

# Regulatory Analysis Form

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REVIEW COMMISSION

(1) Agency  
 Department of State, Bureau of Professional and Occupational Affairs, State Board of Psychology

(2) I.D. Number (Governor's Office Use)  
 16A-6313

IRRC Number: 2422

(3) Short Title  
 Education Requirements

(4) PA Code Cite  
 49 Pa. Code §§41.1 and 41.31.

(5) Agency Contacts & Telephone Numbers

Primary Contact: Judith Pachter Schulder, Counsel  
 State Board of Psychology  
 783-7200  
 Secondary Contact: Joyce McKeever, Deputy Chief  
 Counsel, Department of State 783-7200

(6) Type of Rulemaking (check one)  
 Proposed Rulemaking  X  
 Final Order Adopting Regulation  
 Final Order, Proposed Rulemaking Omitted

(7) Is a 120-Day Emergency Certification Attached?  
 No  X  
 Yes: By the Attorney General  
 Yes: By the Governor

(8) Briefly explain the regulation in clear and nontechnical language.

The proposed regulation would require applicants from programs in the United States, Canada and U.S. territories to obtain doctoral degrees from programs in psychology or a field related to psychology that are either accredited by the American Psychological Association (APA) or Canadian Psychological Association (CPA) or designated by the Association of State and Provincial Psychology Boards/National Register (ASPPB/National Register). Doctoral degree holders from foreign colleges and universities would be required to meet the educational standards set out by ASPPB/National Register.

(9) State the statutory authority for the regulation and any relevant state or federal court decisions.

The amendments are proposed under the authority of Sections 3.2(1) and 6(a)(2) of the Professional Psychologists Practice Act (Act), 63 P.S. §§1203.2(1) and 1206(a)(2).

## Regulatory Analysis Form

**(10) Is the regulation mandated by any federal or state law or court order, or federal regulation? If yes, cite the specific law, case or regulation, and any deadlines for action.**

No.

**(11) Explain the compelling public interest that justifies the regulation. What is the problem it addresses?**

Currently, the regulations permit doctoral degrees from: (1) programs accredited by the American Psychological Association (APA); (2) programs designated by the Association of State and Provincial Psychology Boards/National Register Designation Committee (Designation Committee); and (3) programs which are neither accredited nor designated programs.

Programs in the latter category are reviewed by the Board on a case-by-basis using the criteria set out in subsection (c). The Board proposes deleting this latter category. Its reasons are two-fold:

(1) The majority of programs are accredited/designated. In 1991, when this provision was originally added, many programs were not accredited or designated. However, today, the vast majority of programs are accredited or designated. A list of those programs can be found on the APA's website at [www.apa.org](http://www.apa.org) and on the ASPPB/National Register website at [www.nationalregister.org](http://www.nationalregister.org);

(2) Non-accredited/designated programs do not meet the same standards. Since 1991, the Board has also reviewed numerous doctoral degree programs in the latter category. The Board has found that the standards at these programs vary significantly and that most do not meet the APA/CPA or ASPPB/National Register standards. In addition, because the Board is not capable of

(Continued on page 9)

**(12) State the public health, safety, environmental or general welfare risks associated with nonregulation.**

Acceptable uniform education and review standards assure that psychologists receive quality education and training sufficient to practice on patient/clients in this Commonwealth.

**(13) Describe who will benefit from the regulation. (Quantify the benefits as completely as possible and approximate the number of people who will benefit.)**

Individuals who receive psychological services from licensed psychologists will benefit from this regulation in that the Board will be better able to monitor the education obtained by its licensees.

Applicants from accredited and/or designated programs will also benefit because their applications will be able to be reviewed by Board staff on an on-going basis instead of at monthly Board meetings.

## Regulatory Analysis Form

**(14) Describe who will be adversely affected by the regulation. (Quantify the adverse effects as completely as possible and approximate the number of people who will be adversely affected.)**

Applicants for licensure from programs in the US, Canada, and US Territories who matriculate after the grandfathering period from programs that are not accredited or designated will be adversely affected by this regulation. Approximately 90 graduates apply to take the Pennsylvania portion of the licensure examination and 49 graduates apply to take the national portion of the U.S. and Canadian licensure examination each year.

Currently, there are three programs within the Commonwealth that are not accredited or designated: Chestnut Hill College, Marywood University, and Gannon University. However, both Chestnut Hill College and Gannon University have completed their self-studies and have site visits scheduled with the APA within the next six months. As such both programs should be able to meet the requirements of the regulation by the effective date.

Programs which have not progressed as far as Chestnut Hill College and Gannon University can still comply with the regulation within the grandfathering period by obtaining designation which takes approximately 1 year, and, unlike the APA accreditation process, can be completed before a class is graduated.

**(15) List the persons, groups or entities that will be required to comply with the regulation. (Approximate the number of people who will be required to comply.)**

All applicants for licensure will be required to comply with this regulation. A list of accredited doctoral programs can be found at: [www.apa.org/ed/accreditation/doctoral.html](http://www.apa.org/ed/accreditation/doctoral.html). A list of designated programs can be found at: [www.nationalregister.com/designatenew-howto.html](http://www.nationalregister.com/designatenew-howto.html).

Applicants who have started a program or obtained their degrees will have 5 years to obtain a license under the current education options. Applicants who have not begun a program will have 2 years from publication to complete their degree.

**(16) Describe the communications with and input from the public in the development and drafting of the regulation. List the persons and/or groups who were involved, if applicable.**

In compliance with Executive Order 1996-1, the Commission extended an invitation to the following individuals and associations to preliminarily review and comment on the Board's draft regulatory proposal: Academy of Psychologists Engaged in Private Practice in Lehigh Valley; Berks Area Psychological Society; Central Pennsylvania Psychological Association; Delaware County Association of School Psychologists; Delaware Valley Association of Black Psychologists; Greater Pittsburgh Psychological Association; Lancaster/Lebanon Psychological Association; Laurel Mountains Psychological Association; Lehigh Valley Psychological Association; Mideast PA School Psychological Association; Northeastern PA Psychological Association; Northwestern PA Psychological Association; Philadelphia Society of Clinical Psychologists; Philadelphia Neuropsychology Society; National Association of School Psychologists; Association of School Psychologists of Pennsylvania; Pennsylvania Mental Health Consumer's Association; (cont. on 9)

**Regulatory Analysis Form**

**(18) Provide a specific estimate of the costs and/or savings to local governments associated with compliance, including any legal, accounting or consulting procedures which may be required.**

N/A

**(19) Provide a specific estimate of the costs and/or savings to state government associated with the implementation of the regulation, including any legal, accounting, or consulting procedures which may be required.**

**The proposed amendments will not generate savings or costs. Applications for licensure are reviewed by Board members during Board meetings wherein the Board members are paid a per diem rate. Hence, no additional cost has been associated with this review. The Board would continue to conduct its review for applicants with doctoral degrees from foreign colleges and universities at Board meetings. This review entails reviewing transcripts, courses, residencies and internships.**

## Regulatory Analysis Form

(20) In the table below, provide an estimate of the fiscal savings and costs associated with implementation and compliance for the regulated community, local government, and state government for the current year and five subsequent years.

	Current FY Year	FY +1 Year	FY +2 Year	FY +3 Year	FY +4 Year	FY +5 Year
<b>SAVINGS:</b>	\$	\$	\$	\$	\$	\$
Regulated	N/A	N/A	N/A	N/A	N/A	N/A
Local Government						
State Government						
Total Savings						
<b>COSTS:</b>						
Regulated						
Local Government						
State Government						
Total Costs						
<b>REVENUE LOSSES:</b>						
Regulated						
Local Government						
State Government						
Total Revenue Losses						

(20a) Explain how the cost estimates listed above were derived.

N/A

## Regulatory Analysis Form

**(20b) Provide the past three year expenditure history for programs affected by the regulation.**

Program	FY99-00	FY00-01	PROJECTED FY01-02	BUDGET FY 02-03
State Board of Psychology	\$396,549.30	\$463,319.10	\$503,354.83	\$544,000.00

**(21) Using the cost-benefit information provided above, explain how the benefits of the regulation outweigh the adverse effects and costs.**

In that there are no additional costs associated with this regulation, there should be no adverse effects and costs associated with compliance. Psychology programs that are neither accredited nor designated may have costs associated with obtaining accreditation or designation, however, those costs would be borne by the program and passed on to the students.

**(22) Describe the nonregulatory alternatives considered and the costs associated with those alternatives. Provide the reasons for their dismissal.**

Nonregulatory alternatives were not considered because policy statements on any of the issues covered by the amendments would not have the force or effect of law.

**(23) Describe alternative regulatory schemes considered and the costs associated with those schemes. Provide the reasons for their dismissal.**

No other regulatory schemes were considered.

## Regulatory Analysis Form

**(24) Are there any provisions that are more stringent than federal standards? If yes, identify the specific provisions and the compelling Pennsylvania interest that demands stronger regulation.**

**There are no federal licensure standards.**

**(25) How does this regulation compare with those of other states? Will the regulation put Pennsylvania at a competitive disadvantage with other states?**

**This regulation will not put Pennsylvania applicants at a competitive disadvantage with applicants from other states. The District of Columbia, Florida, Hawaii, Louisiana, Maryland, Massachusetts, Missouri, Nevada, New Mexico, Oklahoma, Tennessee and Utah require that the doctoral degree be awarded from a program which is APA accredited or ASPPB/National Register designated. The remaining states require regional accreditation as a minimum standard.**

**(See attached education chart at page 9.)**

**(26) Will the regulation affect existing or proposed regulations of the promulgating agency or other state agencies? If yes, explain and provide specific citations.**

**The regulation will not affect any regulations of the Board or other state agencies.**

**(27) Will any public hearings or informational meetings be scheduled? Please provide the dates, times, and locations, if available.**

**In light of the extensive public outreach already conducted in promulgating this proposed regulation and the discussions about the proposed regulation at the Board's regular meetings which are open to the public, the Board has not scheduled any public meetings or hearings regarding the regulation.**

## Regulatory Analysis Form

**(28) Will the regulation change existing reporting, record keeping, or other paperwork requirements? Describe the changes and attach copies of forms or reports which will be required as a result of implementation, if available.**

The proposed amendments would also decrease paperwork requirements and speed up the review process for applicants from programs in the United States, Canada and U.S. territories. These applicants would only be required to submit a Verification of Doctoral Program Approval Status completed by the program's Director of Clinical Training reflecting accreditation by the APA or CPA or designation by ASPPB/National Register and an official transcript from the Registrar. Because there would be no discretion involved, applications from accredited/designated programs could be reviewed by staff. Applicants from foreign colleges and universities would continue to submit an evaluation from a foreign education credential evaluator acceptable to the Board evidencing compliance with the educational requirements for degree holders from foreign colleges or universities in § 41.1.

**(29) Please list any special provisions which have been developed to meet the particular needs of affected groups or persons including, but not limited to, minorities, elderly, small businesses, and farmers.**

The Board is aware of no special needs of any subset or group which should be excepted.

**(30) What is the anticipated effective date of the regulation; the date by which compliance with the regulation will be required; and the date by which any required permits, licenses or other approvals must be obtained?**

The regulation will be effective for all newly matriculated applicants for licensure 2 years from the publication of the final-form rulemaking in the Pennsylvania Bulletin. Applicants currently enrolled in a program would proceed under the prior regulation and would have 5 years from the effective date of the regulation to be license eligible.

**(31) Provide the schedule for continual review of the regulation.**

The Board continuously reviews its regulations.



(Continued from No. 11)

conducting site visits at these programs, the Board has been forced to rely on the documentary evidence provided.

Unlike the programs in the latter category, programs accredited by the APA or Canadian Psychological Association (CPA) or designated by ASPPB/National Register undergo a rigid review process. Following a self-study and the completion of a comprehensive application, each program is subject to a several-day site visit by a trained team of reviewers who meet with the institution's administration, department and program faculty and students and review the entire curriculum being taught in the program as well as the self-study report. Doctoral and internship programs and postdoctoral residencies are reviewed annually by written report and undergo periodic review involving additional self-studies and site visits. The process also requires programs to correct deficiencies detected in the evaluation.

The Board believes that in order to protect the citizens of the Commonwealth who receive psychological services, psychologists must receive uniform quality education. In the Board's view, this can only be accomplished if all doctoral degree programs are held to the same standards. Therefore, the Board proposes that in order to obtain a license as a psychologist, the applicant must have earned a doctoral degree from a program that is either accredited by APA or CPA or designated by ASPPB/National Register.

Recognizing that there are no foreign equivalents to these reviewing bodies, but in order to ensure that qualified applicants from these foreign programs are not prohibited from obtaining a Pennsylvania license, under this proposal applicants from colleges and universities which are not located in the United States, Canada or the U.S. territories must comply with standards identical to those required for ASPPB/National Register designation.

(Continued from No. 16)

Pennsylvania Psychological Association; Harrisburg Area Psychological Association; Hospital Association of Pennsylvania; Mental Health Association in PA; National Alliance for the Mentally Ill of PA; Richard Dumaresq, Ed.D.; Pennsylvania Association of Private School Administrators; Paul Bartoli; Laura Greenlee, MS, Ph.D.; Marsha V. Hammond, Ph.D.; Cheryl V. Mack; Bill Burrichter, and Jed A. Yalof, Psy.D.

(Continued from No. 25)

**Educational Standards by State**

State	Educational Requirement
Alabama	Doctoral degree from department or school of psychology or closely allied field if training is substantially similar to doctorate in psychology
Alaska	Doctoral degree in psychology
Arkansas	Doctoral degree in psychology from regionally accredited institution

<b>State</b>	<b>Educational Requirement</b>
Arizona	Ph.D., Psy.D., or Ed.D. in applied psychology from a regionally accredited institution. Program must meet requirements in board statute and rules.
California	Doctoral degree from a regionally accredited institution
Colorado	Doctoral degree in psychology or equivalent from a regionally accredited institution.
Connecticut	Doctoral degree in psychology from a regionally accredited school
Delaware	Doctoral degree in psychology from an institution accredited by the U.S. Department of Education or by an accrediting agency recognized by the Council on Postsecondary Accreditation or its successor
District of Columbia	Doctoral degree in psychology from a regionally accredited institution and from a program that is APA/CPA accredited or ASPPB/NR designated.
Florida	Ph.D., Psy.D., or Ed.D. in psychology from APA-accredited program
Georgia	Doctoral degree in psychology from a regionally accredited institution; program must be APA-accredited, ASPPB/NR designated or meet criteria set out in rule
Hawaii	Doctoral degree in psychology or educational psychology from a regionally accredited institution or a doctoral degree from an APA-approved program in clinical psychology
Idaho	Doctoral degree in psychology from a regionally accredited institution
Illinois	Doctoral degree from a regionally accredited institution and from a program that is either APA-accredited, ASPPB/NR designated, or determined to be equivalent by the board or meeting criteria set out in statute.
Indiana	Ed.D., Ph.D., Psy.D. in psychology from regionally accredited school, if not APA-approved. APA- accredited program is preferred.
Iowa	Doctoral degree in psychology from a regionally accredited institution
Kansas	Doctoral degree in psychology from regionally accredited institution and from program that is APA/CPA accredited or substantially equivalent of such program in both subject matter and extent of training
Kentucky	Doctoral degree in psychology from a regionally accredited school
Louisiana	A. A graduate of a doctoral program that is listed by ASPPB and the National Register in Designated Doctoral Programs in Psychology is recognized as holding a doctoral degree with a major in psychology from a university offering a full-time graduate course of study in psychology.  B. A graduate of a doctoral program that is accredited by the American Psychological Association is recognized as holding a doctoral degree with

<b>State</b>	<b>Educational Requirement</b>
	a major in psychology from a university offering a full-time graduate course of study in psychology.
Maine	Doctoral degree in psychology from regionally accredited institution
Maryland	Doctoral degree in psychology; program must meet ASPPB/NR designation criteria or be APA/CPA accredited
Massachusetts	Doctoral degree in psychology from regionally accredited institution; (program must be ASPPB/NR designated)
Michigan	Doctoral degree in psychology from regionally accredited institution
Minnesota	Doctoral degree with a major in psychology
Mississippi	Doctoral degree in psychology from APA/CPA accredited or equivalent program.
Missouri	Doctoral degree in psychology from a regionally accredited institution and form a program that is either APA-accredited, or ASPPB/NR designated
Montana	Doctoral degree in psychology from an accredited college or university; if program not APA-approved clinical psychology program, must be reviewed by board
Nebraska	Doctoral degree in psychology from APA- accredited program or one that meets APA standards
Nevada	Doctoral degree in psychology from a regionally accredited institution and from an APA-approved or equivalent program
New Hampshire	Doctoral degree primarily psychological in nature from regionally accredited/government chartered institution
New Jersey	Doctoral degree in psychology or in a field allied to psychology from regionally accredited institution
New Mexico	Doctoral degree in psychology from an APA/CPA-accredited or ASPPB/NR-designated program
New York	Doctoral degree in psychology from a New York State registered program or the substantial equivalent. Regional accreditation is a minimal requirement as well.
North Carolina	Doctoral degree in psychology from regionally accredited institution and from program that is APA-accredited or meets board requirements; program must include practicum, internship, field experience or laboratory training supervised by a psychologist
North Dakota	Doctoral degree in psychology or equivalent from regionally accredited institution
Ohio	Doctoral degree in psychology, school psychology or doctorate deemed equivalent by board from regionally accredited institution

<b>State</b>	<b>Educational Requirement</b>
Oklahoma	Doctoral degree in psychology from regionally accredited institution from ASPPB/NR designated program; if graduated after 1/1/1997 program must have been APA/CPA accredited
Oregon	Doctoral degree in psychology from APA- or regionally accredited institution
Pennsylvania	Doctoral degree in psychology, or field related to psychology, from college or university accredited by recognized regionally accrediting association and/or an ASPPB or APA accredited institution or meets the standards of the APA/ASPPB based on a case-by-case review.
Rhode Island	Doctoral degree in psychology from regionally accredited institution; program must be APA/CPA accredited or equivalent as determined by board.
South Carolina	Doctoral degree in psychology. Degree from a program that is either APA/CPA accredited or ASPPB/NR designated is accepted, but not required.
South Dakota	Ed.D., Ph.D., or Psy.D. in psychology or equivalent from regionally accredited institution
Tennessee	Doctoral degree in psychology from APA accredited, ASPPB/NR-designated, or NCATE-approved program
Texas	Doctoral degree in psychology from regionally accredited institution
Utah	Doctoral degree in psychology from regionally accredited institution and APA/CPA accredited program
Vermont	Doctoral degree in psychology from regionally accredited institution and program that is APA/CPA-accredited or ASPPB/NR-designated or equivalent.
Virginia	Doctoral degree in psychology from regionally accredited institution; if program not APA-accredited, must satisfy course requirements in regulations
Washington	Doctoral degree in psychology from a regionally accredited institution. Recognizes APA/CPA accredited programs
West Virginia	Doctoral degree in psychology or equivalent or master's degree in psychology from regionally accredited institution
Wisconsin	Doctoral degree in psychology from regionally accredited institution and meet requirements in statute
Wyoming	Doctoral degree in clinical or counseling psychology from a regionally accredited institution

FACE SHEET  
FOR FILING DOCUMENTS  
WITH THE LEGISLATIVE REFERENCE BUREAU

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REVIEW COMMISSION

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form and legality by Attorney General

*[Signature]*

BY: \_\_\_\_\_  
(DEPUTY ATTORNEY GENERAL)

JUN 09 2004

DATE OF APPROVAL

Copy below is hereby certified to be a true and correct  
copy of a document issued, prescribed or promulgated by:

State Board of Psychology  
(AGENCY)

DOCUMENT/FISCAL NOTE NO. 16A-6313

DATE OF ADOPTION: \_\_\_\_\_

BY: *[Signature]*  
Alex M. Siegel, Ph.D./J.D.

TITLE: Chairman  
(EXECUTIVE OFFICER, CHAIRMAN OR SECRETARY)

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to form and legality  
Executive or Independent  
Agencies

*[Signature]*

4/26/04

DATE OF APPROVAL

(Deputy General Counsel  
(Chief Counsel,  
Independent Agency  
(Strike inapplicable  
title)

[ ] Check if applicable  
Copy not approved.  
Objections attached.

[ ] Check if  
applicable. No Attorney  
General approval or  
objection within 30 day  
after submission.

NOTICE OF PROPOSED RULEMAKING

COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF STATE  
BUREAU OF PROFESSIONAL AND OCCUPATIONAL AFFAIRS  
STATE BOARD OF PSYCHOLOGY  
49 Pa. Code, Chapter 41  
Education Requirements

The State Board of Psychology (Board) proposes to amend § 41.1 (relating to definitions) and § 41.31 (relating to qualifications for taking licensure examination) to read as set forth in Annex A.

A. Effective Date

This regulation would become effective for applicants for licensure who first enrolled in a psychology or psychology related educational program at least 2 academic years from the publication of the final-form rulemaking in the Pennsylvania Bulletin. Applicants who are currently enrolled in a doctoral degree program on the date prior to publication of final rulemaking would qualify under existing language and would have 5 years from the effective date of this regulation to obtain the requisite education to become eligible to sit for the license examination. Applicants who do not obtain the requisite education within the 5 years would be required to comply with the requirements set forth in the proposed amendments.

B. Statutory Authority

The amendments are proposed under the authority of Sections 3.2(1) and 6(a)(2) of the Professional Psychologists Practice Act (act) (63 P.S. §§1203.2(1) and 1206(a)(2)).

C. Purpose and Background

Section 6(a)(2) of the act (63 P.S. § 1206(a)(2)) mandates that applicants for licensure have a doctoral degree in psychology or a field related to psychology. The Board has defined “doctoral degree in psychology” and “doctoral degree in a field related to psychology” in §41.1 (relating to definitions).

Currently, a doctoral degree must be accredited by the American Psychological Association (APA) or designated by the Association of State and Provincial Psychology Boards/National Register Designation Committee (ASPPB/National Register). Applicants who graduate from doctoral degree programs which are neither accredited or designated are reviewed on a case-by-basis under criteria in subsection (c).

In 1991, when this provision was amended, many psychology programs were either not accredited or designated. However, today the vast majority of programs are either accredited or designated. A list of those programs can be found on the APA’s website at [www.apa.org](http://www.apa.org) and on the National Register’s website at [www.nationalregister.org](http://www.nationalregister.org).

Programs accredited by the APA or Canadian Psychological Association (CPA) or designated by ASPPB/National Register undergo a rigorous review process. Following a self-study and the completion of a comprehensive application, each program is subject to a several-day site visit by a trained team of reviewers who meet with the institution’s administration, department and program faculty and students and review the entire curriculum being taught in the program as well as the self-study report. Doctoral and

internship programs and postdoctoral residencies are reviewed annually by written report and undergo periodic review involving additional self-studies and site visits. The process also requires programs to correct deficiencies detected in the evaluation.

Since 1991, the Board has also reviewed numerous doctoral degree programs that are neither accredited nor designated. The Board has found that the standards at these programs vary significantly and that most do not meet the APA or ASPPB/National Register standards. In addition, because the Board is not capable of conducting site visits at these programs, the Board has been forced to rely on the documentary evidence provided.

The Board believes that in order to protect the citizens of the Commonwealth who receive psychological services, psychologists must receive uniform quality education. In the Board's view, this can only be accomplished if all doctoral degree programs are held to the same standards. Therefore, the Board proposes that in order to obtain a license as a psychologist, the applicant must have earned a doctoral degree from a program that is either accredited by APA or CPA or designated by ASPPB/National Register.

Recognizing that there are no foreign equivalents to these reviewing bodies, but in order to ensure that qualified applicants from these programs are not prohibited from obtaining a Pennsylvania license, under this proposal, applicants from colleges and universities which are not located in the United States, Canada or the U.S. territories must comply with standards identical to those required for ASPPB/National Register designation.

D. Description of Proposed Amendments:

1. Proposed § 41.1—Definition of Doctoral degree in a field related to psychology.

The Board proposes to amend subsections (1) and (2) of the definition of a doctoral degree in a field related to psychology to limit its application to a degree awarded by a program accredited by the APA or CPA or designated by ASPPB/National Register. The Board also proposes to amend subsection (3) to limit its application to programs in foreign colleges or universities.

Current subsection (3)(i) requires that the foreign college or university be accredited. In order to avoid confusion as to the required accreditation body, the Board proposes amending this paragraph to indicate that a recognized accrediting body in the jurisdiction where the college or university is located must accredit the college or university.

Current subsection (3)(iv) requires that the program be comprised of an integrated, organized sequence of study. The Board proposes to amend this provision by adding the specific requirements necessary for an integrated, organized sequence of study: the breadth or foundations of scientific psychology; scientific, methodological and theoretical

foundations of practice; diagnosing or defining problems; supervised practicum and required specialty courses.

Current subsection (3)(ix) requires at least 60 graduate semester hours in the listed categories of educational subjects. Recognizing current educational requirements at APA or CPA accredited and ASPPB/National Register designated programs, the Board also proposes to amend the renumbered provision to require licensees to complete 3 full-time academic years of graduate study plus a dissertation prior to being awarded a doctoral degree. Two of the 3 academic years would have to be completed at the institution granting the degree.

Lastly, the Board proposes to clarify the residency requirement in current subsection (3)(x). Applicants for licensure routinely and repeatedly question the Board about the length and contacts necessary to satisfy the residency requirement. The Board has consistently advised applicants that the program must require residency for a minimum of two academic semesters and that the program must provide opportunities for interaction between faculty and students in addition to instruction time to enhance the student's understanding of scholarship and provide socialization to the science and practice of psychology. Applicants have attempted to demonstrate that this requirement has been met by showing that students and faculty members meet one weekend per month for a set number of months. The Board has found that absent other substantive contacts, these monthly meetings are insufficient to meet the residency requirement. Because applicants have sought additional information about this residency requirement, the Board proposes amending subsection (vi) by clarifying that the residency must extend for "two consecutive academic semesters as a full-time student physically present at a degree granting institution" and must "enhance understanding of scholarship and professional activities and provide socialization to the science and practice of psychology."

2. Proposed § 41.1—Definition of Doctoral degree in psychology.

The Board proposes to duplicate the amendments to the definition of a doctoral degree in a field related to psychology in this provision. Subsections (1) and (2) of the definition of a doctoral degree in psychology would be amended to also clarify that the degree must be from a program accredited by the APA or CPA or designated by ASPPB/National Register and proposed subsection (3) would be amended to clarify that this provision only applies to foreign colleges or universities.

3. Proposed § 41.31—Qualifications for taking licensing examination.

The Board proposes to consolidate the requirements in subsections (b)(1), for applicants with doctoral degree in psychology, and (b)(2), for applicants with doctoral degrees in fields related to psychology, as the qualification requirements for taking the examination would be the same for both degrees.

E. Compliance With Executive Order 1996-1, Regulatory Review and Promulgation



In compliance with Executive Order 1996-1, the Board extended an invitation to local psychology boards, associations, educators and licensees to preliminarily review and comment on the Board's draft regulatory proposal. In formulating this proposal, the Board reviewed and considered all comments and suggestions received from these and other interested parties during the regulatory development process.

F. Fiscal Impact and Paperwork Requirements

The proposed amendments should have no fiscal impact on the Commonwealth. Board members would no longer be required to review transcripts, courses, residencies and internships for applicants who attended non-APA and non-ASPPB programs in the United States, Canada and territories, and Board staff would simply confirm that the doctoral degree program was accredited by APA or CPA or designated by ASPPB/National Register. However, there were no costs associated with Board member review as that review was conducted at the end of the monthly Board meetings. Therefore, the change should not result in any discernible fiscal impact on the Board or the Commonwealth. The Board would continue to conduct its review for applicants with doctoral degrees from foreign colleges and universities.

The proposed amendments would decrease paperwork requirements for applicants from programs in the United States, Canada and U.S. territories. These applicants would only be required to submit a Verification of Doctoral Program Approval Status completed by the program's Director of Clinical Training reflecting accreditation by the APA or CPA or designation by ASPPB and an official transcript from the Registrar. Applicants from foreign colleges and universities would continue to submit an evaluation from a foreign education credential evaluator acceptable to the Board evidencing compliance with the educational requirements for degree holders from foreign colleges or universities in § 41.1 (relating to definitions).

G. Sunset Date

The Commission reviews the effectiveness of its regulations on an ongoing basis. Therefore, no sunset date has been assigned.

H. Regulatory Review

Under section 5(a) of the Regulatory Review Act (71 P. S. § 745.5(a)), on August 23, 2004, the Board submitted a copy of this proposed rulemaking and a copy of a Regulatory Analysis form to the Independent Regulatory Review Commission (IRRC) and to the Chairpersons of the Senate Consumer Protection and Professional Licensure Committee and the House Professional Licensure Committee. A copy of this material is available to the public upon request.

Under section 5(g) of the Regulatory Review Act, IRRC may convey any comments, recommendations or objections to the proposed rulemaking within 30 days of the close of the public comment period. The comments, recommendations or objections shall specify the regulatory review criteria which have not been met. The Regulatory Review Act specifies detailed procedures for review, prior to final publication of the rulemaking, by the Board, the General Assembly and the Governor of comments, recommendations or objections raised.

I. Public Comment

Interested persons are invited to submit written comments, recommendations or objections regarding the proposed amendments to Judith Pachter Schulder, Counsel, State Board of Psychology, Penn Center, 2601 North Third Street, P. O. Box 2649, Harrisburg, PA 17105-2649, within 30 days following publication of this proposed rulemaking in the *Pennsylvania Bulletin*.

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Alex M. Siegel, Ph.D./J.D., Chair

ANNEX A

TITLE 49. PROFESSIONAL AND VOCATIONAL STANDARDS

PART I. DEPARTMENT OF STATE

SUBPART A. PROFESSIONAL AND OCCUPATIONAL AFFAIRS

CHAPTER 41. STATE BOARD OF PSYCHOLOGY

GENERAL

§41.1 Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

\* \* \*

*Doctoral degree in a field related to psychology* – A degree awarded upon successful completion of a program which meets one of the following [criteria or which is approved by the Board under § 41.31(b)(3) (relating to qualifications for taking licensing examination)]:

(1) Is accredited by the American Psychological Association (APA) or the Canadian Psychological Association (CPA).

(2) Is designated by the Joint Designation Committee of the Association of State and Provincial Psychology Boards (ASPPB).

(3) Is offered by a foreign college or university which:

(i) Offers training in a[n accredited] college or university accredited by a recognized accrediting body in the jurisdiction where the college or university is located.

(ii) Wherever the program is administratively housed and regardless of what it is called or what other disciplines it encompasses, clearly demonstrates to the satisfaction of the Board, in pertinent institutional catalogs and brochures, that it provides education and training appropriate to the practice of psychology.

(iii) Stands as a recognized sequence within the overall program or department.

(iv) Comprises an integrated, organized sequence of study that enables all students to acquire and demonstrate substantial understanding of and competence in the following areas:

(A) The breadth or foundations of scientific psychology as exemplified by study in each of the following domains for a minimum of 3 graduate semester hours:

[(v) Provides in its core program required instruction in ethics as they relate to scientific methods and professional standards, research design and methodology, statistics and psychometrics. In addition, requires students to demonstrate competence in each of the following four substantive content areas (this criterion will typically be met by requiring a minimum of three graduate semester hours in each area):]

(I) [biological] Biological bases of behavior--for example, physiological psychology, comparative psychology, neuropsychology, sensation and perception, and psychopharmacology[;].

(II) [cognitive] Cognitive-affective bases of behavior--for

example, learning, thinking, motivation[,] and emotion[;].

(III) [social] Social bases of behavior--for example, social psychology, group processes[,] and organizational and systems theory[;].

(IV) History and systems of psychology.

(V) Psychological measurement.

(VI) Research methodology.

(VII) Techniques of data analysis.

(B) Scientific, methodological, and theoretical foundations of the practice in the substantive domains of professional psychology by study in each of the following domains for a minimum of 3 graduate semester hours:

(I) [individual] Individual differences in behavior [--for example,].

(II) [human] Human development [, personality theory, abnormal psychology].

(III) Dysfunctional behavior or psychopathology.

(IV) Professional standards and ethics.

(C) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies by study in each of the following domains for a minimum of 3 graduate semester hours:

(I) Theories and methods of assessment and diagnosis.

(II) Effective interventions.

(III) Consultation and supervision.

(IV) Evaluating the efficacy of interventions.

([vi]D) [includes supervised] Supervised practicum, internship, field or laboratory training appropriate to the practice of psychology.

([vii]E) [Includes] Required courses [requirements] in a specialty area[s] of psychology.

[(viii)] Ensures that instruction, supervision and training in the areas enumerated in subparagraphs (v)—(vii) are appropriate to the practice of psychology. Considerations pertinent to this requirement are the psychological content and focus of courses and training, irrespective of title, and the psychological qualifications of the instructor—for example, professional identification, membership in professional organizations, licensure status.

(ix) ] (v) Requires degree candidates to complete a combined total of at least [60] 3 full-time academic years of graduate study (or the equivalent thereof), for example, 90 graduate semester hours or its equivalent in the areas described in subparagraph[s] [(v) – (vii)] (iv), and a dissertation prior to awarding the doctoral degree. At least 2 of the 3 academic years or the equivalent thereof must be at the institution from which the doctoral degree is granted.

([x]vi) Has a residency requirement that each degree candidate complete a minimum of two consecutive academic semesters as a [matriculated] full-time

student physically present at the institution granting the degree which requires interaction with faculty and other students, other than in regular academic classes, that enhances understanding of scholarship and professional activities and provides socialization to the science and practice of psychology.

*Doctoral degree in psychology* – A degree awarded upon successful completion of a program in psychology which [is] meets one of the following criteria :

(1) [accredited] Is accredited by the [American Psychological Association (] APA[)] or the CPA.

(2) [which is designated] Is designated by [the American Association of State Psychology Boards (] ASPPB[)] or by other designating groups acceptable to the Board; which is approved by the Board under § 41.31(b)(3); or].

(3) Is offered by a foreign college or university which [meets the following criteria]:

(i) Offers training in a[n accredited] college or university accredited by a recognized accrediting body in the jurisdiction where the college or university is located.

(ii) Is clearly identified and labeled as a psychology program, wherever it is administratively housed. Pertinent institutional catalogs and brochures shall specify the intent of the program to educate and train profession psychologists.

(iii) Stands as a recognizable, coherent organizational entity within the institution.

(iv) Clearly demonstrates authority and primary responsibility for the required core program [(see subparagraph viii)] and specialty areas [(see

subparagraph (x)], and for the admission, evaluation and recommendation of students for degrees, whether or not the degree program cuts across administrative lines.

(v) Comprises an integrated, organized sequence of study that enables all students to acquire and demonstrate substantial understanding of and competence in the following areas:

(A) The breadth or foundations of scientific psychology as exemplified by study in each of the following domains for a minimum of 3 graduate semester hours:

(I) Biological bases of behavior, including physiological psychology, comparative psychology, neuropsychology, sensation and perception and psychopharmacology.

(II) Cognitive-affective bases of behavior, including learning, thinking, motivation and emotion.

(III) Social bases of behavior, including social psychology and organizational and systems theory.

(IV) History and systems of psychology.

(V) Psychological measurement.

(VI) Research methodology.

(VII) Techniques of data analysis.

(B) Scientific, methodological, and theoretical foundations of the practice in the substantive domains of professional psychology by study in each of the following domains for a minimum of 3 graduate semester



hours:

(I) Individual differences in behavior.

(II) Human development.

(III) Dysfunctional behavior or psychopathology.

(IV) Professional standards and ethics.

(C) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies by study in each of the following domains for a minimum of 3 graduate semester hours:

(I) Theories and methods of assessment and diagnosis.

(II) Effective interventions.

(III) Consultation and supervision.

(IV) Evaluating the efficacy of interventions.

(D) Required courses in a specialty of psychology.

(E) Supervised practicum and internship appropriate to the practice of psychology.

(vi) Has an identifiable psychology faculty who provide basic instruction in psychology and a psychologist who is responsible for the program.

(vii) Has an identifiable body of students who are matriculated in the program for the purpose of qualifying for a degree.

(viii) [Provides in its core program required instruction in ethics as they relate to scientific methods and professional standards, research design and methodology, statistics and psychometrics. In addition, requires students to

demonstrate competence in each of the following four substantive content areas (this criterion will typically be met by requiring a minimum of three graduate semester hours in each area): biological bases of behavior—for example, physiological psychology, comparative psychology, neuropsychology, sensation and perception, psychopharmacology; cognitive-affective bases of behavior—for example, learning, thinking, motivation, emotion; social bases of behavior—for example, social psychology, group processes, organizational and systems theory; individual differences—for example, human development, personality theory, abnormal psychology.

(ix) Includes supervised practicum, internship, field or laboratory training appropriate to the practice of psychology.

(x) Includes course requirements in specialty areas of psychology.

(xi)] Requires degree candidates to complete a combined total of at least [60] 3 full-time academic years of graduate study (or the equivalent thereof) for example, 90 graduate semester hours (or the equivalent) in the areas described in subparagraph[s (viii) – (x)] (v) and a dissertation prior to awarding the doctoral degree. At least 2 of the 3 academic years (or the equivalent thereof) must be at the institution from which the doctoral degree is granted.

(~~xii~~ix) Has a residency requirement that each degree candidate complete a minimum of two consecutive academic semesters as a [~~matriculated~~] full-time student physically present at the institution granting the degree which requires interaction with faculty and other students, other than in regular academic classes,

that enhances understanding of scholarship and professional activities and provides socialization to the science and practice of psychology.

\* \* \* \*

**41.31. Qualifications for taking licensing examination.**

...

(b) *Education.* Before an applicant seeking licensure under section 6 of the act (63 P.S. §1206) shall be permitted to take the licensing examination, the Board must be satisfied that the applicant has complied with the [education] requirements [of that section] for a doctoral degree in psychology or a field related to psychology as defined in § 41.1 (relating to definitions). The [Board will apply the] following [criteria to determine whether] documentation evidences compliance [occurred]:

(1) [The applicant has been awarded a doctoral] For degree [in psychology as defined in § 41.1 (relating to definitions)] holders from a program in the United States, Canada or United States territories-- [.The applicant's official transcript or other documents provided by the degree-granting institution shall demonstrate the applicant's satisfactory completion of the core, specialty and practicum, internship, field or laboratory training requirements of the program] a Verification of Doctoral Program Approval Status completed by the program's Director of Clinical Training reflecting accreditation by the American Psychological Association (APA) or Canadian Psychological Association (CPA) or designation by the Association of State and Provincial Psychological Boards (ASPPB) and an official transcript from the Registrar.

[(2) The applicant has been awarded a doctoral degree in a field related to psychology as defined in § 41.1. The applicant's official transcript or other documents

provided by the degree-granting institution shall demonstrate the applicant's satisfactory completion of the core, specialty and practicum, internship, field or laboratory training requirements of the program.]

([3]2) [The applicant is a graduate of] For degree holders from a foreign college or university-- [who has successfully completed a program equivalent to a program acceptable under paragraph (1) or (2). A determination of equivalency shall be made by an agency] an evaluation from a foreign education credential evaluator acceptable to the Board evidencing compliance with the educational requirements for degree holders from foreign colleges or universities in § 41.1 (relating to definitions). [Final review of the applicant's satisfactory completion of the core, specialty and practicum, internship, field or laboratory training requirements of the program will be made by the] The Board will make a determination regarding the applicant's compliance based upon the evaluation.

([4]3) [Notwithstanding the criteria in paragraphs (1)-(3), applicants] Applicants who do not meet the criteria in paragraphs (1) and (2) shall be permitted to cure [the following] educational deficiencies [through postdoctoral study:

(i) A deficiency in no more than one of the four required instructional areas within the core program.

(ii) A deficiency in no more than one of the four substantive content areas within the core program.

(iii) Deficiencies beyond those specified in subparagraphs (i) and (ii) only in exceptional circumstances and with the approval of the Board. The applicant shall specify the exceptional circumstances in a written request to the Board. The Board will evaluate each request and each applicant's situation on a

case-by-case basis. The granting of the request shall be at the Board's discretion] by completing a respecialization program accredited by the APA or the CPA or designated by ASPPB.

[(5)4] First-time applicants who were enrolled in a doctoral degree program prior to [March 23, 1991] the expiration of 2 years after the effective date of this regulation, will [have their education credentials] be evaluated under regulations in effect [at that time.] prior to the effective date of this regulation. Reapplicants under subsection (a)(1) or § 41.42(b) (relating to reexamination) will be evaluated under regulations in effect at the time of reapplication.

\* \* \*

(2) [*Predoctoral experience.* Predoctoral integrated internships shall meet the requirements in paragraph (1) and shall satisfy the following additional criteria:

(i) Upon entering the internship the psychology trainee shall have had supervised training for 450 or more hours.

(ii) During the internship the psychology trainee shall have a sequence of experiences designed to enhance professional attitudes, responsibilities and technical skills.

(iii) The psychology trainees shall participate in learning activities for an average of at least 2 hours per week, in addition to the supervision referred to in paragraph (1)(ii)(E).

(iv) The psychology trainee shall interact formally and informally with psychologists, other service providers and other trainees.

(v) The internship shall extend for a year and include at least 1500 hours of experience with at least 25% of the time (375 hours) in direct client/patient contact and no more than 25% of the time in research, or the internship shall extend for 2 years half-time and meet the other requirements in this subparagraph.



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF STATE  
BUREAU OF PROFESSIONAL AND OCCUPATIONAL AFFAIRS  
STATE BOARD OF PSYCHOLOGY

Post Office Box 2649  
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August 23, 2004

The Honorable John R. McGinley, Jr., Chairman  
INDEPENDENT REGULATORY REVIEW COMMISSION  
14<sup>th</sup> Floor, Harristown 2, 333 Market Street  
Harrisburg, Pennsylvania 17101

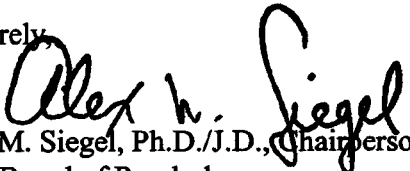
Re: Proposed Regulation  
State Board of Psychology  
16A-6313: General Provisions

Dear Chairman McGinley:

Enclosed is a copy of a proposed rulemaking package of the State Board of Psychology pertaining to general provisions.

The Board will be pleased to provide whatever information the Commission may require during the course of its review of the rulemaking.

Sincerely,

  
Alex M. Siegel, Ph.D./J.D., Chairperson  
State Board of Psychology

AMS:JPS:kmh

Enclosure

cc: Linda C. Barrett, Chief Counsel  
Department of State  
Basil L. Merenda, Commissioner  
Bureau of Professional and Occupational Affairs  
Joyce McKeever, Deputy Chief Counsel  
Department of State  
Cynthia Montgomery, Regulatory Counsel  
Department of State  
Gerald S. Smith, Senior Counsel in Charge  
Department of State  
Judith Pachter Schulder, Counsel  
State Board of Psychology  
State Board of Psychology

**TRANSMITTAL SHEET FOR REGULATIONS SUBJECT TO THE  
REGULATORY REVIEW ACT**

I.D. NUMBER: 16A-6313  
SUBJECT: Education requirements  
AGENCY: DEPARTMENT OF STATE

#2422

**TYPE OF REGULATION**

- X Proposed Regulation
- Final Regulation
- Final Regulation with Notice of Proposed Rulemaking Omitted
- 120-day Emergency Certification of the Attorney General
- 120-day Emergency Certification of the Governor
- Delivery of Tolled Regulation
  - a. With Revisions
  - b. Without Revisions

RECEIVED  
REGULATORY COMMISSION  
2004 AUG 23 11:25

**FILING OF REGULATION**

DATE	SIGNATURE	DESIGNATION
8/23	<i>Sandra J. Harper</i>	HOUSE COMMITTEE ON PROFESSIONAL LICENSURE
	<i>Aran Cleaver</i>	SENATE COMMITTEE ON CONSUMER PROTECTION & PROFESSIONAL LICENSURE
8/23/04	<i>Rep. of H. of</i>	INDEPENDENT REGULATORY REVIEW COMMISSION
		ATTORNEY GENERAL (for Final Omitted only)
8/23	<i>C. LeBlond</i>	LEGISLATIVE REFERENCE BUREAU (for Proposed only)