



Board of Licensed Professional Counselors and Therapists Educational Record Form – Licensed Professional Counselor (LPC)

This form is required only if your degree program was NOT accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or the Council on Rehabilitation Education (CORE) at the time your degree was conferred. It is not needed for reciprocity method applicants who have been actively licensed for 3 years or more in another state. **Please submit your completed form via the Applicant Portal as directed** (or send to lpct.board@mhra.oregon.gov if a subsequent amendment is necessary).

Applicant Name: _____

1. **Terms at my degree-granting graduate program were:** Semesters Quarters
2. **Please answer the following questions about your degree-granting graduate program:**
 - a) **What is the date your degree was conferred?**
 - b) **Was your program at least two years in duration?** Yes No
 - c) **How many total credit hours did your program include?** Hours
(For degrees granted before October 1, 2014, at least 48 semester hours or 72 quarter hours are required.
For degrees granted on or after October 1, 2014, at least 60 semester hours or 90 quarter hours.)

3. CORE COURSEWORK

Before completing, please review the additional guidance on pages 2-5 of this form. For any course where the topic is not clearly reflected in the title, please provide documentation of the content, such as: a course description from the university catalog, copy of course outline, textbook used, or letter from the instructor or department head. Do not list the same course credit(s) in more than one content area. **Do not list practicum or internship, as these are separate requirements from substantive coursework.**

- a) **Core Content.** List at least 2 semester or 3 quarter hours of coursework in the following core content areas:

CORE CONTENT AREA AS REQUIRED PER OAR 833-030-0011(6)(b)	COURSE TITLE & NUMBER	TERM & YEAR	CREDIT HOURS
Counseling Theory			
Human Growth & Development			
Social and Cultural Foundations			
The Helping Relationship			
Group Dynamics Processing and Counseling			
Lifestyle & Career Development			

Diagnosis of Mental Disorders			
Research and Evaluation			
Professional Orientation (Ethics)			

b) **Specialty Areas.** List a total of at least 16 semester or 24 quarter hours of supporting coursework for specialty areas:

SPECIALTY CONTENT AREA	COURSE TITLE & NUMBER	TERM & YEAR	CREDIT HOURS

c) **OPTIONAL: Make-Up Coursework.** Please list any graduate level coursework completed outside of your degree program to remedy a coursework deficiency.

Institution Name: _____

Terms at this regionally accredited institution were: Semesters Quarters

CORE or SPECIALTY CONTENT AREA	COURSE TITLE & NUMBER	TERM & YEAR	CREDIT HOURS

Frequently Asked Questions

1. **Q:** *Why do I need to complete this form?*

A: Applicants that graduated from a regionally accredited program must complete the Educational Record Form to ensure that all requirements of [OAR 833-030-0011/833-040-0011](#) have been completed. Graduates with degrees from CACREP/CORE or COAMFTE do not have to complete the Educational Record Form.

2. **Q:** *Can I count my practicum/internship courses and thesis/dissertation development courses towards the Core and Specialty Area Supporting Coursework requirements?*

A: No. Clinical experience and independent research projects (thesis/dissertation), along with their corresponding courses, are separate and distinct program requirements for your degree. The core and supporting clinical coursework are specific study areas that provide the foundational knowledge and are guided by professors through structured syllabi and assessments of existing material. A candidate needs these courses to be able to apply those skills in the clinical setting (practicum or internship) and complete independent research projects, which go beyond just learning to know the practice creating new knowledge. The thesis/dissertation is a separate component from standard coursework that represents a culmination of what the candidate has learned through their graduate program, and also involves applying those learned principles. It requires independent work with minimal supervision and mentorship provided via supporting courses that pull broadly from the core/clinical coursework knowledge, but do not represent that base learning that is required specifically in the Board's minimum 34 semester hour (or 51 quarter hour) coursework standards.

3. **Q:** *What if I'm unsure where my courses go?*

A: Please complete the Educational Record Form to the best of your ability. We recommend that you use your best professional judgment to determine whether a course meets the criteria, and that you consult with your graduate program's representative if you are unsure. The Board does not pre-review courses or pre-approve education in advance of a completed application, including making a determination as to which course(s) fulfill certain requirements. Once the Educational Record Form has been reviewed, notes will be left in the Applicant Portal if we have any questions or need additional information.

Coursework Reference Page – LPC

These are the nine fundamental knowledge areas of curricular experience required by the Board to prepare all counselors.

Counseling Theory- History, theories, philosophy, and models of counseling; professional roles, functions, and responsibilities; advocacy processes; professional credentialing; self-evaluation and care. *Typical Courses:* “*Counseling Theory,*” “*The Counseling Profession,*” “*Introduction to Counseling*”

Human Growth & Development- Studies that provide an understanding of the nature and needs of individuals at all developmental levels, from birth to old age. *Typical Courses:* “*Human Development,*” “*Developmental Foundations in Counseling,*” “*Cognitive Development,*” “*Social & Personality Development,*” “*Foundations of Learning,*” “*Personality Theory*”

Social and Cultural Foundations- Studies that provide an understanding of the cultural context of relationships, issues and trends in a diverse society. Includes such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, family values, education, religious and spiritual values, socio-economics status, etc. *Typical Courses:* “*Social and Cultural Perspectives in Counseling,*” “*Multicultural Counseling,*” “*Social Bases of Behavior,*” “*Social & Personality Development,*” “*Group Dynamics,*” “*Social Foundations,*” “*Diversity in Counseling,*” “*Human Diversity*”

The Helping Relationship- Studies that provide an understanding of counseling and consultant characteristics that influence the helping process (age, gender, ethnic factors, etc.); essential interview and counseling skills to develop a therapeutic relationship, set goals, maintain boundaries, evaluate client outcome, and terminate.

Typical Courses: “*Counseling & Helping Relationships,*” “*Theory and Technique of Counseling,*” “*Foundational Counseling Skills & Techniques,*” “*Theories & Interventions*”

Group Dynamics Processing and Counseling- Group counseling theoretical foundations; group dynamics; group design and facilitation; effective leadership; considerations for varied settings. *Typical Courses:* “*Group Counseling,*” “*Group Counseling Procedures,*” “*Group Counseling Skills,*” “*Group Counseling & Group Work*”

Lifestyle & Career Development- Career development theories, models, and strategies; educational and employment development; career planning assessment tools and techniques; work environment and life experiences. *Typical Courses:* “*Lifestyle and Career Development,*” “*Career Lifestyle Planning,*” “*Career Counseling,*” “*Career Development & Consulting,*” “*Career Development Theories*”

Diagnosis of Mental Disorders- Diagnosis of developmental, behavioral, and mental disorders; use of assessments for diagnostic and intervention planning. *Typical Courses:* “*Diagnosis and Assessment,*” “*Assessment and Testing,*” “*Diagnosis & Treatment Planning,*” “*Psychopathology*”

Research and Evaluation- Studies that provide an understanding of research methods, statistical analysis, needs assessment and program evaluation. *Typical Courses:* “*Research & Program Evaluation,*” “*Research Methods in Counseling,*” “*Applied Research*”

Professional Orientation (Ethics) - Ethical standards of professional counseling organizations and credentialing bodies; applications of ethical and legal considerations in professional counseling. *Typical Courses: "Ethical & Legal Issues," "Ethical/Legal Issues in Counseling," "Professional Counseling Orientation & Ethical Practice," "Ethics/Roles in the Counseling Profession"*

Supporting Coursework for Specialty Areas

Specialty Area means a structured sequence of specialized curriculum that is housed within the graduate degree program, including but not limited to:

- Addiction Counseling
- Art Therapy
- Career Counseling
- Clinical Mental Health Counseling
- Clinical Rehabilitation Counseling
- College Counseling and Student Affairs
- Marriage, Couple, and Family Counseling
- Pastoral Counseling
- Rehabilitation Counseling
- School Counseling

Coursework may include the following curriculum knowledge and skill areas:

- *Specialty Foundations*, including specialty history and development, theories, principles, and models.
- *Contextual Dimensions*, including roles and settings, service delivery, diagnostic process, resources, legal and ethical considerations, recordkeeping, and impacting factors.
- *Practice Courses*, including intake, evaluation, assessment, diagnosis, treatment modalities, skill- building, strategy, interfacing with systems, advocacy, and program administration. [Note- do not list practicum or internship experiences on this form]