

ASPPB

Resource Guide for Establishing Equivalency to APA/CPA
Accredited Training in Health Service Psychology

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I. Introduction

The majority of ASPPB jurisdictions either require applicants to have graduated from an APA- or CPA-accredited program in professional or health service psychology; or for applicants to establish that their training and educational curriculum was “equivalent” to that of accredited training programs.

Historically, regulators in Canada and the US have used course requirements (and accompanying credit hours) to determine equivalence; however, there has been a move to a competency-based education model in health professions that underscores accountability in the expectation that graduates are competent to practice. As such, under the new *APA Standards of Accreditation for Health Service Psychology (effective beginning January 1, 2017)* and the pending CPA revisions to its *Standards for Accreditation*, establishing “equivalence” is more challenging. APA’s *Standards of Accreditation* emphasizing a competency-based curriculum allows for the uncoupling of competencies from courses and credit hours. Adding to the challenge of establishing equivalency, the Canadian Free Trade Agreement of 2017 requires anyone licensed as a psychologist in one Canadian province or territory to be eligible for licensure as a psychologist in any Canadian jurisdiction. As a result, requests for guidance from ASPPB by member jurisdictions regarding “best practices” in establishing equivalency have increased significantly.

ASPPB surveyed member jurisdictions in Sept-Oct 2021. Fifty of ASPPB’s 65 member jurisdictions responded. Of those, 37 (74%) reported that their jurisdiction allowed for “equivalency”. Of those 37, 78% (n=28) responded that they would find it useful if ASPPB were able to develop a set of guidelines (e.g., toolkits, templates, rubrics, topics to consider, etc.) to assist in their equivalency reviews. Twenty-eight jurisdictions volunteered that they would be willing to send a representative to be part of a work group to develop said guidelines.

Consequently, in its February 2022 Board of Directors meeting, an Equivalency Task Force (ETF) was established to create a useful set of guidelines for establishing equivalence that jurisdictions can use. It is the hope of ASPPB that these guidelines will help to establish consistency among jurisdictions as they evaluate the educational requirements of candidates who did not complete their degrees in APA- or CPA-accredited programs. This helps jurisdictions fulfill their obligation of public protection by ensuring consistent standards of psychology education for licensure/certification on which their publics can rely.

One final caveat: The focus of the Equivalency Task Force was guidance on determining equivalence for graduates from health service psychology programs, the types of programs that are accredited by the APA and the CPA. Additionally, we focused only on determining equivalence of training that occurred in the U.S., Canada, or the U.S. Territories. International programs in psychology and general applied psychology programs were beyond the scope of this Task Force’s work.

II. Purpose

There are many requirements that an applicant must fulfill to achieve independent licensure. One critical element is to have obtained the requisite education and training. ASPPB endorses the position that graduation from an APA/CPA accredited program should be a minimum requirement for doctoral-level licensure for health service providers. This document was developed as a resource for regulatory bodies that are tasked with reviewing individual applications for licensure when the applicant has not graduated from an APA- or CPA- accredited program (aka “equivalency reviews”). It is specific to Health Service Psychology training programs. Future revisions of this document may explore establishing equivalency to MA-level accredited programs and non-Health Service Psychology training programs.

This resource is *not* intended as a standard for training in graduate programs, over which ASPPB has no jurisdiction. Further, this resource is not intended to definitively make recommendations regarding what is and is not equivalent. Rather, the task force prepared this document to provide information and considerations regarding APA and CPA standards to assist ASPPB member jurisdictions in assessing equivalency as it relates to licensure requirements in jurisdictions that allow for it. It may also prove to be a useful resource for regulatory bodies to develop guidance or tools for applicants who are coming from programs that are not APA- or CPA-accredited and who are preparing materials for Equivalency Reviews.

To assist member jurisdictions, we have gathered information from US and Canadian Jurisdictions’ policies and procedures surrounding “equivalency” reviews. This document represents what was learned from jurisdictions about how equivalency is established and creates important areas for jurisdictions to consider as they seek to determine equivalence when evaluating the education and training credentials of candidates for licensure or registration who did not graduate from accredited programs. We hope the information will provide member jurisdictions with helpful guidance in approaching equivalency reviews.

Accreditation Standards

The evaluation tools in this resource guide are designed to closely align with the accreditation requirements of the American Psychological Association and the Canadian Psychological Association. However, this guide cannot fully substitute the time and effort required to become familiar with accreditation standards and related documents. To establish equivalency, one needs a good understanding of the reference point being used for evaluation. These standards and documents are authoritative and represent the consensus of the health service psychology profession. For your convenience, links are provided to the primary source *Standards* and *Operating Procedure* documents.

American Psychological Association (APA)

The Office of Program Accreditation and Home Website is housed within the APA Education Directorate and oversees accreditation. The website provides useful information regarding the purpose of accreditation and how the APA Commission on Accreditation (CoA) conducts its business.

<https://accreditation.apa.org/>

Standards of Accreditation for Health Service Psychology & Accreditation Operating Procedures (SoA). The SoA is the parent document that guides the accreditation process for health service psychology (clinical, school, and counseling) doctoral training programs. [It also does so for internship and postdoctoral residency programs.] This is the document to which accredited programs are held accountable.

<https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>

Implementing Regulations (IRs) Related to the Standards of Accreditation (Section C).

The IRs accompany the SoA and provide important clarification and detail, including specific definitions for the standards, principles, procedures, curriculum and competencies, etc., covered in the SoA. This is also a document to which accredited programs are held accountable.

<https://www.apa.org/ed/accreditation/section-c-soa.pdf>

Canadian Psychological Association (CPA)

The Canadian Psychological Association's Accreditation Panel and Accreditation Office provide information about accreditation processes within the CPA website.

<https://cpa.ca/accreditation/>

Between 2017 and 2023, CPA had been engaged in an *Accreditation Standards* revision process. The *6th Revision of Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology* was approved by the CPA Board of Directors in June, 2023.

Note: While there would be no specific values assessment that would take place with regard to equivalence, the Task Force members wish to acknowledge that the 6th *Revision to the CPA Accreditation Standards* opens with a framework of values intended to promote a more diverse, inclusive, and socially just discipline:

- Excellence
- Evidence
- Human Rights and Social Justice
- Reconciliation Promotion
- Respect

Areas for Review



General Educational Requirements

- Defining the Doctoral Degree
- Residency
- Distance Education
- Program Identity
- Regional Accreditation/Recognized Degree Granting Institution



Curriculum

- APA Guidelines and Principles
- APA Standards of Accreditation
- CPA Standards of Accreditation



Supervised Training

- Practicum
- Internship



General Education Requirements

Defining the Doctoral Degree - Was the applicant's program of study at the doctoral level, and did it meet the doctoral training criteria as follows?

APA- Health Service Psychology (Counseling, Clinical or School Psychology). According to the APA Standards of Accreditation (SoA), page 2, accredited doctoral programs in psychology provide "broad and general training in scientific psychology and in the foundations of practice in health service psychology. Practice areas include clinical psychology, counseling psychology, school psychology, and other developed practice areas. The CoA also reviews programs that combine two or three of the above-listed practice areas." And on page 18, "Programs are accredited either to offer the PhD degree or to offer the PsyD degree. Other doctoral degree designations that meet these general parameters may be eligible for consideration as appropriate... Graduates of each type of program or other doctoral degree designations, however, must demonstrate a fundamental understanding of and competency in both research/scholarly activities and evidence-based professional practice.

Programs that confer the PhD must have a substantial proportion of faculty who conduct empirical research in the discipline (or related disciplines and fields) and a substantial proportion of faculty who have been trained for the practice of psychology. Thus, students in PhD programs are trained to both create and disseminate the scholarly research upon which science and practice are built, as well as utilize such research to engage in evidence-based practice.

Programs that confer the PsyD must have a substantial proportion of faculty who engage in scholarship and/or empirical research in the discipline (or related disciplines and fields) and a substantial proportion of faculty who have been trained for the practice of psychology. Thus, students in PsyD programs are trained to engage in evidence-based, as well as in scientific inquiry and evaluation."

CPA -Professional Psychology. According to the Canadian Psychological Association Accreditation Standards, *the program is a doctoral-level clinical psychology, counseling psychology, school psychology, clinical neuropsychology, or combined program within a department or a recognizable and coherent unit of psychologists that assume responsibility for it. The program, wherever it may be administratively housed, must be clearly identified as a psychology program. Such a program must specify in pertinent institutional catalogues, brochures, and electronic media its intent to educate and train professional psychologists.*

The program has an identifiable body of students who are enrolled in the clinical psychology, counseling psychology, school psychology or clinical neuropsychology program for the doctoral degree.

Doctoral programs typically accept applicants' post-honours baccalaureate (or its equivalent), but may vary in the way in which they define and operationalize master's degree training and requirements en route to the doctoral degree. If a program admits a student with advanced standing (i.e., a student who enters with a master's degree or a student who enters with a doctoral degree in a nonprofessional area of psychology), the program must have clearly-defined, documented mechanisms for assessing and assigning credit for previous graduate achievements. The program ensures that all students fulfill all the program's doctoral degree requirements.

Residency - Did the program require full-time study in residence to achieve the critical purposes of residency in alignment with the doctorate as the highest degree of educational accomplishment in health service psychology?

APA- Health Service Psychology (Counseling, Clinical or School Psychology). Implementing Regulations (IRs), section C-5 D. Academic Residency for Doctoral Programs require: at least 3 full-time academic years of graduate study (or equivalent) plus an internship prior to receiving the doctorate; at least 2 of the 3 academic years (or equivalent) within the program from which the doctoral degree is granted; and at least 1 year must be in full-time residence (or the equivalent). According to the IRs, to establish equivalency for 1 year of full time residency, the key question is whether the applicant's program materials clearly articulate how the program's approach to residency achieves the purpose of residency. The purpose of residency is two-fold:

- First, does the program's residency requirement ensure student development and socialization (including but not limited to working closely with professors, supervisors, and other students)?
- Second, does the program's residency requirement enable educators (e.g., faculty, clinical supervisors, etc.) to properly evaluate students' knowledge, skills, emotional stability and well-being, professional fitness, etc.?

In sum, are there clearly articulated processes and benchmarks built into the program to achieve these two critical purposes of residency?

Residency & APA Equivalency Landscape. Table 1. provides a summary of the Residency Landscape and manner in which APA accreditation is evaluated across the United States and Washington DC as of the writing of this document. For more detail regarding the Residency Requirement landscape across and within the US jurisdictions, including the US territories, see Appendix B.

Table 1. The Residency Landscape in the United States

State	Residency relies on or is determined by	APA Accreditation
Alabama	ASPPB Model Act	Expedited
Alaska	Individual Applicant Review	Expedited
Arizona	Credit Hours	Equivalency
Arkansas	ASPPB Model Act	Equivalency
California	No Specific Requirement	Expedited
Colorado	Individual Applicant Review	Equivalency
Connecticut	ASPPB Model Act	Equivalency
Delaware	ASPPB Model Act	Expedited
Florida	Individual Applicant Review	Equivalency
Georgia	ASPPB Model Act	Required
Hawaii	Independent Applicant Review	Equivalency
Idaho	Individual Applicant Review	Expedited
Illinois	Contact or credit hours	Equivalency
Indiana	ASPPB Model Act	Expedited
Iowa	ASPPB Model Act	Required
Kansas	Individual Applicant Review	Expedited
Kentucky	Contact Hours	Regional Accreditation
Louisiana	ASPPB Model Act	Required
Maine	Two years	Equivalency

State	Residency relies on or is determined by	APA Accreditation
Maryland	ASPPB Model Act	Required
Massachusetts	ASPPB Model Act	Required
Michigan	ASPPB Model Act	Required
Minnesota	Contact or Credit Hours	Expedited
Mississippi	Individual Applicant Review	Required
Missouri	Hours Per Week	Equivalency
Montana	ASPPB Model Act	Expedited
Nebraska	Contact Hours	Expedited
Nevada	Contact Hours	Equivalency
New Hampshire	ASPPB Model Act	Expedited
New Jersey	ASPPB Model Act	Equivalency
New Mexico	Individual Applicant Review	Required
New York	Individual Applicant Review	Expedited
North Carolina	Credit Hours	Expedited
North Dakota	Individual Applicant Review	Equivalency
Ohio	Individual Applicant Review	Required
Oklahoma	Individual Applicant Review	Required (limited exceptions)
Oregon	Individual Applicant Review	Required
Pennsylvania	ASPPB Model Act	Required
Rhode Island	Credit Hours	Equivalency
South Carolina	Individual Applicant Review	Required
South Dakota	Individual Applicant Review	Equivalency
Tennessee	Individual Applicant Review	Equivalency
Texas	No Specific Requirement	Equivalency
Utah	No Specific Requirement	Required
Vermont	Contact Hours	Equivalency
Virginia	No Specific Requirement	Equivalency

State	Residency relies on or is determined by	APA Accreditation
Washington	Contact Hours	Expedited
West Virginia	Individual Applicant Review	Equivalency
Wisconsin	ASPPB Model Act	Equivalency
Wyoming	Contact hours	Equivalency
District of Columbia	ASPPB Model Act	Required

The taskforce reviewed two aspects of equivalency: 1) how jurisdictions review accreditation equivalency and 2) how jurisdictions evaluate residency which is defined here as a physical in-person requirement for doctoral psychology programs.

Accreditation Equivalency:

1. Accredited Program Only – These jurisdictions require an applicant to have graduated from an accredited program. Programmatic accreditation is required; regional accreditation of the university is insufficient.
2. Expedited – These jurisdictions require that an applicant meet certain academic criteria to be eligible for psychologist licensure. Statutes or rules in this jurisdiction specify that accredited programs – APA, PCSAS, etc. – automatically meet these educational requirements. Applicants completing non-accredited programs go through a board review process determining whether the applicants program meets the jurisdiction’s educational requirements
3. Equivalency – These jurisdictions require applicants to graduate from an accredited program or equivalent. Applicants completing non-accredited programs go through a board review process determining whether the applicant’s program meets APA requirements.

Residency Requirements:

1. ASPPB Model – These jurisdictions require an applicant to demonstrate their program meets the jurisdiction’s residency requirements as outlined in ASPPB’s Model Act residency requirements excerpted below. Jurisdictions’ language varied the model act in minor ways, but the purpose was the same: to ensure that at least one full-time academic year was spent in a brick and mortar program at a university.

“The curriculum shall encompass a minimum of three (3) academic years of full time graduate study which includes a minimum of (1) continuous academic year of full time residency at the educational institution granting the doctoral degree. An academic year is defined as two (2) consecutive academic semesters, each of which must be no less than four (4) months (or three (3) consecutive trimesters or quarters which is no less than (8) months). Continuous is defined as full time enrollment over the course of the defined academic year. Multiple long weekends and/or summer intensive sessions do not meet the definition of continuous. Residency means physical presence, in person, face-to-face, at an educational institution granting the doctoral degree for the purposes of facilitating acculturation in the profession, the full participation and integration of the individual in the educational and training experience and includes faculty student interaction. Training models that rely exclusively on physical presence for

periods less than one (1) continuous year (e.g. multiple long weekends and/or summer intensive sessions), or that use video conferencing or other electronic means as a substitute for any part of the minimum requirement for physical presence at the institution do not meet this definition of residency.”

2. Contact Hours – These jurisdictions require an applicant to demonstrate their program meets the residency requirement as outlined by the contact hours an applicant spent in-person in the program. A contact hour is 60 minutes of educational activity.
3. Credit Hours - These jurisdictions require an applicant to demonstrate their program meets the residency requirement as outlined by the credit hours awarded to an applicant for the in-person parts of their program.
4. Individual Applicant Review – These jurisdictions require an applicant to demonstrate their program meets a residency requirement. In general, while these states have language requiring residency, they do not have language identifying how the board gauges residency of non-accredited programs. These boards review individual applicant’s programs to make a determination about how their program meets state residency requirement.
5. No Specific Requirement - These jurisdictions do not have a specific residency requirement.*

*Note that jurisdictions that require Accredited Only programs may rely on the accrediting body’s residency requirement.

CPA -Professional Psychology.

Up until June 2023, CPA Accreditation Standards required programs to have a minimum of 3 academic years of full-time, resident, graduate study at the doctoral level. This changed with the 6th revision in 2023, as follows.

From the CPA Accreditation Standards, 6th Revision, 2023:

The program requires a minimum of 3 academic years of full-time graduate study (or its equivalent¹⁰) at the doctoral level. At least some proportion of the program’s training is provided in an in-person format; programs offering part of their training via distance technologies must demonstrate how they have considered best practices in education in setting their proportion of in-person and electronically mediated educational technologies.¹¹

¹⁰ *Training in professional psychology includes socialization to the profession, faculty role-modelling, competency development and evaluation, supervision, and didactic and practical components. Should individual students require accommodations (per Standards III.A and/or IX.A) to complete their training on a part-time basis, it is the responsibility of the program to demonstrate that these accommodations allow for substantial equivalency to full-time studies in all aspects of that student’s training.*

¹¹ *The Accreditation Panel is aware of the evolving role of new technologies in education and training; it requires that any program utilizing distance or electronically mediated education technologies adhere to the requirements of Standard XI.B and ensure that in so doing they continue to comply with the 3-year full-time graduate study requirement.*

Standard XI.B: When part of the program’s education and training is delivered via evolving

technologies or distance technology (e.g., distance education, online learning), programs must deliver this training in compliance with any emerging guidelines from relevant professional or regulatory bodies, including but not limited to those published by the CPA. Programs are responsible for ensuring that the training provided via distance or electronically mediated technologies is equivalent to in-person, face-to-face instruction and training with respect to socialization to the profession, faculty role modelling, competency development and evaluation, research infrastructure, supervision, and didactic and practical training of students. Programs must also evaluate the outcomes of these methods of education and training and provide this data to the Accreditation Panel.

Residency Landscape. Table 2 provides a summary of the Residency Landscape across Canadian Jurisdictions as of the writing of this document.

Table 2. The Residency Landscape in Canada

Jurisdiction	Residency Requirements	Explanation
Alberta	No residency requirement	
British Columbia	Minimum of three academic years	Resident study and training: The program requires resident study and training, consisting of in-person participation in courses, seminars, practica and internships with face-to-face, in person, contact with faculty and other students, in order to develop trainee assessment, therapy and interpersonal skills, to permit faculty to directly observe trainee interactions with clients, other trainees and supervisors, and to provide opportunity for in-person, face-to-face faculty supervision of trainees. If distance education or electronically mediated formats are incorporated into the program, residency requirements, as set out below, must still be met: a) Residency requirement: The applicant is required to complete a minimum of three academic years of full-time resident study and training, or equivalent part-time study and training, at the educational

Jurisdiction	Residency Requirements	Explanation
		<p>institution granting the doctoral degree during the enrollment in the doctoral program.</p> <p>b) Quantity of resident study and training: One year of resident study consists of at least 18 semester hours, exclusive of internship requirements, taken on a full-time or part-time basis at the educational institution granting the degree, accumulated in not less than 9 months and not more than 18 months, and includes student-to-faculty contact involving face-to-face, in person, group courses. Such educational meetings</p> <ul style="list-style-type: none"> (1) include both faculty-to-student and student-to-student interaction, (2) are conducted by the psychology faculty of the institution at least 90% of the time, (3) are fully documented by the institution, and (4) relate substantially to the program and course content. <p>c) Distribution of resident study and training: The program distributes education and training over the days and weeks of an academic year, at the educational institution granting the degree, and provides students with access to a core psychology faculty, with its members' primary time and employment responsibilities being to the educational institution, as well as access to other students matriculated in the program.</p>
Manitoba	No residency requirement	<u>Except</u> any online or hybrid program must be CPA or APA accredited. (As of

Jurisdiction	Residency Requirements	Explanation
		the writing of this guidebook, this eliminates all online or hybrid Canadian programs and all but one US program; the 2023 6th Revision of the CPA Standards no longer identifies a minimum residency requirement beyond “at least some proportion of the program’s training” and so in time this could change.)
New Brunswick	Minimum of one continuous academic year	The doctoral program shall involve at least one continuous academic year of full-time residency or two years of half-time residency on the campus of the institution from which the degree is granted.
Northwest Territories	No residency requirement	
Ontario	<p>Doctoral Level: Minimum of three years of full-time resident graduate study or a part-time equivalent of three years of full-time resident graduate study.</p> <p>Master’s Level: Minimum of one academic year of full-time resident graduate study and training or equivalent part-time resident graduate study and training.</p>	Resident study and training consists of in-person participation in courses, seminars, practica and internships with face-to-face contact with faculty and other students.
Newfoundland and Labrador	Minimum of one continuous year	Acceptable programs must have a minimum of a one-year period of full-time ‘in-person’ academic residence that is defined as one

Jurisdiction	Residency Requirements	Explanation
		<p>continuous academic year or two academic semesters taken in succession. Practicum and internship are not counted toward the academic residence requirement. Programs delivered entirely via technology are not accepted for registration. Some training via technology may be acceptable; however, such training can only be for non-applied theoretical courses and need to be approved by the Board.</p>
Nova Scotia	Minimum of one continuous year	<p>The program should have a body of resident students who are enrolled in that program. Programs that are primarily based on-line are not acceptable to the Board.</p> <p>The Board has adopted the Section on Residency from the ASPPB Model Licensing Act. It states: "Residency means physical presence, in person, at an educational institution or training facility in a manner that facilitates acculturation in the profession, the full participation and integration of the individual in the educational, and training experience and includes faculty student interaction. Training models that rely exclusively on physical presence for periods of less than one continuous year (e.g. multiple long weekends and/or summer intensive sessions), or that use video teleconferencing or other electronic means as a substitute for any part of the minimum requirement for physical presence at the institution do not meet this definition of residency."</p> <p>Note: The minimum period of one continuous year of residency is in</p>

Jurisdiction	Residency Requirements	Explanation
		addition to any practica or internship completed as part of the program requirements.
Prince Edward Island	Minimum of one academic year	The doctoral (for Psychologists) or masters (for Psychological Associates) program shall involve at least one continuous academic year of <u>full-time residency</u> at the University at which the degree is granted. Resident study at the educational institution granting the degree consists of in-person participation in courses and seminars with face-to-face contact with faculty and other students. The minimum period of one continuous academic year of residency is in addition to any practica or internship completed as part of the program requirements.
Quebec	Minimum of one academic year	Acceptable programs must have a one-year period of “in-person” academic residence that is defined as one continuous academic year or two academic semesters taken in succession. Practicum and internship are not counted toward the academic residence requirement
Saskatchewan	No Residency Requirement	

Distance Education - A consideration related to residency is that of distance education. Was distance education used and if so, was the use of distance education compatible with the following guidelines provided by the APA or CPA Accreditation Standards?

APA- Health Service Psychology (Counseling, Clinical or School Psychology). APA is explicit in stating that a doctoral program “delivering education and training substantially or completely

by distance education is not compatible with the SoA and could not be accredited.” (See APA Commission on Accreditation, Implementing Regulations, Section C: IRs Related to Standards of Accreditation, page 23). Furthermore, practicum experiences must be conducted face-to-face, in-person, and tele-supervision may be used not more than 50% of total supervision at any one practicum site and not until the student has completed their first intervention practicum training experience. [Note: APA COVID-19 pandemic exceptions were in effect from 2020-November 7 2023 (180 days after the federal emergency mandate expiration of May 11 2023; <https://accreditation.apa.org/covid-19>). Regulatory bodies may have different time periods regarding this.]

CPA -Professional Psychology. As noted in the CPA programme definition, *“At least some proportion of the program’s training is provided in an in-person format; programs offering part of their training via distance technologies must demonstrate how they have considered best practices in education in setting their proportion of in-person and electronically mediated educational technologies.”*¹¹

The accompanying footnote states, “The Accreditation Panel is aware of the evolving role of new technologies in education and training, and requires that any program utilizing distance or electronically-mediated education technologies to adhere to the requirements of Standard XI.B, and ensure that in so doing they continue to comply with this 3-year residency requirement.”

Standard XI.B states, “When part of the program's education and training is delivered via evolving technologies or distance technology (e.g., distance education, online learning), programs must deliver this training in compliance with any emerging guidelines from relevant professional or regulatory bodies, including but not limited to those published by the CPA. Programs are responsible for ensuring that the training provided via distance or electronically-mediated technologies is equivalent to in-person, face-to-face instruction and training with respect to socialization to the profession, faculty role-modeling, competency development and evaluation, research infrastructure, supervision, and didactic and practical training of students. Programs must also evaluate the outcomes of these methods of education and training and provide this data to the Accreditation Panel.”

Regulatory bodies can evaluate equivalency in this domain after reviewing documentation provided by candidates for licensure or registration regarding how the distance education model in their program met requirements set out in the APA or CPA *Standards or Implementing Regulations*. That documentation should come from the office of an authority from the applicant’s program, (e.g., the Dean, Department Chair, or Program Training Director).

Program Identity, Context, Resources, Policies & Procedures - Was the applicant’s program clearly identified and labeled as a recognizable, coherent, organizational entity within its institution?

Both APA and CPA require that there had to have been an identifiable psychology faculty and a psychologist responsible for the program; an identifiable body of students enrolled in the program for a degree; and an integrated, organized sequence of study. Accreditation also

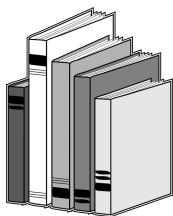
emphasizes that the course of study is grounded in consistency and stability in resources, leadership, administration, maintenance and development, as well as adherence to formal written governing policies and procedures.

Evidence of equivalency to accredited programs with respect to this requirement can be demonstrated by having applicants provide:

- Website links to program pages and university degree pages, including faculty and course of study
- Program Handbooks, Policies and Procedures (or weblinks)
- Program Course Catalogs and Brochures (or weblinks)
- Other evidence of program coherence such as links to data regarding student admissions, outcome and other data such as time to completion, internship placement, attrition, licensure, and admissions data

Regional Accreditation of Institution/Recognized Degree Granting Institution - Was the home institution (University) of the applicant’s program regionally accredited (APA) or offered in or through a not-for-profit Canadian university that has received ministerial consent, either through legal charter or another legislative process, to grant doctoral degrees in psychology (CPA)?

This information can be demonstrated by having candidates provide a link to their school’s website or other official publication that indicates their school’s accreditation or chartered status.



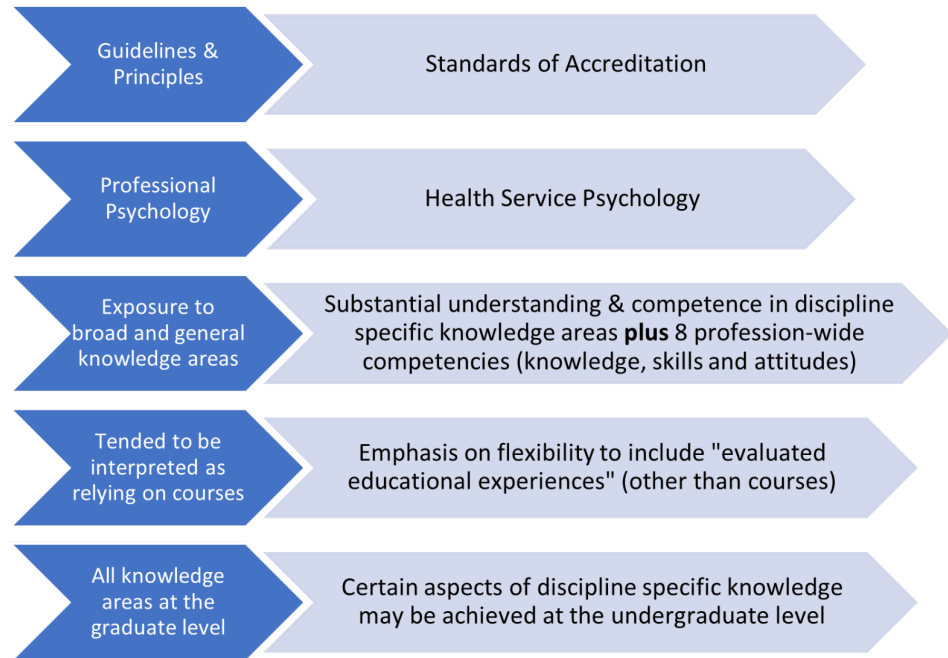
Curriculum¹

[American Psychological Association.](#)

With respect to accreditation by APA, there are two distinct time periods that differ significantly: 1) for applicants who graduated before 2017, the *Guidelines and Principles for Accreditation* (the G & P) and 2) for applicants who graduated after 2017, the *Standards of Accreditation* (SoA) . Figure 1. provides a visual representation of the difference between these two approaches to accreditation. This is followed by more thorough descriptions of each time period and considerations for equivalency.

¹ Readers are referred to the American Psychological Association Dictionary of Psychology for assistance in defining terms (e.g., biological, cognitive, affective) at <https://dictionary.apa.org/>.

Figure 1. Major differences between The G & P and SoA.



1. 1996-2016 - The accreditation process was guided by the document titled, *Guidelines and Principles for Accreditation in Professional Psychology* (aka, The G & P; APA 2006). Retrieved from: <http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf>

The G & P emphasized that curriculum plans include exposure to knowledge in:

- breadth of scientific psychology
 - biological aspects of behavior
 - cognitive and affective aspects of behavior
 - social aspects of behavior
 - history and systems of psychology
 - psychological measurement
 - research methodology;
 - techniques of data analysis
- scientific, methodological, and theoretical foundations of practice
 - individual differences in behavior
 - human development
 - dysfunctional behavior or psychopathology;
 - professional standards and ethics
- diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures)
 - theories and methods of assessment and diagnosis
 - effective intervention
 - consultation and supervision
 - evaluating the efficacy of interventions
 - issues of cultural and individual diversity

Programs typically demonstrated coverage of these areas by defined courses (or sometimes, by infusing content across several courses). Regulatory language appeared to have followed suit by also including a listing of required coursework that paralleled these content areas.

Equivalency of applicants graduating before 2017 is, therefore, aided by a course-by-course review using student transcripts and reviewing syllabi. The following tools in the Appendix provide assistance in a course-by-course review process.

See Tool 1 in the Appendix: *Association of State and Provincial Psychology Boards 2016 Coursework Guidelines for Mobility*. This document lists content areas and sample coursework titles to aid in reviewing transcripts and syllabi.

See Tool 2 in the Appendix: *Arizona Core Program Requirements Worksheet*

See Tool 3 in the Appendix: *Hawaii Training Report Psychology*

2. 2017- Present - Since 2017, the new *Standards of Accreditation for Health Service Psychology* (SoA) have replaced the *G & P*, and all programs are now required to align themselves with the SoA and the accompanying Implementing Regulations (IRs). The SoA introduced major changes to accreditation (Bell, et. al. 2017) including the following:

- A move from “professional psychology” to “health service psychology”, a narrower term emphasizing service delivery including assessment, intervention and consultation.
- A move from “*exposure...* to broad and general knowledge” to ensuring that each student “obtains *substantial understanding and competence* in discipline-specific knowledge.”
- A requirement that programs demonstrate that each student achieves and demonstrates each of several core “profession-wide competencies.” And,
- Increased flexibility for programs with respect to how they train, including “evaluated educational experiences” other than courses

Therefore, determination of equivalency for applicants graduating after 2017, requires more than a transcript and course-by-course review. Furthermore, regulatory language may require a shift in terminology from requiring that an applicant demonstrate they completed course work to requiring that an applicant demonstrate competencies achieved through evaluated educational experiences including, *but not limited to*, coursework.

Nevada and Louisiana are two jurisdictions that revised regulations to provide language regarding equivalency in alignment with the new APA Standards of Accreditation.

See Tool#4a in the Appendix: Nevada’s regulations revised to align with the new APA Standards of Accreditation (Nevada NAC 641.061 and Nevada NAC 641.062)

See Tool#4b in the Appendix: Louisiana’s regulations revised to align with the new APA Standards of Accreditation

Discipline Specific Knowledge (DSK) (See **Tool#5 in the Appendix - Curricular Requirements Worksheet**). Trainees from accredited programs must demonstrate knowledge in the knowledge areas specific to psychology. There are four categories of DSK.

- History and Systems of Psychology
- Basic Content Areas (Aspects of Behavior) in Scientific Psychology
 - Affective
 - Biological
 - Cognitive
 - Developmental and
 - Social
- Advanced Integrative Knowledge in Scientific Psychology
- Methods of Inquiry and Research
 - Research Methods
 - Statistical Analysis and
 - Psychometrics

For regulators, it is important to note key points with regard to *APA's Standards of Accreditation*.

- Certain aspects of DSK may be achieved at the undergraduate level.
- Programs do not necessarily need to establish DSK through courses. They *do* need to identify “evaluated educational experiences”, the outcomes of which are assessed to establish that the learner has achieved the knowledge of the competency (e.g., a course, parts of several courses, independent study, research requirements, comprehensive exams, or other methods).
- For content that must be achieved at the graduate level, there must be evidence that primary source materials were utilized (e.g., journal research articles) and critical thinking and communication at an advanced level were emphasized.

Profession Wide Competencies (PWC) (See [Tool#5 in the Appendix - Curricular Requirements Worksheet](#)). Trainees from accredited training programs must demonstrate competencies for practice in health service psychology. The training must be consistent with the professional value of individual and cultural diversity; grounded in the current literature and science of psychological knowledge and methods; represent broad and general preparation for entry-level practice; and employ best practices in evaluation of competency (e.g., direct observation, evidence of regular evaluation and feedback regarding competency development using a system of behavioral benchmarks (see below)).

Although programs may provide training in other competency areas (e.g., Social Justice and Advocacy), they must provide training and ensure that their students demonstrate competence in the following nine areas:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values and attitudes
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision and
- Consultation and interprofessional/interdisciplinary skills.

Competency Behavioral Benchmarks for Professional Psychology. The Education Directorate of the American Psychological Association developed the Benchmarks Evaluation System to provide graduate training programs a resource to consistently define and evaluate student achievement of professional competencies in the aforementioned nine areas (as well as several other *supplemental* areas). The *Benchmarks* system should not be used by jurisdictions as prescriptive to their task of establishing equivalency. Rather, jurisdictions are encouraged to review the *Benchmarks* system to familiarize themselves with how competencies are defined in the education and training community at various levels of development toward independent licensure. The *Benchmarks* system can be found here - <https://www.apa.org/ed/graduate/benchmarks-evaluation-system>.

Therefore, for the purposes of evaluating an educational program’s equivalency, if an applicant came from a program that is equivalent, they can reasonably be expected to have documentation that their home program and internship program evaluated their success at achieving internship-ready competencies and practice-ready competencies respectively for each of the eight areas listed above. Evaluation methods used by programs (e.g., supervisor ratings of competency development each term or each clinical rotation) may differ slightly but are expected to be integral to the curriculum, align with accreditation guidelines, and be based on at least one direct observation per evaluation period (e.g., video review, audiotape review, or live observation).

For example, the following is an excerpt from the *Benchmarks Evaluation System’s* “Readiness for Internship Level” Rating Form, for the profession-wide competency of Ethical and Legal Standards, with a rating of “4” designating internship-ready and N/O indicating not observed. An applicant from a non-accredited program can be reasonably expected to provide documentation that their program provided training and evaluated them with respect to achieving the knowledge, skills and attitudes of Ethical Legal Standards and Policy in alignment with what is provided below.

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal, and Professional Standards and Guidelines						
Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision-Making						

Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision-making to a dilemma	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Integrates own moral principles/ethical values in professional conduct	0	1	2	3	4	[N/O]

CPA -Professional Psychology.

The CPA Accreditation Standards distinguish between General Psychology core content areas, foundational competencies, and functional competencies, with an expectation of integrated training in functional and foundational competencies.

General psychology core content areas are defined in the *Standards* Glossary as:

- Biological Bases of Behaviour
- Cognitive-Affective Bases of Behaviour
- Social-Cultural Bases of Behaviour
- Individual Differences, Diversity, Growth, and Lifespan Development
- Historical and Scientific Foundations of General Psychology

Clinical Neuropsychology programs have additional requirements in the Foundations for the study of brain-behaviour relationships.

Students can demonstrate competence in General Psychology core content areas by:

- passing suitable evaluations in each of the areas
- successfully completing at least one half-year graduate course in each of the areas
- successfully completing two semesters of undergraduate coursework in each of the areas. (An exception is the Historical and Scientific Foundations area, which can be fulfilled with a one-semester senior undergraduate course.)

Foundational Competencies are identified as essential values, knowledge, skills, and attitudes. Instruction in the following foundational competencies must be included:

- Individual, social, and cultural diversity
- Indigenous interculturalism
- Evidence-based knowledge and methods
- Professionalism
- Interpersonal skills and communication
- Reflective practice, bias evaluation
- Ethics, standards, laws, policies
- Interdisciplinary collaboration and service settings

Instruction in the following **Functional Competencies** must be included in every program, with an emphasis on domain-specific knowledge in clinical psychology, counseling psychology, school psychology, and clinical neuropsychology as fits the programme:

- Assessment
- Interventions
- Consultation
- Supervision
- Research
- Program development and evaluation

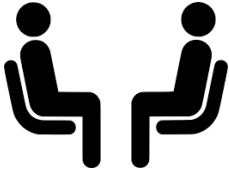
Training in each functional competence must include corresponding training in the foundational competencies. By way of illustration, the following Figure is taken from the Canadian Psychological Association’s Proposed Revisions for the *6th Revision of the Accreditation Standards for Doctoral and Residency Programs in Professional Psychology*, page 8:

Figure 1 – Foundational and Functional Competencies in Professional Psychology Training

		Foundational Competencies							
		Individual, social, and cultural diversity	Indigenous interculturalism	Evidence based knowledge and methods	Professionalism	Interpersonal skills and communication	Reflective practice, Bias evaluation	Ethics, Standards, Laws, Policies	Interdisciplinary collaboration and service settings
Functional Competencies	Assessment								
	Intervention								
	Consultation								
	Supervision								
	Research								
	Program Development and Evaluation								
	Teaching								
	Leadership, Service, and Advocacy								

Figure 1 outlines the areas of focus in professional psychology training. Doctoral and residency programs are expected to address how the foundational competencies inform and shape the training of functional competencies. Programs are not expected to provide specific outcome data in all areas to demonstrate how these expectations are met. The shaded rows represent functional competencies that are typically developed after entry into the profession; while programs can provide exposure to these competencies, that exposure is not a requirement of the Standards.

The CPA Accreditation Standards note that with respect to foundational and functional competencies, programs are expected “to adopt competency-based evaluations that favors the use of pertinent behavioural anchors as their main strategy for the evaluation of performance during practica and residency experiences.” (p.5). The APA Guidelines: A Taxonomy for Education and Training in Professional Psychology Health Service Specialties and Subspecialties (2020) present numerous examples of behavioral anchors (<https://www.apa.org/ed/graduate/specialize/taxonomy.pdf>).



Supervised Training

Practicum

APA- Health Service Psychology (Counseling, Clinical or School Psychology)

Source: <https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>

Revision approved Nov. 2019

When reviewing applicants from nonaccredited programs, regulators are advised to review the program's practicum training policies and procedures. Accreditation guidelines require that practicum experiences must include supervised experience working with diverse individuals with a variety of presenting problems, diagnoses, and issues. The purpose of the practicum is to develop the requisite knowledge and skills for graduates to be able to demonstrate the competencies defined above. The doctoral program needs to demonstrate that it provides a training plan applied and documented at the individual level, appropriate to the student's current skills and ability, that ensures that by the time the student applies for the internship year, the student has attained the requisite level of competency.

Programs must place students in settings that are committed to training, that provide experiences that are consistent with health service psychology and the program's aims, and that enable students to attain and demonstrate appropriate competencies.

Supervision must be provided by appropriately trained and credentialed individuals.

As part of a program's ongoing commitment to ensuring the quality of its graduates, each practicum evaluation must be based in part on direct observation of practicum students and their developing skills (either live or electronically). There should be direct observation and evaluation (<https://www.apa.org/ed/accreditation/newsletter/2018/09/direct-observation>) for each practicum experience with at least one direct observation per evaluation period (e.g., per semester or term).

CPA -Professional Psychology

The CPA Accreditation Standards note the importance of practicum training that is integrated with coursework, begins early in students' graduate training, occurs within settings where training is a core role, and where there is close contact between supervisors at the practicum setting and the doctoral training program.

A minimum of 300 hours of supervised practicum training in direct, face-to-face client contact is recommended as preparation for residency. Some students may require fewer and other students may require more hours to be adequately prepared, and the Director of Training must ensure that minimal competencies have been assessed and that the student is ready to be recommended for residency.

Supervision of psychological services must be provided by a psychologist registered for

independent practice in the jurisdiction in which services are provided, and the supervising psychologist is responsible for the student's work. Supervision will be no less than 25% of the total time spent by students in direct service to clients. At least 75% of supervision time must be individual supervision, and up to 25% may be group supervision.

Internship/Residency²

APA- Health Service Psychology (Counseling, Clinical or School Psychology)

Accredited training programs must demonstrate that all students complete a one-year full-time or two-year part-time internship. The program's policies regarding student placement at accredited versus non-accredited internships should be consistent with national standards regarding internship training.

Accredited Internships. Students are expected to apply for, and to the extent possible, complete internship training programs that are either APA- or CPA- accredited. For students who attend accredited internships, the doctoral program is required to provide only the specific name of the internship.

Non-accredited Internships. When a student attends a non-accredited internship, *it is the responsibility of the doctoral program* to provide evidence demonstrating the quality and adequacy of the internship experience. This must include information on each of the following:

- the nature and appropriateness of the training activities:
- frequency and quality of supervision
- credentials of the supervisors
- how the internship evaluates student performance
- how interns demonstrate competency at the appropriate level
- documentation of the experience

At the internship level, performance feedback must be provided on a semi-annual basis, and each instance of formal feedback must be based in part on an instance of direct observation. Should an intern or resident complete multiple rotations, each rotation must include an instance of direct observation.

CPA -Professional Psychology

CPA Accreditation Standards require completion of a 1600 hour residency carried out full time over one year, or half-time over two consecutive years at the same residency program. Residency work is undertaken *only* after completion of all required coursework and practicum requirements.

CPA accreditation standards for residencies address:

- Administrative standards
- Personnel standards
- Training standards
- Facilities, resources, and program-level evaluation standards

If a doctoral training program permits a student to complete a non-accredited residency, public

² In the Canadian system, the terms "internship" and "residency" are used interchangeably.

disclosure of how the program established that the residency is equivalent to a CPA-accredited residency is required.

Review Processes and Procedures

In June of 2023, jurisdictions were surveyed regarding the process that best describes how the licensing Board/College reviews applications from individuals who have not come from an APA or CPA-accredited program. Thirty-two jurisdictions responded (49% response rate). See Table 3.

Review Process Landscape Table 3. Based on a survey of jurisdictions, applications from individuals who have not graduated from an APA or CPA-accredited program are reviewed by jurisdictions in the following manner.

	%	Count
By staff	28.1%	9
By the Board as a whole	21.88%	7
By a subcommittee of the Board (2 or more Board members))	31.25%	10
By a single Board member reviewer	9.38%	3
By an outside reviewer (e.g., a program director provides a review or attestation of equivalence)	0.00%	0
Other (please explain)	9.38%	3
Total	100%	33

Of the jurisdictions selecting “by staff”, three noted that the Board is consulted in some capacity as needed (i.e., if there are questions, request for an appeal, or after initial review by staff). Two jurisdictions reported that a separate or umbrella government bureau or agency reviews applications (e.g., New York’s Bureau of Comparative Education reviews graduates from schools outside of New York and not accredited by APA/CPA. The Bureau conducts these reviews for 55 professions under New York’s Education law).

Of the jurisdictions selecting “by a subcommittee of the Board”, two clarified that the subcommittee makes a recommendation and the full board makes a final decision. One jurisdiction clarified that the subcommittee is made up of one Board member and one outside contracted consultant who is a former board member. One jurisdiction uses a primary and a secondary reviewer (both board members) identified by the Executive Director.

Of the jurisdictions selecting “by a single Board member reviewer”, two clarified that the single board member was on a review subcommittee.

Of the jurisdictions selecting “other”, one described a “multi-review process” with reviews at 3 levels (administrative, board member, board). Two noted equivalency was not applicable in their jurisdictions.

In light of its survey of jurisdictions, the Task Force offers the following recommendations to jurisdictions when developing or revising an equivalency review process.

- Assign a core group of individuals or a dedicated subgroup with staggering terms to maintain reliability in determinations and to maintain continuity of knowledge.
- Set the expectation that members of the group develop strong familiarity with the source documents at APA and CPA. Consider setting aside time as a group to train up on or review these materials annually.

Remediation and Respecialization

Jurisdictions were asked whether they allow applicants from non-accredited programs to remediate deficiencies in their application materials. Twenty-four jurisdictions responded to this question. Of the 24 jurisdictions (36.9% response rate), 15 (66.67%) reported that they allow applicants to remediate and 8 (33.33%) do not allow applicants to remediate.

Based on the survey responses received as well as personal communications with jurisdictions (e.g., jurisdictions represented on the Equivalency Task Force), many jurisdictions appear to allow for applicants to remediate between 1 and 4 deficiencies in their curriculum (i.e., courses, or required discipline specific knowledge or core content areas). In addition to completing postdoctoral graduate coursework (e.g., 3 or more graduate semester hours, 5 or more quarter hours, or 6 or more trimester hours in one deficient area in a doctoral-level psychology program at a university that is appropriately recognized to be degree granting), jurisdictions provided additional methods or conditions for remediating what are judged to be deficient areas in an applicant's curriculum or training as follows.

- Demonstrating that up to two deficient content areas were passed in suitable comprehensive examinations.
- Being a diplomate of the American Board of Professional Psychology.
- Completing two courses within 1 year without having to start a new application but if missing more than two courses, completing all courses and submitting a new application.
- Applicants who have a doctoral degree from a department or school of psychology... who meet all other requirements excepting only two courses... may take up to 6 semester (9 quarter) hours from a psychology department which grants a doctoral degree with prior approval from the Board. Applicants who elect to meet curriculum requirements in this manner must register for a grade of "B" or better as reflected on the official transcript. Such courses must be taken within one year of the Board's letter of approval or re-application will be required.
- Additional time under supervision or limits to scope of practice.
- CE courses that are recognized by statute or rule.
- Complete an internship that would satisfy the requirements.

One jurisdiction reported that they allow "as many [courses or core subject areas] as need to be remediated to meet the criteria." Other jurisdictions reported that they did not have a formal policy written into law, rules or regulations regarding a limit on the number of deficient courses or core discipline content areas. Within this group, one jurisdiction reported that there were too few applications to have a policy; another reported dealing with deficiencies on a "case by case" basis but noted, "remediation is very frequent and many applicants have to follow courses; and another noted that remediation was at the "Registration Committee's discretion." Lastly, one jurisdiction observed that while there was no limit, "Practically speaking, colleges/universities may limit course access short of completing a full program."

For applicants judged to not meet equivalency standards, several jurisdictions in the United States require formal respecialization (e.g., Nevada, Maryland). In other words, psychologists who have completed doctoral training and who work in non-health service fields of psychology may retrain (i.e., respecialize) in health service psychology.

The American Psychological Association (APA) describes the respecialization process as:

Respecialization in Professional Psychology Respecialization in psychology refers to the process by which individuals already holding a doctoral degree in psychology complete additional education and training in order to change their specialist area of study. Respecialization programs typically involve intensive coursework in a health service psychology field (Clinical, Counseling, School or combinations of these areas), that includes education in relevant profession wide competencies (e.g., ethics, assessment, intervention), experiential education (i.e. practicum) and a one-year internship. Upon successful completion of the respecialization program, a certificate is awarded. (<https://www.apa.org/ed/graduate/respecialization>)

The APA lists a number of formal respecialization programs that are available in the United States on its website. This list is not exhaustive. Notably, although a program that provides a certificate of respecialization may be accredited by The American Psychological Association, the respecialization program is not itself accredited. Therefore, individuals who complete respecialization are not considered to have graduated from an accredited program.

However, The APA Council adopted an official policy regarding respecialization programs (<https://www.apa.org/about/policy/chapter-9#respecialization-training>). In part, Council policy emphasizes that respecialization training should exemplify programs and internships accredited by APA and that merely taking an internship or acquiring a practicum is not considered adequate preparation. Rather someone engaging in respecialization “must meet all requirements of doctoral training in the new psychological specialty.” As such, the Task Force is satisfied that applicants who complete formal respecialization programs can be treated in the same manner as are applicants from accredited programs.

Overall, there does not appear to be a consensus or convergence of practices that would inform a policy regarding limits on allowable deficiencies. In other words, jurisdictions reported a wide range of parameters that would render an applicant’s training to fall too far outside of what is required to practice psychology independently (i.e., to provide services as a health service provider in psychology, including but not limited to the delivery of direct and indirect diagnostic, assessment, and therapeutic interventions), from no policy at all and a case-by-case approach, to very liberal remediation opportunities, to very well-defined limits.

In light of its survey of jurisdictions, the Task Force offers the following recommendations to jurisdictions for consideration.

- Develop a policy with observable and measurable definitions regarding allowable deficiencies in an applicant’s materials including required courses or core discipline content areas, and supervised training experience.
- If an applicant’s qualifications fall outside of allowable deficiencies that may be remediated, jurisdictions are advised to recommend formal respecialization.

Closing and Guiding Principles

Gratitude is extended to the members of the Equivalency Task Force:

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Melissa Jones, PhD	UT	Phillip Smith, PhD	PEI
Lesia Mackanyn	ON	Michelle G. Paul, PhD	NV Task Force Chair
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Samuel Sands, JD	MN	Nicole Smith	ASPPB
Stacey Saunders	WA		

Throughout its work the Task Force endeavored to provide member jurisdictions with guidance, easily accessible resources, and tools to increase the knowledge required for and enhance the consistency in conducting “equivalency” reviews of applicants who did not graduate from APA or CPA accredited programs in Health Service Psychology. The Task Force wishes to thank the many jurisdictions that contributed to this effort. In closing The Task Force offers a set of guiding principles for all jurisdictions to consider adopting in establishing equivalency reviews. Taken from *A Pan Canadian Framework for the Assessment and Recognition of Foreign Credentials (2009)*, these principles provide a “north-star” framework for policies, procedures and decisions in this complex task of determining equivalency.

- Fairness
- Objective and reasonable criteria used for assessing qualifications
- Equal treatment in requirements for international and Canadian(American)-trained
- Transparency
- All steps fully described, understandable, and accessible
- Applicant informed of alternate options if full recognition not possible
- Consistency
- Methods for assessment and recognition mutually acceptable in all jurisdictions and results of assessment mutually recognized
- Timeliness
- Prompt and efficient process

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Appendix A

Tool #1 ASPPB Coursework Guidelines for Mobility (2016)

Coursework Reference List

General Principles: This reference guide is intended for use by regulatory bodies to promote and facilitate consistency in the review of academic coursework for an applicant. Ultimate acceptance of coursework is at the sole discretion of each board. Further review is not normally required if the program is APA or CPA accredited and the course title matches the content area.

Applicants may be asked for explanations, syllabi, and other documentation if needed to support their application.

This is meant to be a helpful guide and typical course titles are assumed to cover the appropriate information but additional information may still be required regardless of the course title.

Content Area	Typical Course Titles	Course content area
Scientific and professional ethics and standards Courses will address professional issues, scientific and professional ethics in psychology, and clinical ethical issues.	Scientific and Professional Ethics in Psychology Clinical Ethical Issues Professional Issues	Must include one of the following: APA or CPA code of ethics for psychologists Professional standards & guidelines for the practice of psychology Ethical decision-making process in the practice of psychology

Content Area	Typical Course Titles	Course content area
<p>Research Design & Methodology Courses will address research design, methodology, and interpretation of research findings applicable to the discipline & practice of psychology.</p>	<p>Research Design Research Methodology Program Evaluation Qualitative Research Methods</p>	<p>Must include all of the following areas:</p> <p>Research methods; Research design; Criteria for critical appraisal & utilization of research</p> <p>Completion of a research project, thesis, or dissertation does <u>not</u> satisfy this course content area requirement.</p>
<p>Statistics Courses will address the collection, organizing, summarizing, and analyzing data and drawing conclusions from the data</p>	<p>Statistics Data Analysis Quantitative methods Evaluation and Measurement</p>	<p>Must include at least one of the following:</p> <p>Use of descriptive & inferential statistics Regression Analysis of variance Nonparametric statistics</p>
<p>Psychometric Theory Courses will address the theory and techniques for the measurement of characteristics of individuals, groups, or systems.</p>	<p>Test Construction Measurement Psychological Assessment (Psychological Assessment must involve training in <i>psychometric theory and application</i> beyond the applied assessment courses.)</p>	<p>Course content must include the theory and technique of psychological measurement, including such topics as test construction, reliability, validity, and generalizability.</p>

Content Area	Typical Course Titles	Course content area
<p>Biological Bases Courses will address biological influences on behavior, affect, cognition, and development.</p>	<p>Physiological Psychology Sensation and Perception Behavioral Neuroscience Neuropsychology* Neuropsychological Assessment* Psychopharmacology*</p> <p>* Neuropsychology, neuropsychological assessment, and psychopharmacology can be included in this category if they include one of the other course areas listed.</p>	<p>Course content must include at least one of the following areas:</p> <p>Basic neuroscience, clinical neuroscience, or organic disorders and their symptoms;</p> <p>Physiological correlates/determinants of behavior and affect;</p> <p>Biological bases of the behavior and affect associated with acute and chronic illness including knowledge of psychoneuroimmunology;</p> <p>Basic psychopharmacology including basic neuroscience, knowledge of drug action and metabolism, and drug categories;</p> <p>Genetic transmission and its role in understanding disorders and their behavioral, emotional and psychosocial manifestations;</p> <p>Relationship of stress to biological and psychological functioning, with particular reference to lifestyle and lifestyle modifications, psychological reactions to stress, behavioral health, physical or biological reactions to behavior.</p>

Content Area	Typical Course Titles	Course content area
<p>Cognitive-Affective</p> <p>Courses will address cognitive and affective bases of behavior and development.</p> <p>Courses on Cognitive assessment, cognitive therapy, and mood disorders can be included in this category if the majority of the course addresses one of the course content areas listed.</p>	<p>Learning</p> <p>Thinking</p> <p>Motivation</p> <p>Emotion</p> <p>Sensation</p> <p>Perception</p> <p>Cognition</p> <p>Cognitive Psychology</p>	<p>Courses content must include at least one of the following:</p> <p>Cognitive science;</p> <p>Theories and principles of learning;</p> <p>Theories of motivation;</p> <p>Theories of emotions;</p> <p>Reciprocal relationships among cognitions/beliefs, behavior, affect, temperament, and mood;</p>
<p>Social Bases</p> <p>Courses will address social influences on behavior, affect, cognition, and development.</p>	<p>Social Psychology</p> <p>Group Processes</p> <p>Organizational & Systems Theory</p> <p>Community Psychology</p> <p>Social Foundations of Psychology</p> <p>Family Systems/Processes</p> <p>Cultural identity</p>	<p>Course content must include at least one of the following:</p> <p>Social cognition and perception;</p> <p>Social interaction;</p> <p>Environmental/ecological psychology;</p> <p>Theories of cultural diversity, acculturation, within group and between group differences and the role of cultural differences in psychosocial development;</p> <p>Group dynamics and organizational structures and social influences on individual functioning.</p>

Content Area	Typical Course Titles	Course content area
<p>Individual Differences</p> <p>Courses will address the range and diversity of normal and abnormal human functioning and development. This area may include personality theory, human development, diversity, intelligence and abnormal psychology/psychopathology</p>	<p>Personality Theory</p> <p>Human Development</p> <p>Abnormal Psychology</p> <p>Psychopathology</p> <p>Individual Differences</p>	<p>Courses content must include at least one of the following:</p> <p>Normal growth & development from conception through old age;</p> <p>Theories of development;</p> <p>How psychological development is influenced by the organism- environment interaction over time;</p> <p>Personality development;</p> <p>Range of abnormal behaviors;</p> <p>Theories of personality</p>
<p>Assessment/ Evaluation</p> <p>Courses will address areas of both knowledge and skills in psychological assessment and evaluation including knowledge of assessment methods, populations served, appropriate test selection; and report writing.</p>	<p>Psychological Assessment</p> <p>Psychodiagnostic Assessment</p> <p>Neuropsychological Assessment</p> <p>Personality Assessment</p> <p>IQ Testing</p> <p>Projective Testing</p> <p>Forensic Assessment</p> <p>Program Evaluation</p> <p>Organizational Assessment</p>	<p>Course content must include at least one of the following:</p> <p>Administration, scoring and interpretation of psychological test batteries for the diagnosis of cognitive abilities and personality functioning.</p> <p>Tests for the measurement of characteristics of individuals and the adaptation of these tests for use with special populations;</p> <p>Techniques other than tests for the measurement of characteristics of individuals;</p> <p>Utilization of various classifications systems for diagnosing client/patient functioning;</p> <p>DSM or ICD diagnosis, syndromes,</p>

Content Area	Typical Course Titles	Course content area
		<p>differential diagnosis, and diagnostic criteria;</p> <p>Theory and techniques for the measurement of client/patient changes</p> <p>Diagnostic interviewing skills;</p> <p>Program evaluation strategies and techniques;</p> <p>Instruments and methods for the measurement of characteristics of jobs, organizations, educational, and other social institutions</p>
<p>Treatment/ Intervention</p> <p>Courses will include instruction in the theory and application of a diverse range of psychological interventions for the treatment of mental, emotional, psychological, and behavioral disorders. Additionally, courses could include interventions in organizations and those designed for growth and health promotion.</p>	<p>Psychotherapy</p> <p>Counseling</p> <p>Behavior Modification</p> <p>Intervention Techniques</p> <p>Career Counseling</p> <p>Psychological Consulting</p> <p>Cognitive Behavioral Therapy</p> <p>Group Therapy Techniques</p> <p>Consultation</p> <p>Organizational Consulting</p> <p>Organizational Change</p>	<p>Course content must include at least one of the following:</p> <p>Intervention planning process (including matching to appropriate treatment), efficacy outcome data, matching client/patient characteristics and knowledge of advocacy, cost-benefit outcome research;</p> <p>Theories and practice of intervention;</p> <p>Treatment technique, interventions and models designed to address larger system functioning such as system theories and system interventions and organizational interventions;</p> <p>Theory/practice of career development and counseling</p> <p>Consultation models, processes, and consulting to individuals, groups, and organizations</p>

Tool #2 Arizona Core Program Requirements Worksheet

33.	Was your doctoral program accredited by the American Psychological Association (APA), Office of Program Consultation and Accreditation at the time of your graduation? a. If YES, skip to item 34. b. If NO: <ul style="list-style-type: none"> · Complete the Core Program Requirements section · Attach a copy of the official program description from the university catalog that most accurately reflects your program at the time of attendance. 	Yes	No

CORE PROGRAM REQUIREMENTS

Name _____

Date _____

In accordance with A.R.S. 32-2071(A)(4) and Board Rules, an applicant shall show a minimum of 3 or more graduate semester hours (or 5 quarter hours, 6 trimester hours, or the equivalent classroom contact hours) in each of the following areas.

Please note: Providing course descriptions and/or course syllabi could be helpful in demonstrating that you meet these requirements of Arizona law. It is possible to satisfy one of these course requirements through your comprehensive examination [see A.A.C. R4-26-202(C) and (E)]. If you are deficient in one or two content areas, Arizona law allows you to make up those courses as a non-matriculated graduate student.

Semester & Year Course Taken	Dept. & Course No.	Title and Brief Description of Course	# of Credit Hours	(Check or Circle One)
		SCIENTIFIC AND PROFESSIONAL ETHICS AND STANDARDS IN PSYCHOLOGY:		
				Semester Quarter Trimester

Semester & Year Course Taken	Dept. & Course No.	Title and Brief Description of Course	# of Credit Hours	(Check or Circle One)
		<p>RESEARCH METHOD AND STATISTICS:</p> <p>(May include design, methodology, statistics and psychometrics)</p>		
				Semester Quarter Trimester
		<p>BIOLOGICAL BASIS OF BEHAVIOR:</p> <p>(May include physiological psychology, comparative psychology, neuro-psychology, sensation and perception and psychopharmacology)</p>		
				Semester Quarter Trimester
		<p>COGNITIVE-AFFECTIVE BASIS OF BEHAVIOR:</p> <p>(May include learning, thinking, motivation and emotion)</p>		
				Semester Quarter Trimester

Semester & Year Course Taken	Dept. & Course No.	Title and Brief Description of Course	# of Credit Hours	(Check or Circle One)
		<p align="center">THE SOCIAL BASIS OF BEHAVIOR:</p> <p align="center">(May include social psychology, group processes, cultural diversity, and organizational and systems theory)</p>		
				Semester Quarter Trimester
		<p align="center">INDIVIDUAL DIFFERENCES:</p> <p align="center">(May include personality theory, human development and abnormal psychology)</p>		
				Semester Quarter Trimester
		<p align="center">ASSESSMENT:</p> <p align="center">(Includes instruction in interviewing and the administration, scoring and interpretation of psychological test batteries for the diagnosis of cognitive abilities and personality functioning)</p>		
				Semester Quarter Trimester

Semester & Year Course Taken	Dept. & Course No.	Title and Brief Description of Course	# of Credit Hours	(Check or Circle One)
		<p style="text-align: center;">TREATMENT MODALITIES: (Includes Instruction in the theory and application of a diverse range of psychological interventions for the treatment of mental, emotional, psychological and behavioral disorders)</p>		
				Semester Quarter Trimester

Tool #3 Hawaii Training Report

TRAINING REPORT - PSYCHOLOGIST

(Applicants with doctoral degrees from APA approved programs in clinical psychology may disregard this form.)

Access this form via website at: cca.hawaii.gov/pv/

PRINT NAME OF APPLICANT (First, Middle, LAST): _____

Social Security No.: _____ Date of Birth: _____ Date: _____

1. In accordance with Section 16-98-9 of the Board's Rules, an applicant must show a minimum of **6 or more graduate semester hours** (or **9 graduate quarter hours**) in each of the following substantive content areas (A - F). A course may be applied only once and may not be repeated in any of the other areas.

List Course Number	Brief Description of Course Content	AMOUNT OF:	
		Graduate Semester Hrs.	Graduate Qtr. Hrs.
	A. BIOLOGICAL BASES OF BEHAVIOR ; PHYSIOLOGICAL PSYCHOLOGY, COMPARATIVE PSYCHOLOGY, NEUROPSYCHOLOGY, SENSATION AND PERCEPTION PSYCHOPHARMACOLOGY:		
	TOTAL HOURS (6)		(9)
	B. COGNITIVE-AFFECTIVE BASES OF BEHAVIOR ; LEARNING, THINKING, MOTIVATION, EMOTION:		
	TOTAL HOURS (6)		(9)
	C. SOCIAL BASES OF BEHAVIOR ; SOCIAL PSYCHOLOGY, GROUP PROCESSES, ORGANIZATIONAL AND SYSTEMS THEORY, COMMUNITY PSYCHOLOGY:		
	TOTAL HOURS (6)		(9)

(CONTINUED ON PAGE 2)

Training Report - Psychologist (Applicants with doctoral degrees from APA approved programs in clinical psychology may disregard this form.)

PRINT NAME OF APPLICANT (First, Middle, LAST): _____

Social Security No.: _____ Date of Birth: _____ Date: _____

1. In accordance with Section 16-98-9 of the Board's Rules, an applicant must show a minimum of 6 or more graduate semester hours (or 9 graduate quarter hours) in each of the following substantive content areas (A - F). A course may be applied only once and may not be repeated in any of the other areas.

List Course Number	Brief Description of Course Content	AMOUNT OF:	
		Graduate Semester Hrs.	Graduate Qtr. Hrs.
	D. INDIVIDUAL DIFFERENCES; PERSONALITY THEORY, HUMAN DEVELOPMENT, ABNORMAL PSYCHOLOGY:		
	TOTAL HOURS (6)		(9)
	E. PSYCHODIAGNOSIS AND INDIVIDUAL ASSESSMENT; INTELLECTUAL, PERSONALITY AND BEHAVIORAL ASSESSMENT:		
	TOTAL HOURS (6)		(9)
	F. THERAPY; CHILD OR ADULT INTERVENTION, OR BOTH:		
	TOTAL HOURS (6)		(9)

(CONTINUED ON PAGE 3)

Training Report - Psychologist (Applicants with doctoral degrees from APA approved programs in clinical psychology may disregard this form.)

PRINT NAME OF APPLICANT (First, Middle, LAST): _____

Social Security No.: _____ Date of Birth: _____ Date: _____

2. In accordance with Section 16-98-9 of the Board's Rules, an applicant must show a minimum of **3 or more graduate semester hours** (or 4.5 graduate quarter hours) in each of the following areas (G - J). A course may be applied only once and may not be repeated in any of the other areas. **Incomplete or illegible form will not be accepted.**

List Course Number	Brief Description of Course Content	AMOUNT OF:		
		Graduate Semester Hrs.	Graduate Qtr. Hrs.	
	G. <u>SCIENTIFIC AND PROFESSIONAL ETHICS AND STANDARDS:</u>			
	TOTAL HOURS (3)			(4.5)
	H. <u>HISTORY AND SYSTEMS:</u>			
	TOTAL HOURS (3)			(4.5)
	I. <u>RESEARCH DESIGN AND METHODOLOGY:</u>			
	TOTAL HOURS (3)			(4.5)
	J. <u>STATISTICS AND PSYCHOMETRICS:</u>			
	TOTAL HOURS (3)			(4.5)

This material can be made available for individuals with special needs. Please call the Licensing Branch Manager at (808) 586-3000 to submit your request.

Tool #4a Nevada’s Regulations for Equivalency for Programs Completed Before January 1, 2018 vs. On or After January 1, 2018: A Side-by-Side Comparison
 (<https://www.leg.state.nv.us/NAC/NAC-641.html#NAC641Sec061>)

<p>NAC 641.061 Educational requirements for psychologists: Submission of proof that unaccredited program completed before January 1, 2018, is equivalent to accredited program. (NRS 641.100, 641.110, 641.170)</p>	<p>NAC 641.062 Educational requirements for psychologists: Submission of proof that unaccredited program completed on or after January 1, 2018, is equivalent to accredited program. (NRS 641.100, 641.110, 641.170)</p>
<p>1. An applicant for licensure as a psychologist who, before January 1, 2018, has completed a training program not accredited by the American Psychological Association must establish to the satisfaction of the Board that the program is equivalent to a program accredited by the Association.</p> <p>2. The applicant must present to the Board:</p> <p>(a) Transcripts, a description of the training program, letters from the directors of the departments of the institution where the program is conducted or other suitable documents showing that the program substantially complies with the accreditation standards of the American Psychological Association.</p> <p>(b) Proof of doctoral training at an institution which is considered by the Board to be an accredited educational institution pursuant to subsection 3 of NAC 641.050.</p> <p>(c) Proof that the primary purpose of the training program is the professional training of psychologists. Catalogs and brochures advertising the program must indicate that the program is intended to educate and train professional psychologists.</p>	<p>1. An applicant for licensure as a psychologist who, on or after January 1, 2018, has completed a training program that is not accredited by the American Psychological Association must establish to the satisfaction of the Board that the program is equivalent to a program accredited by the Association.</p> <p>2. The applicant must submit to the Board:</p> <p>(a) Transcripts, syllabi, university catalog descriptions, a description of the training program, professional competency evaluations conducted of the applicant while in the program, letters from the directors of the departments of the institution where the program is conducted or other suitable documents showing that the program substantially complies with the accreditation standards for doctoral programs in the <i>Standards of Accreditation for Health Service Psychology</i> of the American Psychological Association, which is available, free of charge, at the Internet address http://www.apa.org/ed/accreditation/index.aspx, and Section C of the <i>Implementing Regulations</i> of the Commission on Accreditation of the American Psychological Association, which is available, free of charge, at the Internet</p>

<p>(d) Proof that the program:</p> <p>(1) Is a recognizable, coherent organizational entity within the institution where the program is conducted.</p> <p>(2) Is an integrated, organized sequence of study.</p> <p>(3) Has an identifiable faculty composed primarily of psychologists and a psychologist who is responsible for the program.</p> <p>(4) Has an identifiable body of students who are matriculated in the program for a degree.</p> <p>(5) Includes supervised practical, internship, field or laboratory training appropriate to the practice of psychology.</p> <p>(e) Proof that the curriculum encompasses at least 3 academic years of full-time graduate study, not including any internships. The Board will count only 12 semester hours or 18 quarter hours of preparation of a dissertation toward the 3 academic years of full-time graduate study.</p> <p>(f) Proof that the program requires at least 60 semester hours or 90 quarter hours of credit in courses in substantive psychology. Dissertation hours may be counted toward the minimum hours required.</p> <p>(g) Proof that the applicant, while in the program, completed the equivalent of courses consisting of 3 semester hours in the following areas:</p> <p>(1) Scientific and professional ethics and standards.</p> <p>(2) Research design and methodology.</p> <p>(3) Statistics.</p> <p>(4) Psychometrics.</p> <p>(5) Biological bases of behavior, which may be satisfied by at least one of the following courses:</p> <p>(I) Physiological psychology;</p> <p>(II) Comparative psychology;</p> <p>(III) Neuropsychology;</p> <p>(IV) Psychopharmacology; or</p>	<p>address</p> <p>http://www.apa.org/ed/accreditation/section-c-soa.pdf; and</p> <p>(b) The evaluation of the academic credentials of the applicant conducted pursuant to subsection 4 or 5.</p> <p>3. For the purposes of paragraph (a) of subsection 2, a training program “substantially complies with the accreditation standards for doctoral programs” if the applicant submits to the Board, without limitation, proof:</p> <p>(a) Of doctoral training at an institution which is considered by the Board to be an accredited educational institution pursuant to subsection 3 of NAC 641.050.</p> <p>(b) That the primary purpose of the training program is to provide broad and general training in scientific psychology and in the foundations of practice in health service psychology. The program materials must demonstrate:</p> <p>(1) The integration of empirical evidence and practice;</p> <p>(2) That the training is sequential, cumulative, graded in complexity and designed to prepare students for practice or further organized training; and</p> <p>(3) That the program requires respect for and understanding of cultural and individual differences and diversity.</p> <p>(c) That the program:</p> <p>(1) Is a recognizable, coherent organizational entity within the institution where the program is conducted.</p> <p>(2) Is an integrated, organized sequence of study.</p> <p>(3) Has stable leadership provided by one or more designated doctoral-level psychologists who:</p> <p>(I) Are members of an identifiable core faculty of the program; and</p> <p>(II) Together with other core faculty of the program have primary responsibility for the</p>
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<p>(V) Human sexuality.</p> <p>(6) Cognitive-affective bases of behavior, which may be satisfied by at least one of the following courses:</p> <ul style="list-style-type: none"> (I) Learning; (II) Memory; (III) Perception; (IV) Cognition; (V) Thinking; (VI) Motivation; or (VII) Emotion. <p>(7) Social bases of behavior, which may be satisfied by at least one of the following courses:</p> <ul style="list-style-type: none"> (I) Social psychology; (II) Cultural, ethnic and group processes; (III) Sex roles; or (IV) Organizational and systems theory. <p>(8) Individual differences, which may be satisfied by at least one of the following courses:</p> <ul style="list-style-type: none"> (I) Personality theory; (II) Human development; (III) Abnormal psychology; or (IV) Psychology of persons with disabilities. <p>(h) The evaluation of the academic credentials of the applicant conducted pursuant to subsection 3 or 4.</p> <p>3. Except as otherwise provided in subsection 4, to determine whether the content of the courses and the supervised practical, internship, field or laboratory training taken by an applicant are equivalent to a program accredited by the American Psychological Association pursuant to subsection 1, the applicant must have his or her academic credentials, including, without limitation, the required curriculum, evaluated by:</p> <ul style="list-style-type: none"> (a) The Association of State and Provincial Psychology Boards; or (b) The director of clinical training of a doctoral program that is accredited by the American Psychological Association and 	<p>program's design, implementation, evaluation and quality.</p> <p>(4) Has an identifiable body of students who are matriculated in the program for the purpose of earning a degree.</p> <p>(5) Includes supervised practicums which must include, without limitation:</p> <ul style="list-style-type: none"> (I) Supervised experience working with diverse persons who display a variety of presenting problems, diagnoses and issues; (II) Supervised experience in settings committed to training and providing experiences consistent with health service psychology competencies, including, without limitation, those competencies listed in paragraphs (e) and (f); (III) Supervision provided by appropriately trained and credentialed persons; and (IV) Practicum evaluations which are based, at least in part, on direct observation, which may occur in person or via electronic means. <p>(d) That the program requires a student to complete successfully at least 3 academic years, or the equivalent, of full-time graduate study which includes at least 2 years, or the equivalent, of academic training and at least 1 year, or the equivalent, in full-time residence. A person seeking to satisfy the requirement for 1 year in full-time residence based on equivalent experience must demonstrate that the experience achieved all the purposes of the requirement, including, without limitation, mentoring, supervision and evaluation regarding the development of professional competence. Experience in a program that was conducted entirely through electronic means may not be used to satisfy the requirements of this paragraph.</p> <p>(e) That the applicant, while in the program, acquired and demonstrated substantial graduate-level understanding and competence in</p>
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approved by the Board of Psychological Examiners.

4. An applicant who is unable to obtain an evaluation as required in subsection 3 may, upon the approval of the Board, have his or her academic credentials evaluated by a designee of the director of clinical training of a doctoral program that is accredited by the American Psychological Association.

5. The Board may establish a subcommittee to review the academic credentials of an applicant and present a recommendation to the Board. In determining whether to approve the academic credentials of an applicant pursuant to subsection 3 or 4, the Board will consider any recommendation from the Association of State and Provincial Psychology Boards, the director of clinical training of a doctoral program that is accredited by the American Psychological Association, or a designee of the director of clinical training of a doctoral program that is accredited by the American Psychological Association, as applicable, and the recommendation of the subcommittee, if any, but is not bound to follow such recommendations.

6. If the title of any course submitted by an applicant pursuant to paragraph (g) of subsection 2 does not adequately describe its content, the Board or subcommittee, as applicable, may require the applicant to submit additional information regarding the contents of the course, including, without limitation, a syllabus, a university catalog description or a statement from the instructor of the course.

7. If the Board finds that the training program completed by an applicant pursuant to this section is not equivalent to a program accredited by the American Psychological Association, the applicant may petition the Board for reconsideration. A decision of the Board upon reconsideration, or a decision of the Board to deny such a petition, is a final decision for the

discipline-specific knowledge in the following areas:

- (1) The history and systems of psychology.
- (2) Affective aspects of behavior.
- (3) Biological aspects of behavior.
- (4) Cognitive aspects of behavior.
- (5) Social aspects of behavior.
- (6) Developmental aspects of behavior across the lifespan.
- (7) Advanced integrative knowledge in scientific psychology.
- (8) Research methods.
- (9) Quantitative methods.
- (10) Psychometrics.

(f) That the applicant, while in the program, achieved and demonstrated profession-wide competency in the following areas:

- (1) Research.
- (2) Ethical and legal standards.
- (3) Individual and cultural diversity.
- (4) Professional values, attitudes and behaviors.
- (5) Communication and interpersonal skills.
- (6) Assessment.
- (7) Intervention.
- (8) Supervision.
- (9) Consultation, interprofessional and interdisciplinary skills.

4. Except as otherwise provided in subsection 5, to determine whether the training program completed by an applicant is equivalent to a program accredited by the American Psychological Association pursuant to subsection 1, the applicant must have his or her academic credentials, including, without limitation, the required curriculum, evaluated by:

- (a) The Association of State and Provincial Psychology Boards; or
- (b) The director of clinical training of a doctoral program that is accredited by the

purposes of [chapter 233B](#) of NRS.

American Psychological Association and approved by the Board of Psychological Examiners.

5. An applicant who is unable to obtain an evaluation as required in subsection 4 may, upon the approval of the Board, have his or her academic credentials evaluated by a designee of the director of clinical training of a doctoral program that is accredited by the American Psychological Association.

6. The Board may establish a subcommittee to review the academic credentials of an applicant and present a recommendation to the Board. In determining whether to approve the academic credentials of an applicant pursuant to subsection 4 or 5, the Board will consider any recommendation from the Association of State and Provincial Psychology Boards, the director of clinical training of a doctoral program that is accredited by the American Psychological Association, or a designee of the director of clinical training of a doctoral program that is accredited by the American Psychological Association, as applicable, and the recommendation of the subcommittee, if any, but is not bound to follow such recommendations.

7. If the Board finds that the training program completed by an applicant pursuant to this section is not equivalent to a program accredited by the American Psychological Association, the applicant may petition the Board for reconsideration. A decision of the Board upon reconsideration, or a decision of the Board to deny such a petition, is a final decision for the purposes of [chapter 233B](#) of NRS.

Tool #4b Louisiana's Regulations for Equivalency for Individuals Trained Prior to 2015 and after 2015: A Side-by-Side Comparison

<https://lsbep.org/wp-content/uploads/46v63-rev-4-2023.pdf>

Title 46 Professional and Occupational Standards. Part LXIII. Psychologists. Subpart 1. General Provisions. Chapter 3. Training and Credentials.

§301. School

A. A "school" or "college" approved by the board is a university or other institution of higher learning which at the time of the granting of the doctorate has met §301.B, C, and D:

B. is an institution accredited by a regional body that is recognized by the U.S. Department of Education;

C. has achieved the highest level of accreditation or approval awarded by statutory authorities of the state in which the school or college is located;

D. offers a full-time graduate course of study in psychology as defined in the regulations.

§303. Doctoral Programs in Psychology

A. A graduate who is of a doctoral program, at the time of graduation, that is either accredited by the American Psychological Association, or listed by the Association of State and Provincial Psychology Boards (ASPPB) and the National Register of Health Service Providers in Psychology's former yearly joint publication of the Doctoral Psychology Programs Meeting Designation Criteria 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 neither listed in Designate Doctoral Programs in Psychology nor accredited by the American Psychological Association must meet the criteria in Paragraphs B.1-B.11 below.

1. Training in professional psychology is doctoral training offered in a regionally accredited institution of higher education.
2. The program, wherever it may be administratively housed, must be clearly identified and labeled as a psychology program. Such a program must specify in pertinent institutional catalogs and brochures its intent to educate and train professional psychologists in an applied area of psychology recognized by the board.
3. The psychology program must stand as a recognizable, coherent organizational entity within the institution.
4. There must be a clear authority and primary responsibility for the core and specialty areas whether or not the program cuts across administrative lines.

<p>5. The program must be an integrated, organized sequence of study.</p> <p>6. There must be an identifiable psychology faculty and a psychologist responsible for the program.</p> <p>7. The program must have an identifiable body of students who are matriculated in that program for a degree.</p> <p>8. The program must include supervised practicum, internship, field or laboratory training appropriate to the practice of psychology, in an applied area of specialization recognized by the board.</p> <p>9. The program shall be an internal degree program (as opposed to an external degree program unless it is either designated by the Association of State and Provincial Psychology Boards (ASPPB) and the National Register or it is accredited by the American Psychological Association.)³</p> <p>10. The doctoral program shall involve at least one continuous academic year of full-time residency on the campus of the institution at which the degree is granted.</p>	
For individuals who were trained prior to 2015	For individuals whose training began after 2015
<p>The curriculum shall encompass a minimum of three academic years of full-time graduate study. The program of study shall typically include graduate coursework with a minimum of three semester hours (five quarter hours) in each of the following three areas: scientific and professional ethics and standards, research design and methodology, and statistics and methodology.</p> <p>In cases where the material from one of these areas was incorporated into other courses, the program director shall submit material to the board indicating the educational equivalence of this requirement. Additionally, the core program shall require each student to demonstrate competence in each of the following substantive areas. This requirement typically will be met by including a minimum of three or more graduate semester hours (five or more graduate quarter hours) in each of the four substantive content areas. Graduates who cannot document competence in all substantive content areas</p>	<p>The curriculum shall encompass training in the nine profession-wide competencies, which include certain competencies required for all students who graduate from programs accredited in health service psychology.</p> <p>Programs must provide opportunities for all of their students to achieve and demonstrate each required profession-wide competency. Although in general, the competencies appearing at or near the top of the following list serve as foundations upon which later competencies are built, each competency is considered critical for graduates in programs accredited in health service psychology.</p> <p>The specific requirements for each competency are articulated in APA Commission on Accreditation Implementing Regulations. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence-base when training students in the following competency</p>

³ An internal degree program means the training occurs on the campus of the degree granting institution. An external degree is a degree offered by a university to students who have not been required to be physically present on the campus of the institution (i.e., online degree). (Personal Communication, Jaime T. Monic, Executive Director, Louisiana State Board of Examiners of Psychologists, May 12, 2023)

(§303.C.11.a-d below), may demonstrate competence by taking additional course work or examination, not to exceed one substantive content area:

a. biological bases of behavior—physiological psychology, comparative psychology, neuropsychology, sensation and perception, psychopharmacology;

b. cognitive-affective bases of behavior—learning, thinking, motivation, emotion;

c. social bases of behavior—social psychology, group processes, organizational and systems theory;

d. individual difference—personality theory, human development, abnormal psychology.

In addition, all professional doctoral programs in psychology will include course requirements in specialty areas.

areas.

At a minimum, students must demonstrate competence in the following.

1. Research. For example, individuals demonstrate knowledge, skills, and competence sufficient to produce new knowledge; to critically evaluate and use existing knowledge to solve problems; substantial knowledge of scientific methods, procedures, and practices; and ability to disseminate research.

2. Ethical and Legal Standards. For example, individuals demonstrate knowledge of ethical principles and state law; recognize ethical dilemmas as they arise; apply ethical decision-making processes; and conduct oneself in an ethical manner in all professional activities.

3. Individual and Cultural Diversity. For example, individuals are sensitive to cultural and individual diversity of clients and committed to providing culturally sensitive services. Individuals are aware of how one's background impacts clinical work and are committed to continuing to explore their own cultural identity issues and how they relate to clinical practice.

4. Professional Values, Attitudes, and Behaviors. For example, individuals behave in ways that reflect the values and attitudes of psychology; engage in self-reflection regarding their personal and professional functioning; and actively seek and demonstrate openness to feedback.

5. Communication and Interpersonal Skills. For example, individuals can establish and maintain effective interrelationships as well as produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.

6. Assessment. For example, individuals demonstrate competence in choosing, administering, interpreting and providing results from evidenced-based assessments. Individuals

	<p>also demonstrate knowledge of current diagnostic classification systems.</p> <p>7. Intervention. For example, individuals demonstrate competence in utilizing evidenced-based interventions which have been chosen to meet the unique needs of the individual or group; demonstrate the ability to establish effective working relationships with clients and are able to evaluate the effectiveness of their interventions.</p> <p>8. Supervision. For example, individuals demonstrate knowledge of supervision models and have applied this knowledge to the practical application of supervision principles.</p> <p>9. Consultation and interprofessional/interdisciplinary skills, for example, individuals demonstrate the ability to intentionally collaborate with other professionals to address a problem; have knowledge of consultation models; and have applied practice serving in the role of consultant.</p>
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Tool #5 Curricular Requirements Worksheet (APA Standards of Accreditation)

Curricular Requirements Worksheet to demonstrate equivalency to APA Standards of Accreditation and Implementing Regulations for Discipline Specific Knowledge and Profession Wide Competency					
Applicant Name:					
Date:					
<p>Discipline Specific Knowledge represents the core knowledge of psychology one must have to attain profession-wide competencies. Using the Table below, explicitly provide evidence that the licensing body (e.g., Licensing Board) can rely upon to evaluate your program's curriculum with respect to enabling you to attain and demonstrate graduate-level DSK. Note, a program did not need to provide a course for each area necessarily. Rather, explain how your graduate training program's curriculum ensured that you, the student, attained and demonstrated DSK through or across the program's curriculum (e.g. courses or other evaluated educational experiences). Feel free to reference specifically your program's handbook, catalog, syllabi, etc. to establish that you received educational experiences equivalent to those offered by APA accredited programs. Unless otherwise specified, provide evidence of graduate-level training (e.g., there must have been use of current primary source materials and emphasis on critical thinking at an advanced level).</p>					
Discipline Specific Knowledge (DSK)		Description	Timing of when this knowledge is to be accomplished.	Course Title(s) and Grades (and provide transcripts)	List other evaluated educational experiences (e.g. parts of other courses, specific assignments/exams, independent study, reviewed research experiences, portfolios, supervisor/instructor evaluations, research requirements, comprehensive exams, annual evaluation letters) and attach documentation. You must provide documentation of the method(s) used to instruct and evaluate your DSK; AND your evaluation results. In other words, how did your program both convey and establish that you achieved DSK in each of the categories/subcategories below?
Category 1	History & Systems	Origins & development of major ideas in the discipline of psychology.	This is the ONLY area that may be accomplished entirely at the undergraduate level or at the graduate level. Undergraduate courses or experiences are acceptable here.		

<p>Category 2 (Basic Content Areas in Scientific Psychology, both foundational and advanced, graduate-level)</p>	<p>Affective Bases of Behavior</p>	<p>Topics include affect, mood, & emotion. (Psychopathology and mood disorders do NOT fulfill this category by themselves.)</p>	<p>Foundational knowledge may have been achieved during undergraduate training, but advanced graduate-level knowledge must be provided in the graduate training program.</p>		
	<p>Biological Bases of Behavior</p>	<p>Includes multiple biological underpinnings of behavior such as neural, physiological, anatomical, and genetic. Neuropsychological assessment and psychopharmacology can be included but do NOT alone fulfill this category.</p>	<p>Foundational knowledge may have been achieved during undergraduate training, but advanced graduate-level knowledge must be provided in the graduate training program.</p>		
	<p>Cognitive Bases of Behavior</p>	<p>Includes learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do NOT, alone, fulfill this category.</p>	<p>Foundational knowledge may have been achieved during undergraduate training, but advanced graduate-level knowledge must be provided in the graduate training program.</p>		
	<p>Developmental Bases of Behavior</p>	<p>Includes transitions, growth, and development across an individual's life-span. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is NOT sufficient.</p>	<p>Foundational knowledge may have been achieved during undergraduate training, but advanced graduate-level knowledge must be provided in the graduate training program.</p>		

	Social Bases of Behavior	Topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do NOT, by themselves, fulfill this category.	Foundational knowledge may have been achieved during undergraduate training, but advanced graduate-level knowledge must be provided in the graduate training program.		
Category 3	Advanced Integrative Knowledge in Scientific Psychology	At least one evaluated educational experience that entails <u>integration</u> of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior).	This must have been achieved entirely during graduate school.		
Category 4 (Note: Statistical Analysis or Psychometrics do not require original primary source material)	Research Methods	Topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation	This must have been achieved entirely during graduate school.		

	Statistical Analysis	Topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation.	This must have been achieved entirely during graduate school.		
	Psychometrics	Topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.	This must have been achieved entirely during graduate school.		
Profession Wide Competencies		<p>These are the competencies expected of all students who graduate from programs accredited in health service psychology. Elements of each competency may be achieved across the program's curriculum through, for example, coursework, parts of courses, evaluated training experiences, and clinical training opportunities (practica & internship). Using the Table below, explicitly provide evidence that the licensing body (e.g., Licensing Board) can rely upon to evaluate your program curriculum's ability to enable you to attain and demonstrate profession-wide competencies. Note, a program did not necessarily need to provide a course for each area. Rather, explain how your program's curriculum ensured that you, the student, attained and demonstrated each competency through or across the program's curriculum (e.g. courses or other evaluated educational experiences including practicum and internship). Feel free to reference specifically your program's handbook, catalog, syllabi, etc. to establish that you received an educational experience equivalent to those offered by APA accredited programs. Practicum and internship training experiences, supervision methods, and evaluations of your competency development must also be included here.</p>			

	Competency Benchmarks	General Description (adapted from the APA Commission on Accreditation Implementing Regulations; for a thorough description of each area, refer to the Implementing Regulations directly)	Course Title(s) and Grades	List other <u>evaluated</u> educational experiences (e.g. parts of other courses, graded work samples, clinical supervisor evaluations). You must provide supporting documentation of the method(s) used to instruct, observe, and evaluate your Profession-Wide Competency achievement; AND your evaluation results. In other words, how did your program (including internship training year) both convey and establish that you achieved each Profession-Wide Competency at the level required to graduate?
Research		Demonstrate independence in formulating and conducting research or other scholarly work that adds to the extant knowledge base of the field; critically evaluate and disseminate research or scholarship.		
Ethical and Legal Standards	The Education Directorate of the American Psychological Association developed the Benchmarks Evaluation System to provide graduate training programs a resource to consistently define and evaluate expected levels of student achievement of professional competencies for graduation. The Benchmarks System can be found here and offers	Know and act in accordance with APA Ethical Principles of Psychologists & Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Recognize ethical dilemmas and apply ethical decision-making; Conduct self in an ethical manner.		
Individual & Cultural Differences	guidance (not prescriptions) for programs to align with nationally accepted competency benchmarks: https://www.apa.org/ed/graduate/benchmarks-evaluation-system .	Build awareness of one's own history/culture/attitudes/biases/ may affect how one understands and interacts with people different from you; know current theory and science base as it relates to addressing diversity across professional activities; demonstrate ability to integrate awareness and knowledge in professional roles; apply a framework for working effectively with diversity not previously encountered; work effectively with those whose worldviews		

		create conflict with your own.		
Professional Values, Attitudes, & Behaviors		Behave in alignment with psychology values and attitudes, including integrity, deportment, professional identity, accountability, lifelong learning and concern for others' welfare; maintain and improve performance, well-being and professional effectiveness; be open and responsive to feedback and supervision		
Communication & Interpersonal Skills		Develop and maintain effective relationships in professional activities; produce and comprehend oral, nonverbal and written communications that are informative and well-integrated; demonstrate grasp of professional language & concepts; demonstrate effective interpersonal skills including in difficult situations.		
Assessment		Demonstrate knowledge of diagnostic systems, understanding of human behavior and functional and dysfunctional behavior within context; select and apply evidence-based assessment methods; collect relevant data using multiple sources and methods; interpret assessment results following best practices to inform case conceptualization and recommendations; communicate effectively the findings and implications of assessment.		
Intervention		Demonstrate competence in evidence-based interventions; establish and maintain effective working relationships with recipients of services; implement interventions informed by the research/scientific literature, assessment findings, diversity considerations, and contextual variables; evaluate intervention		

		effectiveness and adapt goals and methods accordingly.		
Supervision		Demonstrate knowledge of supervision models and practices; apply knowledge in direct or simulated practice.		
Consultation & Interprofessional/Interdisciplinary Skills		Demonstrate knowledge and respect for the roles and perspectives of other professions; demonstrate knowledge of consultation models and practices; apply this knowledge in direct or simulated consultation.		

Appendix B

State Reviews of Residency Requirements, to Accompany Table 1. The Residency Landscape in the United States

Key:

- **Purple** - in-person residency for one year (as detailed in and consistent with ASPPB and APA Model Acts)
- **Blue** – state-specific language not in line with either ASPPB or APA Model Acts (i.e., language about equivalent residency)
- **APA Equivalency**

Alabama:

One year residency in person (to promote interactions with faculty and fellow students necessary for acculturation and socialization in the science and practice of psychology)

APA- and CPA- accredited programs meet requirement; accepts schools that meet Board's requirement of a definition of a department or school of psychology

APA equivalency listed in Statute.

Alaska:

Offers Licensed Psychologist (LP) and Psychological Associate (PA) licensure

For LP, requires one year of in-person residency and specific coursework

APA-accreditation meets all requirements for coursework, type of doctoral degree, supervised practicum and pre-doctoral internship.

APA equivalency listed in Statute.

Arizona:

Requires one year (18 semester hours, or 35 quarter hours) of in-person residency completed in 12 months at the educational institution, and expects active participation, direct contact with faculty and other students, and face to face educational meetings that are documented.

Does not state that APA- or CPA- accreditation automatically meets requirements. Statutes state what specific requirements a degree program has to meet.

Because there is no requirement that the program be accredited, equivalency listed in Statute.

Arkansas:

Requires at least one year in-person, on campus, in residency and access to core psychology faculty, whose primary employment is to the educational institution, as well as access to students matriculated in the program. Residency is not intended to be accrued in experiences off campus. Residency also requires instruction in scientific and professional ethics and standards, research design and methodology, statistics and psychometrics, plus several specific core areas of biological bases of behavior, cognitive-affective bases of behavior, social basis of behavior, and individual differences.

APA- and CPA- accredited programs automatically meet requirements.

APA equivalency listed in Rules.

California:

Residency must be at the institution from which a doctoral degree is granted and should be full time over the course of 12 months. (Since only regional accreditation of the institution is required for licensure, “residency” does not mean in person.)

Accreditation is to be by a regional accrediting agency recognized by the US Dept of Education; one agency approved by the U.S. Dept of Ed is APA. No other accrediting agencies are provided.

California does not state that APA meets all requirements, but APA- and CPA- accreditation do meet all CA requirements for doctoral education. There are additional coursework requirements prior to licensure in the areas of human sexuality, alcoholism/chemical dependency detection and treatment, child abuse assessment training, spousal or partner abuse. These courses may be completed at an educational institution as part of the doctoral degree or as separate courses approved by APA or by the California Board.

Prior to 2020, California was also required to evaluate “state-approved degrees” for licensure. Here is a list of those approved schools and corresponding doctoral degrees: [Board of Psychology - Unaccredited Approved Schools Accepted Prior to 2020 \(ca.gov\)](#). Any degree from a state-approved school is no longer eligible for licensure in CA.

Criteria for evaluating education listed in Rules - 1386

Colorado:

One year of residence must be full time at the same institution that granted the degree.

Accepts an APA-accredited program as meeting the requirements.

APA equivalency listed in Rules.

Connecticut:

One year of residence must be completed in person and in full-time graduate study at the institution granting the doctoral degree.

APA-accreditation of a doctoral program in psychology “shall be approved”.

APA equivalency listed in Statute.

Delaware:

Residency requires one year, full time at the institution where the doctoral degree was granted.

APA and PCSAS are accepted by the Board as they demonstrate meeting the National Register definition of a professional psychology program.

APA equivalency listed in Statute.

Florida:

Requires one full year of residence at the same institution where the degree was granted.

Only APA-accredited programs meet licensure requirements.

No equivalency.

Georgia:

“One year must be matriculated in continuous full-time residence or “equivalent thereof” at the same institution”. *They go on to list additional requirements for residency and specifically that these requirements cannot be met by a program offered online.

Requires APA- or CPA- accreditation for licensure. (No “equivalent” pathway *except* for non-health service psychology areas.)

No equivalency.

Hawaii:

At least one year must be in full-time residence (or the equivalent) at the same institution that grants the degree.

Accepts APA or a professional psychology training program that is regionally accredited.

APA equivalent of a professional psychology training program that is regionally accredited listed in Statute.

Idaho:

Requires one academic year of residency in person and competency areas of coursework to be completed.

APA-accredited programs meet all requirements for licensure.

APA equivalency outlined in Statute.

Illinois:

Requires one year of residency and lists specifically what this must entail, such as face to face contact.

APA-accredited programs meet requirements; alternatives listed for programs housed in regionally accredited institutions.

APA equivalency listed in Rules.

Indiana:

Requires a minimum of one year of academic residency and lists specifics for the requirement.

APA- and CPA-accreditation meet requirements; they also establish alternative criteria for approval.

APA equivalency listed in Statute.

Iowa:

Requires one full-time year in residence at the institution at which the degree is granted. Coursework completed at a regionally-accredited institution that delivers education and training substantially or completely by distance education generally does not meet standards.

Only APA- and CPA- accredited programs, programs designated by ASPPB as a doctoral program in psychology, ABPP certificate, or formal re-specialization programs meet requirements.

No equivalency.

Kansas:

Requires one year in residence at the physical location of the educational institution and specifies coursework to be completed.

Accepts APA-accreditation and offers additional requirements for applicants who graduated after March 10, 2006.

APA equivalency is listed in Rules - [102-1-12 \(ks.gov\)](https://www.ks.gov)

Kentucky:

Requires in-person residency at the degree-granting institution for one year.

Regional accreditation of the institution required for licensure. APA-accredited programs would meet educational requirements by virtue of the fact that all APA-accredited programs are housed in regionally-accredited institutions.

Because there is no requirement that the program be accredited, "equivalency" listed in Statute.

Louisiana:

Requires one continuous academic year of full-time residency on campus at the institution at which the degree is granted. Coursework completed at a regionally-accredited institution that delivers education and training substantially or completely by distance education generally does not meet necessary standards.

APA-accredited doctoral programs and/or programs that are listed by the ASPPB/National Register Designation Project meet requirements for licensure.

Equivalency is established in Rules.

Maine:

Requires **two years of full-time** residency at the educational institution granting the doctoral degree.

Requires programs be accredited by APA, CPA or NASP. Alternatives are listed for those otherwise accredited.

Equivalency is established in Rules.

Maryland:

Requires one year of full-time experience in residence. Coursework completed at a regionally accredited institution that delivers education and training substantially or completely by distance education generally does not meet standards.

Requires APA- or CPA- accreditation; programs that are listed by the ASPPB/National Register Designation Program meet criteria.

No equivalency.

Massachusetts:

Requires one full year in residence at an academic institution where the degree was granted. "Completed in residence" has specific criteria.

Recognizes APA-accreditation and programs listed by the ASPPB/National Health Register Designation Program as meeting educational requirements for licensure.

No equivalency.

Michigan:

Requires one year full-time in-person residency at the same educational institution where degree is conferred. Lists specific coursework areas and states that residency cannot be completed remotely.

Programs that are APA-, CPA-, or PCSAS- accredited, and programs with ASPPB/National Register designation are accepted as meeting degree requirements.

No equivalency.

Minnesota:

Requires minimum of 24 semester credit hours in residence from the educational institution through in-person psychological instruction with multiple program faculty and students. Must be accumulated over a period of 12 consecutive months.

APA- or CPA- accreditation meets educational requirements. Offers alternatives as well.

Equivalency for applicants that graduate from non-APA or CPA programs, or programs outside of the US, are listed in Rules.

Mississippi:

Requires one year of full-time residency at the same institution that granted the doctoral degree.

APA- and CPA- accreditation are recognized as meeting educational requirements.

No equivalency.

Missouri:

Requires at least one year, full time, in residency at institution where degree was granted. Language specifies coursework to be completed.

Recognizes APA-, CPA- and PCSAS- accreditation as meeting requirements.

Equivalency listed in Statute.

Montana:

Requires one year, full time, in residency, face to face, with very specific requirements.

APA-accredited programs, formal re-specialization programs, and programs housed in regionally accredited institutions and approved by the Board meet requirements.

Equivalency listed in Rules.

Nebraska:

Requires one year in residency that is specifically in person at the same institution where degree was granted and 600 contact hours.

Recognizes APA-accreditation as meeting requirements for licensure.

Equivalency requirements are listed in Statute.

Nevada:

Requires residency of one academic year (or equivalent).

Requires graduation from a regionally-accredited institution; APA-accredited program meets requirements for licensure.

Equivalency requirements are listed in Rules.

New Hampshire:

Requires one full year in residence plus onsite face to face training.

Recognizes APA- and CPA- accredited programs as meeting requirements for licensure.

Equivalency listed in Rules.

New Jersey:

Residency requires full-time students to be on campus (in person) for one year and part-time students to be on campus for two years.

Regional accreditation of the institution required for licensure; recognizes APA- or CPA- accreditation as meeting licensure requirements.

Program requirements established in Rules.

New Mexico:

Requires one full year in residence (or equivalent) in the same institution where the degree was granted.

Recognizes doctoral degrees from programs that are regionally- or nationally- accredited by CHEA. APA- and PCSAS- accredited programs meet this requirement.

No equivalency.

New York:

Requires one year, full time, in residence at institution where degree was granted.

Recognizes APA-accreditation, and has a list of degree programs approved by the NY State Department of Education – not all are APA accredited.

Equivalency is provided through Regulations of the Commissioner, listed in Statute.

North Carolina:

Requires one year of in-person instruction at the institution where the degree was granted.

Recognizes APA- and CPA- accredited programs as meeting requirements for licensure.

Equivalency (offered through requirements that also meet APA requirements or by formal re-specialization program) requirements listed in Rules.

North Dakota:

Requires one year, full time, in residence (or equivalent) at the same institution where degree was granted.

Requires graduation from an APA- or CPA- accredited program or from a program listed by the ASPPB/National Register Designation Program.

No equivalency.

Ohio:

Requires one-year, full-time residence (or equivalent) where the doctoral degree is granted.

Requires regional accreditation for licensure, but APA- and CPA-accredited programs and programs listed by the ASPPB/National Register Designation Program meet requirements for licensure.

Program requirements if not APA-, CPA, or ASPPB/National Register established in Rules.

Oklahoma:

Requires minimum of two years, full time on campus, graduate study; also lists specific coursework.

Requires APA accreditation unless the program meets certain exceptions (i.e., new programs, programs not accredited by APA because APA does not accredit certain types of programs, and programs outside of the U.S.)

Criteria for programs not accredited by APA and programs outside of the U.S. listed in Rules.

Oregon:

Requires one year of in-person, face to face, with full integration in the educational and training experience. Requirements also include specific coursework.

Requires graduation from an APA- or CPA- accredited program for licensure.

No equivalency (except for graduates of non-U.S. psychology programs) and that is established in Rules.

Pennsylvania:

No specifications regarding in-person requirements.

Requires graduation from an APA- or CPA-accredited program, or graduation from a program listed in the ASPPB/National Register Designation Project.

Equivalency options established in Rules.

Rhode Island:

Requires minimum of 36 credit hours in residence through in-person instruction with multiple program faculty and students; also lists coursework requirements. [Psychologists \(216-RICR-40-05-15\) - Rhode Island Department of State](#)

APA-accreditation is required for licensure with “equivalency” requirements for programs in allied fields.

Equivalency is listed in Statutes and in Rules.

South Carolina:

Requires one-year, full-time residency (or equivalent) from which the doctoral degree is granted.

Degree needs to be from a regionally accredited institution and a program that is either APA-accredited or listed by the ASPPB/National Register Designation Project.

Equivalency requirements listed in Rules.

South Dakota:

Requires one full year of in-person residency at the academic institution where degree was conferred. No online programs; and required [coursework listed](#).

APA-accreditation is not required, but meets educational requirements.

Equivalency is listed in Statute - [Codified Law 36-27A-1 | South Dakota Legislature \(sdlegislature.gov\)](#)

Tennessee:

“Residency” is only addressed for the internship year ([1180-020.02, 2\(a\)](#)). Full-time residency is for one year; half-time residency, for two continuous years. No specific residency requirement for doctoral program.

Requires graduation from a program listed by the ASPPB/National Register Designation Project; graduation from an APA-accredited program (CoA); or licensure prior to 1982.

Equivalency (for those licensed prior to 1982) established in Rules.

Texas:

Not a specific residency requirement; four academic years of study for those previously completing a master’s degree.

Graduation from a regionally-accredited institution and certain course requirements listed in Rules; recognizes APA- and CPA-accreditation as meeting educational requirements for licensure.

Since program accreditation is not required for licensure, “equivalency” established in Rules.

Utah:

No specific residency requirement is listed.

Graduation from an APA-accredited program (CoA listed in Rules) required for licensure; or, if not an accredited program, must have graduated from a formal re-specialization program; or graduation must be from a program listed in the ASPPB/National Register Designation Project.

Equivalency listed in Rules (noted above) or, if a graduate of a foreign program, must be approved by the National Register as meeting their requirements for a doctoral program in psychology.

Vermont:

Residency is not specified unless the applicant petitions the Board under other acceptable degree program structure. Requirement is a minimum of 400 hours in program and clinical courses, exclusive of internship, to be in person on campus.

APA- or CPA- accredited program or designated as a doctoral program in psychology by the ASPPB/National Register Designation Project.

APA equivalency is listed in Rules (administrative rule 2.5 (other acceptable degree program structure) and 2.6 (courses as required from other acceptable degree programs))
[psych-rulesadopted-clean-1229-2014.pdf \(vermont.gov\)](#)

Virginia:

Residency requirements established through practicum and pre-practicum experiences that must be in person. No specified time, but specified hours.

Currently, must have graduated from a program accredited by APA or CPA, or from an “equivalent” program with specifications in Rules. Beginning June 2028, Rules change and graduation must be from a program accredited by APA or CPA, or an accrediting body “acceptable to the board.”

Equivalency established in Rules as noted above and for graduates of General Applied Psychology programs.

Washington:

Requires one year in residency of continuous full-time study at the institution which grants the degree or a minimum of 750 hours of face to face student-faculty contact.

APA- or CPA-accreditation required for licensure or meet “equivalence” as established in Rules.

APA equivalency established in Rules.

West Virginia:

Requires one year in full-time residence (or equivalent).

Graduation from program in a regionally-accredited institution required for licensure; for doctoral-level psychologist, APA-accreditation meets requirements.

Since APA-accreditation not required, specifications for the doctoral program are in Rules.

Wisconsin:

One year in residence of full-time graduate study at the educational institution granting the doctoral degree. Coursework completed by a regionally accredited institution that delivers education and training substantially or completely by distance education generally does not meet standards established by the National Register for doctoral programs in psychology. Core courses must be completed in the program.

Doctoral degree in psychology from a regionally-accredited institution or credentials evaluated by the Nation Register. Graduation from an APA-accredited program meets requirements for licensure.

Since APA-accreditation is not required, equivalency established in Rules [\(000001.ildoc\)](#) ([wisconsin.gov](#))

Wyoming:

Residency requirement of one-year, full-time, physical residency at the institution that grants the degree, or a minimum of 1500 hours of student-faculty contact involving in-person, individual, or group educational meetings. Educational meetings must include both faculty-student and student-student face to face interactions; be conducted by the psychology faculty of the institution at least 75% of the time; be fully documented by the institution and the applicant; and relate substantially to the program components as specified.

APA-accreditation meets educational criteria for licensure for doctoral degree programs in psychology.

APA equivalent is listed in Statute: [chapter 5 section 2 \(b\)](#)

District of Columbia:

One year in residence of full time graduate study at the educational institution granting the doctoral degree. Coursework completed in a regionally-accredited institution that delivers education and training substantially or completely by distance education generally does not meet the National Register standards for doctoral programs in psychology. Core courses must be completed in the program.

Recognizes doctoral degrees from an APA-accredited programs, psychology programs listed by the ASPPB/National Register Designation Project, the doctoral degree was conferred before 1981, or the applicant holds a diplomate awarded by ABPP and has completed at least 4000 hours of psychological practice.

No additional equivalency listed in Rules.

Guam:

One full-time year in residence at the institution from which the doctoral degree was conferred.

Doctoral programs must be housed in regionally-accredited institutions and specified course and program requirements listed in Rules. Programs accredited by APA meet educational requirements.

APA equivalency – degrees obtained in a foreign country other than the US or Canada listed in [Statute Section 5](#).

Northern Mariana Islands:

Could not find any information about educational requirements for licensure.

Puerto Rico:

No residency requirements listed.

Graduates must be from accredited institutions, but may have doctorate or master's degrees. Degree should be in psychology. APA-accredited programs meet all educational requirements for licensure at the doctoral level.