

## Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Masters in Psychology and Counseling Accreditation Council (MPCAC)

Since 1981, CACREP has been the flagship agency accrediting counseling master's programs with their various specializations (i.e., Addiction Counseling, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and Marriage, Couple, and Family Counseling). This body also accredits doctoral Counselor Education and Supervision programs.

Between 1995 and 2011, the Master's in Psychology Accreditation Council (MPAC) accredited 20 master's programs in clinical/counseling psychology and one program each in community psychology and industrial-organizational psychology. In 2009 a group of faculty affiliated with master's counseling programs seeking an alternative accreditation formally requested that MPAC expand its mission to include counseling programs. This request was based on these faculty members' beliefs in the value of flexibility of curriculum design, the advantage of faculty with varying relevant credentials, the desired emphasis on the scientific psychological foundation of counseling, and an expected focus on outcome competencies. Since that time efforts have increased to promote acceptance of the MPCAC among state licensing boards "because the MPAC standards include the foundational knowledge base of psychology in the educational requirements appropriate for the master's level of training" (Jackson & Scheel, 2012, p. 14), social justice competency, and diverse faculty specialties.

The purpose of this document is to provide a brief summary, to provide topics of consideration, and to provide a standard-by-standard comparison between CACREP and MPCAC.

### Brief Summary

1. **MPCAC requires only 48 graduate semester credit hours**, whereas CACREP requires 60 graduate semester credit hours for Addiction Counseling, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and Marriage, Couple, and Family Counseling specializations. Currently, 33 states and the District of Columbia require 60 graduate semester hours for the highest level of licensure.
2. **MPCAC requires 600 hours of supervised clinical training** obtained during practicum/internship, whereas CACREP requires 700 hours of supervised clinical training obtained during practicum/internship.
3. **MPCAC does not require numerous clinical training competencies** (i.e., group counseling leadership skills, audio/video session recording, student liability insurance, written supervision agreement, and supervisor proficiency with individual, triadic, or group modalities) promoted by the Association for Counselor Education and Supervision (ACES).

## Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Masters in Psychology and Counseling Accreditation Council (MPCAC)

### Topics of Consideration

1. MPCAC is not recognized by the American Psychological Association's Commission on Accreditation (APA-CoA) because the APA-CoA limits accreditation to doctoral programs in an effort to promote scientist-practitioner competency; as such there are no APA-CoA accredited master's programs (see <http://www.apa.org/ed/accreditation/about/program-choice.aspx>). However, a resolution was passed in Divisions 17, 29, 43, and 49 of APA in support of psychologists in master's level counseling training. APA-CoA is recognized by both the U.S. Department of Education (DoE) and the Council for Higher Education Accreditation (CHEA) as the national accrediting authority for professional education and training in psychology, but MPCAC is not recognized by the DoE and CHEA (see [http://www.chea.org/pdf/2015-2016\\_Directory\\_of\\_CHEA\\_Recognized\\_Organizations.pdf](http://www.chea.org/pdf/2015-2016_Directory_of_CHEA_Recognized_Organizations.pdf)).
2. MPCAC is not recognized by the American Counseling Association (ACA), the American Mental Health Counselors Association (AMHCA), and the National Board of Certified Counselors (NBCC). These 3 national organizations represent the collective culture and common voice of over 50,000 counselors and 3,000 counselor educators.
3. In 2013 the Council on Rehabilitation Education (CORE) became a corporate affiliate of CACREP, and in 2015 CORE clinical rehabilitation counseling education and training standards were added to the specializations within CACREP entry-level programs, CORE did not seek affiliation and merger with MPCAC. CORE has been a specialized accreditation organization since 1972 and is recognized by CHEA and is a member of the Association of Specialized and Professional Accreditors (ASPA).
4. In 2013 the Veterans Administration (VA) announced that they would only recognize licensed counselors who graduated from a CACREP-accredited program as approved providers. The Secretary of the Army also issued a directive that substance abuse counselors must be graduates of CACREP accredited programs, which may affect hiring throughout the military health system. These decisions were based, in part, on the recommendations of The Institute of Medicine (IOM), an independent, nonprofit organization that works outside of government to provide unbiased and authoritative advice to decision makers and the public. After extensive research and hearings, the IOM recognized CACREP as the accrediting body for counselor education. Based on their recommendations it is likely that more federal and state agencies will require CACREP-accreditation. MPCAC has not received any supportive recommendation from the IOM or recognition from any federal government armed services agency.
5. Since April 2002, CHEA has recognized CACREP (see [http://www.chea.org/pdf/2015-2016\\_Directory\\_of\\_CHEA\\_Recognized\\_Organizations.pdf](http://www.chea.org/pdf/2015-2016_Directory_of_CHEA_Recognized_Organizations.pdf)), but CHEA does not recognize MPCAC. CHEA recognition provides assurance to the public and higher education institutions that accrediting bodies CACREP is are legitimate accreditor with authority granted by a regulating body who has reviewed the standards, processes, and policies of accrediting bodies CACREP.
6. CACREP holds full membership status with the Association of Specialized and Professional Accreditors (ASPA), MPCAC does not.
7. CACREP offers *international* program quality assurance review through The International Registry of Counsellor Education Programs (IRCEP), MPCAC does not (see <http://www.ircep.org/ircep/template/index.cfm>). CACREP also holds full membership status with the International Network of Quality Assurance Agencies in Higher Education (INQAAHE).

## Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Masters in Psychology and Counseling Accreditation Council (MPCAC)

CACREP	MPCAC
<b>THE INSTITUTION</b>	
<p>The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.</p>	<p>The current institutional catalogue or bulletin shall accurately describe the program, including admission criteria, minimum program requirements, and matriculation requirements.</p> <p>Published, planned program of studies, plus appropriate supplemental materials (e.g., institutional catalogues or bulletins and student handbooks) shall be available for use by students and program faculty advisors. The planned programs identify prerequisite curricular experiences, core curriculum requirements, research studies requirements, specialized studies requirements, supervised practicum and internship requirements (if applicable), and appropriate elective curricular experience.</p> <p>Program information supplemental to the institutional graduate catalogue and descriptions of various program options and requirements shall be disseminated to prospective students.</p>
<p>The academic unit is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program.</p>	<p>The program for which accreditation is sought shall clearly be identified as part of the institution's graduate program.</p>
<p>The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.</p>	<p>The institution shall provide a budget sufficient to ensure the operation of the program.</p>
<p>The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all counselor education program faculty and students.</p> <p>The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.</p>	<p>Research support, stipend levels, and departmental support shall be adequate for program faculty and students.</p> <p>Library, training, and computer facilities and their resources shall be appropriate for scholarly inquiry, study, and research by program faculty and students.</p>

**Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and  
Masters in Psychology and Counseling Accreditation Council (MPCAC)**

*CACREP*

*MPCAC*

<p>Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.</p> <p>The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.</p> <p>Current counseling-related research is infused in the curriculum.</p>	<p>Students shall have the opportunity to participate in workshops, seminars, or similar professional activities that enhance program requirements and facilitate students' personal and professional development (e.g., attendance at regional meetings, outside speakers, etc.).</p> <p>Evidence of the use and production of research data and/or scholarship among program faculty (and students, as appropriate) shall exist and minimally include frequent use of and reference to relevant research findings in instructional experiences, supervision of student research activities by program faculty, and students having the opportunity for collaborative involvement in the research activities of program faculty.</p>
<p>The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.</p>	<p>Where assistantships are provided for students in the program, the program faculty shall clearly define the policies for selection, assignment, and continued employment of program students who receive graduate and/or other assistantships.</p>
<p>The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.</p> <p>Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice.</p> <p>The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.</p>	<p>Evidence shall exist of cooperative relationships between the program and other institutional academic units and off-campus professional and community resources that contribute to the professional preparation of students in the program.</p> <p>This information may include a written student retention policy, explaining procedures for possible student remediation and/or dismissal from the program for other than academic (i.e., grade point average) reasons, personal and professional expectations held by program faculty for students enrolled in the program, information about professional organizations, involvement, activities potentially appropriate to students in the program, and written program objectives.</p>

**Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and  
Masters in Psychology and Counseling Accreditation Council (MPCAC)**

*CACREP*

*MPCAC*

FACULTY AND STAFF	
<p>A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education; this individual must have a written job description that includes (1) having responsibility for the coordination of the counseling program(s), (2) responding to inquiries regarding the overall academic unit, (3) providing input and making recommendations regarding the development of and expenditures from the budget, (4) providing or delegating year-round leadership to the operation of the program(s), and (5) receiving release time from faculty member responsibilities to administer the academic unit.</p>	<p>One faculty member shall be clearly designated as the program director for each psychology or counseling program in which accreditation is sought, and is responsible for the coordination of the entire program and is the one to whom inquiries regarding the program are addressed.</p>
<p>Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.</p> <p>Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.</p> <p>All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.</p>	<p>The program director shall hold a graduate degree in psychology, counseling or a closely related field, have professional experience in the program area, hold membership(s) in appropriate professional organizations, be employed by the institution and be regularly involved in the instructional activities of the program (e.g., teach courses, supervise students, etc.).</p> <p>In addition to the program director(s), the other full-time, adjunct, and/or affiliate program faculty members shall hold graduate degrees in psychology, counseling or closely related fields, hold membership(s) in professional organizations, and have had professional experience in the program area. Program faculty members shall be assigned to provide classroom, research, and clinical instruction and supervision only in areas for which they have demonstrated competence.</p> <p>During the three-year period preceding the date of application for accreditation of the program, the program faculty shall have engaged in activities for professional development/renewal (e.g., attended appropriate program area meetings, conventions, workshops, and seminars), research (e.g., publications and grants), and service (e.g.,</p>

**Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and  
Masters in Psychology and Counseling Accreditation Council (MPCAC)**

<i>CACREP</i>	<i>MPCAC</i>
	program presentations, workshops, consultations, speeches, and direct services).
<p>Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.</p> <p>All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.</p>	<p>Regular, adjunct, and affiliate program faculty who provide on-campus or off-campus instruction and/or supervision shall have relevant professional experience and degrees and have demonstrated competence in the program area at levels appropriate for the students' program.</p>
<p>Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.</p> <p>The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program.</p>	<p>Each program shall have appropriate secretarial and other support staff, equipment, materials, etc., relative to the needs and objectives of the program.</p>
<p>The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission and the recognition that counselor preparation programs require extensive clinical instruction.</p> <p>To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.</p> <p>For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.</p>	<p>The teaching loads of program faculty shall be consistent with the goals and objectives of the program and are an integral part of professional preparation, and incorporate allocated time for advisement for, and supervision of, student research, professional research, and, if applicable, administrative responsibilities.</p> <p>The program will have a sufficient number of appropriately trained faculties to accommodate the labor-intensive nature of teaching the skills of applied psychology and counseling.</p>
<p>The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.</p>	<p>There shall be evidence that the institution has sought to recruit and/or retain program faculty members representative of the diversity among people in society.</p>
<p>The core counselor education program faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach.</p>	<p>Not required.</p>

**Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and  
Masters in Psychology and Counseling Accreditation Council (MPCAC)**

<i>CACREP</i>	<i>MPCAC</i>
For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program.	Not required.
Core counselor education program faculty may only be designated as core faculty at one institution.	Not required.
Within the structure of the institution's policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.	Not required.

**Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and  
Masters in Psychology and Counseling Accreditation Council (MPCAC)**

<b>CURRICULUM CONTENT</b>	
The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.	Curricular experiences, demonstrated knowledge, and skill competence in the common-core areas shall be required of all students in their particular program.
Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.	Course (or other curricular experience) syllabi shall be available for review by all students enrolled in the program which shall include objectives, content areas, required texts and/or readings, student performance evaluation criteria and procedures.
Professional Counseling Orientation and Ethical Practice.	Professional Counselor identity, ethical behavior, and social justice practices.
Human Growth and Development.	Human development and wellness across the life span.
Biological, neurological, and physiological factors that affect human development, functioning, and behavior.	Neuroscientific, physical, and biological foundations of human development and wellness.
Systemic and environmental factors that affect human development, functioning, and behavior.	Ecological, contextual, multicultural, social justice foundations of human development
Counseling and Helping Relationships.	Counseling, consultation, and social justice advocacy theories and skills.
Group Counseling and Group Work.	Group theory, practice, and social justice advocacy.
Career Development	Career and life development.
Use of environmental assessments and systematic behavioral observations.	Assessment of human behavior and organizational/community/institutional systems.
Assessment and Testing.	Tests and measurements.
Research and Program Evaluation.	Traditional and social justice-oriented research and evaluations.

**Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and  
Masters in Psychology and Counseling Accreditation Council (MPCAC)**

*CACREP*

*MPCAC*

THE PROGRAM	
Requirements are meant to ensure that students graduate with a strong professional counselor identity and with opportunities for specialization in one or more areas.	The program should be identifiable as a counseling or closely related professional training program.
The counselor education program has a publicly available mission statement and program objectives.	<p>The program must have a mission statement that guides the structure and content of the curriculum.</p> <p>The program and its curriculum should have a coherent organization and structure that reflects its mission statement.</p>
The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.	<p>The program's objectives shall reflect current knowledge from lay and professional groups concerning the present and projected psychological and developmental needs of a multicultural society.</p> <p>Each program shall reflect coherence with the program's mission statement, the rationale for curriculum and graduation requirements, the epistemological perspective taught, and the systems for self-evaluation and self-improvement within each program.</p> <p>Further, the objectives shall reflect consideration of concerns from all persons involved in the conduct of the program including program faculty, current and former students, and personnel in cooperating agencies.</p>
The institutional media accurately describe the academic unit, the core counselor education program faculty, and each program and specialty area offered, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.	<p>The program will demonstrate the ways in which it provides clearly written and public communication of all standards, program requirements, and admissions criteria.</p> <p>The level of students matriculating in the program shall comprise a level of preparedness deemed appropriate by each program within the guidelines of the program's mission.</p>
The Standards require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions.	Students will demonstrate competence and professional behavior consistent with each program's mission statement and goals prior to the completion of the program.

## Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Masters in Psychology and Counseling Accreditation Council (MPCAC)

<i>CACREP</i>	<i>MPCAC</i>
The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.	Evaluation shall also include follow-up studies of graduates of the program, employers of program graduates, field placement supervisors, and personnel in cooperating and associated agencies regarding the assessment of their perceptions and evaluations of the major aspects of the program.
Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes.	The program will provide evidence describing procedures used for an annual review of student performance, assessment of students' skills development, and progress in the program with clearly described procedures for feedback to the student, and appeal processes.
Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.	Continuing evaluation of the program and its outcome shall follow a formal procedure that includes regularly scheduled review by program faculty of program emphases, curricular offerings, current professional trends in the program area, and types of students seeking admission into the program.
The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.	The results of program evaluations shall be made available on a systemic basis to students currently enrolled in the program, program faculty, institutional administrators and personnel in cooperating and associated agencies.
The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.  The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The	Efforts should be made to ensure that students have the intellectual and personal capabilities required to perform as competent professionals in counseling.  The common-core areas, while promoting innovation and continuous improvement for the program, shall be assessed in terms of broad subject matter content, outcomes that follow from attempts to develop scientific and professional attitudes and ethics, and a family of methodologies and skills that culminate in a unity of identification of the program within the discipline of psychology and/or counseling.

**Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Masters in Psychology and Counseling Accreditation Council (MPCAC)**

<i>CACREP</i>	<i>MPCAC</i>
assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.	Evaluation and systematic review shall be made of a student's progress through the program and shall include consideration of the student's academic performance, professional development, and personal development.
The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.	In situations where evaluations indicate a student's inappropriateness for the program, if possible, program faculty shall assist in facilitating the student's change to a more appropriate area.
Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.  Students have regular, systematic opportunities to formally evaluate counselor education program faculty.  Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.	Students shall have regular and systemic opportunities to evaluate formally the curricular experiences in which they participate.
Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.	Outcome evaluation shall be conducted in reference to each individual program's purposes, goals, and objectives and is essential in the self-study process. Students' achievements, faculty development, and/or program change may be used to measure the evaluation. Through the self-study process, program objectives shall be reviewed and/or revised on a regularly scheduled basis with input from program faculty, current and former students, and personnel in cooperating agencies, and shall be developed in accord with pertinent professional organization positions and perspectives.  Finally, each program's objectives shall promote innovation and continuous improvement that emanates from a scientific base which culminates in the application of psychological and/or counseling practice.
Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning.	The objectives shall be directly related to program activities and written so that they can be evaluated objectively.

**Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and  
Masters in Psychology and Counseling Accreditation Council (MPCAC)**

<i>CACREP</i>	<i>MPCAC</i>
Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.	Flexibility shall be provided within the program's curriculum to accommodate individual differences in student competencies and understandings acquired before entering the program.
<p>The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.</p> <p>Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.</p>	<p>The program admissions criteria and selection procedures into the program shall be distributed to prospective students. The criteria and procedures shall include consideration of the goals and objectives commensurate with each individual program.</p> <p>A written policy of commitment to recruitment of students representing a variety of societal subgroups and subcultures shall be developed and implemented by the program faculty. Personnel in various areas of the program and relevant job settings shall be available to discuss pertinent areas of interest with prospective students.</p>
Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.	All students shall have an approved faculty advisor at all times. Faculty advisors shall hold an appointment recognized by the institution in the institutional academic unit in which the program is housed.
Not required at master's entry level.	The scientist-practitioner-based program provides training in both research methods and delivery of professional services (e.g., reflected in the Standards of Training [CAMPP 1995]). These programs are intended for individuals pursuing careers in which they will integrate and apply the results of research to professional practice and/or be active producers of research. The levels of research and clinical instruction shall be commensurate with the scientist-practitioner model and the goals and objectives of each program which may include academic and research training, laboratory experiences, practicum, and internships which are taken throughout a student's program. Internships shall include practice in assessment procedures, where appropriate.

## Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Masters in Psychology and Counseling Accreditation Council (MPCAC)

<i>CACREP</i>	<i>MPCAC</i>
Entry-level degree specialty areas in Clinical Mental Health Counseling consist of approved, graduate-level study with a <b>minimum of 60 semester credit hours</b> or 90 quarter credit hours required of all students.	The program should be the equivalent of at least two academic years of full-time study. This time period should include a <b>minimum of 48 semester hours</b> , or the equivalent quarter hours.

**Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and  
Masters in Psychology and Counseling Accreditation Council (MPCAC)**

*CACREP*

*MPCAC*

CLINICAL TRAINING	
Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.	The practicum/internship experience (commensurate with program goals and State licensure requirements) shall be completed under the clinical supervision of appropriately credentialed professionals (e.g., licensed professional counselor, social worker, marriage and family therapist, school counselor, psychologist, or physician with a specialty in psychiatry).
Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.	Practicum/Internship experiences. At least two (2) academic terms of supervised field placement experiences that focus on issues related to the promotion of mental health, human development, wellness, cultural competence, and social justice advocacy.
<b>700 hours</b> minimum combined practicum/internship.	<b>600 hours</b> minimum combined practicum/internship.
A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program; this individual must have a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and (2) responding to inquiries regarding practicum and internship.	Not required.
Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Not required.
Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	Not required.
Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	Not required.
Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	Not required.

**Comparison Between Council for Accreditation of Counseling and Related Educational Programs (CACREP) and  
Masters in Psychology and Counseling Accreditation Council (MPCAC)**

*CACREP*

*MPCAC*

In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	Not required.
Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.	Not required.
Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.	Not required.
Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.	Not required.
Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	Not required.
Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	Not required.
Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum.	Not required.
Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum.	Not required.
After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	Not required.
Internship students complete at least 240 clock hours of direct service.	Not required.
Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship.	Not required.
Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship.	Not required.

<i>Official Use Only</i>
Number: _____
Date Approved/Denied: _____
Approved/Denied By: _____

### Clinical Mental Health Counselor

#### APPLICANT INFORMATION

Full Legal Name: \_\_\_\_\_  
*First Middle Last*

All Previous Legal Names: \_\_\_\_\_

Other DOPL Licenses Held: \_\_\_\_\_

SSN: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Gender:  Male  Female

Address: \_\_\_\_\_  
*Street Address (including Apt/Unit/Ste #) and/or PO Box*

\_\_\_\_\_  
*City State ZIP Code*

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Please Select ONE:**

- I am a United States citizen OR a non-citizen of the United States who is lawfully present.
- I am a foreign national not physically present in the United States.
- None of the above, please explain: \_\_\_\_\_

**Driver License  
or State ID  
Card:**

\_\_\_\_\_  
*State of Issue License Number Expiration Date*

**NOTE:** If you do not hold a US Driver License or a US State ID, you must present a legible copy of your current and valid government issued document(s) showing evidence of authorization to work in the United States.

#### AFFIDAVIT AND RELEASE

1. I certify that I am qualified in all respects for the license for which I am applying in this application.
2. I certify that to the best of my knowledge, the information contained in the application and all supporting document(s) are true and correct, discloses all material facts regarding the applicant, and that I will update or correct the application as necessary, prior to any action on my application.
3. I authorize all persons, organizations, governmental agencies, or any others not specifically listed, which are set forth directly or by reference in this application, to release to the Division of Occupational and Professional Licensing, State of Utah, any files, records, or information of any type reasonably required for the Division to properly evaluate my qualifications for licensure/certification/registration by the State of Utah.
4. I understand that it is the continuing responsibility of applicants and licensees to read, understand, and apply the requirements contained in all statutes and rules pertaining to the occupation or profession for which I am applying, and that failure to do so may result in civil, administrative, or criminal sanctions.
5. I certify that I do not currently pose a direct threat to myself, to my clients, or to the public health, safety or welfare because of any circumstance or condition.
6. I understand that I am responsible to update the Division of any changes relating to my license/certification/registration.

Signature of Applicant: \_\_\_\_\_ Date: \_\_\_\_\_

## QUALIFYING QUESTIONNAIRE

Read thoroughly, and answer each question. Do not leave any question blank.

A "yes" answer does not necessarily mean you will not be granted a license; however, DOPL may request additional documentation if the information submitted is insufficient.

1. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever had a license, certificate, permit, or registration to practice a regulated profession denied, conditioned, curtailed, limited, restricted, suspended, revoked, reprimanded, or disciplined in any way?
2. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever been permitted to resign or surrender your license, certificate, permit, or registration to practice in a regulated profession while under investigation or while action was pending against you by any professional licensing agency or criminal or administrative jurisdiction?
3. <input type="checkbox"/> Yes <input type="checkbox"/> No	Are you currently under investigation or is any disciplinary action pending against you now by any local, state or federal licensing, enforcement or regulatory agency?
4. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever been declared by any court to be incompetent by reason of mental defect or disease and not restored?
5. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever had a documented case in which you were involved as the abuser in any incident of verbal, physical, mental, or sexual abuse?
6. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you been terminated, suspended, reprimanded, sanctioned, or asked to leave voluntarily from a position because of drug or alcohol use or abuse within the past five (5) years?
7. <input type="checkbox"/> Yes <input type="checkbox"/> No	Are you currently using or have you recently ( <i>within 90 days</i> ) used any drugs ( <i>including recreational drugs</i> ) without a valid prescription, the possession or distribution of which is unlawful under applicable state or federal laws?
8. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever unlawfully used any drugs for which you have not successfully completed, or are not now participating in a supervised drug rehabilitation program, or for which you have not otherwise been successfully rehabilitated?
9. <input type="checkbox"/> Yes <input type="checkbox"/> No	Do you currently have any criminal action pending?*
10. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you pled guilty to, no contest to, entered into a plea in abeyance or been convicted of a misdemeanor in any jurisdiction within the past ten (10) years? *
11. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever pled guilty to, no contest to, or been convicted of a felony in any jurisdiction?*
12. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever been incarcerated for any reason in any correctional facility ( <i>domestic or foreign</i> ) in any jurisdiction or on probation/parole in any jurisdiction?*

\*NOTE: Charges that were later dismissed and motor vehicle offenses such as driving while impaired or intoxicated must be disclosed; however, minor traffic offenses such as parking or speeding violations need not be listed.

If you answered "Yes" to any of the above questions, enclose with this application complete information with respect to all circumstances and the final result, if such has been reached.

If you answered "Yes" to Questions 9,10,11 or 12 you must submit the following for **EACH** and **EVERY** incident:

- Personal account of the incident
- police report(s)
- court record(s)
- probation/parole officer report(s)

If you are unable to obtain any of the records required above, you must submit documentation on official letterhead from the police department and/or court indicating that the information is no longer available.

## PROFESSIONAL LICENSES

List all other licenses, registrations or certification issued by any state which you now hold or have ever held in any profession. (Use additional sheets if necessary.)

Profession: \_\_\_\_\_ License Number: \_\_\_\_\_

Issuing State: \_\_\_\_\_ License Status: \_\_\_\_\_ Issue Date: \_\_\_\_\_

Profession: \_\_\_\_\_ License Number: \_\_\_\_\_

Issuing State: \_\_\_\_\_ License Status: \_\_\_\_\_ Issue Date: \_\_\_\_\_

## MEDICAL QUALIFYING QUESTIONNAIRE

Read thoroughly, and answer each question. Do not leave any question blank.

A "yes" answer does not necessarily mean you will not be granted a license; however, DOPL may request additional documentation if the information submitted is insufficient.

1. Have your rights, privileges, and/or participation ever been denied, conditioned, curtailed, limited, restricted, suspended or revoked in any way by:

- Yes  No a hospital or health care facility  
 Yes  No Medicaid, Medicare or any other state or federal health care payment reimbursement program  
 Yes  No the Federal Drug Enforcement Administration or any state drug enforcement agency  
 Yes  No malpractice insurance coverage  
 Yes  No other entity: \_\_\_\_\_

2. Have you ever been permitted to resign or surrender any rights, privileges and/or participation while under investigation or while action was pending against you from:

- Yes  No a hospital or health care facility  
 Yes  No Medicaid, Medicare or any other state or federal health care payment reimbursement program  
 Yes  No the Federal Drug Enforcement Administration or any state drug enforcement agency  
 Yes  No malpractice insurance coverage  
 Yes  No other entity: \_\_\_\_\_

3. Is any action pending against you now by:

- Yes  No a hospital or health care facility  
 Yes  No Medicaid, Medicare or any other state or federal health care payment reimbursement program  
 Yes  No the Federal Drug Enforcement Administration or any state drug enforcement agency  
 Yes  No malpractice insurance coverage  
 Yes  No other entity: \_\_\_\_\_

4.  Yes  No Have you been named as a defendant in a malpractice suit?

5.  Yes  No Have you ever had office monitoring, practice curtailments, individual surcharge assessments based upon specific claims history, or other limitation, restrictions or conditions imposed by any malpractice carrier?

If you answered "Yes" to question 4 you must submit a complete narrative of the circumstances and a National Practitioner Data Bank report outlining all professional liability claims made against your license and any settlements paid by or on your behalf. NPDB website: <http://www/npdb.hrsa.gov>.

If you answered "Yes" to any of the above questions, enclose with this application complete information with respect to all circumstances and the final result, if such has been reached.

## EDUCATIONAL COURSE REQUIREMENTS

**NOTE:** To be completed by applicants who have not graduated from a CACREP clinical mental health counseling program. This section does not apply to those who currently hold a Utah ACMHC license.

Use each course only once. You can expedite the review process by providing a copy of the graduate catalog course description and/or syllabus of any identified course. Use additional sheets if necessary.

**Professional Counseling Orientation and Ethical Practice:** (minimum 2 semester or 3 quarter hours; that covers the history and philosophy of the counseling profession and its specialty areas, and that is based on standards of the American Counseling Association [ACA], American Mental Health Counselors Association [AMHCA], or National Board of Certified Counselors [NBCC])

Course Title: \_\_\_\_\_ Course # \_\_\_\_\_ University: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course # \_\_\_\_\_ University: \_\_\_\_\_

**Social and Cultural Diversity:** (minimum 2 semester or 3 quarter hours)

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

**Human Growth and Development:** (minimum 2 semester or 3 quarter hours)

Course Title: \_\_\_\_\_ Course # \_\_\_\_\_ University: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

**Career Development:** (minimum 2 semester or 3 quarter hours)

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

**Counseling and Helping Relationships:** (minimum 6 semester or 8 quarter hours)

Course Title: \_\_\_\_\_ Course # \_\_\_\_\_ University: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

**Group Counseling and Group Work:** (minimum 2 semester or 3 quarter hours)

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

**Assessment and Testing:** (minimum 2 semester or 3 quarter hours)

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

**Research and Program Evaluation:** (minimum 2 semester or 3 quarter hours)

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

**Substance-Related and Addictive Disorders:** (minimum 2 semester or 3 quarter hours)

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

**Diagnosis and Treatment of Mental, Emotional, and Behavioral Disorders:** (minimum 4 semester or 6 quarter hours)

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ University: \_\_\_\_\_

**Other Course Work Related to the Practice of Clinical Mental Health Counseling:** (minimum 30 semester or 46 quarter hours of courses related to the practice of counseling; up to 6 semester hours of project, thesis and dissertation hours may be counted for this area)

Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____

**Internship and/or Practicum:** (minimum 4 semester or 6 quarter hours, which includes at least 1,000 clock hours of supervised clinical mental health counseling experience, of which at least 400 clock hours must be in the practice of mental health therapy [i.e. assessment, counseling, psycho-educational activities, and consultation], whether in person or remotely with actual clients [i.e. individuals, couples, families, or groups] as defined in the Mental Health Professional Practice Act, Utah Code 58-60-102 Definitions. **Not** included in the 400 clock hours are observing others providing counseling or related services, record keeping, administrative duties, clinical and/or administrative supervision.)

Course Title: _____	Course #: _____	University: _____
Course Title: _____	Course #: _____	University: _____
<b>Course Title</b> _____	<b>Course #</b> _____	<b>University</b> _____

Complete the following descriptions regarding each clinical site during your Internship/Practicum. (Each site supervisor must have a minimum of a master's degree, preferably in counseling, or a related profession, relevant certifications and/or licenses; a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; knowledge of the program's expectations, requirements, and evaluation procedures for students; and relevant training in counseling supervision. Use additional sheets if necessary.)

<b>Clinical site name:</b> _____	<b>Total number clock hours of supervised clinical training:</b> _____
<b>Site supervisor name:</b> _____	<b>Site supervisor state of licensure/practice:</b> _____
<b>Site supervisor license title:</b> _____	<b>Site supervisor license number:</b> _____

a) Description of your clinical duties pertaining to conducting a professional evaluation of an individual's condition of mental health, mental illness, or emotional disorder consistent with standards generally recognized in the professions of mental health therapy

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b) Description of your clinical duties pertaining to establishing a diagnosis in accordance with established written standards generally recognized in the professions of mental health therapy

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c) Description of your clinical duties pertaining to *prescribing a plan for the prevention or treatment of a condition of mental illness or emotional disorder*

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d) Description of your clinical duties pertaining to *engaging in the conduct of professional intervention, including psychotherapy by the application of established methods and procedures generally recognized in the professions of mental health therapy*

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Clinical site  
name

Total number clock hours  
supervised clinical training:

Site supervisor  
name

Site supervisor state of  
licensure/practice

Site supervisor  
license title

Site supervisor license  
number

a) Description of your clinical duties pertaining to *conducting a professional evaluation of an individual's condition of mental health, mental illness, or emotional disorder consistent with standards generally recognized in the professions of mental health therapy*

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b) Description of your clinical duties pertaining to *establishing a diagnosis in accordance with established written standards generally recognized in the professions of mental health therapy*

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---

c) Description of your clinical duties pertaining to *prescribing a plan for the prevention or treatment of a condition of mental illness or emotional disorder*

---

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d) Description of your clinical duties pertaining to *engaging in the conduct of professional intervention, including psychotherapy by the application of established methods and procedures generally recognized in the professions of mental health therapy*

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# Verification of Post-Graduate Supervised Experience

Each supervisor must complete a separate form. The hours from all forms must total 4,000.

## APPLICANT INFORMATION

To be completed by the applicant.

Full Legal Name: \_\_\_\_\_  
First Middle Last

Mailing Address: \_\_\_\_\_  
Street/PO Box City State/Zip

## EMPLOYMENT INFORMATION

To be completed by the Supervisor.

Name of Establishment: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_ License Number: \_\_\_\_\_

Establishment Address: \_\_\_\_\_  
Street/PO Box City State/Zip

Telephone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Dates of Employment/Supervision: \_\_\_\_\_ to \_\_\_\_\_  
MM/DD/YYYY MM/DD/YYYY

Clock hours of supervised clinical mental health counseling with clients: \_\_\_\_\_

Other clock hours of clinical mental health counseling training: \_\_\_\_\_

Clock hours of clinical supervision: \_\_\_\_\_

Total clock hours of clinical mental health counselor training: \_\_\_\_\_

Describe the applicant's duties: \_\_\_\_\_

Did the applicant and supervisor work in the same place of employment?  Yes  No

If "no", describe how you were able to provide supervision: \_\_\_\_\_

I do hereby certify that the applicant for licensure as a clinical mental health counselor has successfully completed the above hours of post-graduate supervised experience as a W-2 employee of the facility listed. I certify that the experience supervised meets the requirements outlined in R156-60c-302b and 401.

I further certify that the applicant is qualified and competent to practice as a clinical mental health counselor.

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

# Verification of Active Practice as a CMHC in Another State

For endorsement applicants only.  
Each employer must complete a separate form.

## APPLICANT INFORMATION

To be completed by the applicant.

Full Legal Name: \_\_\_\_\_  
First Middle Last

Mailing Address: \_\_\_\_\_  
Street/PO Box City State/Zip

License Number: \_\_\_\_\_ State of Issue: \_\_\_\_\_

## EMPLOYMENT INFORMATION

To be completed by the employer, human resources, supervisor or colleague within the profession.

Name of Establishment: \_\_\_\_\_

Establishment Address: \_\_\_\_\_  
Street/PO Box City State/Zip

Telephone Number \_\_\_\_\_ Email: \_\_\_\_\_

Applicant's Dates of Employment as a  
CMHC: \_\_\_\_\_ to \_\_\_\_\_  
MM/DD/YYYY MM/DD/YYYY

How many hours did the applicant work per  
week? \_\_\_\_\_

Number of hours practicing mental health  
therapy: \_\_\_\_\_

Total number of hours practiced as an CMHC: \_\_\_\_\_

Describe the applicant's  
duties: \_\_\_\_\_

Is the applicant still employed?  Yes  No  
If no, is the applicant re-hirable?  Yes  No: Please  
explain: \_\_\_\_\_

I do hereby certify that the applicant for licensure as a clinical mental health counselor was actively engaged in the  
lawful practice as a CMHC at the above named establishment for the time frame listed.

I further certify that the applicant is qualified and competent to practice as a clinical mental health counselor.

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship to Applicant: \_\_\_\_\_

## APPLICATION CHECKLIST AND INSTRUCTIONS

This checklist is for your convenience, you do not need to include it with your application.

**NOTE:** Incomplete applications will be denied.

Your application is classified as a public record and may be available for inspection by the public, except with regard to the release of information which is sub-classified as controlled, private, or protected under the Government Records Access and Management Act or restricted by other law.

### ALL APPLICANTS

All applicants are required to submit the following items to complete the application:

- \$120.00 non-refundable application processing fee, made payable to "DOPL".
- Supporting documentation for any "yes" answers provided on either of the qualifying questionnaires. See pages 2 and 3 of the application for more information.

### INITIAL LICENSURE

If applying for **Initial Licensure**, *in addition* to the items required for all applicants, you must submit:

- Verification of Post-Graduate Supervised Experience. See page 6 of this application. **NOTE:** You must have each supervisor complete a separate form, and the hours from all forms must total 4,000.
- Official score report of passing the NCMHCE
- If applying for Initial Licensure and you do not currently hold a Utah ACMHC, you must also provide documentation of meeting the education requirement (*submit one of the options below*):
  - Official transcripts documenting completion of a master's or doctorate degree in mental health counseling program accredited by CACREP.
  - Pages 4 and 5 outlining the courses used to fulfill the specific course requirements. You must provide official transcripts documenting the courses and course descriptions or syllabus for each course.

### LICENSURE BY ENDORSEMENT

If you are currently licensed as the equivalent of clinical mental health counselor in another state, and have been engaged in lawful practice for not less than 4,000 hours, of which at least 1,000 hours are in mental health therapy, you may apply for **Licensure by Endorsement**. *In addition* to the items required by all applicants, you must submit the following:

- Official verification of license from one or more states in which you are currently licensed. Verifications must cover the time period used to qualify for endorsement outlined above.
- Verification of Active Practice as a CMHC in Another State Form. See page 7 of this application. **NOTE:** You must have each employer complete a separate form, and the hours from all forms must total 4,000.

Submit the above items with your completed application to:

#### **In person or via express delivery:**

Division of Occupational and Professional Licensing  
Heber M Wells Building, 1<sup>st</sup> Floor Lobby  
160 E 300 S  
Salt Lake City, UT 84111

#### **US Postal Service:**

Division of Occupational and Professional Licensing  
PO BOX 146741  
Salt Lake City, UT 84114-6741

If you have questions, please contact the Division via our direct email address, [doplureau3@utah.gov](mailto:doplureau3@utah.gov), or via the phone or fax listed below.

## **R156-60c-302a. Qualifications for Licensure - Education Requirements.**

(1) 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 credit hours 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 a doctorate degree conferred to the applicant in 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 credit hours or 90 quarter credit hours as part of a master's ~~or doctorate~~ degree conferred to the applicant in clinical mental health counseling or a doctorate degree conferred to the applicant in 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 that covers the history and philosophy of the counseling profession and its specialty areas, and that is 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 Ssocial and Ceultural dDiversity;

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

~~(CD)~~ a minimum of two semester or three quarter hours in Hhuman Ggrowth and dDevelopment;

~~(DE)~~ a minimum of two semester or three quarter hours in Ccareer dDevelopment;

~~(EF)~~ a minimum of six semester or eight quarter hours in Counseling and hHelping Rrelationships;

~~(FE)~~ a minimum of two semester or three quarter hours in Ggroup Ceounseling and Ggroup Wwork;

~~(GH)~~ a minimum of two semester or three quarter hours in aAssessment and TTesting;

~~(HJ)~~ a minimum of two semester or three quarter hours in Rresearch and Pprogram eEvaluation;

~~(IG)~~ a minimum of two semester or three quarter hours in Ssubstance-Rrelated and Aaddictive Ddisorders;

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

~~(IJ)~~ a minimum of four semester or six quarter hours in Diagnosis and Treatment of Mental, Emotional, and Behavioral Disorders ~~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 other course work related to the practice of clinical mental health 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.