In addition to this form, an official transcript from your degree granting institution and any other educational institutions at which you may have completed coursework or clinical experience must be sent directly from the institution(s) to the Professional Licensing Agency. Delays in the application approval process are often the result of the Board's need to obtain more information from applicants regarding the specifics of individual course content. In order to ensure expediency in the application approval process, the Board suggests, but does not require, that applicants submit course catalog descriptions or course syllabi to accompany Form C. Please indicate the semester/quarter and year in which each course was completed.

**COURSEWORK INFORMATION**

List the course number and course title of the graduate coursework you have completed in the required content areas as they appear on your transcript. If the course titles as stated on your transcript do not clearly reflect the required content areas, you may be requested to provide additional supporting documentation such as course syllabus, term papers, etc. You may use the same course for more than one content area. Also, each content area may contain more than one course. Please use FORM C-1 to assist you in determining which courses to list in each content area.

### HUMAN GROWTH AND DEVELOPMENT

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Quarter</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>P514</td>
<td>Life Span Development</td>
<td>3</td>
<td></td>
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</tbody>
</table>

### SOCIAL AND CULTURAL FOUNDATIONS

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
<th>Course Number</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G575</td>
<td>Cross-Cultural Counseling</td>
<td>3</td>
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</table>

### HELPING RELATIONSHIPS

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Quarter</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G522; G523</td>
<td>Counseling Theory; Laboratory in Counseling</td>
<td>3</td>
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</tbody>
</table>

### GROUP WORK

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Quarter</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G532</td>
<td>Introduction to Group Counseling</td>
<td>3</td>
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</tbody>
</table>

### CAREER AND LIFESTYLE DEVELOPMENT

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
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<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G507</td>
<td>Lifestyle and Career Development</td>
<td>3</td>
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</tbody>
</table>

### APPRAISAL

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
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</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G505</td>
<td>Individual Appraisal</td>
<td>3</td>
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</table>

### RESEARCH AND PROGRAM EVALUATION

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
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<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G590</td>
<td>Research in Counseling and Human Services</td>
<td>3</td>
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</tbody>
</table>

### PROFESSIONAL ORIENTATION

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
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<th>Semester/Quarter</th>
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<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G500</td>
<td>Orientation to Counseling and Ethics</td>
<td>3</td>
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</table>

### FOUNDATIONS OF MENTAL HEALTH COUNSELING

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
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<th>Semester/Quarter</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G563</td>
<td>Foundations of Mental Health Counseling</td>
<td>3</td>
<td></td>
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</tbody>
</table>
## Contextual Dimensions

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G563; G565</td>
<td>Foundations of Mental Health Counseling; Contemp. Issues in Couns</td>
<td>3</td>
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</tbody>
</table>

## Knowledge and Skills for the Practice of Mental Health Counseling

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
<th>Course Number</th>
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<th>Credit Hours</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G506</td>
<td>Personality Development: Growth of Normal &amp; Deviant Personality</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Applicants for licensure as a mental health counselor must show successful completion of a degree curriculum which shall encompass a minimum of forty-eight (48) semester hours, or seventy-two (72) quarter hours, of graduate study for the master's degree or a minimum of ninety-six (96) semester hours of graduate study for the doctoral degree. Further, the applicant for licensure shall document a minimum of sixty (60) hours of graduate credit in mental health counseling or a related field. Only graduate level courses are acceptable. The board will not accept coursework counted or credited toward an undergraduate degree.

Applicants for licensure as a mental health counselor must also show successful completion of a one hundred (100) hour practicum, a six hundred (600) hour internship and a three hundred (300) hour advanced internship. Please list these requirements below.

## Practicum

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G524</td>
<td>Practicum in Counseling</td>
<td>3</td>
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</tbody>
</table>

## Internship

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G550</td>
<td>Internship in Counseling</td>
<td>3</td>
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</tbody>
</table>

## Advanced Internship

<table>
<thead>
<tr>
<th>Name of Educational Institution</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University South Bend</td>
<td>G525; G550</td>
<td>Advanced Practicum Internship in Counseling</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Printed name of applicant: [Name]

Social Security number:

Signature of applicant: [Signature]

Date (month, day, year): [Date]
**HUMAN GROWTH AND DEVELOPMENT**
Studies that provide an understanding of the nature and needs of individuals at all developmental levels.
A. Theories of individual and family development and transitions across the life-span;
B. Theories of learning and personality development;
C. Human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior;
D. Strategies for facilitating development over the life span.

**SOCIAL AND CULTURAL FOUNDATIONS**
Studies that provide an understanding of issues and trends in a multicultural and diverse society.
A. Multicultural and pluralistic trends including characteristics and concerns of diverse groups;
B. Attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability;
C. Individual, family, and group strategies with diverse populations.

**HELPING RELATIONSHIPS**
Studies that provide an understanding of counseling and consultation processes.
A. Counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications;
B. Basic interviewing, assessment, and counseling skills;
C. Counselor or consultant characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
D. Client or consultee characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and persona characteristics, traits, capabilities, and life circumstances.

**GROUP WORK**
Studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
A. Principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors;
B. Group leadership styles and approaches including characteristics of various types of group leaders and leadership styles;
C. Theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature;
D. Group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
E. Approaches used for other types of group work, including task groups, prevention groups, support groups, and therapy groups.

**CAREER AND LIFESTYLE DEVELOPMENT**
Studies that provide an understanding of career development and related life factors.
A. Career development theories and decision-making models;
B. Career, avocational, educational, and labor market information resources, visual and print media, and computer-based career information systems;
C. Career development program planning, organization, implementation, administration, and evaluation;
D. Interrelationships among work, family, and other life roles and factors including multicultural and gender issues as related to career development;
E. Career and educational placement, follow-up and evaluation;
F. Assessment instruments and techniques relevant to career planning and decision-making;
G. Computer based career development applications and strategies, including computer-assisted career guidance systems;
H. Career counseling processes, techniques and resources including those applicable to specific populations.

**APPRaisal**
Studies that provide an understanding of individual and group approaches to assessment and evaluation.
A. Theoretical and historical bases for assessment techniques;
B. Validity including evidence for establishing content, construct, and empirical validity;
C. Reliability including methods of establishing stability, internal and equivalence reliability;
D. Appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
E. Psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations;
F. Age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups;
G. Strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling.
RESEARCH AND PROGRAM EVALUATION
Studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
A. Basic types or research methods to include qualitative and quantitative research designs;
B. Basic parametric and non-parametric statistics;
C. Principles, practices, and applications of need assessment and program evaluation;
D. Uses of computers for data management and analysis.

PROFESSIONAL ORIENTATION
Studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.
A. History of the helping professions including significant factors and events;
B. Professional roles and functions including similarities and differences with other types of professionals;
C. Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
D. Ethical standards of the ACA and related entities, ethical and legal issues, and their applications to various professional activities (e.g., appraisal, group work);
E. Professional preparation standards, their evolution, and current applications;
F. Professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; and
G. Public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.

FOUNDATIONS OF MENTAL HEALTH COUNSELING
Studies in this area include, but are not limited to, the following:
A. Historical, philosophical, societal, cultural, economic, and political dimensions of mental health counseling;
B. Roles, functions, and professional identity of mental health counselors;
C. Structures and operations of professional organizations, training standards credentialing bodies, and ethical codes pertaining to the practice of mental health counseling;
D. Implications of professional issues unique to mental health counseling including, but not limited to, recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status; and
E. Implications of sociocultural, demographic, and lifestyle diversity relevant to mental health counseling.

CONTEXTUAL DIMENSIONS: MENTAL HEALTH COUNSELING
Studies in this area include, but are not limited to, the following:
A. Assumptions and roles of mental health counseling within the context of the health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of the public and private mental health care systems;
B. Theories and techniques of community needs assessment to design, implement, and evaluate mental health care programs and systems;
C. Principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and
D. Theoretical and applied approaches to administration, finance and budgeting; management of mental health services and programs in the public and private sectors; principles and practices for establishing and maintaining both solo and group private practice; and concepts and procedures for determining accountability and cost containment.

KNOWLEDGE AND SKILLS FOR THE PRACTICE OF MENTAL HEALTH COUNSELING
Studies in this area include, but are not limited to, the following:
A. General principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, and general principles and practices of the promotion of optimal mental health;
B. Specific models and methods for assessing mental status; identification of abnormal, deviant, or psychopathological behavior, and the interpretation of findings in current diagnostic categories [e.g., Diagnostic and Statistical Manual (DSM)];
C. Application of modalities for maintaining and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including crisis intervention, brief, intermediate, and long-term approaches;
D. Basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for the purpose of identifying effects and side effects of such medications;
E. Principles of conducting an intake interview and mental health history for planning and managing of client caseload;
F. Specialized consultation skills for effecting living and work environments to improve relationships, communications and productivity, and for working with counselors of different specializations and with other mental health professionals in areas related to collaborative treatment strategies;
G. The application of concepts of mental health education, consultation, outreach and prevention strategies, and of community health promotion and advocacy; and
H. Effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs affecting mental health services in general and the practice of mental health counseling in particular.