



**Instructor Requirements:
Initial LCADC/CADC Training**

1. **Must have LCADC at Masters or Doctorate level to teach, OR be deemed an expert by the Committee :**
“Expert” is defined as:
 - A Doctorate degree from an American Council on Education approved program in psychology, counseling, education or social work that includes training in the domain area.
OR
 - Author of peer reviewed journal article or a published referenced textbook in topic area.
OR
 - A “nationally” recognized expert as determined by the education committee.
OR
 - The course content fills a clear need that would be otherwise unmet, and, in the opinion of the committee, the expertise of the instructor clearly qualifies her/him as an expert in the domain
2. **Must review the Certification Board’s learning objectives for the specific course at the beginning of each class.**
3. **Must submit for approval:**
 - A detailed evidence based PowerPoint for each course every three years
 - A pre and post test, references and reading list must be included.
 - All coursework must contain all of the Board mandated “standardized content” plus additional material the trainer may want to add. Standardized coursework refers to pre-approved coursework from the Certification Board’s Primary Training Manual. The Board reserves the right to change “approved manuals” from time to time.
4. **Instructors will only be approved to teach within no more than of two different domains (54 hours each) during any two year period. Therefore, no instructor is allowed to teach all 270 hours to one class.** The Board does not endorse a generalist approach to initial licensure or certification coursework and will adopt a policy more in line with university standards. Instructors will be approved in no more than two Domains and will be expected to stay current with research in their domain(s) of expertise.)
5. **Treatment approaches should be supported by research presented in peer reviewed journals and published reference textbooks in the topic area, i.e. APA peer reviewed research journals .**
6. **Instructors should refrain from making statements that are directly contradicted by research.**
Theoretical rationale: presentations should be fair and balanced, free of instructor bias.
All generally accepted models should be included in your presentation that are supported by research presented in peer reviewed journals or published reference textbooks in the topic area, e.g., APA peer reviewed research journals or government agency guidelines (e.g., CSAT TIPS) or treatment guidelines published by major professional organizations
7. **Instructors should make statements that are supported by research.** If an instructor is providing his/her opinion, this should be acknowledged. Any statement that it directly contradicted by research should not be made.
8. **Presentations should be fair and balanced, free of instructor bias.**

Signatures:

Instructor _____ Date _____

Chair, Education Committee: _____ Date _____

Executive Director: _____ Date: _____

