

**ADOPTED REGULATION OF THE COMMISSION ON
PROFESSIONAL STANDARDS IN EDUCATION**

LCB File No. R109-25

EXPLANATION – Matter in *italics* is new; matter in brackets ~~omitted material~~ is material to be omitted.

AUTHORITY: §§ 1 and 3-5, NRS 391.019; § 2, NRS 391.019 and 391.0349.

A REGULATION relating to education personnel; interpreting the term “a person who is employed by a public school in a position to provide support or other services” for certain purposes; reorganizing and revising the requirements to obtain an endorsement to serve as a school psychologist; repealing certain requirements to obtain an endorsement to serve as a school psychologist; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law requires the Commission on Professional Standards in Education to adopt regulations that prescribe the qualifications for the licensing of teachers and other educational personnel. Existing law also requires the Commission to adopt regulations to authorize a person who is employed by a public school in a position to provide support or other services relating to school psychology, school counseling and school social work to complete certain internships or practicum hours while remaining employed in such a position. (NRS 391.019) **Section 1** of this regulation provides that for the purposes of this requirement, the Commission interprets the term “a person who is employed by a public school in a position to provide support or other services” to mean any employee of a public school who provides services to any pupil.

Existing regulations provide the requirements for a person to obtain an endorsement to serve as a school psychologist. (NAC 391.315) **Section 2** of this regulation reorganizes and revises certain requirements for a person to obtain such an endorsement by eliminating the requirements that the person: (1) have preparation in school psychology; (2) complete certain areas of study; and (3) hold a credential as a Nationally Certified School Psychologist. **Section 2** revises the qualifications to instead require the person to: (1) hold a master’s or more advanced degree in school psychology; and (2) have completed a program approved by the Commission that includes certain topics of instruction, a practicum and an internship in school psychology.

Existing law requires the Commission to adopt regulations establishing the amount of continuing education required for school psychologists. (NRS 391.0349) Existing regulations require the holder of an endorsement to complete certain hours of professional development for the purpose of renewing the endorsement. (NAC 391.315) **Section 2** removes the requirement that certain hours of professional development be completed during the previous calendar year. Existing regulations set forth certain criteria for an internship in psychology. (NAC 391.319) **Section 3** of this regulation reorganizes and revises these criteria to: (1) require an intern’s period of service to include at least 2 regular consecutive semesters and at least 1,200 hours of

supervised and practical experience; (2) increase the minimum number of required hours for an internship that must be served in an accredited school system or a school system approved by the Superintendent of Public Instruction to 600 hours; (3) eliminate the requirement that the Superintendent of Public Instruction approve the public agency in which the remaining hours of the internship may be served; (4) require that an intern with a provisional endorsement be supervised during the entire time the intern works in a school setting; (5) eliminate the authority of the Superintendent of Public Instruction to accept a partial internship and 3 years of experiences as a school psychologist in another jurisdiction in lieu of the required internship; and (6) require that an internship be governed by a memorandum of agreement between the training program and the establishment in which the internship will take place. Additionally, **section 3** requires the Department of Education to issue a provisional endorsement to a student who, among certain other requirements, holds a bachelor's or more advanced degree equivalent to a master's degree.

Section 4 of this regulation eliminates references to sections of the Nevada Administrative Code that are repealed by **section 5** of this regulation and reorganized into **section 2**.

Section 5 repeals the existing sections of the Nevada Administrative Code that are reorganized into **section 2**. (NAC 391.316, 391.317, 391.318)

Section 1. Chapter 391 of NAC is hereby amended by adding thereto a new section to read as follows:

As used in paragraph (m) of subsection 1 of NRS 391.019, the Commission interprets the term “a person who is employed by a public school in a position to provide support or other services” to mean any employee of a public school who directly or indirectly provides services to any pupil.

Sec. 2. NAC 391.315 is hereby amended to read as follows:

391.315 1. To qualify for an endorsement to serve as a school psychologist, a person must:

(a) ~~Have accomplished each of the following:~~

~~(1)~~ Hold a master's or more advanced degree *in school psychology* from a regionally accredited institution . ~~;~~

~~(2) Have preparation in school psychology;~~

- ~~— (3) Have successfully completed the areas of study listed in NAC 391.316;~~
- ~~— (4) Have earned 60 semester hours of graduate credits in the areas of study listed in NAC 391.316 and 391.317; and~~
- ~~— (5) Have completed an internship in school psychology as provided in NAC 391.319;]~~
- (b) ~~[Hold a credential as a Nationally Certified School Psychologist issued by the National Association of School Psychologists or its successor organization; or~~
- ~~— (c)]~~ Have completed a program approved by the **[Board] Commission** which prepares a person to be a school psychologist. *The program must include, without limitation:*

(1) Instruction in the Domains of Practice established by the National Association of School Psychologists or its successor organization or equivalent instruction approved by the Commission;

(2) A practicum that is:

(I) Taken concurrently with or after the last required areas of study in the applicable area of training; and

(II) Supervised by a representative of the educational institution which sponsored the practicum working with a person who holds an endorsement as a school psychologist and is employed by a school system which is approved by the Superintendent of Public Instruction; and

(3) An internship in school psychology that meets the criteria set forth in NAC 391.319.

2. A person who holds an endorsement to serve as a school psychologist is exempt from the requirements of subparagraphs (1) and (2) of paragraph (a) of subsection 1 of NAC 391.036.

3. To renew an endorsement to serve as a school psychologist, the holder of the endorsement must:

(a) Comply with the provisions of NAC 391.065 for the license held by the person and complete professional development consisting of:

(1) At least 1 hour ~~{during the previous calendar year}~~ related to ethics in the practice of school psychology;

(2) At least 1 hour ~~{during the previous calendar year}~~ related to evidence-based suicide prevention and awareness or another course of instruction on suicide prevention and awareness; and

(3) At least 1 hour ~~{during the previous calendar year}~~ related to cultural competency and diversity, equity and inclusion; or

(b) Provide proof that the person holds a valid certificate as a Nationally Certified School Psychologist issued by the National Association of School Psychologists or its successor organization.

Sec. 3. NAC 391.319 is hereby amended to read as follows:

391.319 1. The internship in psychology which is prerequisite to an endorsement as a school psychologist must meet the criteria set forth in this section.

2. The intern's period of service must be started concurrently with or after the last required training in the program of school psychology provided by the educational institution. The period must consist of *at least 2* ~~{full-time}~~ regular consecutive semesters ~~{or 1,000}~~ *and 1,200* hours of supervised and practical experience. The period must be completed within 3 years after it is started.

3. At least ~~{half of the period of}~~ *600 hours of the* internship must be served in an accredited school system or a school system which is approved by the Superintendent of Public

Instruction. ~~[The remaining part may be served in some other public agency which is approved by the Superintendent.]~~

4. The internship must be supervised jointly by:

(a) A representative of the graduate program of the educational institution where the intern earned his or her degree; and

(b) A person who holds an endorsement as a school psychologist . ~~[and who is employed in that capacity by a school district, or by a person of equivalent education and training if the internship is in some other public agency.]~~ If the intern holds a provisional endorsement pursuant to subsection ~~[6.]~~ 5, the public agency must supervise the intern according to the requirements of the National Association of School Psychologists or its successor organization. *Such supervision must take place the entire time the intern is working in a school setting.*

5. ~~[In lieu of an internship consisting of two full-time regular semesters or 1,000 hours, the Superintendent of Public Instruction may accept a partial internship and 3 years of experience as a school psychologist in another jurisdiction if the experience is verified as having been successful.]~~

~~—6.]~~ The Department will issue a provisional endorsement to serve as a school psychologist, which is effective for 3 years and may not be renewed, to a student who:

(a) *Has a bachelor's or more advanced degree equivalent to a master's degree from a regionally accredited institution;*

(b) Is in a school psychology training program and needs to complete an internship in school psychology; and

~~[(b)]~~ (c) Has completed all of the requisite coursework except an internship in school psychology. Such coursework must include at least 2 full-time regular semesters of practica.

6. The internship must be governed by a memorandum of agreement between the training program and the establishment in which the internship will take place that establishes the period of the internship. Such period may include work provided during the academic school year of the school system and may extend throughout a course or program for an internship in which the intern is enrolled at a postsecondary educational institution.

Sec. 4. Section 1 of LCB File No. R129-22 is hereby amended as follows:

1. A person who is employed as a paraprofessional and enrolled in a program to become a teacher may simultaneously complete an accelerated program of student teaching to qualify for an initial license pursuant to NAC 391.089, 391.095 or 391.111 while remaining employed if the person:

(a) Is enrolled in a program to become a teacher which the Department has determined satisfies the requirements of NRS 391.019, 391.021, 391.037 and 391.038, as applicable, and the regulations adopted pursuant thereto;

(b) Performs instruction as a student teacher in the same or substantially similar area in which he or she is employed;

(c) Completes the accelerated program of student teaching as determined by the institution providing the program to become a teacher;

(d) Completes the accelerated program of student teaching at the same school where he or she is currently employed; and

(e) Continues to receive ongoing feedback and support from:

(1) The teacher in the classroom in which he or she is currently employed; and

(2) The cooperating teacher in the classroom in which he or she is completing the accelerated program of student teaching.

2. If the Department determines that a program of student teaching or other teaching experience completed in another state or foreign country by a person who has completed a program to become a teacher substantially fulfills the requirements of a program of student teaching in this State, the Department shall accept the program or experience to satisfy the requirement to complete student teaching for the issuance of an initial license pursuant to NAC 391.089, 391.095 or 391.111.

3. A person who is currently employed by a public school to provide support or other services relating to school psychology and is enrolled in a program to obtain a license or endorsement in the area of school psychology pursuant to NAC 391.315 ~~[, 391.316 and 391.317]~~ may simultaneously complete a program of internship in such a position pursuant to NAC 391.319 while remaining employed.

Sec. 5. NAC 391.316, 391.317 and 391.318 are hereby repealed.

TEXT OF REPEALED SECTIONS

391.316 Endorsement to serve as school psychologist: Required areas of study. The required areas of study for an endorsement to serve as a school psychologist are as follows:

1. In the area of psychology and education of the normal child:
 - (a) Child development;

- (b) Child and adolescent psychology; and
 - (c) Theories of learning.
2. In the area of psychology and education of children with disabilities:
- (a) Abnormal psychology; or
 - (b) The child who is emotionally disturbed or behaviorally disordered, or both.
3. In the area of psychoeducational assessment:
- (a) Assessment of individual intelligence;
 - (b) Testing of individual personality or projective assessment, with a practicum;
 - (c) Diagnosis and treatment of reading disabilities, with a practicum; and
 - (d) Standardized appraisal.
4. In the area of techniques of intervention:
- (a) A practicum on individual counseling; and
 - (b) The process of counseling.
5. In the area of experimental design:
- (a) Statistics; and
 - (b) Methodology for research.

391.317 Endorsement to serve as school psychologist: Optional areas of study. Credit earned by completing any of the following optional areas of study may be counted toward meeting the requirements for an endorsement as a school psychologist:

1. In the area of psychology and education of the normal child:
- (a) Educational psychology.
 - (b) Development of a curriculum.
 - (c) Foundations of education.

- (d) Theories of personality.
 - (e) Affective education.
2. In the area of psychology and education of children with disabilities:
- (a) Theories of learning disabilities.
 - (b) Psychology of persons with disabilities.
 - (c) Etiology of reading disabilities.
3. In the area of characteristics of school systems:
- (a) Services of personnel for pupils.
 - (b) Multicultural education.
 - (c) School law.
4. In the area of psychoeducational assessment:
- (a) Assessments for careers or vocations.
 - (b) Physiological assessment.
 - (c) Neuropsychological assessment.
 - (d) Assessment of the gifted and talented.
5. In the area of techniques of intervention:
- (a) Techniques for group counseling, with a practicum.
 - (b) Techniques for consultation or clinical interviewing.
 - (c) Family and marriage counseling, with a practicum.
 - (d) Psychotherapy and advanced counseling.
 - (e) Techniques for behavioral analysis and management.

391.318 Endorsement to serve as school psychologist: Requirements for practicum.

To receive credit for completing a practicum, an applicant seeking an endorsement to serve as a school psychologist must be able to show that the practicum:

1. Was taken concurrently with or after his or her last required areas of study in the applicable area of training; and
2. Was supervised by a representative of the educational institution which sponsored the practicum working with a person who holds an endorsement as a school psychologist and is employed by a school district.