differing lifestyles, and major societal concerns including stress, person abuse, substance abuse, discrimination, and methods for alleviating these concerns. 3. Counseling and Psychotherapy Skills - Course work includes studies that provide a broad understanding of philosophic bases of helping processes, counseling theories and their applications, basic and advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client or consultee change. 4. Group Counseling - Course work includes studies that provide a broad understanding of group development, dynamics, and counseling theories; group leadership styles; basic and advanced group counseling methods and skills; and other group approaches. 5. Lifestyle and Career Development - Course work includes studies that provide a broad understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling guidance and education; lifestyle and career decision-making; career development program planning resources and effectiveness evaluation. 6. Testing and Appraisal - Course work includes studies that provide a broad understanding of group and individual educational and psychometric theories and approaches to appraisal, data, and information gathering methods, validity and reliability, psychometric statistics, factors, influencing appraisals, and use of appraisal results in helping process. Additionally, the specific ability to administer and interpret tests and inventories to assess interests and abilities and to

identify career options is important. 7. Research and Evaluation - Course work includes studies that provide a broad understanding of different types of research, basic statistics, research-report development, research implementation, program evaluation needs assessment, publication of research information, and legal considerations. 8. Professional Orientation to Counseling or Ethics - Course work includes studies that provide a broad understanding of professional roles and functions of counselors, professional goals and objectives, professional counseling organizations and associations, professional history and trends, ethical and legal standards, professional standards, and professional credentialing. 9. Theories of Counseling Psychotherapy and Personality – Course work includes studies in basic theories, principles and techniques of counseling, and their application to professional counseling settings. 10. Marriage and/or Family Counseling/Therapy – Course work includes studies that provide a broad understanding of marriage and family theories and approaches to counseling with families and couples. This includes appraisal of family and couples systems and the application of these to counseling families and/or couples in premarriage, marriage and/or divorce situations. 11. Abnormal Psychology and Psychopathology – Course work includes studies that provide a broad understanding of individuals' current mental/emotional states consistent with accepted classifications such as those provided in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV or DSM-5 or most recent edition), as published by the American Psychiatric Association; and the ICD—10-CM (or most recent edition of ICD) and the 25 development of planned, diagnosed - relevant interventions, including the goals of counseling, methods of treatment, and means of monitoring progress. 12. Internship – Supervised, planned, practical, advanced experience obtained in a clinical setting observing and applying principles, methods, and techniques learned in training and/or educational settings.

Missouri

<https://pr.mo.gov/boards/counselors/lpcslidesgeneralwebsite.pdf>

A master's degree must be in counseling or the following mental health disciplines -- counseling & guidance, counseling psychology, clinical psychology, or school psychology and consist of 48 semester or equivalent quarter hours. The degree must teach counseling principles, theories, techniques, and counseling interventions. If a degree is less than 48 semester hours an applicant can proposed a plan to complete the required courses to meet the educational requirement. Effective May 30, 2009 Coursework offered primarily via correspondence course, Internet, electronic mail, audio or video, or any format that does not allow the participants to interact verbally and visually does not meet the educational requirements for licensure unless the program is in mental health counseling and CACREP accredited or rehab counseling and CORE accredited. Effective August 28, 2007 Language within the statute (counselor law) requiring an applicant for supervision or licensure complete a three semester hour graduate level course in diagnosis. A master's degree in compliance with the educational requirements will

include course work addressing the following core areas -- ☞ COUNSELING THEORY
☞ HUMAN GROWTH & DEVELOPMENT ☞ HELPING RELATIONSHIP ☞
SOCIAL & CULTURAL FOUNDATIONS ☞ CAREER DEVELOPMENT ☞
APPRAISAL OF INDIVIDUALS ☞ GROUP DYNAMICS ☞ RESEARCH
METHODS ☞ PROFESSIONAL ORIENTATION ☞ DIAGNOSIS (August 28, 2007)
☞ SIX HOURS OF PRACTICUM

SUMMARY- LICENSURE SUPERVISION REQUIREMENTS } Registered &
approved by the Committee. Applicant and supervisor receive written notification of
Committee approval } Effective when received application and fee are received in the
committee office } Supervisor must be employed at the same site or affiliated to the site
by contract } Changes in original counseling plan (supervisor and/or setting) must be
filed with committee and are effective when received in the committee office. When a
supervisee changes a site or supervisor a verification of post degree supervised
experience is required } Graduate transcript from school and background check required

SUPERVISION REQUIREMENTS 3,000 hours and 24 months of supervised experience
with five years to complete the hours and months 1,200 hours direct client contact
individual and/or group therapy required . A CIT or PLPC must be engaged in counseling
or counseling related duties at least 15 hours a week during the period of supervised
experience 1 hour per week face to face supervision with at least two weeks individual
supervision. Up to two weeks of the remaining supervision can be group supervision with
a maximum of 3 CITs/PLPCs in the group. No more than 3 PLPCs or CITs to one
supervisor. Supervision via electronic communication is defined as acceptable if the
communication is contemporaneously or simultaneously visually and verbally interactive
and consisting of 1 continuous hour (50 minutes). Minimum requirement of 1 hour
cannot be broken into segments. Finally, communication by cellular telephone or email,
texting etc. does not meet the requirement for face to face supervision. Page 9

SUPERVISOR REQUIREMENTS • LPC, Licensed Psychologist or Psychiatrist &
cannot be a relative • Must be licensed for at least 2 years w/experience is supervision •
Full order & control • Must review documentation • Provide training appropriate to
applicant's area of practice • Submit verification of hours, time & performance to the
committee • Supervisor shall not have a relationship with the CIT or PLPC that has the
potential to exploit the CIT or PLPC • Supervisor prohibited from engaging in sexual
intimacies with CIT or PLPC

Montana

https://boards.bsd.dli.mt.gov/Portals/133/Documents/bbh/BBH-LCPC-APP_License-App-Checklist.pdf?ver=2019-04-13-141611-970

24.219.601 LCPC LICENSE REQUIREMENTS – ORIGINAL APPLICANTS

(1) Applicants for LCPC licensure not currently licensed in another state or jurisdiction must submit a completed application on forms provided by the department. Completed applications include appropriate fees and required documentation.

(2) Applicants must have a degree that is primarily counseling in nature from:

(a) a Council for Accreditation of Counseling and Related Educational Programs (CACREP)-accredited program that is at least 60 semester credits; or

(b) an accredited institution and a program that is at least 60 semester credits or 90 quarter credits and includes the CACREP core competencies.

(3) In addition to the degree requirements in (2):

(a) the degree can only have a maximum of 12 post-baccalaureate graduate semester (18 quarter) credits or up to 20 semester (30 quarter) credits of a completed graduate counseling degree transferred from other institutions or programs; and

(b) credits earned during the degree program that were obtained more than six years prior to the date of graduation do not count toward the education requirements in this rule and [37-23-202](#)(1) or (2), MCA.

(4) In addition to the degree requirements in (2) and (3), applicants must:

(a) have completed a supervised work experience that meets the requirements in [37-23-202](#), MCA, and ARM [24.219.604](#);

Nebraska

<https://dhhs.ne.gov/licensure/pages/mental-health-and-social-work-practice.aspx>

Approved Professional Counseling Program means: 1. CACREP Accredited: A program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); or 2. Regionally Accredited: A counseling program from a regionally accredited higher educational institution, which must include graduate course work in each of the following: a. Counseling Theory: At least 3 semester hours of graduate coursework that cover therapeutic techniques and strategies for human behavioral intervention which includes a study of basic theories, principles and techniques of counseling and their application to professional counseling settings; b. Supervised Counseling Practicum: Refers to supervised counseling experience in a work/community based setting for a minimum of 3 semester hours academic credit as part of a master's program component; and c. Completion of at least 3 semester hours of graduate course work in 5 out of 8 of the following areas: (1) Human Growth and Development: Includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels. Emphasis is placed on biopsychosocial approaches. Also included are such areas as human behavior (normal and abnormal), personality theory and learning theory. Effective Date 07/28/04 NEBRASKA DEPARTMENT OF HEALTH AND HUMAN SERVICES REGULATION AND LICENSURE 172 NAC 94 6 (2) Social and Cultural Foundations: Includes studies of

change, ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural morals, use of leisure time and differing life patterns. Such disciplines as the behavioral sciences, economics and political science are involved. (3) The Helping Relationship: Includes philosophic bases of the helping relationship; consultation theory, practice, and application; and an emphasis on development of counselor and client (or consultee) self-awareness. (4) Group Dynamics, Processing and Counseling: Includes theory and types of groups, as well as descriptions of group practices, methods, dynamics, and facilitative skills. This also includes supervised practice. (5) Lifestyle and Career Development: Includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision making processes and career exploration techniques. (6) Appraisal of Individuals: Includes the development of a framework for understanding the individual including methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, and sex factors are also considered. (7) Research and Evaluation: Includes such areas as statistics, research design and development of research and demonstration proposals. It includes understanding legislation relating to the development of research, program development and demonstration proposals, as well as the development and evaluation of program objectives. (8) Professional Orientation: Includes goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors and other personal services specialists.

Nevada

<https://marriage.nv.gov/Services/CPC/>

to qualify for licensure as a clinical professional counselor or clinical professional counselor intern, an applicant's graduate education in clinical professional counseling must include the following courses of study:

- (a) At least two courses in human development, including, without limitation, issues of sexuality.
- (b) At least one course in individual counseling theories.
- (c) At least one course in individual counseling techniques and practice.
- (d) At least one course in lifestyle and career development.
- (e) At least one course in group dynamics, counseling and consulting.
- (f) At least one course in ethics and professional studies.
- (g) At least three courses in the supervised practice of clinical professional counseling.

- (h) At least one course in diagnosis and assessment, including, without limitation, the use of the *Diagnostic and Statistical Manual of Mental Disorders*.
- (i) At least one course in social and cultural foundations.
- (j) At least one course in research and evaluation.
- (k) At least one course in abuse of alcohol or controlled substances.
- (l) At least one course in couples counseling.
- (m) At least one course in family systems.
- (n) At least one course in crisis or trauma.
- (o) At least one course in grief or loss.

New Hampshire

<https://www.oplc.nh.gov/applications-mental-health-practice>

New Jersey

<https://www.njconsumeraffairs.gov/pc/Applications/Application-for-Licensure-Professional-Counselor-Rehabilitation-Counselor-Associate-Counselor.pdf>

Requirements, application for licensure as professional counselor Each person applying for licensure as a licensed professional counselor shall make application therefore to the board on the form and in the manner the committee prescribes and the board shall immediately refer each application to the committee for appropriate action. Each applicant shall furnish evidence satisfactory to the committee that he: a. Is at least 18 years of age; b. Is of good moral character; c. Has completed a minimum of 60 graduate semester hours in a planned educational program, which includes a master's degree or doctorate in counseling from a regionally accredited institution of higher education, of which 45 graduate semester hours are distributed in at least eight of the following areas: (1) Counseling theory and practice; (2) The helping relationship; (3) Human growth and development and maladaptive behavior; (4) Lifestyle and career development; (5) Group dynamics, processes, counseling, and consulting; (6) Appraisal of individuals; (7) Social and cultural foundations; (8) Research and evaluation; (9) The counseling profession; d. Has had at least three years of supervised full-time counseling experience in a professional counseling setting acceptable to the committee, one year of which may be obtained prior to the granting of the master's degree. The committee shall establish criteria for determining the Professional Counselor Examiners Committee Law

DEPARTMENT OF LAW AND PUBLIC SAFETY Revised 2/19/2020 Page 4
qualifications and status which may constitute supervised counseling experience. An applicant may eliminate one year of the required supervised counseling experience by substituting 30 graduate semester hours beyond the master's degree if those graduate semester hours are clearly related to counseling and are acceptable to the committee. In no case, however, may the applicant have less than one year of supervised professional counseling experience after the granting of the master's degree; and e. Has passed the National Counselor Examination of the National Board for Certified Counselors

New Mexico

<http://www.rld.state.nm.us/uploads/files/Counseling%20Rules%20and%20Statutes.pdf>

MENTAL HEALTH CLINICAL CORE CURRICULUM: The core curriculum must be met using only transcribed courses dedicated to the required course area, thesis or dissertation will not be accepted, partitioning, divisioning, or sectioning of courses into various core course areas will not be accepted. The 11 core curriculum graduate areas of study include the following: Applies to applicants who hold a related-field degree. A. Human growth and development: A minimum of 3 semester hours or 4 quarter hours of graduate coursework in studies that provide an understanding of the nature and needs of individuals at all developmental levels. Essential components include, the following: (1) theories of individual development and transitions across the life-span; (2) theories of learning and personality development; (3) human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior; (4) strategies for facilitating development over the life span. B. Social and cultural foundations: A minimum of 3 semester hours or 4 quarter hours of graduate coursework in studies that provide an understanding of issues and trends with multicultural and diverse populations. Essential components include the following. (1) theories of multicultural counseling; (2) prejudicial attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability; (3) individual, family, and group strategies with diverse populations. C. Helping relationships: A minimum of 3 semester hours or 4 quarter hours of graduate coursework in studies that provide an understanding of counseling and consultation processes. Essential components include, the following: (1) counseling and consultation theories including both individual and systems perspectives; (2) counselor or consultant characteristics and behaviors that influence helping processes, including age, gender and ethnic differences, and personal characteristics; (3) client or consultee characteristics and behaviors that influence helping processes, including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances. D. Group work: A minimum of 3 semester hours or 4 quarter hours of graduate coursework in studies that provide an

understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches. Essential components include, the following: (1) theories of group dynamics including group process, developmental stages, and group members roles and behaviors; (2) group leadership styles and approaches including the various types of groups; (3) staged appropriate group counseling techniques and methods of evaluating effectiveness.

E. Career and lifestyle development: A minimum of 3 semester hours or 4 quarter hours of graduate coursework in studies that provide an understanding of career development and related life factors. Essential components include, the following: (1) career development theories and decision-making models; (2) labor market information resources, and including accessing computer-based career information systems; evaluation; (3) career development program planning, organization, implementation, administration, and (4) interrelationships among work, family, and other life roles and factors, including multicultural and gender issues as they relate to career development; (5) assessment instruments and techniques relevant to career planning and decision-making[; and].

F. Appraisal: A minimum of 3 semester hours or 4 quarter hours of graduate coursework in studies that provide an understanding of individual and group approaches to assessment and evaluation. Essential components include, the following: (1) theoretical and historical bases for assessment; (2) selection, administration and interpretation of psychological tests considering examinee characteristics such as age, gender and cultural background; (3) validity and reliability of appraisal instruments; (4) psychometric statistics, including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations; (5) age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups; (6) strategies for selecting, administering, interpreting and using assessment and evaluation instruments and techniques in counseling.

G. Research methods: A minimum of 3 semester hours or 4 quarter hours of graduate coursework and studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research. Essential components include the following: (1) basic types of research methods to include qualitative and quantitative research designs; (2) uses of statistics software programs.

H. Professional orientation: A minimum of 3 semester hours 4 quarter hours of graduate coursework in studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. Essential components include the following: (1) history of the helping professions; (2) professional roles scope of practice, including similarities and differences with other types of professionals; (3) professional organizations, primarily the American counseling association, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; (4) ethical standards of the American counseling association and related entities, ethical and legal issues, and their applications to various professional activities; (5) professional credentialing including certification, licensure and accreditation practices and standards.

I. Specialized clinical studies: A minimum of 12 semester hours or 18 quarter hours of graduate coursework in studies that provide an understanding of all aspects of diagnosis and treatment of mental disorders. Studies in this area to include but are not limited to, the following: 11 (1) clinical case study (2) psychodynamics and psychotherapy (3) treatment planning (4) clinical supervision (5) psychopharmacology (6) advanced testing (7)

addictions (8) psychopathology (9) clinical theory and practice J. Supervised practicum: A minimum of 9 semester or 12 quarter hours of graduate coursework in practicum and/or internship. The practicum and/or internship training shall focus on the provision of counseling services within a professional setting under the direction of a faculty member and/or on-site supervisor designated by the college or university.

New York

<https://www.op.nysed.gov/professions/mental-health-counselors/license-requirements>

In addition to meeting all applicable provisions of this Part, to be registered as a program recognized as leading to licensure in mental health counseling, which meets the requirements of section 79-9.1 of this Title, the program shall:

- a. be a master's or doctoral degree program in counseling;
- b. through December 31, 2009, include at least 48 semester hours, or the equivalent, of study, and effective January 1, 2010 and thereafter, include at least 60 semester hours, or the equivalent, of study;
- c. contain curricular content that includes but is not limited to each of the following content areas:
 1. human growth and development;
 2. social and cultural foundations of counseling;
 3. counseling theory and practice;
 4. psychopathology;
 5. group dynamics;
 6. lifestyle and career development;
 7. assessment and appraisal of individuals, couples, families and groups;
 8. research and program evaluation;
 9. professional orientation and ethics;
 10. foundations of mental health counseling and consultation;
 11. clinical instruction; and
- d. include a supervised internship or supervised practicum in mental health counseling of at least one-year, defined as at least 600 clock hours for purposes of this section.

North Carolina

<https://www.ncblcmhc.org/licensure/applying>

The Board shall issue a license as a "licensed professional counselor associate" to an applicant who applies after March 1, 2016, through June 30, 2022, and meets all of the following criteria: (1) Has earned a specified minimum of credit hours of graduate training as defined by the Board, including (i) a master's degree in counseling or related field from an institution of higher education that is either regionally accredited or accredited by an organization both recognized by the Council for Higher Education Accreditation and accredited by the Council for Accreditation of Counseling and Related Educational Programs and (ii) the applicant meets one of the following criteria: a. If the applicant enrolled in the master's program before July 1, 2009, a minimum of 48 semester hours or a minimum of 72 quarter credit hours. NC General Statutes - Chapter 90 Article 24 6 b. If the applicant enrolled in the master's program before July 1, 2013, but after June 30, 2009, a minimum of 54 semester hours or 81 quarter credit hours. c. If the applicant enrolled in the master's program after June 30, 2013, a minimum of 60 semester hours or 90 quarter credit hours. (2) Has passed an examination in accordance with rules adopted by the Board. (b2) The Board shall issue a license as a "licensed professional counselor associate" to an applicant who applies on or after July 1, 2022, and meets all of the following criteria: (1) Has earned a minimum of 60 semester hours or 90 quarter hours of graduate training as defined by the Board, including a master's degree in counseling or related field from an institution of higher education that is accredited by the Council for Accreditation of Counseling and Related Educational Programs. (2) Has passed an examination in accordance with rules adopted by the Board. (c) The Board shall issue a license as a "licensed professional counselor" to an applicant who meets all of the following criteria: (1) Has met all of the requirements under subsection (b), (b1), or (b2) of this section, as applicable. (2) Has completed a minimum of 3,000 hours of supervised professional practice as determined by the Board.

North Dakota

<http://www.ndbce.org/PDFs/ACADEMIC-REQUIREMENTS.pdf>

Academic programs are programs identified specifically as Masters Degree counseling programs in the graduate bulletin of the accredited school or college. These programs include counseling, counselor education, counseling and guidance, and counseling and development. In addition to the master's degree in counseling, the applicant's graduate transcript(s) must indicate a minimum of sixty semester credits (or ninety quarter hours) related to counseling, including coursework in the following areas: 1. counseling theories, 2. counseling methods, 3. group counseling, 4. individual appraisal, assessment or testing, 5. counseling related research methods including content on statistical analysis of data sets, 6. human growth and development, 7. multicultural counseling, 8. career and lifestyle development, 9. professional orientation and ethics, must be three semester credits and include content on the profession of counseling and the ACA Code of Ethics. 10. counseling practicum (minimum 100 hrs) and internship (minimum 600 hrs) in

supervised settings relevant to the practice of counseling. 2. Distance Learning: The North Dakota Board of Counselor Examiners can accept the sixty semester hour Masters Degree Counseling programs offered through a distance education format, provided that: 1.) The Internship is done locally on-site 2.) The Counseling Practicum is approved and supervised by the educational institution, and 3.) the applicant meets all other board education requirements. (See above).

Ohio

<https://cswmft.ohio.gov/get-licensed/counselors/lpc-application-instructions>

Ohio's Education Requirements for Counselor Licensure:

Master's degree from a clinical mental health counseling program, clinical rehabilitation counseling program, or addiction counseling program accredited by the council for accreditation of counseling and related educational programs "CACREP." A master's degree from a CACREP-accredited mental health counseling program meets the education requirements if it is conferred on or before January 1, 2018.

Oklahoma

<https://oklahoma.gov/behavioralhealth.html>

Accreditation:

All of your graduate coursework needed to meet the academic requirements must be awarded by a regionally accredited college or university, recognized by the United States Department of Education.

Degrees:

In order to qualify for LPC licensure you must have at least a master's degree in counseling or a mental health degree that is substantially content-equivalent.

At least sixty (60) semester credit hours or ninety (90) quarter credit hours of graduate counseling-related course work, including internship, must be earned.

In order to be considered acceptable, your graduate degree(s) must follow a planned, sequenced mental health program. Your program must be reflected in the university catalog and approved by the governing authority of the college or university. The primary focus of the program must clearly prepare the applicant for a career in counseling. The

college or university catalog must also list the core courses from the knowledge areas listed below (at least five (5) of the sixteen (16) knowledge areas must be included).

Core Courses:

You must have at least one (1) or more courses of at least three (3) semester credit hours or four (4) quarter credit hours per course in each of the following core counseling areas:

- Human growth and development – at least one (1) course which deals with the process stages of human intellectual, physical, social and emotional development of any of the stages of life from prenatal through old age.
- Abnormal human behavior – at least one (1) course that offers a study of the principles of understanding dysfunction in human behavior or social disorganization.
- Appraisal/assessment techniques – at least two (2) courses which deal with the principles, concepts and procedures of systematic appraisal, assessment, or interpretation of client needs, abilities, and characteristics, which may include the use of both testing and non-testing approaches.
- Counseling theories/methods – at least two (2) courses which survey the major theories and/or techniques of counseling.
- Professional orientation/ethics – at least one (1) course which deals primarily with the objectives of professional counseling organizations, codes of ethics, legal aspects of practice, standards of preparation and the role of persons providing direct counseling services.
- Research – at least one (1) course in the methods of social science or mental health research which includes the study of statistics or a thesis project in an area relevant to the practice of counseling.
- Practicum/internship – at least one (1) course of an organized practicum with at least three hundred (300) clock hours in counseling with planned experiences providing classroom and field experience with clients under the supervision of college or university approved counseling professionals.

Elective Courses:

You must have at least five (5) courses of at least three (3) semester credit hours each or four (4) quarter credit hours each from the knowledge areas.

The knowledge areas are listed below:

- Group Dynamics
- Lifestyle and career development
- Social and cultural foundations
- Addictions Counseling
- Rehabilitation Counseling
- Counseling with children/adolescents
- Gerontology
- Human Sexuality
- Personality theories
- Crisis intervention
- Marriage/family counseling
- Clinical supervision
- Psychopharmacology
- Consultation
- Physical and emotional health
- Grief Counseling

Additional courses to reach the 60-hour requirement may be in increments of one (1), two (2) or three (3) semester hour courses or one (1), two (2), three (3) or four (4) quarter hour courses.

Forms:

For your convenience this office has created an academic worksheet to help you determine if you meet the Licensed Professional Counselor academic requirements. To obtain this form please click the link below:

- [Academic Worksheet for Licensed Professional Counselors](#)

Oregon

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=318106>

Educational Requirements for Licensure as a Professional Counselor

To qualify for licensure as a professional counselor under ORS 675.715(1)(b), an applicant must hold a graduate degree from one of the following:

- (1) A counseling program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as of the date the degree was conferred;
- (2) A counseling program approved by the Council on Rehabilitation Education (CORE) as of the date the degree was conferred;
- (3) A program at an institution of higher learning that was accredited by a regional accrediting agency as of the date the degree was conferred; or
- (4) A foreign program that has been evaluated by a credentialing body recognized by the Board. Submission of foreign degree evaluation and cost of the foreign degree qualification determination are the responsibility of the applicant.
- (5) A graduate degree under sections (1) or (2) must have included at least two semester credit hours or three credit quarter hours of coursework in the diagnosis of mental disorders.
- (6) A graduate degree under sections (3) or (4) must have included all of the following requirements:
 - (a) At least two years in duration, including at least:
 - (A) 48 semester credit hours or 72 quarter hours for graduate degrees granted before October 1, 2014; or

(B) 60 semester credit hours or 90 quarter credit hours for graduate degrees granted on or after October 1, 2014.

(b) At least two semester credit hours or three credit quarter hours in each of the following coursework:

(A) Counseling Theory;

(B) Human Growth and Development;

(C) Social and Cultural Foundations;

(D) The Helping Relationship;

(E) Group Dynamics Processing and Counseling;

(F) Lifestyle and Career Development;

(G) Diagnosis of mental disorders;

(H) Research and Evaluation; and

(I) Professional Orientation (Ethics).

(c) At least 16 semester hours or 24 quarter hours of supporting coursework for specialty areas; and

(d) A supervised clinical practicum or internship experience that:

(A) Included at least 600 total clock hours, including 240 direct client contact hours, for graduate degrees granted before October 1, 2014;

(B) Included at least 700 total clock hours, including 280 direct client contact hours, for graduate degrees granted on or after October 1, 2014;

(C) Had supervisory staff with a minimum of a master's degree in the program emphasis and with pertinent professional experience;

(D) Made provision for faculty monitoring of operations;

(E) Kept records of student-client contact hours including summary of student progress by the supervisor;

(F) Had a written agreement with the program and student specifying learning objectives; and

(G) Had a mechanism for program evaluation.

(e) Deficiencies in the credit hour requirements of sections (a), (b) or (c) may be remedied by completing graduate level coursework in the deficient area(s) at a regionally accredited institution.

(f) For reciprocity applicants only, five years or more of licensed clinical experience in another state may substitute for a maximum of 15 semester or 20 quarter credits of

academic education required for licensure. Clinical experience may not substitute for diagnosis training.

(g) Deficiencies in the supervised experience requirement of section (d) may be remedied by completion of:

(A) At least 700 clock hours of supervised clinical experience, including 280 direct client contact hours; or

(B) At least five years of full-time post-degree clinical experience.

Pennsylvania

<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/049/chapter49/s49.2.html&d=reduce>

Educational requirements are as follows:

(1) *Human growth and development*—(2 semester or 3 quarter hours) studies that provide an understanding of the nature and needs of individuals at all developmental stages.

(2) *Social and cultural foundations*—(2 semester or 3 quarter hours) studies that provide an understanding of issues and trends in a multicultural and diverse society.

(3) *Helping relationships*—(2 semester or 3 quarter hours) studies that provide an understanding of counseling and consultation processes.

(4) *Group work*—(2 semester or 3 quarter hours) studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills and other group approaches.

(5) *Career and lifestyle development*—(2 semester or 3 quarter hours) studies that provide an understanding of career development and related life factors.

(6) *Appraisal*—(2 semester or 3 quarter hours) studies that provide an understanding of individual and group approaches to assessment and evaluation.

(7) *Research and program evaluation*—(2 semester or 3 quarter hours) studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

(8) *Professional orientation*—(2 semester or 3 quarter hours) studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards and credentialing.

(9) *Clinical instruction*—(Includes 100 clock hours of supervised practicum experience and 600 clock hours of supervised internship experience). The supervised internship experience shall begin after completion of the supervised practicum experience. Until March 2, 2007, this requirement may be satisfied by completion of a total of 6 semester hours or 9 quarter hours of practicum/internship experience.

Rhode Island

<https://rules.sos.ri.gov/regulations/part/216-40-05-11>

(a) An applicant for licensure shall submit to the board written evidence on forms furnished by the division of professional regulation that the applicant:

(1) Is of good character; and

(2) Has received a graduate degree specializing in counseling/therapy from a college or university accredited by the New England Association of Schools and Colleges, or an equivalent regional accrediting agency, and that has the approval by a cognizable national or regional certifying authority; and

(3) Has completed sixty (60) semester hours or ninety (90) quarter hours within his or her graduate counseling/therapy program; and

(4) Has completed a minimum of twelve (12) semester hours or eighteen (18) quarter hours of supervised practicum and a minimum of one calendar year of supervised internship consisting of twenty (20) hours per week, or its equivalent, with emphasis in mental health counseling supervised by the department within the college or university granting the requisite degree or by an accredited postgraduate clinical training program recognized by the United States Department of Education, or education and/or experience that is deemed equivalent by the board; and

(5) Has completed a minimum of two (2) years of relevant postgraduate experience, including at least two thousand (2,000) hours of direct client contact offering clinical or counseling or therapy services with emphasis in mental health counseling subsequent to being awarded a master's degree, certificate of advanced graduate study, or doctorate; and

(6) Has a minimum of one hundred (100) hours of post-degree supervised case work spread over a two-year (2) period; provided, that the supervision was provided by a person who, at the time of rendering the supervision, was recognized by the board as an approved supervisor; and

(7) Has passed, to the satisfaction of the board, an examination conducted by it to determine the applicant's qualification for licensure as a clinical mental health counselor or is applying for licensure under the provisions of § 5-63.2-15.

(b) A candidate shall be held to have qualified for licensure as a clinical mental health counselor upon the affirmative vote of at least four (4) members of the board, two (2) of whom must be mental health counselors on the board.

South Carolina

<https://llr.sc.gov/cou/pc.aspx>

By law, all applicants must have a 48 hour master's degree or higher in counseling or in a related discipline, and the applicant must demonstrate on graduate transcript successful completion of one (1) three-hour graduate level course in each of the following ten areas and completion of a 150 hour counseling practicum:

Coursework Areas:

1. *Human Growth and Development*
2. *Social and Cultural Foundations*
3. *The Helping Relationship**
4. *Group Dynamics, Processing, and Counseling*
5. *Lifestyle and Career Development*
6. *Appraisal of Individuals*
7. *Research and Evaluation*
8. *Professional Orientation*
9. *Psychopathology*
10. *Diagnostics of Psychopathology*

*Counseling Theories and Techniques (With this course, you will meet the requirements for one course in "The Helping Relationship" category. Refer to #3).

This includes study of basic counseling theories that include a range of approaches to professional helping. These include psychodynamic, existential, behavioral, person-centered, cognitive, and other accepted theories and models. This coursework provides a general knowledge of theories, their principles, and techniques for application in counseling relationships. In addition, this coursework provides a broad understanding of philosophic bases of counseling processes, basic and advanced helping skills, consultation theories and their application in various professional settings. Finally, this coursework helps the counselor facilitate the client's self-understanding and decisions for change.

Practicum

A minimum of 150 hour Supervised Counseling Practicum is required to provide supervised field placement(s) in an appropriate counseling setting and for academic credit as part of the degree program.

Please note: If, as a licensed professional counselor associate, an applicant would like to assess and treat the more problems as categorized in standard nomenclature, they must have a practicum that dealt directly with the assessment and treatment of the more serious problems as well as a 600 hour internship dealing with the more serious problems as part of the degree program.

This course of study may be completed during the qualifying degree program or additional graduate-level coursework may be completed successfully at a college or university accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, one of its transferring regional associations, the Association of Theological Schools in the United States and Canada, or a regionally-accredited institution of higher learning.

The above ten core courses plus a supervised counseling practicum are considered adequate for licensure, whether in a Master's degree program or a doctoral degree program.

Each of these courses must be at least a 3-credit semester course, with a minimum of 45 classroom hours per course.

DEFINITION OF CATEGORIES FOR REQUIRED COURSEWORK

Human Growth and Development

Studies that provide an understanding of the nature and needs of individuals at all developmental levels, normal and abnormal human behavior, personality theory, and learning theory within cultural contexts

Social and Cultural Foundations

Studies that provide an understanding of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing lifestyles

The Helping Relationships

Studies that provide an understanding of philosophic bases of helping processes, counseling theories and their applications, helping skills, consultation theories and applications, helper self-understanding and self-development, and facilitation of client or consultee change

Groups

Studies that provide an understanding of group development, dynamics and counseling theories; group leadership styles; group counseling methods and skills and other group approaches

Lifestyle and Career Development

Studies that provide understanding of career development theories, occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision making and career development program planning; resources, and evaluation

Appraisal

Studies that provide an understanding of group and individual educational and psychometric theories and approaches to appraisal, data and information gathering methods, validity and reliability; psychometric statistics, factors influencing appraisals and use of appraisal results in helping processes

Research and Evaluation

Studies that provide an understanding of types of research methods, basic statistics, research report development, research implementation, program evaluation, needs assessment, and ethical and legal considerations

Professional Orientation

Studies that provide an understanding of professional roles and functions, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, and professional credentialing

Psychopathology

Studies that provide an understanding of psychopathology, abnormal psychology, abnormal behavior, etiology dynamics, and treatment of abnormal behavior

Diagnostics of Psychopathology

Studies that provide an understanding of the diagnostics of Psychopathology (study includes DSM)

South Dakota

<https://dss.sd.gov/licensingboards/counselors/lpc.aspx>

Approved counseling program. Approved counseling programs are as follows:

- (1) A counseling program approved by the CACREP; or
- (2) An organized sequence of study in the area of counseling that includes graduate coursework in each of the following areas:
 - (a) Counseling theory: including a study of basic theories, principles of counseling, and philosophical bases of the helping relationship;
 - (b) Counseling techniques: including individual counseling practices, methods, facilitative skills, and the application of these skills;
 - (c) Practicum: including a supervised training experience consisting of the provision of counseling to clients or groups seeking services from counselors;
 - (i) A practicum consists of no less than 100 hours, of which 40 hours are direct service;
 - (ii) Prior to the beginning of the practicum, the student must have completed a course in counseling theory and a course in counseling techniques;
 - (iii) The practicum must be under the direction of a graduate faculty member;
 - (iv) The supervisor's evaluation of the trainee's work shall take place through face-to-face contact;
 - (d) Internship: including an on-the-job experience in professional counseling under the tutelage of an on-site supervisor who is a licensed professional counselor or licensed mental health therapist. The supervised internship may be no less than 600 hours of which 240 hours must be in direct services;
 - (e) Human growth and development: including studies that provide a broad understanding of the nature and needs of an individual at all developmental levels. Emphasis is placed on psychological, sociological, and physiological approaches, human behavior (normal and abnormal), personality theory, and learning theory;
 - (f) Social and cultural foundations: including studies of change, ethnic groups, subcultures, changing roles of women, sexism, racism, ethnocentrism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns;
 - (g) Group: including the study of group dynamics, group processes, practices and methods of group counseling, supervised practice, facilitative skills, and theory and types of groups;

(h) Life-style and career development: including vocational-choice theory, relationship of career choice to life-style, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques;

(i) Appraisal of the individual: including the development of a framework for understanding the individual, methods of data-gathering and interpretation, case study approaches, individual and group psychological and educational testing, and the study of individual differences with consideration of ethnic, cultural, and gender factors;

(j) Research and evaluation: including statistics, research design, the development of research and demonstration proposals, and the development and evaluation of program objectives;

(k) Professional, legal, and ethical considerations: including the study of professional counseling organizations, codes of ethics, legal considerations, standards of preparation, certification and licensure, and the professional role identity of counselors.

Tennessee

<https://www.tn.gov/content/dam/tn/health/healthprofboards/Professional-Counselors-Paper-Application.pdf>

- (1) Professional Counselor by Examination. To be eligible to submit an application, a candidate must show completion of the following qualifications: (a) Be at least 18 years of age. (b) Must provide evidence that he is highly regarded in moral character and professional ethics (rule 0450-01-.05). (c) Education. The educational requirements must be completed prior to the date of application. 1. Sixty (60) graduate semester hours, based upon a program of studies with a major in counseling, completed from an institution accredited by the Southern Association of Colleges and Schools, the Council for Accreditation of Counseling and Related Educational Programs, or a comparable accrediting body. 2. The graduate coursework should include, but is not limited to, core areas of (one course may satisfy study in more than one of the study areas): (i) Theories of human behavior, learning and personality; (ii) Abnormal behavior; (iii) Theories of counseling and psychotherapy; (iv) Evaluation and appraisal procedures; (v) Group dynamics, theories and techniques; (vi) Counseling techniques; (vii) Multicultural counseling; (viii) Ethics; (ix) Research; (x) Clinical practicum or internship (pursuant to T.C.A. § 63-22-104) (d) A minimum of two (2) years of supervised post master professional experience consisting of not less than ten (10) hours per week and fifty (50) contact hours of supervision per year as defined by Rule 0450-01-.10(1). (e) Pass the examination pursuant to rule 0450-01-.08. (f) Until receipt of a license to practice as a Professional Counselor, an applicant will be required to practice under supervision, pursuant to Rule 0450-01-.10. (2) Upgrading from Certified Professional Counselor Status to Licensed Professional Counselor Status (a) Individuals certified on July 1, 1991, as

professional counselors may upgrade from certification to licensure by any of the following methods: GENERAL RULES GOVERNING PROFESSIONAL COUNSELORS CHAPTER 0450-01 (Rule 0450-01-.04, continued) April, 2020 (Revised) 9 1. Providing a copy of his current CPC renewal certificate and verification to the board's satisfaction, that he has had five years work experience, pursuant to rule 0450-01-.14, as a certified professional counselor. 2. Providing a copy of his current CPC renewal certificate and evidence that he has been certified by the NBCC. 3. Providing a copy of his current CPC renewal certificate and complying with the requirements pursuant to rule 0450-01-.04(1).

Texas

<https://bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/applying-for-a-license/>

- (a) A person qualifies for a license under this chapter if the person:
 - (1) is at least 18 years old;
 - (2) has a master's or doctoral degree in counseling or a related field;
 - (3) has successfully completed a graduate degree at a regionally accredited institution of higher education and the number of graduate semester hours required by executive council rule, which may not be less than 48 hours and must include 300 clock hours of supervised practicum that:
 - (A) is primarily counseling in nature; and
 - (B) meets the specific academic course content and training standards established by the executive council;
 - (4) has completed the number of supervised experience hours required by executive council rule, which may not be less than 3,000 hours working in a counseling setting that meets the requirements established by the executive council after the completion of the graduate program described by Subdivision (3);
 - (5) passes the license examination and jurisprudence examination required by this chapter;
 - (6) submits an application as required by the executive council, accompanied by the required application fee; and
 - (7) meets any other requirement prescribed by the executive council.
- (b) In establishing the standards described by Subsection (a)(3)(B), the executive council shall review and consider the standards as developed by the appropriate professional association.
- (c) The executive council may require the statements on a license application to be made under oath.

Utah

<https://dopl.utah.gov/clinical-mental-health-counseling/>

Pursuant to Subsection 58-60-405(1)(d)(i), an applicant for licensure as a clinical mental health counselor shall:

(a) produce certified transcripts evidencing completion of at least 60 semester or 90 quarter credit hours completed as part of a master's or doctorate degree conferred to the applicant in clinical mental health counseling or counselor education and supervision from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); or

(b)(i) produce certified transcripts evidencing completion of at least 60 semester or 90 quarter credit hours as part of a master's or doctorate degree conferred to the applicant in clinical mental health counseling or an equivalent field from a program affiliated with an institution that has accreditation that is recognized by the Council for Higher Education Accreditation (CHEA).

(ii) A program under Subsection (1)(b)(i) shall include the following graduate level course work:

(A) a minimum of two semester or three quarter hours in professional counseling orientation and ethical practice based on the standards of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), or National Board of Certified Counselors (NBCC);

(B) a minimum of two semester or three quarter hours in social and cultural diversity;

(C) a minimum of two semester or three quarter hours in group counseling and group work;

(D) a minimum of two semester or three quarter hours in human growth and development;

(E) a minimum of two semester or three quarter hours in career development;

(F) a minimum of six semester or eight quarter hours in counseling and helping relationships;

(G) a minimum of two semester or three quarter hours in substance-related and addictive disorders;

(H) a minimum of two semester or three quarter hours in assessment and testing;

(I) a minimum of four semester or six quarter hours in mental status examination and the appraisal of DSM maladaptive and psychopathological behavior;

(J) a minimum of two semester or three quarter hours in research and program evaluation;

(K) a minimum of four semester or six quarter hours of internship or practicum as defined in Subsection R156-60c-102(1) or (2) that includes combined completion of at

least 1,000 hours of supervised clinical training of which at least 400 hours shall be in providing clinical mental health counseling directly to clients as defined in Subsection 58-60-102(7);and

(L) a minimum of 34 semester or 52 quarter hours of coursework related to the practice of counseling of which no more than six semester or eight quarter hours of credit for thesis, dissertation or project hours shall be counted toward the required hours in this subsection.

Vermont

<https://sos.vermont.gov/allied-mental-health/apply-renew/>

Virginia

<https://www.dhp.virginia.gov/Boards/Counseling/ApplicantResources/LPCApplicantinfo/>

<https://www.dhp.virginia.gov/media/dhpweb/docs/counseling/forms/LPC/LPCHandbook2024.pdf>

To become a LPC in Virginia, your degree must be either CACREP or CORE accredited or be a graduate degree from a program that prepares individuals to practice counseling, as defined in §54.1-3500 of the Code of Virginia, which is offered by a college or university accredited by a regional accrediting agency and which meets the following criteria: 1. Academic study with the expressed intent to prepare counselors; 2. Identifiable counselor training faculty (licensed LPC faculty) with an identifiable body of students; and, 3. Have clear authority and primary responsibility for the core and specialty area. Additionally, the regulations require you to complete 60 graduate semester hours or 90 graduate quarter hours that must include three (3) semester hours or four (4) quarter hours in the following 13 core content areas: 4 Revised: 07/2020 Note: One course may count for one content area only. 1. Professional counseling identity, function and ethics -This course provides a foundation in professional counselor identity and ethical practice, including the study of the history and philosophy of the counseling profession, professional counselor function and credentialing and ethical standards for practice in the counseling profession. 2. Theories of counseling & psychotherapy - This course provides an overview of the basic tenets and applications of currently preferred theories of counseling and psychotherapy including the study of humanistic, cognitive-behavioral, psychodynamic and post-modern theoretical orientations. 3. Counseling & psychotherapy

techniques - This course provides a didactic and experiential overview of basic techniques used in the counseling process including establishing the counseling relationship, setting treatment goals, applying listening and interviewing skills, initiating termination and referral, and recognizing parameters and limitations of the treatment process.

4. Human growth & development - This course provides an overview of contemporary theoretical perspectives regarding the nature of developmental needs and tasks from infancy through late adulthood, the influences of development on mental health and dysfunction and the promotion of healthy development across human lifespan.

5. Group counseling and psychotherapy, theories and techniques - This course provides a didactic and experiential overview of group counseling process and dynamics, contemporary group counseling theories, and group counseling leadership skills including group selection, group formation, group interventions and group evaluation.

6. Career counseling and development theories and techniques - This course provides an overview of career development and counseling including study of factors influencing career development, contemporary theories of career decision-making, career assessment and group and individual career counseling techniques.

7. Appraisal, evaluation & diagnostic procedures - This course introduces students to the selection, administration; scoring and interpretation of contemporary psychological assessments used by professional counselors and includes the study of formal and information assessment procedures, basic test statistics, test validity and reliability, and the use of test findings in the counseling process.

8. Abnormal behavior and psychopathology - This course provides students with an overview of the major categories of mental disorders including study of their etiology and progression, their prevalence and impact on individuals and society, their diagnosis according to the DSM-V and the use of diagnosis in treatment planning and counseling intervention.

9. Multicultural counseling, theories and techniques - This course provides students with an overview of the diverse social and cultural contexts that influence counseling relationships (e.g., culture, race, ethnicity, age, gender, SES, sexual orientation) including the study of current issues and trends in a multicultural society, contemporary theories of multicultural counseling, the impact of oppression and privilege on individuals and groups and personal awareness of cultural assumptions and biases.

5 Revised: 07/2020

10. Research - This course provides students with an overview of the principles and processes of performing counseling research including the study of quantitative and qualitative research designs and methods, methods of statistical analysis used in research, and reading and interpreting research results.

11. Diagnosis and treatment of addictive disorders - This course provides students with an overview of addictive disorders including the study of contemporary theories of addictive behavior, pharmacological classification of addictive substances, assessment of addictive disorders and currently preferred models of addictions treatment.

12. Marriage and family systems theory - This course provides students with an overview of counseling with couples and families include the study of the rationale for family therapy intervention, the dynamics of general systems theory, the states of family life-cycle development, and contemporary theories of family therapy intervention.

13. Supervised internship of at least 600 hours to include 240 hours of face-to-face direct client contact. It is the applicant's responsibility to stay aware of regulatory changes. Applicants should consider registering with Virginia Regulatory Town Hall to keep up to date on proposed changes to the Board's regulations, meetings and Board minutes.

NOTE: In order to be considered for licensure as a Resident

in Counseling, all education requirements outlined in Regulations 18VAC115-20-49 and 18VC115-20-51 must be met. Foreign Degrees: Graduates of programs that are not within the United States or Canada must provide documentation from an acceptable credential evaluation service that provides information that allows the board to determine if the program meets the requirements set forth in the Regulations. Pre-Review of Education toward LPC Licensure: If you are uncertain if your degree or coursework meets the minimum education requirements, you can submit the Pre-Review of Education application packet for review. This application is only to provide education guidance and is not an application for licensure with the Board nor is the application a prerequisite for licensure. Any guidance provided during the pre-review education process is not a case decision under the Virginia Administrative Process Act and cannot be appealed. There is a \$75.00 fee for this service.

Washington

<https://doh.wa.gov/licenses-permits-and-certificates/professions-new-renew-or-update/mental-health-counselor/licensing-information>

Applicants must have a master's or doctoral degree in mental health counseling or a behavioral science master's or doctoral degree in a field relating to mental health counseling. The department must receive an official transcript with degree and date posted from the applicant's program. Transcripts not in English must have an official translation.

Behavioral science in a field relating to mental health counseling

Applicants must have a degree in behavioral science or a field relating to mental health counseling. It must have a core of study relating to counseling theory and counseling philosophy. It must have either a counseling practicum, or a counseling internship, or both, in the core of study. Exclusive use of an internship or practicum used for qualification must have incorporated supervised direct client contact. This core of study must include seven content areas from the entire list in subsections (1) through (17) of this section, five of which must be from content areas in subsections (1) through (8) of this subsection:

- Assessment/diagnosis
- Ethics/law
- Counseling individuals
- Counseling groups
- Counseling couples and families
- Developmental psychology (may be child adolescent, adult or life span).
- Psychopathology/abnormal psychology

- Research and evaluation
- Career development counseling
- Multicultural concerns
- Substance/chemical abuse
- Physiological psychology
- Organizational psychology
- Mental health consultation
- Developmentally disabled people
- Abusive relationships
- Chronically mentally ill

Applicants must complete the subject content form. Official graduate school transcripts must verify course content. If the course title is not clear, applicants will be asked to provide a course syllabus.

West Virginia

<https://wvbec.org/becoming-a-licensed-counselor/>

The degree and coursework requirements for LPC Licensure include the following:

- 1) The graduate institution needs to be accredited by one of the accrediting bodies listed in Series 1, LPC Licensing Rule.
- 2) The coursework requirement is a 60 hour master's degree in counseling or related (typically psychology). Within the 60 hours there are 14 content areas in which you need 3 graduate semester hours of coursework in each (includes a 3 hour practicum and 3 hour internship), the remaining hours will be clinical counseling related electives to equal the 60 hour MA degree. We suggest prospective applicants first complete a '[LPC Transcript Review form](#)'. Follow the instructions as you fill in the courses you have/will be completing in your program. If the course title does not appear to match up then you will read the course descriptions detailed on the form and compare it to the course descriptions for the course you completed and determine if the content covered matches up. After completion you will have an idea if your program of study includes all required coursework. If you are currently in a master's program OR trying to determine if a program will meet the requirements, it is recommended that you take the transcript review form and licensing rule to your academic adviser to compare the requirements with the program's plan of study.

Wisconsin

<https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx>

- Complete a Graduate Degree in professional counseling or an equivalent degree approved by Professional Counselor Section (more information below).
- Completion of post-graduate supervised practice obtained under a Professional Counselor Training license.
- Master's level - 3,000 hours of post-degree supervised professional counseling practice including at least 1,000 hours of face-to-face client contact.
- Doctoral level - 1,000 hours of post-degree supervised professional counseling practice.
- Complete and submit Professional Counselor Application including required documentation and fees.
- An applicant for permanent licensure may apply for a temporary license at the same time.
- The temporary license may be issued to an individual who pays the required fee and meets all the qualifications for the permanent license except for passing the required national examination.
- The temporary license expires upon notification of successful completion of the national examination or expiration of the 9-month period, whichever is earlier.
- The temporary license may be renewed one time for an additional 9-month period.
- Successful completion of required examinations.

Wyoming

<https://mentalhealth.wyo.gov/home>

Section 3. Education Requirement for Licensure.

(a)The applicant shall have received a master's or doctorate degree in counseling from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) or Council on Rehabilitation Education (CORE) accredited program in counseling.

(b)Applicants who have completed graduate counselor programs not accredited by CACREP or CORE may be deemed to have met the educational requirement provided they meet the following criteria:

(i)The graduate degree program, and any applicable additional graduate level course work, was completed at an educational institution accredited by one of the regional or

national institutional accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA).

(ii) The program was substantially similar in content as required by CACREP including instructor qualifications, clinical supervision and course work.

(iii) The applicant must have completed a minimum of seventy-two (72) quarter hours or forty-eight (48) semester hours of graduate level coursework. Applicants who graduated after July 1, 2013, must have completed a minimum of ninety (90) quarter hours or sixty (60) semester hours of graduate level coursework.

(iv) The official transcripts, course prefixes, and course descriptions clearly identify the educational program as preparing persons to be professional counselors.

(v) Course work shall be completed in a master's or doctoral program or subsequent graduate level course work.

(vi) Course work was completed in each of the core areas defined herein:

(A) Practicums, Internships or Field Experience under clinical supervision.

(I) Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term.

(II) The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

(1.) At least 240 clock hours of direct service, including experience leading groups;

(2.) Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; and

(3.) An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.

(B) Human Growth and Development- studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

(I) Theories of individual and family development and transitions across the life-span;

(II) Theories of learning and normal and abnormal personality development;

(III) Effects of crises, disasters, and other trauma-causing events on diverse individuals across the lifespan;

(IV) Individual, biological, neurological, physiological, systemic, spiritual, and environmental factors that affect human development, functioning, and behavior;

(V) A general framework for understanding differing abilities and strategies for differentiated interventions;

(VII) Theories and etiology of addictions and addictive behaviors; and

(VIII) Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the life span

(C) Social and Cultural Diversity- studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural including all of the following:

(I) Research addressing multicultural and pluralistic characteristics within and among diverse groups nationally and internationally;

(II) Learning activities to foster student's self understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others;

(III) Theories and models of multicultural counseling, identity development, and social justice and advocacy;

(IV) Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination;

(V) Learning activities that foster understandings of the help-seeking behaviors of diverse clients;

(VI) Learning activities that foster understanding of the impact of spiritual beliefs on clients' and counselors' worldviews; and

(VII) Multicultural competencies and strategies for working with and advocating optimum wellness for diverse populations;

(D)Helping Relationships- studies that provide an understanding of counseling process in a multicultural society, including all of the following:

(I) Theories and models of effective counseling and wellness programs;

(II) Counselor characteristics and behaviors that influence the helping process;

(III)Essential interviewing, case conceptualization and counseling skills;

(IV) A systems approach that provides an understanding of family, social, community, and political networks;

(V)Theories, models, and strategies for understanding and practicing consultation; and

(VI) Ethical and culturally relevant strategies for developing helping relationships;

(VII) Developmentally relevant counseling treatment or intervention plans;

(VIII) Development of measurable outcomes for clients;

(IX) Empirically-based counseling strategies and techniques for prevention, intervention, and advocacy;

(X) Strategies to promote client understanding of and access to a variety of community-based resources;

(XI)Suicide prevention models and strategies;

(XII) Crisis intervention and psychological first aid strategies; and

(XIII) Processes for aiding students in developing a personal model of counseling.

(E)Group Work- studies that provide theoretical foundations of group work and dynamics associated with group process including all of the following:

(I)Therapeutic factors and how they contribute to group effectiveness;

(II) Characteristics and functions of effective group leaders;

(III) Approaches to group formation, including recruiting, screening, and selecting members;

(IV) Types of groups and other considerations that affect conducting groups in varied settings;

(V) Ethical and culturally relevant strategies for designing and facilitating groups; and

(VI) Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

(F) Career Development- studies that provide an understanding of career development and related life factors, including all of the following:

(I) Theories and models of career development, counseling, and decision-making;

(II) Process for identifying and utilizing career, avocational, educational, occupational and labor market information resources, technology and information systems;

(III) Approaches for assessing the conditions of the work environment on clients' overall life experiences;

(IV) Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development;

(V) Strategies for career development program planning, organization, implementation, administration, and evaluation;

(VI) Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy;

(VII) Strategies for facilitating client skills development for career, educational, and life-work planning and management;

(VIII) Approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors;

(IX) Methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making; and

(X) Ethical and culturally relevant strategies for addressing career development.

(G)Assessment- studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

(I)Historical perspectives concerning the nature and meaning of assessment;

(II)Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment and group and individual assessments;

(III)Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

(IV)Reliability and validity in the use of assessments;

(V) Methods of effectively preparing for and conducting initial assessment meetings;

(VI) Procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide;

(VII) Procedures for identifying and reporting abuse:

(VIII) Use of assessments for diagnostic and intervention planning purposes;

(IX) Use of assessments relevant to academic/educational, career, personal, and social development;

(X) Use of environmental assessments and systematic behavioral observations;

(XI) Use of symptom checklists, personality and psychological testing;

(XII) Use of assessment results to diagnose developmental, behavioral, and mental disorders; and

(XIII) Ethical and culturally and developmentally relevant strategies for selecting, administering, and interpreting assessment and test results.

(H)Research and Program Evaluation- studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

(I)The importance of research in advancing the counseling profession, including its use to inform evidence based practice;

(II) Qualitative, quantitative, and mixed research methods;

(III) Statistical methods used in conducting research and program evaluation;

(IV) Evaluation of counseling interventions and programs;

(V) Development of outcome measures for counseling programs;

(VI) Analysis and use of data in counseling; and

(VII) Ethical and culturally relevant strategies for conducting, interpreting and reporting the results of research and/or program evaluation studies.

(I) Professional Counseling Orientation and Ethical Practice- studies that provide an understanding of all of the following aspects of professional functioning:

(I) History and philosophy of the counseling profession and the origins of the counseling specialty areas;

(II) The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and interorganizational collaboration and consultation;

(III) Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams;

(IV) Self-care strategies appropriate to the counselor role;

(V) Technology's impact on the counseling profession;

(VI) Strategies for personal and professional self-evaluation and implications for practice;

(VII) Counseling supervision models, practices, and processes;

(VIII) Professional organizations, including membership benefits, activities, services to members, and current issues;

(IX) Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

(X)The role and process of the professional counselor advocating on behalf of the profession;

(XI)Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

(XII)Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.