

**BEHAVIORAL SCIENCES REGULATORY BOARD
PROFESSIONAL COUNSELING ADVISORY COMMITTEE MEETING
Monday, August 1, 2022**

Due to COVID-19, the Board office is practicing social distancing. The office space does not allow for a meeting while practicing social distancing, therefore, the meeting will be conducted virtually on the Zoom platform.

You may view the meeting here: <https://youtu.be/VjJDHhGoR0k>

To join the meeting by conference call: 877-278-8686, Pin: 327072

If there are any technical issues during the meeting, you may call the Board office at, 785-296-3240. The Behavioral Sciences Regulatory Board may take items out of order as necessary to accommodate the time restrictions of Board members and visitors. All times and items are subject to change

Monday, August 1, 2022, 10:00 a.m.

- I. Call to Order and Roll Call**
- II. Agenda Approval**
- III. Public Comment - Presentation on the Professional Counselor Multi-State Compact by Lynn Linde, Executive Director of the Center for Counseling Practice, Policy, and Research for the American Counseling Association; and Dan Logsdon, Director of the National Center for Interstate Compacts**
- IV. Review and Approval of Minutes from Previous Meeting on June 6, 2022**
- V. Executive Director's Report**
- VI. Old Business**
 - A. Continued Discussion on Possible Pre-Approved Continuing Education Providers and Programs**
 - B. Continued Discussion on Council for Accreditation and Related Educational Programs (CACREP) 2024 Standards – Draft 3**
 - C. Continued Discussion on Education Requirements for Licensure**
- VII. New Business**
 - A. New Advisory Committee Member Recommendations**
 - B. Update from Subcommittee on Unprofessional Conduct Regulation Review**
 - C. Licensed Psychology Regulation K.A.R. 102-1-15(g)**
- VIII. Next Meeting: Monday, October 3, 2022**
- IX. Adjournment**



Introduction to the Counseling Compact

Isabel Eliassen

Policy Associate, National Center for Interstate Compacts
The Council of State Governments

Council of State Governments

- Non-partisan membership organization
- Serves all three branches of government
- National Center for Interstate Compacts

Presentation Overview

- Part I: What is a Compact?
 - 6 slides
- Part II: What is the Counseling Compact?
 - 11 slides

What is an Interstate Compact?

- Legal contract between states
 - Think driver's license
- Versatile and proven policy tool
- Cooperatively address shared problems
- State-focused

Benefits of Occupational Licensure Compacts

- Uniform Licensure Requirements
- Data system
- Standards for disciplinary action and dispute resolution
- FBI fingerprint-based criminal background checks
- Participation is voluntary
- Scope of practice remains

Why Healthcare License Reciprocity?

- Mobile society (clients and counselors)
- Technological advancements (telehealth)
- Access to care
- Potential to attract people to the profession
- Provisions for family of military service members

State Participation in Occupational Licensure Compacts

- 220+ pieces of OL compact legislation since January 2016
- 43 states, DC & Guam → 1+ licensure compact(s)
- 35 states & DC → 3+ licensure compacts
- 15 states have enacted at least 6 licensure compacts

Current OL Compacts (9)

- Nurse Licensure Compact – **37 states + 2 territories**
- Interstate Medical Licensure Compact – **37 states + 2 territories**
- Physical Therapist Compact – **33 states + DC**
- Psychology Compact – **33 states + DC**
- EMS Compact – **22 states**
- Audiology and Speech-Language Pathology Compact – **22 states**
- OT Compact – **21 states**
- Counseling Compact – **16 states**
- APRN Compact – **3 states**

Forthcoming Compacts (8)

- Physician Associates
- Massage Therapy
- Dentistry and Dental Hygiene
- Cosmetology
- Social Work
- Teaching
- School Psychologists
- Dietetic Nutritionists

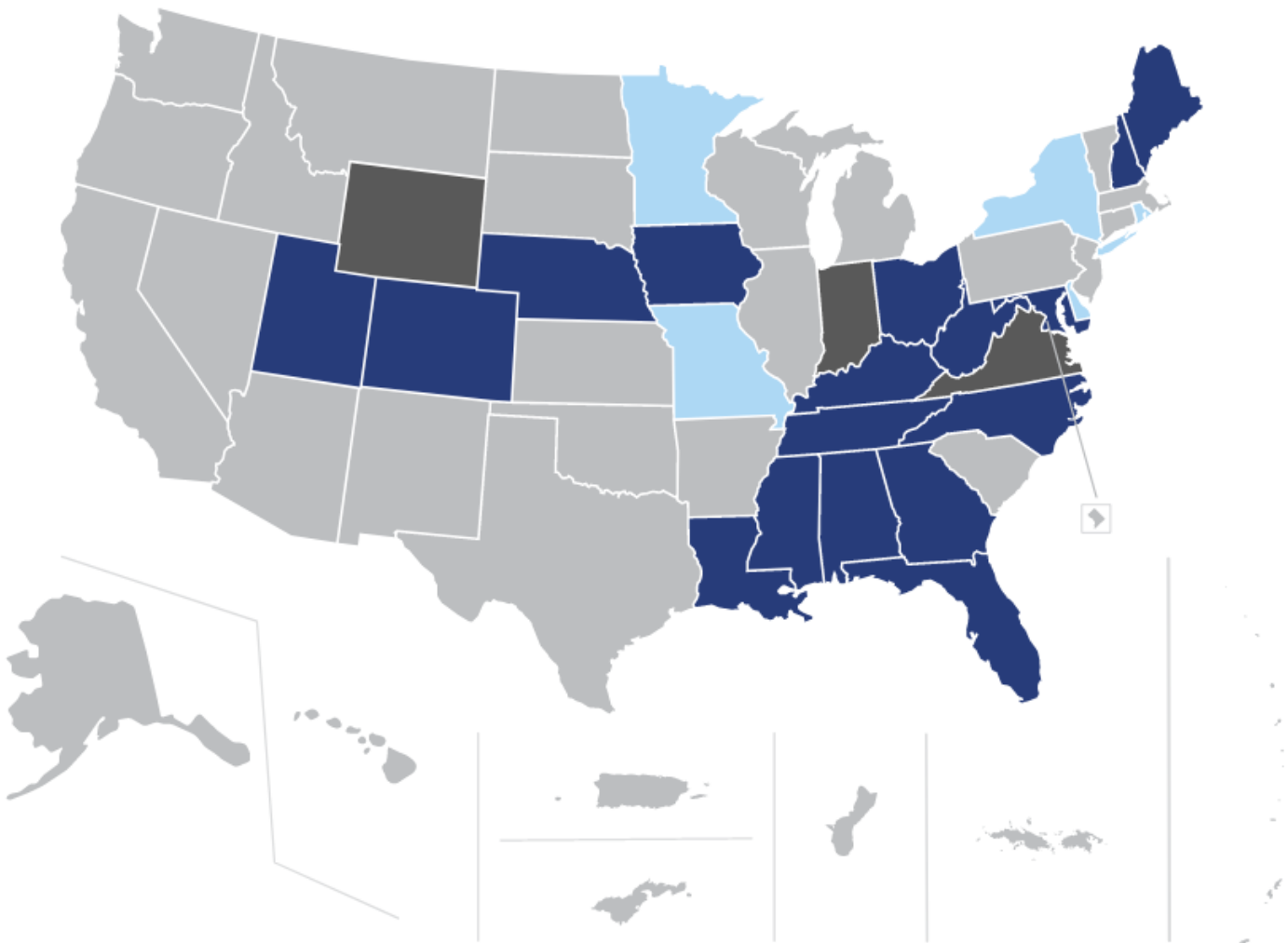


Counseling Compact Overview

What is the Counseling Compact?

- Addresses heightened demand for counseling services
- Facilitates interstate practice via a “**privilege**”
- Similar to other occupational licensure compacts
 - PT, OT, ASLP-IC
- Builds on current reciprocity systems
- Currently has 16 member-states

Counseling Compact: Current Progress



LEGISLATION PENDING

LEGISLATION ENACTED

LEGISLATION NOT
ENACTED

How does the Counseling Compact work?

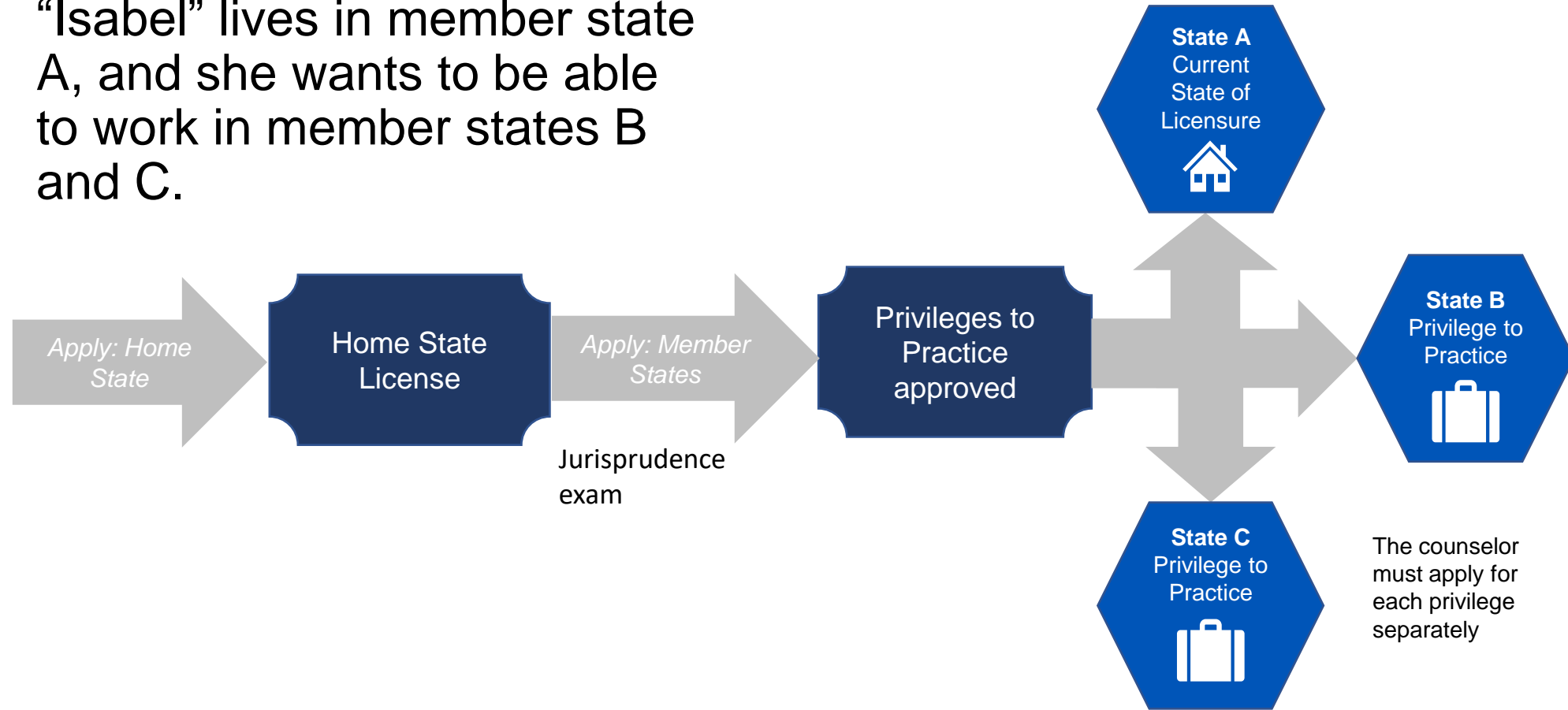
- State vs practitioner requirements
- State requirements
 - License LPCs
 - National exam
 - Supervised postgraduate professional experience
 - 60 semester-hour master's degree
 - Investigate complaints

Practitioner Requirements

- Home state as compact member
- SSN/NPI
- No adverse actions against license within two years
- FBI background check
- Adhere to scope of practice
- Home State continuing education
- Privilege to practice
 - Privilege to practice considered equivalent to a license
 - Home state license “mutually recognized” by other member states

Privilege to Practice: Visual

“Isabel” lives in member state A, and she wants to be able to work in member states B and C.



How does the Counseling Compact work?

- Interstate Commission implements and administers
- Licensure data system
 - Member state licensure boards communicate and exchange information (licensure verification, disciplinary actions)

Counseling Compact Public Protection Provisions

- Monitor practitioners through home state license
 - Home state must be compact member
 - Social Security Number and/or NPI
- Counselors undergo FBI background check
- Counselors must have unrestricted license for past two years
- Report adverse actions from non-member states to Commission
 - 30-day window

State Licensing Boards

- Retain control of scope of practice
- Retain control of initial licensure process
- Access centralized compact data system
- Appoint Counseling Compact Commissioner

Counseling Compact Activation

- Compact Commission being stood up
- Commissioner nomination forms to states this month
- Convene October 2022
 - Draft rules and bylaws
 - Start creating data system
- Visit compact website for updates
 - Commission tab
 - [Counselingcompact.org](https://counselingcompact.org)
- Issuing privileges in 12-14 months

Additional Benefits

- Improved licensure process when moving between member-states
- Active-duty military personnel or their spouse
 - Select state with current license in good standing
 - Designate as home state for the duration of the service member's active duty

Counseling Compact: The Bottom Line

- ✓ Increases access to counseling services
- ✓ Expands market opportunities
- ✓ Supports military families
- ✓ Facilitates telehealth
- ✓ Counselor credentials transportable between states
- ✓ Promotes cooperation among Compact member states
- ✓ Provides consumer protection across state lines



Contact Information

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**Behavioral Sciences Regulatory Board
Professional Counselor Advisory Committee Meeting
June 6, 2022**

Draft Minutes

- I. Call to Order.** Laura Shaughnessy, Chair of the Advisory Committee, opened the meeting and called roll.

Advisory Committee Members: Advisory Committee members who participated by Zoom were Laura Shaughnessy, Leslie Sewester, Jessica Allison, Harriet Bachner, Michelle Fairbank, Bob Kircher, Kenton Olliff, and Edil Torres-Rivera.

BSRB Staff: David Fye and Leslie Allen were present by Zoom.

Guests Present: None.

- II. Agenda Approval.** Bob Kircher moved to approve the agenda. Leslie Sewester seconded. The motion passed.
- III. Minutes Approval:** Leslie Sewester moved to approve the minutes with technical corrections. Andrew Secor seconded. The motion passed.
- IV. Executive Director's Report.** David Fye, Executive Director for the BSRB, reported on the following topics:
- A. Agency Updates.** The BSRB is still under the Governor's direction to avoid in-person meetings. The Executive Director noted he will update the Advisory Committee when that direction is changed. Until the limitation is lifted, the BSRB will continue to hold most Board and Advisory Committee meetings virtually. The Executive Director provided an update on the BSRB Fee Fund, which has a balance of about \$2.0 million. As part of the yearly performance evaluation process from the Department of Administration, all state employees should have a mid-year check-in to allow supervisors to provide feedback on their performance, allow questions from staff, and consider changes to work responsibilities. The Executive Director noted that the BSRB will provide mid-year check-in meetings for all employees later this month.
- B. Board Meeting on May 9.** The Board discussed the pre-approval of continuing education (CE) hours and the pre-approval of CE providers. All Advisory Committees were asked to discuss whether their profession would want pre-approved CEs, as currently only the social work profession has pre-approved CE providers and pre-approved CE classes. At the Board meeting, there was a split as some Advisory Committees requested this change while other Advisory Committees did not. Also at the Board meeting, 15 Advisory Committee members were reappointed to new two-year terms and those terms will start in July, as the state fiscal year begins on July 1.

The Board recognized three Advisory Committee members that had served the maximum number of years of service on the Advisory Committees. The Board passed a delegation motion allowing for alternate presiding officer in the event that the Chair and the Vice-Chair of the Board are unavailable for a meeting; reviewed draft language for regulations discussed at past meetings; and considered a model from Minnesota to provide a temporary license to students who graduate from schools that are in candidacy for Council for Social Work Education (CSWE) accreditation. The Board received a report from the Executive Director with potential changes to the Board's Investigation Policy and creation of subcommittees were requested by the Professional Counselor Advisory Committee (unprofessional conduct regulation review) and the Marriage and Family Therapy Advisory Committee (creation of a supervision manual similar to the existing manual for the social work profession).

- C. Other Meetings and Events.** The Executive Director attended an Educator meeting for the Association of Social Work Boards (ASWB) and the Mid-Year Meeting from the Association of State and the Provincial Psychology Boards (ASPPB). The Executive Director provided a summary of items discussed at these meetings, including an announcement from the American Psychology Association (APA) that the body is working on accreditation standards for Master's Level Psychology programs and hopes to have these standards available for comment in the fall of 2023. The executive director will be attending a conference on August 3 hosted by the National Board of certified counselors in Philadelphia. The Executive Director note he attended a townhall meeting by ASPPB on the EPPP-2. The Executive Director provided an update on the Psychology Interjurisdictional Compact (PSYPACT), including the current number of Licensed Psychologists in Kansas who identify Kansas as their home-state and who are practicing under the compact.

V. Old Business

- A. Subcommittee for Unprofessional Conduct Regulations Review.** The Board approved the Advisory Committee's request to form a subcommittee for the purpose of reviewing the unprofessional conduct regulations for the profession. The Chair stated the goal for the subcommittee is to provide recommendations to the Advisory Committee at the October meeting and for final recommendations to be forwarded by the Advisory Committee to the Board at the end of the year. Andrew Secor, Michelle Fairbank, Jessica Allison, and Bob Kircher volunteered to serve on the subcommittee.
- B. Continued Discussion on Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2024 Standards – Draft 2.** At a previous meeting, the Advisory Committee began to discuss change that CACREP is considering, and the draft changes posted on the CACREP website. CACREP hopes to finalize new standards at the end of the year, to be used beginning in 2024. For institutions that are currently accredited, they will be evaluated under the new standards when they are up for reaccreditation. It was noted that a third draft had been posted on the CACREP website. The Executive Director will send a copy of the third draft to the Advisory Committee members.

- C. Continued Discussion on Possible Pre-Approved Continuing Education Providers and Programs.** The Advisory Committee discussed whether to recommend a change to statutes and regulations to allow BSRB pre-approved continuing education programs and pre-approved providers of continuing education for the professional counseling profession. It was noted that having pre-approved courses and pre-approved providers might decrease calls to the BSRB office by individuals attempting to determine whether courses will be approved, but it could possibly lead to more calls if individuals assumed a lack of pre-approval means that it will not be approved if audited. The Advisory Committee requested the language for the social work profession be provided for review at the next Advisory Committee meeting.
- D. Update on Previous Recommendation to Add Definition of “Related Field” in K.A.R. 102-3-1a.** The Executive Director reported the Advisory Committee previously recommended adding language to the regulations to define a “related field” by using the definition from the Marriage and Family Therapy regulations, but excluding two of six examples: (1) human development and family studies and (2) social work. Due to an error, the Board was presented with the regulatory language, but with all six examples and voted to adopt the new definition. That language was submitted through the regulatory change process and is currently being reviewed by the Division of the Budget and the Department of Administration. BSRB staff noted they will clarify this item for the Board and ask the Board to consider the definition recommended by the Advisory Committee, when the regulation is available to be adjusted.

VI. New Business

- A. Advisory Committee Membership.** The Advisory Committee discussed recommending two new members be added to the Advisory Committee, to allow staggering of membership terms. The Advisory Committee asked the Executive Director to send a letter to all licensees asking for letters of interest and resumes from individuals wishing to be added to the Advisory Committee and to contact applicants from 2021 to see if those individuals are still interested in serving on the Advisory Committee. Applicants will be reviewed at the next advisory committee meeting.
- B. K.S.A. 65-5812(b) Construction of Act; Relating to Educational Employment. (1:05:47)** The Executive Director highlighted K.S.A. 65-5812(b), which includes language that the actives and services provided by members of certain identified groups in the statute who provide counseling services are not meant to be limited by the professional counselor licensure act, so long as they are not using the title of a professional counselor. It was noted that members of the public could receive counseling services from individuals in these groups, attempt to verify the licenses of these individuals by the BSRB, but it would appear these individuals are unlicensed, which could lead to confusion. The Executive Director asked the Advisory Committee to review this language to discuss whether this language should remain in

place or whether changes were appropriate. The Advisory Committee noted the value of individuals providing counseling services having accountability and oversight by an authority, but also noted the difference between mental health counseling and other counseling. Advisory Committee members noted the value of continuing to include references to the members of groups listed in the statute, due to the different types of counseling services being provided and noted that removing members from this statute would require individuals to become licensed or cease their current employment. Advisory Committee members discussed whether other groups should be added, such as life coaches. The Advisory Committee did not make any recommendations on changes.

C. Examination of Educational Requirements for Licensure. The Executive Director noted the importance of reviewing existing requirements for licensure and highlighted three areas of focus for discussion of potential changes in K.A.R. 102-3-3a Education Requirements: (1) the “in residence” educational requirement; (2) the “core faculty” educational requirement; and (3) the requirement that programs be chaired or directed by a person holding a doctoral degree in counseling. The Executive Director summarized discussions by other Advisory Committees on possible changes and asked the members of the Advisory Committee to discuss whether the current requirements for licensure were necessary for the public protection mission of the Board or whether changes should be made to the regulations, noting that these regulations were last updated in 2014. Advisory Committee members discussed online education during the pandemic and programs using a hybrid approach in the future. Additionally, Advisory Committee members noted that some schools may use adjunct faculty while attempting to fill core faculty positions. It was noted that CACREP requires a certain ratio of core faculty to non-core faculty as well as for the chair of programs to be a counselor. The Executive Director will seek to locate previous versions of K.A.R. 102-3-3a so the Advisory Committee may compare changes to the regulation at a future Advisory Committee meeting.

D. Recognition of Kenton Olliff. The Advisory Committee thanked Kenton Olliff for serving eight years on the Advisory Committee.

VII. Next Meeting. August 1, 2022, at 10am.

VIII. Adjournment. Michelle Fairbanks moved to Adjourn. Kenton Olliff seconded. The motion passed.

102-2-4b. Continuing education approval for sponsors.

(a) Each application to become an approved provider as defined in K.A.R. 102-2-1a (a), or a single-program provider as defined in K.A.R. 102-2-1a(x) shall be submitted on forms provided by the board and shall include the nonrefundable fee prescribed in K.A.R. 102-2-3.

(b) Approved providers.

(1) Each applicant for approved provider status shall submit the application form and application fee for approved-provider status at least three months prior to the first scheduled program.

(2) Each applicant for approved-provider status shall submit an organizational plan that includes a written statement of purpose documenting that social work practice, values, skills, and knowledge are the bases for the provider's educational goals and objectives and administrative procedures.

(3) Each approved provider shall designate a person who meets the educational requirements for licensure to be responsible for the development of the program.

(4) Each approved provider shall develop these systems:

(A) a system for maintaining records for a period of at least three years; and

(B) a system for selection and evaluation of instructors, participant performance requirements, and provision of accessible and adequate space.

(5) Each approved provider shall maintain a summary of each individual program offered for a period of at least three years a summary of each individual program offered that documents the following information:

(A) the relationship of the program to the enhancement of social work practice, values, skills, or knowledge;

(B) the learning objectives for the program and the relationship between the program content and the objectives;

(C) the licensing levels for which the program is designed and any program prerequisites;

(D) the relationship of the format and presentation methods to the learning objectives and the content, and the size and composition of the participant group;

(E) the qualifications of the instructor in the subject matter;

(F) the means of program evaluation;

(G) the program agenda. The agenda shall clearly indicate all coffee and lunch breaks; and

(H) the dates the program was given.

(6) Upon board approval of the application and payment of the initial application fee, a provider shall be provisionally approved for one year;

(7) At least 60 days before the end of the year of provisional approved-provider status and at least 60 days before the end of each succeeding three-year period of approved-provider status, each approved provider seeking renewal shall submit an application to the board. Each application for renewal of approved-provider status shall include the documentation required in paragraph (b)(5) for each program offered during that period of approved-provider status. Upon determination by the board that the approved provider has provided sufficient documentation as specified in paragraph (b)(5) and upon payment of the approved-provider renewal fee established in K.A.R. 102-2-3, approved-provider status shall be granted for a new three-year period.

(8) Any approved providers may be evaluated and monitored by the board by random contact of social work participants attending programs sponsored by the approved provider.

(9) Approved-provider status may be withdrawn by the board if the provider violates this regulation or if quality programs are not maintained to the board's satisfaction.

(c) Single-program providers.

(1) Each applicant for single-program provider status shall submit a separate single-program provider application form and fee for each continuing education activity or each continuing education activity date for which single-program provider status is requested.

(2) The applicant shall submit each application for single-program provider status on a board-approved form that includes a description of the following items:

(A) the relationship of the program to the enhancement of social work practice, values, skills, or knowledge;

(B) the learning objectives for the program and the relationship between the program content and the objectives;

(C) the licensing levels for which the program is designed and any program prerequisites;

(D) the relationship of the format and presentation methods to the learning objectives and the content, and the size and composition of the participant group;

(E) the qualifications of the instructor in the subject matter;

(F) the means of program evaluation;

(G) the program agenda. The agenda shall clearly indicate all coffee and lunch breaks; and

(H) the date or dates the program is to be given.

(3) Each applicant shall submit the required application fee with the completed single-program provider application. If the completed single-program provider application form is not received in the board office at least 30 days prior to the scheduled continuing education activity, the application may not be processed or approved by the board.

(4) Single-program provider status may be withdrawn by the board if the provider violates this regulation or if the quality of the program is not satisfactory to the board.

(d) Each single-program provider and approved provider shall maintain a record of each social worker's attendance for a period of at least three years.

(e) Each single-program provider and approved provider shall provide each social work participant with verification of the participant's attendance. This verification shall be on forms approved by the board.

(Authorized by and implementing K.S.A. 2000 Supp. 74-7507, as amended by L. 1996, Ch. 153, Sec. 43 and K.S.A. 65-6314, as amended by L. 1996, Ch. 153, Sec. 15; effective, T-85-36, Dec. 19, 1984; effective May 1, 1985; amended May 1, 1986; amended May 1, 1988; amended Oct. 24, 1997, amended March 8, 2002)

2024 CACREP Standards

Draft 3

April 2022

Introduction

CACREP accreditation is both a process and a status. Institutional application for CACREP accreditation denotes a commitment to program excellence. The accreditation process incorporates programs' self-assessment along with external peer review to determine if and how programs are in compliance with CACREP standards. Accredited status indicates to the public at large that a program is fulfilling its commitment to educational quality.

The 2024 CACREP Standards were written with two primary guiding principles: quality first and unified counselor identity. The quality first principle is most evident in the Academic Quality section. The intent of this section is to centralize the program evaluation and student assessment activities and processes and to create intentionality in such activities. Programs need to consider the purpose of evaluation and assessment to their overall functioning. In other words, programs need to consider to what end they engage in program evaluation and student assessment towards strengthening the counseling profession.

Similarly, the 2024 CACREP Standards were written with the intent to promote a unified professional counselor identity. Requirements are meant to ensure that students graduate with a strong professional counselor identity and with opportunities for specialization in identified practice areas. The Standards require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions first with respect to universal counselor functions and secondly with respect to their specialized practice areas.

The development of the 2024 CACREP Standards came at a time when the United States and many parts of the world were addressing issues in diversity, equity, inclusion, belonging, and access; increased reliance and application of digital delivery in both higher education and counselor education; and a global pandemic that shifted the landscape of the profession, higher education, and broader global and societal opportunities and challenges. The 2024 CACREP Standards address the tenor of the time that they are published and seek to apply them to future societal, academic, and professional contexts.

Although the 2024 CACREP Standards delineate accreditation requirements, they do not dictate the manner in which programs may choose to meet standards. Program innovation is encouraged in meeting both the intent and spirit of the 2024 CACREP Standards. Program faculty and reviewers should understand that counselor education programs can meet the accreditation requirements in a variety of ways. Providing evidence of meeting or exceeding the standards is the responsibility of the program.

Graduates of CACREP-accredited programs are prepared for careers in mental health, human services, education, private practice, government, military, business, and industry. Entry-level program graduates are prepared as counseling practitioners, and for respective credentials (e.g., licensure, certification) in

their specialized areas. Doctoral-level graduates are prepared for counselor education, supervision, research, and advanced practice.

The 2024 CACREP Standards are organized into six sections. The Learning Environment includes standards pertaining to institutional and program resources and structure. Academic Quality provides a framework for program evaluation and student assessment. The Foundational Counseling Curriculum section includes a statement of unified professional counselor identity and standards for entry-level counselor education program curriculum, comprising the eight required core content areas. Professional Practice refers to standards required for entry-level practice and the structure and delivery of field-based experiences. Entry-Level Specialized Practice Areas provides standards relevant to the requisite knowledge and skills for specialty areas offered by the program. The section includes the standards for the seven specialized practice areas that CACREP accredits: addictions; career; clinical mental health; college counseling and student affairs; marriage, couple, and family; rehabilitation counseling; and school counseling. Doctoral Standards for Counselor Education and Supervision includes the learning environment, professional identity, and doctoral-level practicum and internship requirements for doctoral level graduates. The 2024 CACREP Standards includes a Glossary defining key terms within the standard. Glossary terms are linked throughout the Standards.

THE LEARNING ENVIRONMENT

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified and must be in compliance with applicable institutional and legal requirements.

THE INSTITUTION

- A. The counselor education program is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships between them must be clearly documented.
- B. The institutional media accurately describe:
 - 1. the counselor education program
 - 2. the core and affiliate counselor education faculty with full-time appointments
 - 3. specialized practice areas offered
 - 4. types of program delivery, including locations
 - 5. admission criteria
 - 6. accreditation status
 - 7. minimum degree requirements
 - 8. program costs
 - 9. financial aid information
- C. The institution provides the program with financial and administrative support to ensure continuity, quality, and effectiveness in all program delivery types.
- D. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.
- E. The institution provides technology for all counselor education program faculty and technical support to faculty and students, in all program delivery types and sites, to ensure access to information systems for learning, teaching, and research.
- F. The institution provides access to counseling skills training environments and necessary technology that are conducive to instruction and supervision of individual and group counseling.

COUNSELOR EDUCATION PROGRAM

- G. Entry-level degrees consist of graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.
- H. The counselor education program has a process for identifying underrepresented populations groups and makes continuous and systematic efforts to recruit, enroll, and retain students that increase the diversity of the program .

- I. The counselor education program creates and supports an inclusive and equitable learning community that respects individual differences.
- J. Entry-level admission decision recommendations are made by the counselor education program 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 with diverse populations,
 - 4. technology aptitude to complete the program, and
 - 5. self-awareness.
- K. Before or at the beginning of the first term of enrollment in the counselor education program, the program provides a new student orientation for all program delivery types during which:
 - 1. student handbook is discussed,
 - 2. students' ethical and professional obligations is discussed,
 - 3. personal growth expectations as counselors-in-training are explained, and
 - 4. eligibility and requirements for licensure/certification is reviewed.
- L. The student handbook, for all program delivery types, include:
 - 1. the mission statement and objectives of the counselor education program,
 - 2. matriculation requirements,
 - 3. expectations of students,
 - 4. technology resources and competence needed to complete the program,
 - 5. key performance indicators and professional dispositions,
 - 6. academic appeal policy, including potential outcomes,
 - 7. written endorsement policy explaining the conditions for recommending students for credentialing and employment,
 - 8. policy for student retention, remediation, and dismissal from the program,
 - 9. information about disability services and reasonable accommodation processes at the institution,
 - 10. information about personal counseling services provided by professionals other than counselor education program faculty and students,
 - 11. program diversity, equity, and inclusion policies,
 - 12. information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, and
 - 13. professional counseling certification and licensure requirements and how the degree program prepares students to meet the specific certification and licensure educational standard requirements in the state in which they reside.

- M. Syllabi are available to students enrolled in the course at the beginning of each academic term and include:
1. content areas and aligned with curricular standards,
 2. key performance indicators and/or student learning outcome expectations,
 3. methods of instruction,
 4. required text(s), reading(s), materials, and technology,
 5. student performance evaluation criteria and procedures,
 6. diversity, equity, inclusion, and accessibility statement,
 7. a disability accommodation policy, procedure statement, and institutional contacts, and
 8. course schedule.
- N. Counselor education programs have and follow a written 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.
- O. Students in entry-level programs have an assigned academic advisor throughout the program who helps them develop and review a planned program of study.
- P. Students have regular, systematic opportunities to evaluate their experience with and access to academic advising and resources within the counselor education program.
- Q. Students have regular, systematic opportunities to evaluate counselor education program faculty. The written procedures are available to counselor education program faculty.
- R. The counselor education program identifies underrepresented populations and makes continuous and systematic efforts to recruit, employ, and retain faculty that increase the diversity of the program.
- S. The counselor education program has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the counselor education program must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. For doctoral programs, the counselor education program must employ at least two additional full-time core counselor education program faculty members.
- T. To ensure that students are taught primarily by core counselor education program faculty, for any academic year, the combined number of course credit hours taught by core faculty must exceed the number of credit hours taught by affiliate faculty.
- U. For any academic year, the ratio of full-time equivalent (FTE) students to FTE faculty must not exceed 12:1.
- V. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with clinical graduate programs at the institution.
- W. The program has policies and procedures for maintaining privacy and confidentiality of all protected health information of clients associated with training requirements and are in compliance with applicable institutional, state, and federal requirements.

FACULTY and STAFF

X. Core faculty must have full-time appointment to the counselor education program. Core counselor education program faculty may only be designated as core faculty at one institution. Core counselor education faculty must meet one of the following qualifications:

1. have an earned doctoral degree in counselor education, preferably from a CACREP-accredited program, **or**
2. have a related doctoral degree 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, **or**
3. have (a) been employed as a full-time faculty member in a CORE-accredited master's program prior to July 1, 2017 **or**
4. have graduated from a rehabilitation doctoral program prior to January 1, 2018.

Y. Core counselor education program faculty participate in professional activities, scholarly activities, and service to the profession. All core counselor education faculty must identify with the counseling profession through each of the following:

1. have sustained memberships in professional counseling organizations,
2. maintain certifications and/or licenses required for practice in the counseling profession, and
3. show evidence of sustained professional engagement through at least two of the following:
 - a) professional development and renewal activities related to counseling,
 - b) professional service and advocacy in counseling,
 - c) on-going counseling practice, or
 - d) research and scholarly activity in counseling commensurate with their faculty role.

Z. For each specialized practice area offered by the program, at least one core counselor education program faculty member must identify with the specialized practice area. A faculty member can identify with more than one specialized practice area. The identified faculty member for the area must:

1. maintain certifications and/or licenses related to the specialized practice area, and
2. show evidence of sustained professional engagement through at least two of the following:
 - a) professional development and renewal activities related to the specialized practice area,
 - b) professional service and advocacy in the specialized practice area,
 - c) on-going counseling practice in the specialized practice area, or
 - d) research and scholarly activity in the specialized practice area commensurate with their faculty role.

AA. 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.

BB. Affiliate faculty may be employed who support the mission, goals, and curriculum of the counselor education program. All affiliate faculty must have graduate and/or professional degrees in a field that supports the mission of the program.

CC. The counselor education program orients affiliate faculty to program and accreditation requirements relevant to the courses they teach, and to program and institutional policies and procedures.

- DD. All core and affiliate counselor education program faculty have relevant preparation and/or experience in relation to the: a) course content they teach, and b) delivery type.
- EE. A core counselor education program faculty member is clearly designated as the leader for the counselor education program; 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 counselor education program,
 3. providing input and making recommendations regarding the development of budget and for expenditures,
 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 counselor education program.
- FF. A program faculty or staff member is identified as the practicum and internship coordinator for the counselor education program. This individual must:
1. have a written job description,
 2. be responsible for the coordination of practicum and internship experiences in designated counselor education program(s), and
 3. be responsible for responding to inquiries regarding practicum and internship.
 4. Coordinators hired after July 1, 2024 must have a counseling background.

ACADEMIC QUALITY

Counselor education programs must be committed to attaining the highest quality in their preparation of students and must demonstrate the process, tools, and thresholds used to measure quality. Academic quality is determined by evaluation of program mission and objectives and assessment of students' knowledge, skills, and professional dispositions. The purpose of student evaluation is for counselor education program faculty to continuously monitor student demonstration of key knowledge, skills, and dispositions to prepare them for practice as a counselor. The purpose of program evaluation is for counselor education program faculty to comprehensively evaluate overall program effectiveness across specific dimensions, and to use findings to inform program modifications. The following standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

INDIVIDUAL STUDENT ASSESSMENT

- A. Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.
 - 1. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes the following:
 - a) key performance indicators in each of the eight foundational curricular areas and in each specialized practice area (for doctoral programs, each of the five doctoral professional identity areas),
 - b) minimum performance expectations for each of the key performance indicators,
 - c) measurement of each key performance indicator must be conducted (1) using multiple measures and (2) across multiple points in time, and
 - d) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.
 - 2. The counselor education program faculty identify and systematically assess each student's professional dispositions throughout the program. The assessment process includes the following:
 - a) measurement of student professional dispositions over multiple points in time, and <
 - b) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.
 - 3. The counselor education program faculty systematically review each student's formative and summative fieldwork counseling performance and ability to integrate and apply knowledge as part of individual student assessment.
 - 4. The counselor education program has a systematic process in place for communicating feedback to students on individual assessments of progress and professional dispositions.

PROGRAM EFFECTIVENESS

B. PROGRAM MISSION

The counselor education program has a mission statement that:

1. defines and outlines the fundamental purpose of the program;
2. reflects input from all persons involved in the conduct of the program: counselor education program faculty, current and former students, and external stakeholders;
3. reflects counseling practice in a diverse, multicultural, and global society with currently and historically marginalized populations; and
4. is publicly available.

C. PROGRAM OBJECTIVES

The program objectives are consistent with the program mission statement and

1. reflect current knowledge and projected needs concerning counseling practice in a diverse, multicultural, and global society with currently and historically marginalized populations;
2. reflect input from all persons involved in the conduct of the program: counselor education program faculty, current and former students, and external stakeholders;
3. are written in measurable terms so they can be evaluated; and
4. are publicly available.

D. CONTINUOUS AND SYSTEMATIC IMPROVEMENT OF THE PROGRAM

Counselor education programs have a written comprehensive evaluation plan for systematically evaluating, monitoring, and reporting achievement of program objectives on an annual basis. The plan includes:

1. academic quality indicators,
2. minimum thresholds for meeting program objectives and aligned academic quality indicators, as determined by counselor education program faculty,
3. the data that will be collected,
4. a procedure for how and when data will be collected,
5. a method for how and when data will be reviewed or analyzed,
6. a process for addressing unmet minimum thresholds,
7. a procedure for identifying and analyzing trends in the data across multiple years, and
8. an explanation for how data will be used for curriculum and program improvement.

E. ACADEMIC QUALITY INDICATORS

Programs must collect and analyze the following data annually as part of their comprehensive evaluation plan:

1. Faculty Professional Identity and Engagement

The program analyzes and reports in aggregate counselor education program faculty identity and engagement with the counseling profession in professional activities, scholarly activities, and service to the profession, evidenced by activities such as:

- a) have sustained memberships in professional counseling organizations;
- b) maintain certifications and/or licenses related to the counseling profession; and
- c) show evidence of sustained professional engagement through at least two of the following:
 - 1) professional development and renewal activities related to counseling,
 - 2) professional service and advocacy in counseling,
 - 3) ongoing counseling practice, or
 - 4) research and scholarly activity in counseling commensurate with their faculty role.

2. Aggregate Assessment of Student Success:

The program provides trend analysis of student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for:

- a) entry-level programs: key performance indicators for each of the eight foundational curricular areas and for each specialized practice area;
- b) (If applicable) doctoral programs: key performance indicators for each of the five doctoral professional identity areas;
- c) professional dispositions for entry-level students; and
- d) (If applicable) professional dispositions for doctoral students.

3. Graduate Outcomes :

The program analyzes graduate outcomes and reports in aggregate by specialized practice area the achievement of minimum thresholds determined by the program for each of the following:

- a) the number of graduates,
- b) pass rates on credentialing examinations,
- c) degree completion rates, and
- d) job placement rates.

4. Diverse Learning Community:

As part of the continuous and systematic efforts to recruit, enroll, and retain a diverse group of faculty and students, the counselor education program analyzes disaggregated demographic data with regard to:

- a) Students:
 - 1) applicants,
 - 2) enrolled students, and
 - 3) degree completion rates.
- b) Full-time Faculty:
 - 1) (if applicable) applicants for open faculty positions,
 - 2) employed faculty, and
 - 3) retention rates.

5. Fieldwork:

The program reports in aggregate:

- a) student evaluation of practicum and internship placement process,
- b) student evaluation of practicum and internship sites,
- c) student evaluation of practicum and internship site supervisors,
- d) student evaluation of practicum and internship faculty and doctoral student supervisors, and
- e) student placement rates at practicum and internship sites.</div>

F. STAKEHOLDER ENGAGEMENT AND ACCOUNTABILITY

The purpose of stakeholder engagement is to solicit and use feedback from parties outside of the counselor education program faculty who are knowledgeable about the counseling profession and the communities the program serves.

- 1. The program collects and analyzes systematic follow-up studies to analyze the extent to which the program is achieving its program objectives by collecting data from external stakeholders that include:
 - a) graduates,
 - b) site supervisors, and
 - c) employers of program graduates.
- 2. The counselor education program solicits feedback from a designated advisory committee regarding proposed curriculum modification and program improvement. The advisory committee is comprised of representatives from the program and external stakeholders with diverse identities and perspectives.
- 3. Counselor education program faculty disseminate an annual report for entry and doctoral (if applicable) levels that includes:
 - a) a summary of the program evaluation results,
 - b) subsequent curriculum modifications and program improvement, and
 - c) any other substantial program changes.
- 4. The annual report is published on the program website in an easily accessible location.
- 5. Students currently in the program, program faculty, institutional administrators, and external stakeholders are notified that the annual report is available.
- 6. Counselor education program faculty must annually post on the program's website in an easily accessible location the achievement of program-determined minimum thresholds for the following graduate outcomes, separated by entry and doctoral (if applicable) level programs:
 - a) the number of graduates for the past academic year,
 - b) passing rates on credentialing examinations,
 - c) degree completion rates, and
 - d) job placement rates.

FOUNDATIONAL COUNSELING CURRICULUM

The following standards apply to all entry-level programs for which accreditation is being sought unless otherwise specified.

The curriculum for entry-level programs provides for obtaining essential knowledge, skills, and attitudes necessary to function effectively as a professional counselor. Curriculum knowledge domains and outcome expectations are frequently interrelated and not mutually exclusive. Ethical behavior, diversity, equity, inclusion, and critical thinking are integral to counselor preparation and should be infused throughout the curriculum. Diversity refers to all aspects of intersectional and cultural group identity. Counselor preparation programs address culturally-responsive content and strategies across the eight foundational curriculum areas. The eight foundational curriculum areas represent the knowledge required of all entry-level counselor education graduates. Counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialized practice areas
- b. the multiple professional roles and functions of counselors across specialized practice areas
- c. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams including i) collaboration and consultation, ii) community outreach, and iii) emergency response management
- d. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
- e. the role and process of the professional counselor advocating on behalf of the profession
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards for specialized practice areas
- h. legislation, regulatory processes, and government/public policy relevant to and impact on professional counseling and specialized practice areas
- i. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
- j. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling and specialized practice areas
- k. self-care, emotional regulation, and self-evaluation strategies for ethical and effective practice
- l. the purpose of and roles within counseling supervision in the profession

SOCIAL AND CULTURAL DIVERSITY

- a. theories and models of multicultural counseling, cultural and disability identity development, and social justice and advocacy
- b. the influence of heritage, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on individuals' worldviews
- c. the influence of heritage, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on help-seeking and coping behaviors
- d. the influence of intersectional individual identities and social and cultural group identities on the development of worldviews
- e. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
- f. the effects of stereotypes, overt and covert discrimination, power, oppression, privilege, marginalization, and violence for counselors and clients
- g. the effects of various socio-cultural influences on mental and physical health and wellness, including public policies, social movements, and cultural values
- h. disproportional effects of poverty and health disparities towards people with minoritized identities
- i. principles of independence, inclusion, choice and self-empowerment, and universal access to services within and outside the counseling relationship
- j. strategies for identifying and eliminating barriers, prejudices, and process of intentional and unintentional oppression and discrimination
- k. competencies of professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural and disability identities
- l. the role of religion and spirituality in clients' and counselors' psychological functioning

LIFESPAN DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. structures for affective relationships, bonds, couples, marriages, and families
- c. theories of affective, relational, and sexual identity development
- d. theories of gender identity development
- e. theories of cultural and disability identity development
- f. theories of learning
- g. theories of personality and psychological development
- h. theories and neurobiological etiology of addictions
- i. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
- j. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
- k. effects of crises, disasters, stress, and trauma across the lifespan
- l. models of resilience, optimal development, and wellness in individuals and families across the lifespan
- m. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
- n. models of psychosocial adjustment to illness and disability

CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities in a global economy
- h. strategies for advocating for employment supports for individuals facing barriers in the workplace
- i. strategies for facilitating client skill development for career, educational, and life-work planning and management
- j. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- k. career and college/technical training readiness and educational decision-making
- l. strategies for improving access to educational and occupational opportunities for people from marginalized groups
- m. ethical and legal issues relevant to career development and career counseling

COUNSELING PRACTICE AND RELATIONSHIPS

- a. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
- b. case conceptualization skills using a variety of models and approaches
- c. models and strategies for understanding and practicing consultation
- d. principles of critical thinking and reasoning in the counseling process
- e. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
- f. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
- g. application of technology related to counseling
- h. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
- i. interviewing, attending, and listening skills in the counseling process
- j. counseling strategies and techniques used to facilitate the client change process
- k. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
- l. goal consensus and collaborative decision-making in the counseling process
- m. developmentally relevant and culturally sustaining counseling treatment or intervention plans
- n. development of measurable outcomes for clients
- o. evidence-based counseling strategies and techniques for prevention and intervention
- p. record keeping and documentation skills
- q. principles and strategies of caseload management, community resources and referrals promoting independence, and optimal wellness within a range of professional settings
- r. classification of commonly prescribed psychopharmacological medications
- s. strategies to promote client understanding of and access to a variety of community-based resources to facilitate empowerment
- t. suicide prevention and response models and strategies
- u. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
- v. processes for developing a personal model of counseling

GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors of group work and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. application of technology related to group counseling and group work
- g. types of groups, settings, and other considerations that affect conducting groups
- h. culturally and developmentally sustaining and responsive strategies for designing and facilitating groups
- i. ethical and legal considerations relative to the delivery of group counseling and group work
- j. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

ASSESSMENT AND DIAGNOSTIC PROCESSES

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- d. reliability and validity in the use of assessments
- e. culturally sustaining considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
- f. ethical and legal considerations for selecting, administering, and interpreting assessments
- g. methods of effectively preparing for and conducting culturally sustaining and developmentally appropriate initial assessments
- h. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
- i. use of assessments in academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of structured interviewing, symptom checklists, and personality and psychological testing
- l. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
- m. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
- n. procedures for assessing clients' experience of trauma
- o. procedures for identifying and reporting signs of abuse and neglect
- p. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
- q. procedures to identify substance use and addictions and how it relates to co-occurring conditions
- r. procedures for using assessment results for referral and consultation

RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
- b. identification and evaluation of the evidence base for counseling theories, interventions, and practices
- c. qualitative, quantitative, and mixed methods research designs
- d. practice-based and action research methods
- e. statistical tests used in conducting research and program evaluation
- f. analysis and use of data in research
- g. use of research methods and procedures to evaluate counseling interventions
- h. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments
- i. culturally and developmentally sustaining and responsive outcome measures for counseling services
- j. use of accountability data to inform decision making
- k. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
- l. culturally and developmentally sustaining and responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients. The following standards apply to entry-level programs for which accreditation is being sought.

ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. The counselor education program provides on-going support to help students find field experience sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their specialized practice areas.
- B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
- C. Supervision of practicum and internship students includes program-appropriate cyber-secure audio/video recordings and/or live supervision of students' interactions with clients for all program delivery types.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology resources, during their practicum and internship.
- E. Programs provide a fieldwork handbook to all students and site supervisors, in all program delivery types, detailing requirements, expectations, policies and procedures including:
 - 1. CACREP standards and definitions related to supervised practicum and internship,
 - 2. supervision agreement,
 - 3. evaluation procedures and requirements, and
 - 4. policy for student retention, remediation, and dismissal from the program.
- F. 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.

SUPERVISOR QUALIFICATIONS and EXPECTATIONS

- G. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:
 - 1. relevant experience for in-person and/or virtual supervision,
 - 2. relevant professional counseling credentials, and
 - 3. proficiency in the use of technology utilized for supervision.
- H. Doctoral students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must:
 - 1. have completed entry-level counseling degree requirements consistent with CACREP standards,
 - 2. have completed or are receiving preparation in counseling supervision, and
 - 3. be under supervision on a regular schedule from counselor education program faculty.

- I. 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 post-master's professional experience in the specialized practice area in which the student is enrolled;
 - 4. proficiency in the use of technology utilized for supervision;
 - 5. knowledge of the program's expectations, requirements, and evaluation procedures for students; and
 - 6. relevant training for in-person and/or virtual counseling supervision.
- J. The counselor education program provides orientation to site supervisors regarding program requirements and expectations.
- K. Consultation and professional development opportunities are provided by counselor education program faculty to site supervisors for all program delivery types.
- L. Written supervision agreements:
 - 1. define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship,
 - 2. include emergency procedures, and
 - 3. detail the format and frequency of consultation to monitor student learning when individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty.

PRACTICUM

- M. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of 8 weeks consistent with the institution's academic calendar.
- N. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

PRACTICUM SUPERVISION

- O. Throughout the duration of practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
 - 1. a counselor education program core or affiliate faculty member, or
 - 2. a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or
 - 3. a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

- P. Throughout the duration of practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member, or
 2. a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or
 3. a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

INTERNSHIP

- Q. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their specialized practice area.
- R. Internship students complete at least 240 hours of direct service with actual clients.

INTERNSHIP SUPERVISION

- S. Throughout the duration of internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member, or
 2. a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or
 3. a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- T. Throughout the duration of internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member, or
 2. a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or
 3. a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

PRACTICUM and INTERNSHIP COURSE LOADS

- U. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- V. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

- W. Practicum and internship students are not combined for group supervision.
- X. Group supervision for practicum and internship students should not exceed a 1:12 faculty:student ratio.
- Y. When counselor education program faculty provide supervision of doctoral students, providing supervision to entry-level students, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

ENTRY-LEVEL SPECIALIZED PRACTICE AREAS

All entry-level students are enrolled in at least one specialized practice area. For each specialized practice area, students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area. Counselor education programs must document where each of the lettered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

ADDICTION COUNSELING

- a. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
- b. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
- c. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
- d. strategies for enhancing client motivation to change, managing cravings, and preventing relapse
- e. abstinence and harm reduction models of addiction recovery
- f. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
- g. pharmacological interventions used to mitigate substance use abuse withdrawal and craving
- h. recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process
- i. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process
- j. regulatory processes, continuum of care, and service delivery in addiction counseling
- k. strategies for interfacing with the legal system and working with court referred clients
- l. third party reimbursement and other practice and management issues in addictions counseling

CAREER COUNSELING

- a. factors that affect clients' attitudes toward work and their career decision-making processes
- b. the unique needs and characteristics of multicultural and diverse persons with regard to career exploration, employment expectations, and socioeconomic issues
- c. c. implications of gender roles and responsibilities for employment, education, family, and leisure
- d. impact of globalization on careers and the workplace
- e. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations
- f. approaches and resources relevant to diverse persons that help clients acquire a set of career planning, employability, job search, job creation, and life-work role transition skills
- g. strategies to assist clients in the appropriate use of technology for career information and planning
- h. approaches to market and promote career counseling activities and services

CLINICAL MENTAL HEALTH COUNSELING

- a. etiology, nomenclature, treatment, referral, and prevention of mental, behavioral, or neurodevelopmental disorders
- b. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- c. legislation and government policy relevant to clinical mental health counseling
- d. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- e. techniques and interventions for prevention and treatment of a broad range of mental health issues
- f. strategies for interfacing with the legal system regarding court-referred clients
- g. strategies for interfacing with integrated behavioral health care professionals
- h. strategies to advocate for persons with mental, behavioral, or neurodevelopmental conditions
- i. strategies for community collaboration and outreach
- j. regulatory processes, continuum of care, and service delivery in clinical mental health counseling
- k. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

COLLEGE COUNSELING AND STUDENT AFFAIRS

- a. principles of student development and the effect on life, education, and career choices
- b. organizational, management, and leadership theories relevant in higher education settings
- c. organizational culture, budgeting and finance, and personnel practices in higher education
- d. current trends in higher education
- e. diversity of higher education environments
- f. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- g. unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- h. policies, programs, and services that are equitable, preventative, and responsive to the unique needs of individuals in higher education settings
- i. higher education resources to improve student learning, personal growth, professional identity development, and mental health
- j. models of violence prevention in higher education settings
- k. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions

MARRIAGE, COUPLE, AND FAMILY COUNSELING

- a. sociology of the family, family phenomenology, and family of origin theories
- b. aging and intergenerational influences and related family concerns
- c. impact of interpersonal violence on marriages, couples, and families
- d. interactions of career, life, and gender roles on marriages, couples, and families
- e. impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families
- f. the impact of immigration on family functioning
- g. theories and models of marriage, couple, and family counseling
- h. principles and models of assessment and case conceptualization from a systems perspective
- i. family assessments, including genograms and family mapping
- j. techniques and interventions of marriage, couple, and family counseling
- k. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling
- l. strategies for interfacing with the legal system relevant to marriage, couple, and family counseling
- m. third party reimbursement and other practice and management issues in marriage, couple, and family counseling

REHABILITATION COUNSELING

- a. classification, terminology, etiology, functional capacity, and prognosis of disabilities
- b. effects of the onset, progression, and expected duration of disability on clients' holistic functioning
- c. individual response to disability, including the role of families, communities, and other social networks
- d. impact of disability on sexuality
- e. strategies to enhance adjustment to disability
- f. effects of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
- g. principles of independent living, self-determination, and informed choice
- h. rehabilitation service delivery systems, including housing, independent living, case management, educational programs, and public/proprietary vocational rehabilitation programs
- i. benefit systems used by individuals with disabilities, including but not limited to Social Security, governmental monetary assistance, workers' compensation insurance, long-term disability insurance, and veterans' benefits
- j. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
- k. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
- l. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- m. skills analysis, job readiness, and work hardening in regard to accessibility, Americans with Disabilities Act compliance, and accommodations
- n. evaluation and application of assistive technology with an emphasis on individualized assessment and planning
- o. career development and employment models and strategies for achieving and maintaining meaningful employment for people with disabilities

- p. strategies to analyze work activity and labor market data and trends to facilitate the match between an individual with a disability and targeted jobs
- q. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention
- r. techniques to promote self-advocacy skills of individuals with disabilities
- s. s. facilitating client knowledge of and access to community and technology services and resources
- t. strategies to advocate for persons with disabilities

SCHOOL COUNSELING

- a. models of school counseling programs
- b. models of PK-12 comprehensive career development
- c. models of school-based collaboration and consultation
- d. development of school counseling program mission statements and objectives
- e. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
- f. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
- g. qualities and styles of effective leadership in schools
- h. advocacy for school counseling roles
- i. techniques of social/emotional counseling in school settings
- j. use of data to create and advocate for programs and students
- k. use of accountability data to inform decision making
- l. community resources and referral sources
- m. school counselor consultation with families, PK-12 and post-secondary school personnel, and community agencies
- n. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- o. approaches to increase promotion and graduation rates
- p. interventions to promote postsecondary and career readiness
- q. strategies to facilitate school and postsecondary transitions
- r. strategies to promote equity in student achievement and access to postsecondary education opportunities
- s. evidence-based and culturally sustaining interventions to promote academic development
- t. strategies for implementing and coordinating peer intervention programs
- u. school counselor roles and responsibilities in relation to the school emergency management plans

DOCTORAL STANDARDS COUNSELOR EDUCATION AND SUPERVISION

A. THE DOCTORAL LEARNING ENVIRONMENT

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings.

THE PROGRAM

1. The doctoral program consists of a minimum of 48 semester hours or 72 quarter hours of doctoral-level credits beyond the entry-level degree. Beginning July 1, 2026 doctoral programs must consist of a minimum of 60 semester hours or 90 quarter hours beyond the entry-level degree.
2. Doctoral programs provide evidence that they extend the knowledge base of the profession by immersing students into a climate of scholarly inquiry, demonstrated by all of the following:
 - (a) preparing students to generate new knowledge that can inform professional practice,
 - (b) ensuring students are engaging in scholarly activities under counseling faculty mentorship,
 - (c) supporting students to publish and/or present the results of scholarly inquiry,
 - (d) mentoring students in planning and engaging in advocacy,
 - (e) supporting students to pursue credentialing and licensure appropriate to their career goals,
 - (f) equipping students to assume positions of leadership in the counseling profession, and
 - (g) preparing students to become familiar with and knowledgeable about current trends and technology use in the delivery of counseling, counselor education, and counselor supervision.
3. Doctoral programs require two core counselor education program faculty in addition to the minimum three core counselor education program faculty members required for entry-level programs.
4. When counselor education program faculty provide supervision of doctoral students providing supervision at the entry-level, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.
5. Doctoral program admission criteria include:
 - (a) academic aptitude for doctoral-level study,
 - (b) previous professional experience,
 - (c) dispositions consistent with professional practice, including self-awareness,
 - (d) oral and written communication skills,
 - (e) commitment to diversity, equity, inclusion, and social justice,
 - (f) potential for scholarship, and
 - (g) potential for professional leadership and advocacy.
6. During the doctoral program admissions process, students' curricular experiences are evaluated to verify completion of coursework including (a) CACREP entry-level foundational curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level

specialized practice area requirements so that any missing content can be completed before or concurrently with doctoral-level counselor education coursework.

7. Students in doctoral-level programs have an approved advisor who is a core counselor education doctoral program faculty member, with whom they work to develop and complete a program of study.
8. Doctoral students complete a qualifying assessment to demonstrate comprehensive knowledge as outlined in the Doctoral Professional Identity standards.
9. Doctoral students must complete dissertation research or a capstone project focusing on areas relevant to counseling practice, counselor education, and/or supervision.
10. Current counseling-related research is infused throughout the doctoral counselor education curriculum.

B. DOCTORAL PROFESSIONAL IDENTITY

Doctoral programs in counselor education address professional roles in five areas: 1) counseling, 2) supervision, 3) teaching, 4) research and scholarship, and 5) leadership and advocacy. These five areas represent the minimal knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum

1. COUNSELING

- a. scholarly examination of the evidence base for theories relevant to counseling;
- b. integration of theories relevant to counseling;
- c. conceptualization of clients from multiple theoretical perspectives;
- d. methods for evaluating counseling effectiveness;
- e. legal and ethical issues and responsibilities in counseling across multiple settings and delivery platforms;
- f. culturally sustaining counseling across multiple settings, contexts, and delivery platforms.

2. SUPERVISION

- a. purposes of clinical supervision
- b. theoretical frameworks and models of clinical supervision
- c. roles and relationships related to clinical supervision
- d. skills of clinical supervision across multiple settings and delivery platforms
- e. opportunities for developing a personal style of clinical supervision
- f. assessment of supervisees' developmental level and other relevant characteristics
- g. modalities of clinical supervision, including individual, triadic, and group supervision
- h. the use of technology in clinical supervision
- i. administrative procedures and responsibilities related to clinical supervision
- j. evaluation, remediation, and gatekeeping in clinical supervision
- k. legal and ethical issues and responsibilities in clinical supervision
- l. culturally sustaining strategies for conducting clinical supervision

3. TEACHING

- a. roles and responsibilities related to educating counselors
- b. pedagogy and teaching methods relevant to counselor education
- c. andragogy and adult learning theories
- d. curriculum design and instructional delivery
- e. the use of technology in instructional design and delivery across teaching platforms
- f. integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum
- g. universal design to meet the needs of all students with respect for individual differences in learning
- h. instructional and curricular evaluation methods
- i. screening, remediation, and gatekeeping functions relevant to teaching
- j. assessment of student learning and professional dispositions
- k. legal and ethical issues and responsibilities in counselor education
- l. culturally sustaining strategies for counselor education
- m. the role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

- a. research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses
- b. quantitative data analysis methods including univariate and multivariate
- c. qualitative approaches to data analysis
- d. models and methods of sampling relevant to research design
- e. models and methods of instrument design
- f. models and methods of program evaluation
- g. research questions or hypotheses appropriate for professional research and publication
- h. professional writing for peer-reviewed journal publication
- i. professional conference proposal preparation
- j. development of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. strategies for conducting culturally relevant and competent research
- m. ethical considerations and strategies for conducting research

5. LEADERSHIP AND ADVOCACY

- a. theories, models and skills of leadership
- b. leadership and leadership development in professional organizations
- c. leadership in counselor education programs
- d. accreditation standards and program accreditation processes including self-studies and program reports
- e. management and administration in agencies, organizations, and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation
- h. current sociopolitical and social justice issues and how those issues affect the counseling profession
- i. models and competencies for counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to diversity, equity, inclusion, and social justice issues

- l. culturally sustaining leadership and advocacy practices
- m. ethical leadership and advocacy practices
- n. role of self-care in advocacy and leadership

C. DOCTORAL PRACTICUM AND INTERNSHIP PRACTICUM

1. Doctoral students participate in a supervised doctoral-level counseling practicum that is a minimum of 100 hours over a full academic term that is a minimum of 8 weeks. Students complete 40 direct hours that address at least one of the five doctoral professional identity standards (counseling, supervision, teaching, research and scholarship, and leadership and advocacy). The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee in order to ensure that the experience expands students' post-master's counseling practice.
2. During the doctoral student's practicum, supervision is provided by a counselor education program faculty member or a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
3. Individuals serving as practicum supervisors have (a) a minimum of a master's degree in counseling or a related profession, with preference for a doctoral degree, (b) relevant certifications and/or licenses, (c) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (d) relevant training in counseling supervision.
4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio.
5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.
6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision practicum.

INTERNSHIP

7. Doctoral students are required to complete internships that total a minimum of 600 hours. The 600 hours must include supervised experiences in at least three of the five areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy)
8. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.
9. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. When

individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio.

10. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member. Group supervision of internship students should not exceed a 1:12 faculty:student ratio.

102-3-3a. **Education requirements.** To qualify for licensure as a professional counselor or a clinical professional counselor, the applicant's education shall meet the applicable requirements provided in the following subsections.

(a) (1) "Core faculty member" means an individual who is part of the program's teaching staff and who meets the following conditions:

(A) Is an individual whose education, training, and experience are consistent with the individual's role within the program and are consistent with the published description of the goals, philosophy, and educational purpose of the program;

(B) is an individual whose primary professional employment is at the institution in which the program is housed; and

(C) is an individual who is identified with the program and is centrally involved in program development, decision making, and student training as demonstrated by consistent inclusion of the individual's name in public and departmental documents.

(2) "In residence," when used to describe a student, means that the student is present at the physical location of the institution for the purpose of completing coursework during which the student and one or more core faculty members are in face-to-face contact.

(3) "Primary professional employment" means at least 20 hours per week of instruction, research, any other service to the institution in the course of employment, and the related administrative work.

(b) At the time of application, each applicant shall have fulfilled the following requirements:

(1) Received either a master's or doctoral degree in counseling from a program that meets one of the following requirements:

(A) Is not below the accreditation standards of the council for the accreditation of counseling and related educational programs; or

(B) meets the requirements in subsections (f) and (g); and

(2) as a part of or in addition to the coursework completed for the counseling graduate degree, completed at least 60 graduate semester hours, or the academic equivalent, of which at least 45 graduate semester hours, or the academic equivalent, shall clearly satisfy the coursework requirements in subsection (c).

(c) Each applicant shall have satisfactorily completed formal academic coursework that contributes to the development of a broad conceptual framework for counseling theory and practice as a basis for more advanced academic studies. This formal academic coursework shall consist of at least 45 graduate semester hours, or the academic equivalent, that are distributed across the substantive content areas provided in this subsection. None of these credit hours shall be earned through independent study courses. There shall be at least two discrete and unduplicated semester hours, or the academic equivalent, in each of the following substantive content areas:

(1) Counseling theory and practice, which shall include studies in the basic theories, principles, and techniques of counseling and their applications to professional settings;

(2) the helping relationship, which shall include studies in the philosophical bases of helping relationships and the application of the helping relationship to counseling practice, as well as an emphasis on the development of practitioner and client self-awareness;

(3) group dynamics, processes, and counseling approaches and techniques, which shall include studies in theories and types of groups, as well as descriptions of group practices, methods, dynamics, and facilitative skills;

(4) human growth and development, which shall include studies that provide a broad understanding of the nature and needs of individuals at all developmental levels and in multicultural contexts;

(5) career development and lifestyle foundations, which shall include studies in vocational theory, the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques;

(6) appraisal of individuals and studies and training in the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, and the study of individual differences;

(7) social and cultural foundations, which shall include studies in change processes, ethnicity, subcultures, families, gender issues, the changing roles of women, sexism, racism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. These studies may come from the behavioral sciences, economics, political science, and similar disciplines;

(8) research and evaluation, which shall include studies in the areas of statistics, research design, development of research, development of program goals and objectives, and evaluation of program goals and objectives;

(9) professional orientation, which shall include studies codes of ethics, legal considerations, standards of preparation and practice, certification, licensing, and the role identities of counselors and others in the helping professions; and

(10) supervised practical experience, which shall include studies in the application and practice of the theories and concepts presented in formal study. This experiential practice shall be performed under the close supervision of the instructor and on-site supervisor with the use of direct observation and the preparation and review of written case notes. Direct observation may include the use of one-way mirrors in a counseling laboratory, the use of videotaped or audiotaped sessions, or the use of real-time video conferencing or similar synchronous communication devices.

(d) Each applicant for licensure as a clinical professional counselor whose master's or doctoral degree is earned before July 1, 2003 shall have earned the graduate degree in accordance with subsections (b) and (c).

(e) Each applicant for licensure as a clinical professional counselor whose master's or doctoral degree is earned on or after July 1, 2003 shall meet the following education requirements:

(1) Have earned a graduate degree in accordance with subsections (b) and (c);

(2) in addition to or as a part of the academic requirements for the graduate degree, have completed 15 graduate semester credit hours, or the academic equivalent, supporting diagnosis and treatment of mental disorders using the "diagnostic and statistical manual of mental disorders" as specified in K.A.R. 102-3-15. The 15 graduate semester credit hours, or the academic equivalent, shall include both of the following:

(A) The applicant shall have satisfactorily completed two graduate semester hours, or the academic equivalent, of discrete coursework in ethics and two graduate semester hours, or the academic equivalent, of discrete coursework in psychopathology and diagnostic assessment, including the study of the latest edition of the “diagnostic and statistical manual of mental disorders” and assessment instruments that support diagnosis.

(B) The applicant shall have satisfactorily completed coursework addressing treatment approaches and inter-disciplinary referral and collaboration; and

(3) completion of a graduate-level, supervised clinical practicum pursuant to K.S.A. 65-5804a(c)(1)(C), and amendments thereto.

(f) In order to be approved by the board, each educational program in professional counseling shall meet the following requirements:

(1) Have established program admission requirements that are based, in part or in full, on objective measures or standardized achievement tests and measures;

(2) require an established curriculum that encompasses at least two academic years of graduate study;

(3) have clear administrative authority and primary responsibility within the program for the core and specialty areas of training in professional counseling;

(4) have an established, organized, and comprehensive sequence of study that is planned by administrators who are responsible for providing an integrated educational experience in professional counseling;

(5) engage in continuous systematic program evaluation indicating how the mission objectives and student learning outcomes are measured and met;

(6) be chaired or directed by an identifiable person who holds a doctoral degree in counseling that was earned from a regionally accredited college or university upon that person’s actual completion of a formal academic training program;

(7) have an identifiable, full-time, professional faculty whose members hold earned graduate degrees in professional counseling or a related field;

(8) have an established, identifiable body of students who are formally enrolled in the program with the goal of obtaining a degree;

(9) require an appropriate practicum, internship, or field or laboratory training in professional counseling that integrates didactic learning with supervised clinical experience;

(10) conduct an ongoing, objective review and evaluation of each student’s learning and progress, and report this evaluation in the official student transcripts;

(11) require that at least 30 graduate semester credit hours, or the academic equivalent, of coursework be completed “in residence” at one institution and require that the practicum or internship be completed at the same institution; and

(12) require that the number of graduate semester hours, or the academic equivalent, delivered by adjunct faculty does not exceed the number of graduate semester hours, or the academic equivalent, delivered by core faculty members.

(g) In order for an applicant to qualify for licensure, the college or university at which the applicant completed the counseling degree requirements shall meet these requirements:

(1) Be regionally accredited, with accreditation standards equivalent to those met by Kansas colleges and universities;

(2) document in official publications, including course catalogs and announcements, the program description and standards and the admission requirements of the professional counseling education and training program;

(3) identify and clearly describe in pertinent institutional catalogs the coursework, experiential, and other academic program requirements that must be satisfied before conferral of the graduate degree in counseling;

(4) clearly identify and specify in pertinent institutional catalogs its intent to educate and train professional counselors;

(5) have clearly established the professional counselor education program as a coherent entity within the college or university that, when the applicant's graduate degree was conferred, met the program standards in subsection (f); and

(6) have conferred the graduate degree in counseling upon the applicant's successful completion of an established and required formal program of studies.

(h) The following types of study shall not be substituted for or counted toward the coursework requirements of subsections (b), (c), (d), and (e):

(1) Academic coursework that the applicant completed as a part of or in conjunction with the undergraduate degree requirements;

(2) academic coursework that has been audited rather than graded;

(3) academic coursework for which the applicant received an incomplete or failing grade;

(4) coursework that the board determines is not closely related to the field or practice of counseling;

(5) graduate or postgraduate coursework or training provided by any college, university, institute, or training program that does not meet the requirements of subsections (f) and (g); and

(6) any continuing education, in-service activity, or on-the-job training.

(i) The following types of study may be counted toward the 60 graduate semester hours required under paragraph (b)(2):

(1) No more than six graduate semester hours of independent study that is related to the field or practice of counseling, except that independent study shall not be used to meet any of the substantive content area requirements specified in subsection (c); and

(2) no more than four graduate semester hours for thesis research and writing.

(Authorized by K.S.A. 2014 Supp. 65-5804a and 74-7507; implementing K.S.A. 2014 Supp. 65-5804a; effective Dec. 19, 1997; amended July 19, 2002; amended Aug. 8, 2003; amended Oct. 27, 2006; amended Dec. 12, 2014.)



1998 Supplement

to the

Kansas

Administrative Regulations

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RON THORNBURGH, *Secretary of State*

UNDER AUTHORITY OF K.S.A. 77-415 et seq.



The 1998 Supplement to the Kansas Administrative Regulations contains rules and regulations filed after December 31, 1996 and before January 1, 1998.

The 1997 Volumes of the Kansas Administrative Regulations contain regulations filed before January 1, 1997.

DIVISION OF PRINTING—DEPARTMENT OF ADMINISTRATION
TOPEKA, KANSAS 1998

professional experience" clock hours of postgraduate e.

ical supervision" means eous supervision between e supervisee.

supervision" means face-to- supervision between one su- than six supervisees.

g" means any public or pri- e agency or delivery system onal counseling is practiced eling services are delivered.

"internship" means a for- academic curriculum in the g program that engages the d, professional counseling opportunities to apply class- ual practice situations in a

r" as used in K.A.R. 102-3- of 13 clock hours of formal struction that occurred over emic semester and for which d formal graduate academic

ivalent of a semester hour" 2-3-3a means the prorated, for formal academic course- sework is completed on the quarter hours rather than se-

; the behavioral sciences reg- orized by K.S.A. 1996 Supp. ing K.S.A. 1996 Supp. 65- 809, 65-5811, and 74-7507; 97.)

(a) Each applicant for li- onal counselor shall pay the t forth below:

a license, \$75;

e, \$150;

nse, \$150;

150;

n a specialty, \$150;

f a license certificate, \$20;

of license, \$150; or

mit, \$150.

t for license renewal after its all pay the reinstatement fee renewal penalty fee equal to 50. (Authorized by K.S.A. 74-

7507, as amended by L. 1996, Ch. 153, Sec. 43; implementing K.S.A. 65-5804, as amended by L. 1996, Ch. 153, Sec. 4, K.S.A. 65-5808, as amended by L. 1996, Ch. 153, Sec. 8, and K.S.A. 65-5811, as amended by L. 1996, Ch. 153, Sec. 11; effective, T-88-45, Nov. 10, 1987; amended, T-102-11-29-90, Nov. 29, 1990; amended Jan. 21, 1991; amended Aug. 4, 1995; amended Oct. 24, 1997.)

102-3-3. (Authorized by K.S.A. 1989 Supp. 74-7507; implementing K.S.A. 1989 Supp. 65-5804; effective, T-102-6-13-88, June 13, 1988; effective, T-102-10-17-89, Oct. 17, 1989; effective Feb. 25, 1991; revoked Dec. 19, 1997.)

102-3-3a. Educational requirements. To qualify for licensure as a professional counselor, the applicant's educational qualifications and background shall meet the requirements provided in the following subsections.

(a) Degree requirements. At the time of application, the applicant shall have fulfilled these requirements:

(1) received either a master's or doctor's degree in counseling; and

(2) as a part of or in addition to the course work completed for the counseling graduate degree, completed a minimum of 60 graduate semester hours acceptable to the board, of which at least 45 graduate semester hours clearly satisfy the course work requirements provided in subsection (b).

(b) Course work requirements. The applicant shall have satisfactorily completed a minimum of 45 graduate semester hours of formal academic course work that is distributed across the substantive content areas provided in this subsection. There shall be a minimum of at least two discrete and unduplicated semester hours or their academic equivalent in each of the following substantive content areas:

(1) counseling theory and practice that includes studies in basic theories, principles, and techniques of counseling and their applications to professional settings;

(2) the helping relationship that includes studies in philosophic bases of helping relationships, application of the helping relationship to counseling practice, and an emphasis on development of practitioner and client self-awareness;

(3) group dynamics, processes, and counseling approaches and techniques that include studies in theories and types of groups, as well as descrip-

tions of group practices, methods, dynamics, and facilitative skills;

(4) human growth and development that includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels, with emphasis on psychological, sociological, and physiological models. Also included are such areas as both normal and abnormal behavior, personality theory, and learning theory;

(5) career development and lifestyle foundations that include studies in such areas as vocational theory, the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques;

(6) appraisal of individuals that includes studies and training in the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, and the study of individual differences;

(7) social and cultural foundations that include studies in change processes, ethnicity, subcultures, families, gender issues, changing roles of women, sexism, racism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. These studies may come from such disciplines as the behavioral sciences, economics, and political science;

(8) research and evaluation that include studies in the areas of statistics, research design, development of research, understanding legislation relating to program development, development of program goals and objectives, and evaluation of program goals and objectives;

(9) professional orientation that includes studies in the goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation and practice, certification, licensing, and role identities of counselors and others in the helping professions; and

(10) supervised practical experience that includes studies in the application and practice of the theories and concepts presented in formal study. Such experiential practice shall be performed under the close supervision of the instructor with the use of direct observation, one-way mirrors in a counseling laboratory, the use of videotaped or audiotaped sessions, and written case notes.

(c) Program requirements. In order to be ap-

proved by the board, the educational program in professional counseling shall meet the following conditions:

(1) have established program admission requirements acceptable to the board that are at least partially based upon objective measures or standardized achievement test results;

(2) require an established curriculum that encompasses a minimum of two academic years of graduate study that includes at least one academic year with at least 12 semester hours in residency at the college or university granting the degree;

(3) have clear authority and primary responsibility for the core and specialty areas of training in professional counseling;

(4) have an established, organized, and comprehensive sequence of study that is planned by administrators who are responsible for providing an integrated educational experience in professional counseling;

(5) be chaired or directed by an identifiable person who holds a graduate degree that was conferred by a regionally accredited college or university upon that person's actual completion of a formal academic training program in professional counseling;

(6) have an identifiable full-time, professional faculty whose members hold conferred graduate degrees in professional counseling or a related field;

(7) have established and recognized an identifiable body of students who are formally enrolled in the program for a degree;

(8) have clearly identified and established residency requirements that are substantially equivalent to those in Kansas colleges or university graduate programs in professional counseling;

(9) require an appropriate practicum, internship, field, or laboratory training in professional counseling that integrates didactic learning with supervised clinical experience; and

(10) conduct ongoing, objective review and evaluation of student learning and progress, and report this evaluation in the official student transcripts.

(d) College or university requirements. In order for the applicant to qualify for licensure, the college or university at which the applicant completed the counseling degree requirements shall meet these requirements:

(1) be institutionally accredited to award the graduate counseling degree;

(2) be regionally accredited, with accreditation

standards equivalent to those met by Kansas colleges and universities;

(3) document in official publications, including course catalogs and announcements, the description, standards, and admission requirements of the professional counseling education and training program;

(4) identify and clearly describe in pertinent institutional catalogs the course work, experiential, and other academic program requirements that must be satisfied prior to conferral of the graduate degree in counseling;

(5) clearly identify and specify in pertinent institutional catalogs its intent to educate and train professional counselors;

(6) have clearly established as a coherent entity within the college or university a professional counseling education and training program that, at the time the applicant's graduate degree was conferred, met the program standards as provided in subsection (c);

(7) have conferred the graduate degree in counseling upon the applicant's successful completion of an established and required formal program of studies.

(e) The following activities shall not be substituted for or counted toward the course work requirements:

(1) academic courses that the applicant completed as a part of or in conjunction with the undergraduate degree requirements;

(2) academic course work that has been audited rather than graded;

(3) academic course work for which the applicant received an incomplete or failing grade;

(4) course work that the board determines is not closely related to the field or practice of counseling;

(5) graduate or postgraduate course work or training provided by any college, university, institute, or training program that does not qualify as provided in subsections (c) and (d); and

(6) any continuing education, in-service activity, or on-the-job training. (Authorized by K.S.A. 1996 Supp. 74-7507; implementing K.S.A. 1996 Supp. 65-5804; effective Dec. 19, 1997.)

102-3-4. (Authorized by K.S.A. 1989 Supp. 74-7507; implementing K.S.A. 1989 Supp. 65-5805; effective, T-102-6-13-88, June 13, 1988; effective, T-102-10-17-89, Oct. 17, 1989; effective Feb. 25, 1991; revoked Dec. 19, 1997.)

102-3-4a. Applications for licensure

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RON THORNBURGH, Secretary of State

UNDER AUTHORITY OF K.S.A. 77-415 et seq.



tice situations in a field set-

counseling supervision" relationship between the supervisor that promotes the development of skill, knowledge, attitudes, and in the practice of profes-

l continuing education" showing forms of continuing

gram material that has been referred to the board, approved and signed a continuing education

ferred by a provider with approval; or
counseling courses audited or

er," as used in K.A.R. 102-3-1 of 13 clock hours of formal instruction that occurred over a semester and for which a formal graduate academic

of the professional counselor at the end of the professional semester resulting from any of the fol-

consent of the counselor and

1 of counseling services; the counselor by the client; the client by the counselor; or the client to another professional or therapy with the benefit will continue.

direction" means the formal direction by the individual providing direct professional counseling in the following conditions are met: the individual provides the license with the welfare of the client, training, and experience of the following:

monitoring and oversight of counseling services provided by

periodic evaluation of treatment by the licensee; and that direction was provided to

receiving direction provides

the board with the following for each license renewal:

(A) The name, identifying information, and type of license of the directing individual;

(B) a description of the work setting and the professional counseling services conducted under direction; and

(C) documentation that direction was given, including dates, location, and length of time as verified by the directing individual.

(x) "Undue influence" means misusing one's professional position of confidence, trust, or authority over a client or supervisee, or taking advantage of a client's vulnerability, weakness, infirmity, or distress for either of the following reasons:

(1) To improperly influence or change the actions or decisions of a client or supervisee; or

(2) to exploit a client or supervisee for the counselor's or a third party's financial gain, personal gratification, or advantage. (Authorized by and implementing K.S.A. 1999 Supp. 74-7507; effective Dec. 19, 1997; amended Aug. 4, 2000.)

102-3-2. Fees. (a) Each applicant for licensure as a professional counselor or clinical professional counselor shall pay the appropriate fee or fees as set forth below:

(1) Application for a professional counselor license, \$75;

(2) application for a clinical professional counselor license, \$150;

(3) original professional counselor license, \$150;

(4) original license fee for a clinical professional counselor, \$150;

(5) renewal of a professional counselor or a clinical professional counselor license, \$150;

(6) replacement of a professional counselor or a clinical professional counselor wall certificate, \$20;

(7) reinstatement of a professional counselor or a clinical professional counselor license, \$150;

(8) temporary professional counselor license, \$150; or

(9) renewal of temporary professional counselor license, \$150.

(b) Each applicant for renewal of a professional counselor or a clinical professional counselor license after its date of expiration shall pay the reinstatement fee in addition to the renewal fee of \$150.

(c) Fees paid to the board shall not be refund-

able. (Authorized by K.S.A. 1999 Supp. 74-7507; implementing K.S.A. 1999 Supp. 65-5804, as amended by L. 1999, Ch. 117, Sec. 3, K.S.A. 1999 Supp. 65-5808, as amended by L. 1999, Ch. 117, Sec. 7; effective, T-88-45, Nov. 10, 1987; amended, T-102-11-29-90, Nov. 29, 1990; amended Jan. 21, 1991; amended Aug. 4, 1995; amended Oct. 24, 1997; amended Aug. 4, 2000.)

102-3-3. (Authorized by K.S.A. 1989 Supp. 74-7507; implementing K.S.A. 1989 Supp. 65-5804; effective, T-102-6-13-88, June 13, 1988; effective, T-102-10-17-89, Oct. 17, 1989; effective Feb. 25, 1991; revoked Dec. 19, 1997.)

102-3-3a. Educational requirements. To qualify for licensure as a professional counselor, the applicant's educational qualifications and background shall meet the requirements provided in the following subsections.

(a) Degree requirements. At the time of application, each applicant shall have fulfilled these requirements:

(1) Received either a master's or doctoral degree in counseling; and

(2) as a part of or in addition to the coursework completed for the counseling graduate degree, completed a minimum of 60 graduate semester hours acceptable to the board, of which at least 45 graduate semester hours shall clearly satisfy the coursework requirements provided in subsection (b).

(b) Coursework requirements. Each applicant shall have satisfactorily completed a minimum of 45 graduate semester hours of formal academic coursework that is distributed across the substantive content areas provided in this subsection. There shall be a minimum of at least two discrete and unduplicated semester hours or their academic equivalent, neither of which may be taken by independent study, in each of the following substantive content areas:

(1) Counseling theory and practice, which shall include studies in basic theories, principles, and techniques of counseling and their applications to professional settings;

(2) the helping relationship, which shall include studies in the philosophic bases of helping relationships, application of the helping relationship to counseling practice, and an emphasis on development of practitioner and client self-awareness;

(3) group dynamics, processes, and counseling approaches and techniques, which shall include

studies in theories and types of groups, as well as descriptions of group practices, methods, dynamics, and facilitative skills;

(4) human growth and development, which shall include the following:

(A) Studies that provide a broad understanding of the nature and needs of individuals at all developmental levels, with emphasis on psychological, sociological, and physiological models; and

(B) studies in normal and abnormal behavior, personality theory, and learning theory;

(5) career development and lifestyle foundations, which shall include studies in vocational theory, the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques;

(6) appraisal of individuals, which shall include studies and training in the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, and the study of individual differences;

(7) social and cultural foundations, which shall include studies in change processes, ethnicity, subcultures, families, gender issues, changing roles of women, sexism, racism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. These studies may come from the behavioral sciences, economics, political science, and similar disciplines;

(8) research and evaluation, which shall include the following:

(A) Studies in the areas of statistics, research design, development of research, development of program goals and objectives, and evaluation of program goals and objectives; and

(B) thesis preparation;

(9) professional orientation, which shall include studies in the goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation and practice, certification, licensing, and role identities of counselors and others in the helping professions; and

(10) supervised practical experience, which shall include studies in the application and practice of the theories and concepts presented in formal study. This experiential practice shall be performed under the close supervision of the instructor with the use of direct observation, one-way mirrors in a counseling laboratory, the use of

videotaped or audiotaped sessions, and written case notes.

(c) Program requirements. In order to be approved by the board, each educational program in professional counseling shall meet the following conditions:

(1) Have established program admission requirements acceptable to the board that are at least partially based upon objective measures or standardized achievement test results;

(2) require an established curriculum that encompasses a minimum of two academic years of graduate study. At least one of the academic years shall include at least 12 semester hours in residency at the college or university granting the degree;

(3) have clear authority and primary responsibility for the core and specialty areas of training in professional counseling;

(4) have an established, organized, and comprehensive sequence of study that is planned by administrators who are responsible for providing an integrated educational experience in professional counseling;

(5) be chaired or directed by an identifiable person who holds a graduate degree that was conferred by a regionally accredited college or university upon that person's actual completion of a formal academic training program in professional counseling;

(6) have an identifiable full-time, professional faculty whose members hold conferred graduate degrees in professional counseling or a related field;

(7) have established and recognized an identifiable body of students who are formally enrolled in the program for a degree;

(8) have clearly identified and established residency requirements that are substantially equivalent to those in Kansas college or university graduate programs in professional counseling;

(9) require an appropriate practicum, internship, field, or laboratory training in professional counseling that integrates didactic learning with supervised clinical experience; and

(10) conduct ongoing, objective review and evaluation of student learning and progress, and report this evaluation in the official student transcripts.

(d) College or university requirements. In order for an applicant to qualify for licensure, the college or university at which the applicant com-

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which the applicant com-

pleted the counseling degree requirements shall
meet these requirements:

(1) Be institutionally accredited to award the
graduate counseling degree;

(2) be regionally accredited, with accreditation
standards equivalent to those met by Kansas col-
leges and universities;

(3) document in official publications, including
course catalogs and announcements, the descrip-
tion, standards, and admission requirements of
the professional counseling education and training
program;

(4) identify and clearly describe in pertinent in-
stitutional catalogs the coursework, experiential,
and other academic program requirements that
must be satisfied before conferral of the graduate
degree in counseling;

(5) clearly identify and specify in pertinent in-
stitutional catalogs its intent to educate and train
professional counselors;

(6) have clearly established as a coherent entity
within the college or university a professional
counseling education and training program that,
at the time the applicant's graduate degree was
conferred, met the program standards provided in
subsection (c); and

(7) have conferred the graduate degree in
counseling upon the applicant's successful com-
pletion of an established and required formal pro-
gram of studies.

(e) The following types of study shall not be
substituted for or counted toward the coursework
requirements of subsections (a) and (b):

(1) Academic coursework that the applicant
completed as a part of or in conjunction with the
undergraduate degree requirements;

(2) academic coursework that has been audited
rather than graded;

(3) academic coursework for which the appli-
cant received an incomplete or failing grade;

(4) coursework that the board determines is
not closely related to the field or practice of coun-
seling;

(5) graduate or postgraduate coursework or
training provided by any college, university, insti-
tute, or training program that does not meet the
requirements of subsections (c) and (d); and

(6) any continuing education, in-service activ-
ity, or on-the-job training.

(f) The following types of study may be
counted toward the 60 graduate semester hours
required under paragraph (a)(2):

(1) No more than six graduate semester hours

of independent study that is related to the field or
practice of counseling, except that independent
study shall not be used to meet the substantive
content area requirements specified in subsection
(b); and

(2) no more than four graduate semester hours
for thesis research and writing. (Authorized by
K.S.A. 2001 Supp. 74-7507; implementing K.S.A.
2001 Supp. 65-5804a; effective Dec. 19, 1997;
amended July 19, 2002.)

102-3-4. (Authorized by K.S.A. 1989 Supp.
74-7507; implementing K.S.A. 1989 Supp. 65-
5805; effective, T-102-6-13-88, June 13, 1988; ef-
fective, T-102-10-17-89, Oct. 17, 1989; effective
Feb. 25, 1991; revoked Dec. 19, 1997.)

102-3-4a. Applications for licensure. (a)
Each applicant for licensure as a professional
counselor or clinical professional counselor shall
request the appropriate licensure application
forms from the director of the board.

(b) Each applicant for licensure as a profes-
sional counselor shall complete the following ap-
plication procedures as established by the board:

(1) Submit the completed application forms;

(2) submit the full payment of the licensure ap-
plication fee as provided in K.A.R. 102-3-2;

(3) submit three references on board-approved
forms from individuals, one of whom shall have
provided direct clinical supervision of the appli-
cant's graduate program practicum or internship.
If this individual is unavailable, the graduate pro-
gram director or any person with knowledge of
the applicant's practicum or postgraduate work
experience shall submit the reference. At least
one reference shall be from a licensed clinical pro-
fessional counselor. Each individual submitting a
reference shall meet the following conditions:

(A) Is not related to the applicant; and

(B) can address the applicant's professional
conduct, competence, and merit of the public
trust;

(4) arrange for the applicant's transcripts cov-
ering all applicable graduate college or university
coursework to be sent directly from each aca-
demic institution to the board office. Each appli-
cant who graduated from a college or university
outside the United States shall additionally ar-
range for the applicant's transcript to be translated
and evaluated for degree equivalency by a source
and in a manner that are acceptable to the board;
and

(5) demonstrate satisfactory completion of ed-

2004 Supplement

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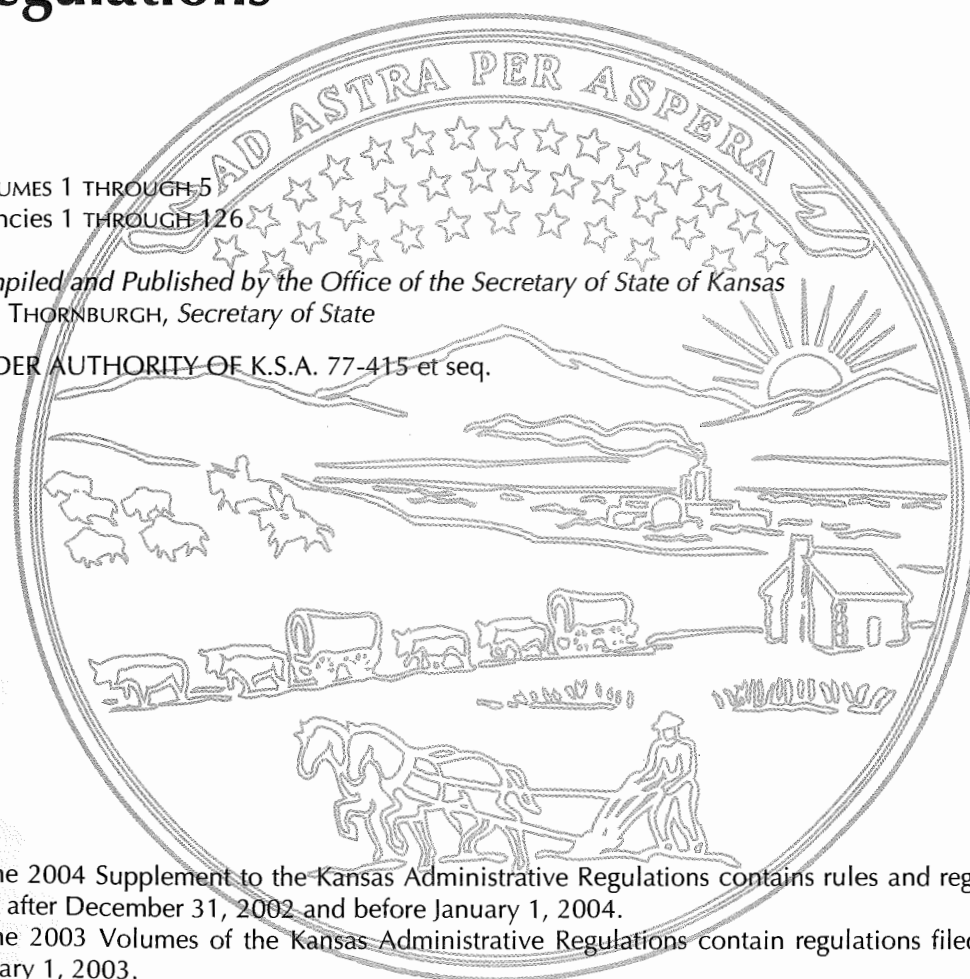
Administrative

Regulations

VOLUMES 1 THROUGH 5
Agencies 1 THROUGH 126

Compiled and Published by the Office of the Secretary of State of Kansas
RON THORNBURGH, Secretary of State

UNDER AUTHORITY OF K.S.A. 77-415 et seq.



The 2004 Supplement to the Kansas Administrative Regulations contains rules and regulations filed after December 31, 2002 and before January 1, 2004.

The 2003 Volumes of the Kansas Administrative Regulations contain regulations filed before January 1, 2003.

DIVISION OF PRINTING—DEPARTMENT OF ADMINISTRATION
TOPEKA, KANSAS 2004

sified in the diagnostic as a part of accepted so-

tion of a graduate-level, work practicum that ful-

pletion of the graduate-academic courses that are the clinical practicum; conceptually organized ac- s not an after-the-fact tab-

ice setting that, by its na- rly supports clinical social istently provides opportu- d application of clinical so- wledge, skills, values, and

g and close supervision in l social work practice activ- of clients presenting a di- and backgrounds.

for licensure as a specialist who earns a degree on or meet the following require-

completion of 15 graduate- porting diagnosis or treat- lers using the diagnostic and mental disorders as specified Three of the 15 credit hours rete academic course whose focus is upon psychopathol- and treatment of mental dis- the diagnostic and statistical rders. The 15 graduate-level from a social work program ncil on social work education am in substantial compliance .R. 102-2-6 and approved by

one of the following experi-

vel, supervised clinical prac- al experience that includes assessment. The practicum osis and treatment of mental f the diagnostic and statistical rders as identified in K.A.R. clude not less than 350 hours act; or

supervised experience in- py and assessment. The ex-

perience shall integrate diagnosis and treatment of mental disorders with use of the diagnostic and statistical manual of mental disorders, as specified in K.A.R. 102-2-14. The experience shall consist of not less than 700 hours of supervised experience, including not less than 350 hours of direct client contact. This experience shall be in addition to the 4,000 hours of postgraduate, supervised experience required for each licensed specialist clinical social worker, as specified in subsection (c). The applicant shall provide documentation of this postgraduate experience on board-approved forms. The supervision shall comply with K.A.R. 102-2-8 and K.A.R. 102-2-12(c) and shall be in addition to the supervision requirements in K.A.R. 102-2-12(c)(4).

(c) To receive board approval for the minimum total of 4,000 hours, within a maximum period of six calendar years, of postgraduate, supervised clinical experience required under K.S.A. 65-6306 and amendments thereto, each applicant for licensure as a specialist clinical social worker who has not filed an acceptable clinical supervision training plan with the board before July 1, 2000 shall fulfill the following requirements:

(1) The supervisor and supervisee shall develop and co-sign a clinical supervision training plan on forms provided by the board and submit this plan to the board for consideration for approval before beginning clinical supervision. The clinical supervision training plan shall comply with K.A.R. 102-2-8. If changes or amendments to the plan occur after initial board approval, these changes or amendments shall be submitted to the board for consideration for approval;

(2) complete, in not less than two years and not more than six years, a minimum of 4,000 hours of satisfactorily evaluated postgraduate, supervised clinical social work practice experience under the supervision of a qualified licensed specialist clinical social worker. A minimum of 2,000 hours of the applicant's total postgraduate, supervised clinical experience shall consist of a combination of the following types of social work services:

(A) At least 1,500 hours of direct client contact conducting psychotherapy and assessments with individuals, couples, families, or groups; and

(B) up to 500 hours of providing clinical social work practice services;

(3) complete all required practice under supervision in accordance with K.A.R. 102-2-8; and

(4) participate in a minimum of 100 supervisory meetings consisting of not less than 150 hours

of clinical supervision. A minimum of 75 hours of the 150 required hours of supervision shall be person-to-person, individual supervision. The supervision shall integrate the diagnosis and treatment of mental disorders with the use of the diagnostic and statistical manual of mental disorders specified in K.A.R. 102-2-14. A maximum of one hour and 30 minutes of supervision shall be counted for each 20 hours of clinical social work practice.

(d) At the time of the individual's application for licensure as a specialist clinical social worker, the applicant's supervisor shall submit documentation that is satisfactory to the board and that enables the board to evaluate the nature, quality, and quantity of the applicant's supervised clinical social work experience. This documentation shall include the following information:

(1) A written summary of the types of clients and situations dealt with during the supervisory sessions;

(2) a written summary that addresses the degree to which the goals and objectives of supervision have been met;

(3) a chronological roster that specifies the date, length, and format of each supervisory meeting;

(4) a written statement and supportive documentation that describes the applicant's practice setting and provides a summary of the applicant's practice activities and responsibilities that occurred while under supervision;

(5) a statement indicating whether or not the applicant merits the public trust; and

(6) an evaluation of the applicant's supervised clinical social work experience. (Authorized by K.S.A. 74-7507, K.S.A. 65-6306, and K.S.A. 65-6308; implementing K.S.A. 65-6306 and K.S.A. 65-6308; effective, T-85-36, Dec. 19, 1984; effective May 1, 1985; amended May 1, 1987; amended Feb. 25, 1991; amended Oct. 24, 1997; amended Aug. 4, 2000; amended July 7, 2003.)

Article 3.—PROFESSIONAL COUNSELORS

102-3-3a. Educational requirements.

To qualify for licensure as a professional counselor or a clinical professional counselor, the applicant's educational qualifications and background shall meet the applicable requirements provided in the following subsections.

(a) Degree requirements. At the time of appli-

cation, each applicant shall have fulfilled these requirements:

(1) Received either a master's or doctoral degree in counseling; and

(2) as a part of or in addition to the coursework completed for the counseling graduate degree, completed a minimum of 60 graduate semester hours acceptable to the board, of which at least 45 graduate semester hours shall clearly satisfy the coursework requirements provided in subsection (b).

(b) Coursework requirements. Each applicant shall have satisfactorily completed a minimum of 45 graduate semester hours of formal academic coursework that is distributed across the substantive content areas provided in this subsection. There shall be a minimum of at least two discrete and unduplicated semester hours or their academic equivalent, neither of which may be taken by independent study, in each of the following substantive content areas:

(1) Counseling theory and practice, which shall include studies in basic theories, principles, and techniques of counseling and their applications to professional settings;

(2) the helping relationship, which shall include studies in the philosophic bases of helping relationships, application of the helping relationship to counseling practice, and an emphasis on development of practitioner and client self-awareness;

(3) group dynamics, processes, and counseling approaches and techniques, which shall include studies in theories and types of groups, as well as descriptions of group practices, methods, dynamics, and facilitative skills;

(4) human growth and development, which shall include the following:

(A) Studies that provide a broad understanding of the nature and needs of individuals at all developmental levels, with emphasis on psychological, sociological, and physiological models; and

(B) studies in normal and abnormal behavior, personality theory, and learning theory;

(5) career development and lifestyle foundations, which shall include studies in vocational theory, the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques;

(6) appraisal of individuals, which shall include studies and training in the development of a

framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, and the study of individual differences;

(7) social and cultural foundations, which shall include studies in change processes, ethnicity, subcultures, families, gender issues, changing roles of women, sexism, racism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. These studies may come from the behavioral sciences, economics, political science, and similar disciplines;

(8) research and evaluation, which shall include the following:

(A) Studies in the areas of statistics, research design, development of research, development of program goals and objectives, and evaluation of program goals and objectives; and

(B) thesis preparation;

(9) professional orientation, which shall include studies in the goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation and practice, certification, licensing, and role identities of counselors and others in the helping professions; and

(10) supervised practical experience, which shall include studies in the application and practice of the theories and concepts presented in formal study. This experiential practice shall be performed under the close supervision of the instructor with the use of direct observation, one-way mirrors in a counseling laboratory, the use of videotaped or audiotaped sessions, and written case notes.

(c) Each applicant for licensure as a clinical professional counselor whose master's or doctoral degree is earned before July 1, 2003 shall have a graduate degree required by the board for licensure as a professional counselor in accordance with subsection (a) and (b).

(d) Each applicant for licensure as a clinical professional counselor whose master's or doctoral degree is earned on or after July 1, 2003 shall meet the following educational requirements:

(1) A graduate degree required by the board for licensure as a professional counselor in accordance with subsections (a) and (b);

(2) completion of 15 graduate credit hours. The applicant shall have satisfactorily completed two graduate semester hours of discrete coursework in ethics and two graduate semester hours of discrete coursework in psychopathology and di-

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agnostic assessment, including the study of the lat-
est edition of the "diagnostic and statistical man-
ual of mental disorders" and assessment
instruments that support diagnosis. In addition,
the applicant shall demonstrate, through courses
taken, education in interdisciplinary referral and
collaboration and in treatment approaches; and

(3) completion of graduate-level, supervised
clinical practicum pursuant to K.S.A. 65-
5804a(c)(1)(C), and amendments thereto.

(e) Program requirements. In order to be ap-
proved by the board, each educational program in
professional counseling shall meet the following
conditions:

(1) Have established program admission
requirements acceptable to the board that are at
least partially based upon objective measures or
standardized achievement test results;

(2) require an established curriculum that en-
compasses a minimum of two academic years of
graduate study. At least one of the academic years
shall include at least 12 semester hours in resi-
dency at the college or university granting the de-
gree;

(3) have clear authority and primary responsi-
bility for the core and specialty areas of training
in professional counseling;

(4) have an established, organized, and com-
prehensive sequence of study that is planned by
administrators who are responsible for providing
an integrated educational experience in profes-
sional counseling;

(5) be chaired or directed by an identifiable
person who holds a graduate degree that was con-
ferred by a regionally accredited college or uni-
versity upon that person's actual completion of a
formal academic training program in professional
counseling;

(6) have an identifiable full-time, professional
faculty whose members hold conferred graduate
degrees in professional counseling or a related
field;

(7) have established and recognized an identi-
fiable body of students who are formally enrolled
in the program for a degree;

(8) have clearly identified and established resi-
dency requirements that are substantially equiv-
alent to those in Kansas college or university grad-
uate programs in professional counseling;

(9) require an appropriate practicum, intern-
ship, field, or laboratory training in professional
counseling that integrates didactic learning with
supervised clinical experience; and

(10) conduct ongoing, objective review and
evaluation of student learning and progress, and
report this evaluation in the official student tran-
scripts.

(f) College or university requirements. In or-
der for an applicant to qualify for licensure, the
college or university at which the applicant com-
pleted the counseling degree requirements shall
meet these requirements:

(1) Be institutionally accredited to award the
graduate counseling degree;

(2) be regionally accredited, with accreditation
standards equivalent to those met by Kansas col-
leges and universities;

(3) document in official publications, including
course catalogs and announcements, the descrip-
tion, standards, and admission requirements of
the professional counseling education and training
program;

(4) identify and clearly describe in pertinent in-
stitutional catalogs the coursework, experiential,
and other academic program requirements that
must be satisfied before conferral of the graduate
degree in counseling;

(5) clearly identify and specify in pertinent in-
stitutional catalogs its intent to educate and train
professional counselors;

(6) have clearly established as a coherent entity
within the college or university a professional
counseling education and training program that,
at the time the applicant's graduate degree was
conferred, met the program standards provided in
subsection (e); and

(7) have conferred the graduate degree in
counseling upon the applicant's successful com-
pletion of an established and required formal pro-
gram of studies.

(g) The following types of study shall not be
substituted for or counted toward the coursework
requirements of subsections (a), (b), (c), and (d):

(1) Academic coursework that the applicant
completed as a part of or in conjunction with the
undergraduate degree requirements;

(2) academic coursework that has been audited
rather than graded;

(3) academic coursework for which the appli-
cant received an incomplete or failing grade;

(4) coursework that the board determines is
not closely related to the field or practice of coun-
seling;

(5) graduate or postgraduate coursework or
training provided by any college, university, insti-

tute, or training program that does not meet the requirements of subsections (e) and (f); and

(6) any continuing education, in-service activity, or on-the-job training.

(h) The following types of study may be counted toward the 60 graduate semester hours required under paragraph (a)(2):

(1) No more than six graduate semester hours of independent study that is related to the field or practice of counseling, except that independent study shall not be used to meet the substantive content area requirements specified in subsection (b); and

(2) no more than four graduate semester hours for thesis research and writing. (Authorized by K.S.A. 74-7507; implementing K.S.A. 65-5804a; effective Dec. 19, 1997; amended July 19, 2002; amended Aug. 8, 2003.)

102-3-4b. Application for licensure based on reciprocity. (a) Each individual who wishes to be licensed as a professional counselor or a clinical professional counselor based on reciprocity, as provided by K.S.A. 65-5807 and amendments thereto, shall submit an application for licensure in accordance with the provisions of this regulation.

(b) Each applicant for licensure as a professional counselor shall request the application forms for licensure by reciprocity from the board. Each applicant shall ensure that the application materials are submitted to the board as follows:

(1) The applicant shall submit the completed application form and shall submit payment in full of the application for a license fee, as provided in K.A.R. 102-3-2.

(2) The applicant shall forward to the licensing agency for the jurisdiction in which the applicant is currently licensed, certified, or registered as a professional counselor a form provided by the board on which the licensing agency is to provide the following documentation:

(A) Verification that the applicant currently holds a valid license, registration, or certification to practice professional counseling issued by the licensing agency;

(B) the date on which the applicant was initially licensed, registered, or certified as a professional counselor by the licensing agency and a complete history of each subsequent renewal, reinstatement, and lapse in licensure, registration, or certification. If an applicant is seeking licensure based on reciprocity under the provisions of par-

agraph (a)(2) of K.S.A. 65-5807 and amendments thereto, the applicant shall ensure that documentation covering the five continuous years of licensure, registration, or certification as a professional counselor that immediately precede the date of the application is submitted to the board by the licensing agency for each jurisdiction in which the applicant was licensed, registered, or certified during that five-year period;

(C) a complete history of any disciplinary action of a serious nature brought by the licensing agency against the applicant. For purposes of this regulation, "disciplinary action of a serious nature" means the revocation or suspension of a license, registration, or certification issued by the licensing board or the voluntary surrender of a license, registration, or certification in lieu of the completion of an investigation or final disciplinary action; and

(D) either verification that the standards for licensure, certification, or registration as a professional counselor in that jurisdiction are substantially equivalent to the standards in Kansas or verification that the applicant has earned a master's degree in professional counseling, the date on which the applicant earned the degree, and the name of the university or college granting the degree.

The completed form shall be returned to the board by the licensing agency and shall not be forwarded to the applicant.

(3) If the applicant is seeking licensure based on reciprocity under the provisions of paragraph (a)(2) of K.S.A. 65-5807, and amendments thereto, rather than on the basis that the standards for licensure, registration, or certification are substantially equivalent to the standards for licensure as a professional counselor in Kansas, the applicant shall ensure that following additional documentation is submitted:

(A) An attestation by the applicant that the applicant engaged in the professional practice of professional counseling an average of at least 15 hours per week for nine months during each of the five years immediately preceding the date of application for licensure based on reciprocity; and

(B) if the licensing agency does not provide verification that the applicant holds a master's degree in professional counseling, an original transcript sent directly from the university or college granting the degree that identifies all applicable graduate coursework and the date on which the ap-



Kansas Administrative Regulations

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State Rules and Regulations Board*Compiled and Published by the Office of the Secretary of State of Kansas*
RON THORNBURGH, Secretary of State

UNDER AUTHORITY OF K.S.A. 77-415 et seq.



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(v) "Termination of the professional counseling relationship" means the end of the professional relationship resulting from any of the following:

- (1) The mutual consent of the counselor and the client;
- (2) the completion of counseling services;
- (3) dismissal of the counselor by the client;
- (4) dismissal of the client by the counselor; or
- (5) the transfer of the client to another professional for active treatment or therapy with the belief that treatment will continue.

(w) "Under the direction" means the formal relationship between the individual providing direction and the licensed professional counselor in which both of the following conditions are met:

- (1) The directing individual provides the licensee, commensurate with the welfare of the client and the education, training, and experience of the licensee, with the following:

(A) Professional monitoring and oversight of the professional counseling services provided by the licensee;

(B) regular and periodic evaluation of treatment provided to clients by the licensee; and

(C) verification that direction was provided to the licensee.

- (2) The licensee receiving direction provides the board with the following for each license renewal:

(A) The name, identifying information, and type of license of the directing individual;

(B) a description of the work setting and the professional counseling services conducted under direction; and

(C) documentation that direction was given, including dates, location, and length of time as verified by the directing individual.

(x) "Undue influence" means misusing one's professional position of confidence, trust, or authority over a client or supervisee, or taking advantage of a client's vulnerability, weakness, infirmity, or distress for either of the following reasons:

- (1) To improperly influence or change the actions or decisions of a client or supervisee; or
- (2) to exploit a client or supervisee for the counselor's or a third party's financial gain, personal gratification, or advantage. (Authorized by and implementing K.S.A. 1999 Supp. 74-7507; effective Dec. 19, 1997; amended Aug. 4, 2000.)

102-3-2. Fees. (a) Each applicant for licen-

sure as a professional counselor or clinical professional counselor shall pay the appropriate fee or fees as set forth below:

- (1) Application for a professional counselor license, \$100;

- (2) application for a clinical professional counselor license, \$100;

- (3) original professional counselor license, \$150;

- (4) original license fee for a clinical professional counselor, \$150;

- (5) renewal of a professional counselor license, \$150;

- (6) renewal of a clinical professional counselor license, \$175;

- (7) replacement of a professional counselor or a clinical professional counselor wall certificate, \$20;

- (8) reinstatement of a professional counselor license, \$150;

- (9) reinstatement of a clinical professional counselor license, \$175; or

- (10) temporary professional counselor license, \$150.

(b) Each applicant for renewal of a professional counselor license after its date of expiration shall pay the reinstatement fee in addition to the late renewal penalty fee of \$150.

(c) Each applicant for renewal of a clinical professional counselor license after its date of expiration shall pay the reinstatement fee in addition to the late renewal penalty fee of \$175.

(d) Fees paid to the board shall not be refundable. This regulation shall be effective on and after July 1, 2005. (Authorized by K.S.A. 65-5808 and K.S.A. 2004 Supp. 74-7507; implementing K.S.A. 65-5808; effective, T-88-45, Nov. 10, 1987; amended, T-102-11-29-90, Nov. 29, 1990; amended Jan. 21, 1991; amended Aug. 4, 1995; amended Oct. 24, 1997; amended Aug. 4, 2000; amended July 1, 2005.)

102-3-3. (Authorized by K.S.A. 1989 Supp. 74-7507; implementing K.S.A. 1989 Supp. 65-5804; effective, T-102-6-13-88, June 13, 1988; effective, T-102-10-17-89, Oct. 17, 1989; effective Feb. 25, 1991; revoked Dec. 19, 1997.)

102-3-3a. Educational requirements.

To qualify for licensure as a professional counselor or a clinical professional counselor, the applicant's educational qualifications and background shall meet the applicable requirements provided in the following subsections.

(a) Degree requirements. At the time of application, each applicant shall have fulfilled these requirements:

(1) Received either a master's or doctoral degree in counseling; and

(2) as a part of or in addition to the coursework completed for the counseling graduate degree, completed a minimum of 60 graduate semester hours acceptable to the board, of which at least 45 graduate semester hours shall clearly satisfy the coursework requirements provided in subsection (b).

(b) Coursework requirements. Each applicant shall have satisfactorily completed a minimum of 45 graduate semester hours of formal academic coursework that is distributed across the substantive content areas provided in this subsection. There shall be a minimum of at least two discrete and unduplicated semester hours or their academic equivalent, neither of which may be taken by independent study, in each of the following substantive content areas:

(1) Counseling theory and practice, which shall include studies in basic theories, principles, and techniques of counseling and their applications to professional settings;

(2) the helping relationship, which shall include studies in the philosophic bases of helping relationships, application of the helping relationship to counseling practice, and an emphasis on development of practitioner and client self-awareness;

(3) group dynamics, processes, and counseling approaches and techniques, which shall include studies in theories and types of groups, as well as descriptions of group practices, methods, dynamics, and facilitative skills;

(4) human growth and development, which shall include the following:

(A) Studies that provide a broad understanding of the nature and needs of individuals at all developmental levels, with emphasis on psychological, sociological, and physiological models; and

(B) studies in normal and abnormal behavior, personality theory, and learning theory;

(5) career development and lifestyle foundations, which shall include studies in vocational theory, the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques;

(6) appraisal of individuals, which shall include

studies and training in the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, and the study of individual differences;

(7) social and cultural foundations, which shall include studies in change processes, ethnicity, subcultures, families, gender issues, changing roles of women, sexism, racism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. These studies may come from the behavioral sciences, economics, political science, and similar disciplines;

(8) research and evaluation, which shall include the following:

(A) Studies in the areas of statistics, research design, development of research, development of program goals and objectives, and evaluation of program goals and objectives; and

(B) thesis preparation;

(9) professional orientation, which shall include studies in the goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation and practice, certification, licensing, and role identities of counselors and others in the helping professions; and

(10) supervised practical experience, which shall include studies in the application and practice of the theories and concepts presented in formal study. This experiential practice shall be performed under the close supervision of the instructor with the use of direct observation, one-way mirrors in a counseling laboratory, the use of videotaped or audiotaped sessions, and written case notes.

(c) Each applicant for licensure as a clinical professional counselor whose master's or doctoral degree is earned before July 1, 2003 shall have a graduate degree required by the board for licensure as a professional counselor in accordance with subsection (a) and (b).

(d) Each applicant for licensure as a clinical professional counselor whose master's or doctoral degree is earned on or after July 1, 2003 shall meet the following education requirements:

(1) A graduate degree required by the board for licensure as a professional counselor in accordance with subsections (a) and (b);

(2) completion of 15 graduate credit hours. The applicant shall have satisfactorily completed two graduate semester hours of discrete coursework in ethics and two graduate semester hours

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of discrete coursework in psychopathology and di- agnostic assessment, including the study of the lat- est edition of the "diagnostic and statistical man- ual of mental disorders" and assessment instruments that support diagnosis. In addition, the applicant shall demonstrate, through courses taken, education in interdisciplinary referral and collaboration and in treatment approaches; and

(3) completion of a graduate-level, supervised clinical practicum pursuant to K.S.A. 65-5804a(c)(1)(C), and amendments thereto.

(e) Program requirements. In order to be ap- proved by the board, each educational program in professional counseling shall meet the following conditions:

(1) Have established program admission re- quirements acceptable to the board that are at least partially based upon objective measures or standardized achievement test results;

(2) require an established curriculum that en- compasses a minimum of two academic years of graduate study. At least one of the academic years shall include at least 12 semester hours in resi- dency at the college or university granting the degree;

(3) have clear authority and primary responsi- bility for the core and specialty areas of training in professional counseling;

(4) have an established, organized, and com- prehensive sequence of study that is planned by administrators who are responsible for providing an integrated educational experience in profes- sional counseling;

(5) be chaired or directed by an identifiable person who holds a graduate degree that was con- ferred by a regionally accredited college or uni- versity upon that person's actual completion of a formal academic training program in professional counseling;

(6) have an identifiable full-time, professional faculty whose members hold conferred graduate degrees in professional counseling or a related field;

(7) have established and recognized an identi- fiable body of students who are formally enrolled in the program for a degree;

(8) have clearly identified and established resi- dency requirements that are substantially equiv- alent to those in Kansas college or university grad- uate programs in professional counseling;

(9) require an appropriate practicum, intern- ship, field, or laboratory training in professional

counseling that integrates didactic learning with supervised clinical experience; and

(10) conduct ongoing, objective review and evaluation of student learning and progress, and report this evaluation in the official student transcripts.

(f) College or university requirements. In or- der for an applicant to qualify for licensure, the college or university at which the applicant com- pleted the counseling degree requirements shall meet these requirements:

(1) Be institutionally accredited to award the graduate counseling degree;

(2) be regionally accredited, with accreditation standards equivalent to those met by Kansas col- leges and universities;

(3) document in official publications, including course catalogs and announcements, the descrip- tion, standards, and admission requirements of the professional counseling education and training program;

(4) identify and clearly describe in pertinent in- stitutional catalogs the coursework, experiential, and other academic program requirements that must be satisfied before conferral of the graduate degree in counseling;

(5) clearly identify and specify in pertinent in- stitutional catalogs its intent to educate and train professional counselors;

(6) have clearly established as a coherent entity within the college or university a professional counseling education and training program that, at the time the applicant's graduate degree was conferred, met the program standards provided in subsection (e); and

(7) have conferred the graduate degree in counseling upon the applicant's successful com- pletion of an established and required formal pro- gram of studies.

(g) The following types of study shall not be substituted for or counted toward the coursework requirements of subsections (a), (b), (c), and (d):

(1) Academic coursework that the applicant completed as a part of or in conjunction with the undergraduate degree requirements;

(2) academic coursework that has been audited rather than graded;

(3) academic coursework for which the appli- cant received an incomplete or failing grade;

(4) coursework that the board determines is not closely related to the field or practice of counseling;

(5) graduate or postgraduate coursework or

training provided by any college, university, institute, or training program that does not meet the requirements of subsections (e) and (f); and

(6) any continuing education, in-service activity, or on-the-job training.

(h) The following types of study may be counted toward the 60 graduate semester hours required under paragraph (a)(2):

(1) No more than six graduate semester hours of independent study that is related to the field or practice of counseling, except that independent study shall not be used to meet the substantive content area requirements specified in subsection (b); and

(2) no more than four graduate semester hours for thesis research and writing. (Authorized by K.S.A. 74-7507; implementing K.S.A. 65-5804a; effective Dec. 19, 1997; amended July 19, 2002; amended Aug. 8, 2003.)

102-3-4. (Authorized by K.S.A. 1989 Supp. 74-7507; implementing K.S.A. 1989 Supp. 65-5805; effective, T-102-6-13-88, June 13, 1988; effective, T-102-10-17-89, Oct. 17, 1989; effective Feb. 25, 1991; revoked Dec. 19, 1997.)

102-3-4a. Applications for licensure. (a) Each applicant for licensure as a professional counselor or clinical professional counselor shall request the appropriate licensure application forms from the director of the board.

(b) Each applicant for licensure as a professional counselor shall submit the completed application materials to the board and complete the following application procedures:

(1) Submit the full payment of the licensure application fee as provided in K.A.R. 102-3-2;

(2) submit, on board-approved forms, references from three individuals, one of whom shall have provided direct clinical supervision of the applicant's graduate program practicum or internship. If this individual is unavailable, the graduate program director or any person with knowledge of the applicant's practicum, internship, or postgraduate work experience shall submit the reference. Except as specified below in paragraph (b)(2)(C), each individual submitting a reference shall meet the following conditions:

(A) Is not related to the applicant;

(B) can address the applicant's professional conduct, competence, and merit of the public trust; and

(C) is authorized by law to practice professional counseling or to practice in a related field.

However, this paragraph shall not apply to the individual specified above in paragraph (b)(2) who submits the reference if the practicum supervisor is unavailable;

(3) arrange for the applicant's transcripts covering all applicable graduate college or university coursework to be sent directly from each academic institution to the board office. Each applicant who graduated from a college or university outside the United States also shall arrange for the applicant's transcript to be translated and evaluated for degree equivalency by a source and in a manner that are acceptable to the board; and

(4) demonstrate satisfactory completion of educational requirements as specified in K.S.A. 65-5804a, and amendments thereto, and in K.A.R. 102-3-3a.

(c) Each applicant for licensure as a clinical professional counselor shall submit the completed application materials to the board and complete the following application procedures:

(1) Submit the full payment of the licensure application fee as provided in K.A.R. 102-3-2;

(2) demonstrate that the applicant is licensed by the board as a professional counselor or meets all requirements for licensure as a professional counselor;

(3) if not previously provided to the board, submit, on board-approved forms, references from three individuals, one of whom shall have provided direct clinical supervision of the applicant's graduate program practicum or internship. If this individual is unavailable, the graduate program director or any person with knowledge of the applicant's practicum, internship, or postgraduate work experience shall submit the reference. At least one reference shall be from a licensed clinical professional counselor. Each individual submitting a reference shall meet the following conditions:

(A) Is not related to the applicant; and

(B) can address the applicant's professional conduct, competence, and merit of the public trust;

(4) if not previously provided to the board, arrange for the applicant's transcripts covering all applicable graduate college or university coursework to be sent directly from each academic institution to the board office. Each applicant who graduated from a college or university outside the United States also shall arrange for the applicant's transcript to be translated and evaluated for de-

Advisory Committee Policy

Adopted by the Board on January 10, 2022

Purpose: A BSRB Advisory Committee, as a creation of the Board, has the purpose of supporting the Board in carrying out its mission to protect the public. Members serve at the pleasure of the Board. Actions pertaining to informing, licensing, and disciplining of those persons regulated by the Board are the methods for accomplishing the mission.

Process: An Advisory Committee fulfills its purpose by addressing issues referred to it by the Board through the Advisory Committee Chair or the Executive Director. A Committee may suggest issues it believes the Board should consider by referring those through the Chair of the Advisory Committee. When the latter occurs the Board has three courses of action from which to choose:

1. The Board can agree the issue needs to be addressed at the Board level.
2. The Board can agree the issue should be addressed and refer the matter to the appropriate person or committee for additional information, review, or analysis, which will then be brought back to the Board.
3. The Board can decide to not address the issue.

Structure of the Committee: Chairs of Advisory Committees will be members of the Board. If the profession is represented on the Board, the Chair of the Advisory Committee will be a Board member licensed in the discipline of the committee and appointed by the Governor to represent that discipline on the Board. Any other Board members appointed by the Governor to represent that discipline on the Board will serve as a member of that advisory committee. A public member of the Board will also be a member. There will be a minimum of three and a maximum of ten additional members appointed. The Executive Director will be a non-voting, ex officio member. The Assistant Director or Licensing Manager is encouraged to attend. The Assistant Attorney General representing the Board should attend meetings when their attendance is requested.

Terms for Advisory Committee members will be two years. They will be appointed by the Chair of the BSRB and can serve up to four terms. Appointments to the committee should be staggered to avoid having too many members of the Advisory Committee reach their maximum length of service at the same time. The policies and procedures under which the BSRB Board Members are expected to operate will apply also to the Advisory Committee Members. The Chair of the BSRB can remove members.

Selection: Members for the Committee may be nominated by anyone, including the public, committee members, members of a professional organization — either the discipline's own or other's — or through self-nomination. In reviewing nominations, the Committee should work to ensure that there is diverse representation including, but not limited to, geographic setting, gender, culture, and ethnicity. Members should provide representation of the levels of licensing for that discipline and those members should be selected from among public and private practitioners and educators.

The Committee as a whole discusses nominations and reaches recommendations on new members. The nominee's resume, a letter stating the reasons why he or she desires to be appointed, and a copy of the Board's mission and goals to which the nominee has indicated agreement, are reviewed. The Chair of the Committee will submit the Committee's recommendations for new members to the BSRB Board Chair. The Chair will review the recommendations and may request input before making a decision, which will be announced at a Board meeting.

After the appointment has been approved the Executive Director will inform the Advisory Committee appointee by letter or e-mail. The Executive Director may assist the new member by providing information, which will help orient the member to the Board's, and Advisory Committee's, role and function.

102-1-15. Continuing education.

(a) Each applicant for renewal of licensure shall have earned 50 continuing education hours in the two years preceding an application for renewal. The required number of continuing education hours shall be prorated for periods of renewal that are less than the full two years, using the ratio of one- third of the continuing education hours for each six months since the date of licensure or most recent renewal. Continuing education hours for each type of continuing education activity as specified below in subsection (d) shall be prorated accordingly for those persons whose periods of renewal are less than the full two years. Each person who is licensed within six months of the current expiration period shall be exempt from the continuing education requirement for that person's first renewal period.

(b) The content of each continuing education activity shall be clearly related to the enhancement of psychology practice, values, skills, or knowledge.

(c) During each two-year renewal cycle and as part of the required continuing education hours, each licensed psychologist shall complete at least three continuing education hours of training on professional ethics and at least six continuing education hours related to diagnosis and treatment of mental disorders. These hours shall be obtained from any of the activities specified in paragraphs (d)(1), (d)(2), (d)(4), and (d)(6) of this regulation.

(d) Acceptable continuing education activities, whether taken within the state or outside the state, shall include the following:

(1) Attendance at workshops, seminars, and presentations that are sponsored, accredited, or conducted by educational institutions, professional associations, or private institutions. These activities shall be sponsored, accredited, or conducted by educational institutions, professional associations, or private institutions that are nationally or regionally accredited for training. Activities conducted by agencies, groups, or individuals that do not meet the requirements of national or regional accreditation shall be acceptable, if the content is clearly related to the enhancement of psychology skills, values, and knowledge. Actual contact hours, excluding breaks and lunch, shall be credited. A maximum of 50 continuing education hours shall be allowed;

(2) the first-time preparation and initial presentation of courses, workshops, or other formal training activities, for which a maximum of 15 continuing education hours shall be allowed;

(3) documented completion of a self-study program. A maximum of 12 continuing education hours shall be allowed;

(4) documented completion of a self-study program with a posttest that is conducted by a continuing education provider as described in paragraph (d)(1). A maximum of 40 continuing education hours shall be allowed;

(5) publication and professional presentation. Fifteen continuing education hours may be claimed for the publication or professional presentation of each scientific or professional paper or book chapter authored by the applicant. A maximum of 45 continuing education hours shall be allowed;

(6) completion of an academic course, for which a maximum of 15 continuing education hours shall be allowed for each academic semester credit hour;

(7) providing supervision as defined in K.A.R. 102-1-1, for which a maximum of 15 continuing education hours shall be allowed;

(8) receiving supervision as defined in K.A.R. 102-1-1, except in connection with any disciplinary action, for which a maximum of 15 continuing education hours shall be allowed;

(9) initial preparation for a specialty board examination, for which a maximum of 25 continuing education hours shall be allowed;

(10) participation in quality care, client or patient diagnosis review conferences, treatment utilization reviews, peer review, case consultation with another licensed psychologist, or other quality assurance committees or activities, for which a maximum of 15 continuing education hours shall be allowed;

(11) participation, including holding office, in any professional organization related to the applicant's professional activities, if the organization's activities are clearly related to the enhancement of psychology or mental health practice, values, skills, or knowledge. A maximum of 12 continuing education hours shall be allowed; and

(12) receiving personal psychotherapy that is provided by a licensed or certified mental health provider and is a part of a designated training program. A maximum of 20 continuing education hours shall be allowed.

(e) Each licensed psychologist shall be responsible for maintaining personal continuing education records. Each licensee shall submit to the board the licensee's personal records of participation in continuing education activities if requested by the board.

(f) In determining whether or not a claimed continuing education activity will be allowed, the licensed psychologist may be required by the board to demonstrate that the content was clearly related to psychology or to verify that psychologist's participation in any claimed or reported activity. If a psychologist fails to comply with this requirement, the claimed credit may be disallowed by the board.

(g) Any applicant who submits continuing education documentation that fails to meet the required 50 continuing education hours may request an extension from the board. The request shall include the applicant's reason for requesting an extension and a plan outlining the manner in which the applicant intends to complete the continuing education requirements. For good cause shown, the applicant may be granted an extension, which shall not exceed six months.

(Authorized by and implementing K.S.A. 74-7507; effective May 1, 1984; amended, T-85-35, Dec. 19, 1984; amended May 1, 1985; amended May 1, 1986; amended May 1, 1987; amended July 24, 1989; amended Oct. 27, 2000; amended July 11, 2003.)