

LPC Education Requirements for Surrounding States

Missouri

20 CSR 2095-2.010 Educational Requirements

PURPOSE: This rule defines the educational requirements for an applicant seeking licensure as a professional counselor.

(1) In order to qualify for supervision, provisional licensure, or licensure as a professional counselor, an applicant shall have received a graduate degree at the master's, specialist, or doctoral level that consisted of a course of study with a major in counseling from an acceptable educational institution. The educational program must enhance and continuously reinforce the development of a counselor identity through its course work, philosophies, counseling, education, faculty, and field experiences.

(A) An acceptable educational institution shall mean a regionally accredited institution approved by the United States Department of Elementary and Secondary Education.

(B) An applicant who obtained a master's degree or was enrolled in an acceptable educational institution prior to August 28, 2023, a master's degree with a major in counseling shall consist of at least forty-eight (48) semester hours or seventy-two (72) quarter hours.

(C) An applicant who enrolled in an acceptable institution on or after August 28, 2023, a master's degree with a major in counseling as defined in this rule shall consist of at least sixty (60) semester hours or ninety (90) quarter hours.

(D) Asynchronous learning not to exceed fifty percent (50%) total course work. For the purpose of this rule, asynchronous learning, non-interactive communication shall be defined as those courses in which the student has no means of simultaneously interacting with the course instructor visually and verbally during the transmission of course information.

(E) Continuing education or work experience shall not be considered as a form of graduate course work, even if credit is awarded by the educational institution and the offering appears on the transcript.

(2) Effective August 28, 2023, and pursuant to section 337.520.1.(5), RSMo, a course of study with a major in counseling shall consist of at least sixty (60) semester hours or ninety (90) quarter hours pursuant to 20 CSR 2095-2.010(1)(C), include the teaching, training, and supervision of multiple counseling principles, techniques, and interventions, and shall be defined as one (1) of the following:

(A) A graduate degree accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), or its successor organization, or the Counseling on Rehabilitation Education, Incorporated (CORE), or its successor organization; or

(B) A graduate degree in counseling that is consistent with the development of a counselor identity through its course of study, that includes a three- (3-) semester-hour graduate course or a five- (5-) quarter-hour graduate course in each core area defined as follows:

1. Assessment—Courses acceptable for this area cover structured and unstructured assessment of the mental health functions and psychopathology of a person using assessment, testing, and tools consistent with counseling practice; and

2. Career Counseling—Courses acceptable for this area cover concepts about how career development unfolds, the lifelong processes and the influences upon clients or patients that lead to work values, occupational choice, creation of a career pattern, decision-making style, integration of roles, issues concerning identity, and patterns of work adjustment; and

3. Counseling Theory—Courses acceptable for this area shall cover the various major theories and techniques of counseling; and

4. Counseling Skills and Interventions—Courses acceptable for this area cover theoretical foundations pertaining to counseling skills training and the development and implementation of interventions and techniques that support effective treatment; and

5. Diagnosis—Courses acceptable for this area provide an understanding and a working knowledge of psychodiagnostics using the current editions of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Classifications of Diseases (ICD). Course content regarding the manuals must include understanding the organizational structures, professional terminology used in the manuals, and competence in their application as they are used in the assessment process and subsequent treatment planning; and

6. Human Growth and Development—Courses acceptable for this area shall cover various stages of the human growth cycle and include information about theories of development or various aspects of development as it relates to the practice of counseling; and

7. Group Counseling—Courses acceptable for this area cover the theories, principles, and techniques of providing counseling or psychotherapy with groups of people including group process components, development stage theories, group members' roles and behaviors, and therapeutic factors of group therapy. For the purpose of this rule, a graduate course in marital and family therapy does not meet the requirement of this core area; and

8. Social and Cultural Diversity—Courses acceptable for this area cover various cultural and social class issues in areas such as race, sexual orientation, aging, disability, socioeconomic, ethnic, gender-related, or other issues of diversity that emerge in a pluralistic society as it relates to the practice of counseling; and

9. Research Methods—Courses acceptable for this area cover principles, methods, techniques, and tools used in performing research in counseling; and

10. Practicum/Internship—The practicum or internship shall be a field experience and span at least two (2) academic semesters or three (3) academic quarters and shall consist of at least six hundred (600) clock hours and include a minimum of two hundred forty (240) clock hours providing face-to-face counseling, including Health Insurance Portability and Accountability Act (HIPAA) compliant telehealth.

A. The field experience must be a graduate-level supervised practicum/internship applying principles, techniques, assessments, diagnosis and interventions in a practice setting, which must be clinical in nature.

B. For purposes of this rule, settings that focus only on intakes/assessments or in-school settings do not meet the requirement of this core area; and

11. Professional Orientation and Ethics—Courses acceptable for this area cover an orientation to the practices and responsibilities of a professional counselor including the establishment of a professional counselor identity and the legal and ethical standards of the profession.

Oklahoma

86:10-9-1. Graduate hours and degrees required. Each applicant shall possess at least a master's degree in counseling, or a mental health related graduate degree deemed substantially content-equivalent. All graduate course work applied toward licensure shall be from a regionally accredited college or university recognized by the United States Department of Education. At least sixty (60) semester credit hours or ninety (90) quarter credit hours of graduate counseling-related course work, including internship, shall be earned. In order to be considered acceptable, the graduate degree(s) shall:

- (1) follow a planned, sequenced mental health program of study which is reflected in the university catalog and approved by the governing authority of the college or university.
- (2) include a program whose primary focus is clearly to prepare the applicant for a career in counseling.; and
- (3) be listed in the college or university catalog.; or
- (4) be accredited by the Council for Accreditation of Counseling & Related Education Programs (CACREP)

86:10-9-2. Knowledge area required

(a) Each applicant shall possess as a part of the required sixty (60) semester credit hours or ninety (90) quarter credit hours of graduate curriculum, 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:

- (1) 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.
- (2) Abnormal human behavior – at least one (1) course which offers a study of the principles of understanding dysfunction in human behavior or social disorganization.
- (3) 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.
- (4) Counseling theories/methods – at least two (2) courses which survey the major theories and/or techniques of counseling.
- (5) 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.

(6) 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.

(7) 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.

(8) Knowledge areas – at least five (5) courses of at least three (3) semester credit hours or four (4) quarter credit hours each from the knowledge areas listed below.

(A) Group counseling - course that provides both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a culturally diverse society, including issues of group counseling leadership, stages, skills, methods, and ethics issues.

(B) Life style and career development - course that provides an understanding of career development and related life factors, as well as an overview of career development theories, program planning, educational planning, assessment techniques, and applied career counseling processes, including those applicable to specific populations in a global economy.

(C) Social and cultural foundations - course that provides an understanding of the cultural context of relationships, issues, and trends in a culturally diverse society, including an overview of social and cultural theories, strategies, and roles to be applied by the pluralistic counselor to establish an environment for optimal client wellness and successful counseling outcomes.

(D) Personality theories - course that examines contemporary and alternative personality theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions, including an examination of models of counseling that are consistent with current professional research and practice in the field of counseling.

(E) Crisis intervention - course that provides an overview of crisis and disaster intervention strategies for the professional counselor that addresses areas including, but not limited to, crises of suicide, homicide, disability due to a mental illness, domestic violence, school violence, post-traumatic stress disorder, and vicarious trauma.

(F) Marriage/family counseling - course that provides an overview of the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families, including historical, theoretical, and developmental issues in systems counseling, in addition to examining the basic skills of marriage, couple, and family counseling.

(G) Addictions counseling - course that provides an overview of assessment and treatment methods available for clients and their family members struggling with substance-related disorders or behavioral/process addiction issues.

(H) Rehabilitation counseling - course that provides an overview of the history, philosophy, and legal basis of rehabilitation programs, the roles of the rehabilitation counselor, and the process of rehabilitation, including the organizational structure of public and private rehabilitation systems, societal trends in rehabilitation, and professional issues related to the role of the rehabilitation counselor.

(I) Gerontology - course that provides a conceptual system for understanding the phenomenon of aging and the counselor's role in working with an aging client population, including practical counseling skills necessary for meeting the demands of coping with aging in a culturally diverse society.

(J) Human sexuality - course that focuses on sexual development and educational issues as applied to the field of professional counseling with emphases placed upon becoming comfortable with one's own sexuality, assisting parents with providing sexual education to their children, providing education with regard to sexual matters, and diagnosing and treating sexual dysfunction.

(K) Counseling with children/adolescents - course that provides instruction in the theories and techniques used in counseling children and adolescents, including instruction on the conceptualization of childhood and adolescent problems with an emphasis on age- and developmentally-appropriate interventions.

(L) Clinical supervision - course that serves as a didactic and experiential learning experience for counselors who wish to assume the role of clinical supervisor, including the assimilation and application of major theoretical/conceptual models and approaches to clinical supervision in a variety of settings.

(M) Psychopharmacology - course that provides an overview of commonly prescribed psychotropic medications for psychiatric disorders to assist the counselor in understanding his or her role in working with medical professionals in the concurrent treatment of mental health issues using an interdisciplinary approach.

(N) Consultation - course that provides the knowledge and skills necessary for the delivery of counselor consultation, including basic models of consultation, the content and procedural process for implementing consultation, and characteristics of an effective consultant-consultee relationship.

(O) Physical and Emotional Health - course that deals with the overlap of physiological and psychological health models, examining the neural and hormonal bases of learning, memory, motivation, emotions, mental disorders, and other behaviors.

(P) Grief counseling - course that addresses the mental health, social, and cultural manifestations of grief counseling, including, interventions and the coverage of characteristics of grief throughout the life cycle.

(Q) Specialty areas when established.

Colorado

Education and Training Requirements. Many graduate programs in professional counseling go under other names. Some programs labeled as counseling programs are not primarily focused on professional counseling. The Board has therefore established the following factors to determine whether or not a particular program from which an applicant for licensure received the master's or doctoral degree qualifies as a master's or doctoral program with a major in professional counseling or its equivalent in compliance with sections 12-245-604(1)(c) and 12-245-601(3), C.R.S. To meet the statutory requirements, the master's or doctoral program must meet either (1) or (2), below:

1. Accredited program. The applicant obtained a master's or doctoral degree from a program that was approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). If enrolled after August 31, 2014, the applicant must be enrolled in an approved program comprised of not less than 60 semester credit hours; or

2. Equivalent program. Applicants who graduated from a non-CACREP approved program must establish educational equivalency through one of the following pathways:

- a. Graduation from a program deemed by the Board, on an annual, to meet CACREP educational equivalency; OR
- b. Candidates who graduated from a non-CACREP approved program or a program that has not been deemed educationally equivalent by the Board must submit their educational credentials to a Board approved credentialing agency for evaluation and determination of whether the program satisfies the requirements of this Rule.

(1) All of the following requirements shall be considered in order to establish equivalency:

- (a.) The required master's or doctoral level study and masters or doctoral degree were obtained from a regionally-accredited institution of higher learning;
- (b.) The program stood as a coherent and recognizable entity within the institution, offering an integrated and organized sequence of study planned to provide appropriate training for the practice of professional counseling;
- (c.) There was an identifiable full-time faculty, with an individual responsible for the program who was a full-time faculty member and who met the requirements for approval as a supervisor or a person who presents proof satisfactory to the Board, that at the time of serving as the faculty member, s/he possessed essentially the same education, experience, and training as that necessary to qualify for licensure under the Act.
- (d.) The program had an identifiable body of students who were matriculated in that program for a degree;

(e.) The master's or doctoral program included examination and grading procedures designed to evaluate the degree of mastery of the subject matter by the students:

(i) Except as provided in Subsection (2) below, for a master's or doctoral degree, the curriculum must include a minimum of forty-eight semester hours or seventy-two quarter hours of graduate study (for the master's degree) or a minimum of ninety-six semester hours or 144 quarter hours of graduate study (for the doctoral degree) and supervised field experience of not fewer than 700 hours that was counseling in nature, if enrolled prior to August 31, 2014.

(3) The core program required each student to demonstrate knowledge and skill competence in each of the following substantive content areas. Competence is demonstrated by passing suitable comprehensive examinations in each of the eight areas, successful completion of two or more graduate semester hours (three or more graduate quarter hours) in each of the eight areas, or by other suitable means as determined by the Board:

(a) Human growth and development - includes studies that provide a broad understanding of the nature and needs of individuals at any developmental level, normal and abnormal human behavior, personality theory, and learning theory within cultural contexts.

(b) Social and cultural foundations - includes studies that provide a broad understanding of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing lifestyles.

(c) Helping relationships - 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.

(4) Groups - 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) Lifestyles 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 and resources; and effectiveness evaluation.

(6) Appraisal - 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.

(7) 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, and ethical and legal considerations.

(8) 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.

(9) If the course titles as stated on the transcript do not clearly reflect the subject matters listed above, the applicant must document the course or combination of courses in which the material was covered.

Nebraska

007.02 MENTAL HEALTH PRATICE. To be approved as equivalent to an approved mental health program, a program must meet the following:

(A) Be at least 60 graduate semester hours in duration. If the master's degree is less than 60 semester hours, additional hours can be attained outside of the program to equal 60 semester hours. Any additional hours must be graduate hours and have a mental health focus to be considered as substantially equivalent.

(B) Have a mental health focused supervised practicum or internship that included a minimum of 300 clock hours of direct client contact under the supervision of a qualified supervisor as defined in 172 NAC 94-008 of these regulations. Any artificial situation where a person presents a problem, such as role playing, is not direct client contact. The program must have an emphasis on mental health practice and include coursework in theories and techniques, professional ethics, assessment techniques, human growth and development, and research and evaluation. Two years after the effective date of these regulations the coursework must also include social and cultural diversity. No course may be used to fulfill more than 1 coursework area. The coursework must meet the following requirements:

(i) A minimum of 6 semester hours or 9 quarter hours in theories and techniques. Two years after the effective date of these regulations, the coursework must include a minimum of at least 9 semester hours or 12 quarter hours in theories and techniques. The course must focus on therapeutic techniques and strategies for human behavioral intervention. Therapeutic techniques and strategies may include the study of major contributions of biological, behavioral, cognitive, and social sciences relevant to understanding assessment and treatment of a person and his or environment with an emphases on the social systems framework, personality theories, and development through the life cycle, and application of those during therapy.

(ii) A minimum of 3 semester hours or 4.5 quarter hours in professional ethics. The course must focus on the application of ethical and legal issues to the practice. Ethical and legal issues may include family law, codes of ethics, boundaries, peer review, record keeping, confidentiality, informed consent, and duty to warn.

(iii) A minimum of 3 semester hours or 4.5 quarter hours in assessment techniques. The course must focus on the process of collecting pertinent data about a client or client systems and their environment and appraising

the data as a basis for making decisions regarding treatment or referral or both. Assessment techniques may include the ability to make a clinical diagnostic impression, knowledge of psychopathology, and assessment of substance abuse and other addictions.

(iv) A minimum of 3 semester hours or 4.5 quarter hours in human growth and development. The course must focus on studies that provide an understanding of the nature and needs of individuals at all developmental levels. Human growth and development may include theories of individual and family development and transitions across the lifespan; theories of learning and personality development; human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; and strategies for facilitating optimum development over the lifespan.

(v) A minimum of 3 semester hours or 4.5 quarter hours in research and evaluation. Research and evaluation includes statistics or research design and development of research, and demonstration proposals.

(vi) Two years after the effective date of these regulations, in addition to the above coursework, a minimum of 3 semester hours or 4.5 quarter hours in social and cultural diversity. The course must focus on studies that provide an understanding of the cultural context of relationships, and issues and trends in a multicultural and diverse society. Social and cultural diversity may include multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; theories of multicultural counseling, theories of identity development, and multicultural competencies.

(C) Graduate programs accepting an undergraduate course as meeting the course criteria set out in 172 NAC 94-007.02(B)(i) through (vi) are acceptable if the course was used to meet the requirements for the master's degree. The applicant must have the school submit a notarized letter, on institutional letterhead, from an authorized person stating the undergraduate course(s) was accepted to meet the educational requirement(s) of the master's degree.
