

Readopt with amendment Psyc 301, effective 11/4/16 (Document #12035-B), to read as follows:

PART Psyc 301 DEFINITIONS

Psyc 301.01 Definitions. The following terms shall have the meaning indicated when used in this chapter:

(a) “Canadian Psychological Association (CPA)” means the society where understanding of diverse human needs, behaviors, and aspirations drive legislation, policies and programs for individuals, organizations, and communities, whose address is 141 Laurier Avenue West, Suite 702, Ottawa, Ontario K1P 5J3 and whose telephone number is 613-237-2144;

(b) “Group supervision” means one **clinical** supervisor in the physical or virtual presence of 2 or more supervisees at the same time;

(c) “Individual supervision” means one **clinical** supervisor in the physical or virtual presence of one supervisee[-];

(d) “National Register of Health Service in Psychology (NRHSP)” means the organization that identifies psychologists who have met the highest education and training requirements, whose address is 1200 New York Avenue NW, Suite 800, Washington, DC 20005, and whose telephone number is 202-783-7663; and

(e) “Psychology practice” means “psychology practice **by a licensed psychologist**” as defined in RSA 329-B: 2, VII.

Adopt Psyc 305 to read as follows:

PART Psyc 305 SCHOOL PSYCHOLOGIST

Psyc 305.01 Application Processing Procedures. The review of applications, withdrawal of applications, conditional denials, challenges of denials, notices, and the computation of time shall be in accordance with **Plc 301.05 and** Plc 304.06 through Plc 304.11.

Psyc 305.02 Applicant Requirements.

(a) Applicants who wish to apply for initial licensure as a school psychologist at either the doctoral or specialist level shall do so by submitting, or arranging for the submission of, each of the following components of the application packet:

(1) Complete and submit the “Universal Application for Initial Licensure” required by Plc 304.01(a)(1); **and**

(2) In addition to the application required by (1) above, the applicant shall complete and submit the “**School Psychologist** Addendum to the [~~Renewal Application Required in Plc 308.06~~] **Universal Application for Initial Licensure**” by providing [~~the following:~~

(1) ~~L~~] **a** list all names the applicant has ever been known by; [~~and~~

(3) The required documents specified in Psyc 305.02(c) or Psyc 305.03(c), as applicable; **and**

(4) The non-refundable application processing fee specified in Plc 1002.42[5].

(b) Applicants for licensure as a school psychologist at the doctoral level or a school psychologist at the specialist level shall hold a current New Hampshire [D]department of [E]education (DOE) credential with a school psychologist endorsement consistent with [NH] Ed 508.02[5].

(c) Persons holding an internship training credential, alternative 4 credential, shall not be eligible for licensure as a school psychologist until they hold the “Beginning Educator Credential” from the DOE consistent with [NH] Ed 504[5].

Psyc 305.0[2]3 Eligibility Requirements for Licensure as a School Psychologists at the Doctorial Level.

(a) [~~Requirements for~~] **An applicant** licensure as a school psychologist [-] **at the** doctoral level shall:

(1) Be certified in good standing as a school psychologist by the New Hampshire DOE bureau of credentialing;

(2) Have a doctoral level degree from an American Psychological Association (APA) or Canadian Psychological Association (CPA) approved program; [ø]

(3) Have taken and passed the [~~PRAXIS School Psychologists Exam administered by the National Association of School Psychologists~~] **State Board of Education approved standardized examination for school psychologists licensure;**

(4) Be of good professional character as determined by the yes or no questions on the application described in Psyc 305.02(a)(1) **and as described in Psyc 303.01;**

(5) Have completed an internship as described in Psyc 305.0[4]2(c); **and**

[~~(6) Be of good professional character as determined by Psyc 303.01; and~~]

[~~(7)~~](6) Have paid the licensing fee as described in Plc 1002.4[2]3.

(b) Educational requirements **for licensure for a school psychologist at the doctorate level shall include:**

(1) A doctoral-level credential in school psychology, [~~shall be~~] based on a minimum of 4 years of full-time study at the graduate level, inclusive of structured field experience **described in Psyc 305.03(b)(1);**

(2) At least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and any terminal doctoral project; and

(3) A supervised internship experience, with a minimum of 1, [5]200 clock hours for doctoral-level interns, including a minimum of a 600 hour internship completed in a school setting.

(c) Documents required to be submitted in addition to the application for licensure shall be:

- (1) A copy of the school psychologist certification issued by the DOE;
- (2) Official transcripts sent directly to the OPLC from the educational institute issuing the doctor level degree; and
- (3) Passing PRAXIS School Psychologists Exam scores sent directly to the OPLC by the testing company.

Psyc 305.0[3]4 Eligibility Requirements for Licensure as a School Psychologists at the Specialist Level.

(a) [~~Requirements~~] **An applicant** for licensure as a school psychologist [-] **at the** specialist level shall:

- (1) Be certified as a school psychologist by the New Hampshire DOE bureau of credentialing;
- (2) Hold a beginning educator credential from the DOE, [~~NH~~] **consistent with** ED 504;
- (3) Have taken and passed the [~~PRAXIS School Psychologists Exam administered by the National Association of School Psychologists~~] **State Board of Education approved standardized examination for school psychologists licensure;**
- (4) Be of good professional character as determined by the yes or no questions on the application described in Psyc 305.02(a)(1); and
- (5) Have paid the licensing fee as described in Plc 1002.4[2]3.

(b) Educational requirements **for licensure for a school psychologist at the specialist level shall include:**

- (1) A minimum of 3 years of full-time study in at a graduate level or the equivalent level, that includes the following structured field experiences:
 - a. Master of Science (MS);
 - b. Master of Arts (MA);
 - c. Educational Specialist (EdS);
 - d. Specialist in School Psychology (SSP);
 - e. Doctor of Education (EdD);
 - f. Certificate of Advanced Study (CAS);
 - g. Certificate of Advanced Graduate Study (CAGS); or
 - h. Specialist in School Psychology (PsyS); or
- (2) Meeting both of the following requirements:

- a. Completion of at least 60 semester hours or the equivalent of graduate study culminating in at least a master's degree, of which at least 54 hours are exclusive of credit for the supervised internship experience as described in b.; and
- b. Experience in a supervised internship in a general school setting for 1,200 clock hours, full-time over one year or half time over 2 consecutive years in a general school setting, provided that if additional experiences are provided in mental health clinics, psychiatric hospitals, and other institutions for children, such experiences shall not replace the supervised internship in a general school setting for more than 600 of the 1,200 hours.

(c) Documents required to be submitted in addition to the application for licensure shall be:

(1) A copy of the school psychologist at the specialist level certification issued by the DOE;

(2) Official transcripts sent directly to the OPLC from the educational institute issuing the appropriate degree; and

(3) The passing scores on the Board of Education approved standardized examination for school psychologists licensure sent directly to the OPLC by the testing company.

Phy 305.05 Required skills for a school psychologist.

~~(e)~~**(a)** A candidate for ~~[certification]~~ **licensure** as a school psychologist shall have the skills, competencies, and knowledge through a combination of academic and supervised practical experiences in the following areas:

- (1) Practices that permeate all aspects of service delivery through:
 - a. Data-based decision making and accountability; and
 - b. Consultation and collaboration;
- (2) Direct and indirect services for children, families, and schools which include:
 - a. Student-level services including, but not limited to:
 1. Conducting, interpreting, and communicating the findings of assessments of students, including but not limited to their:
 - (i) Intellectual ability;
 - (ii) Cognitive processing;
 - (iii) Academic achievement;
 - (iv) Behavior;
 - (v) Social and emotional functioning;

(vi) Learning environments; and

(vii) Adaptive functioning;

2. Designing, implementing, monitoring, and adapting instructional and behavioral supports and interventions;

3. Creating, implementing, and evaluating mental health interventions and direct services to develop social, [^]emotional, and life skills;

b. Systems-level services including:

1. Interacting effectively in a school setting by understanding systems, roles, curriculum, instruction, and assessment to promote socialization, learning, and mental health; and

2. Implementing and evaluating school wide practices that promote learning; and

c. Preventative and responsive services including:

1. Applying principles of resilience and risk factors in learning and mental health;

2. Promoting multi-tiered systems of support; and

3. Formulating evidence-based strategies for effective crisis preparation, response, and recovery; and

(3) Foundations of professional school psychological services which include:

a. Understanding and analyzing the diversity in human development and learning including culture, context, and individual differences;

b. Explaining typical and atypical psychological and educational development in children and youth;

c. Synthesizing, evaluating, and applying theories and models of research, empirical findings, and techniques related to student learning;

d. Utilizing research design, statistics, measurement, and varied data collection and analysis techniques;

e. Designing and implementing program evaluation to support evidence-based practices at the individual, group, and [^] systems levels;

f. Integrating the history and foundations of psychology into a professional identity and practice as a school psychologist; and

g. Adhering to ethical, legal, and professional standards including:

1. Ethical and professional decision making; and
2. Professional work characteristics and disposition that reflect personal integrity.

~~[(e) Documents required to be submitted in addition to the application for licensure shall be:~~

- ~~(1) A copy of the school psychologist at the specialist level certification issued by the DOE;~~
- ~~(2) Official transcripts sent directly to the OPLC from the educational institute issuing the doctor level degree; and~~
- ~~(3) Passing PRAXIS School Psychologists Exam scores sent directly to the OPLC by the testing company.]~~

APPENDIX A

Rule	Specific State Statute the Rule Implements
Psyc 301	RSA 329-B:1
Psyc 305	RSA 329-B:10, III, V, and VIII