STANDARDS FOR THE CREDENTIALING OF SCHOOL PSYCHOLOGISTS

The purpose of this document is to provide guidelines for the credentialing of school psychologists. Credentialing is the process which authorizes the use of the title “School Psychologist” (or related titles) by those professionals meeting established standards of graduate education, continuing professional development, and experience. These standards relate to both the use of the title “school psychologist” and to the practice of school psychology according to the National Association of School Psychologist’s (NASP) Guidelines for the Provision of School Psychological Services.

School psychologists are practitioners who are credentialed by the states in which they work to provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services to children and youth, as well as work with educators, parents, and other professionals to create supportive learning and social environments for all children. School psychologists use a strong foundation of both psychology and education for practice that promotes data-based decision making, consultation, and collaboration. Specific services of school psychologists for children include those that focus on development of cognitive and academic skills as well as social and life skills. At the systems level, school psychologists participate in school and community activities to promote safe and effective learning environments, prevention and early intervention, crisis response, and family services. Diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice provide a foundation for all services by school psychologists.

The NASP Standards for the Credentialing of School Psychologists are intended as a model for state education agencies or other similar state entities which have the statutory authority to regulate and establish credentialing requirements for school psychology practice and title. Included herein are the criteria for credentialing requirements, consisting of coursework, practica, and internship requirements renewal requirements and a description of the Nationally Certified School Psychologist credential, a model implementation of these standards as implemented by the National School Psychology Certification Board.

These standards provide guidance to state education agencies and other state and national agencies for the establishment of, and procedural processes involved in, credentialing school psychologists. These are most applicable to the credentialing of persons who wish to practice as school psychologists in public or private schools or other contexts which provide a procedural framework that safeguards the welfare of clients such as educational programs within hospital, clinical and juvenile justice institutions.

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1 Many of the settings in which school psychologists practice represent organizations that assume primary responsibility for the safety and welfare of clients served by their employees. For example, when school psychologists practice in public schools, the school boards that employ them assume a legal responsibility for ensuring that those school psychologists act ethically and in accordance with various legal and regulatory mandates in their professional relationships with students and parents served by those schools. Similar responsibilities are assumed by the administering authority for other organizations in which school psychologists might work, such as hospitals, clinics, and community agencies.
These guidelines were developed and approved by NASP pursuant to its mission to support school psychologists to enhance the learning and mental health for all children and youth and to advance the standards of the profession of School Psychology.

The National School Psychology Certification System (NSPCS) was created by NASP to establish a nationally recognized standard for credentialing school psychologists. The *NASP Standards for the Credentialing of School Psychologists* are used by the NSPCS and are considered to be appropriate for states to use in executing their authority in credentialing school psychologists. The purposes of this national credentialing system are to promote uniform credentialing standards across states, agencies, and training institutions, and to facilitate the credentialing of school psychologists across states through the use of equivalency. The National Association of School Psychologists designation for persons who meet these standards is *Nationally Certified School Psychologist*, or NCSP.

### The Structure of the School Psychologist Credential

#### 1.0 Credentialing Authority

1.1 Credentialing for school psychologists (e.g., licensure or certification) is the process whereby a state authorize the provision of school psychological services and the use of the title School Psychologist (or related titles such as School Psychology Specialist), which indicate competency in school psychology. These titles and the right to practice are limited to those professionals meeting established standards of training and experience. A state's credentialing authority, found in statute and/or regulations, should authorize all providers of school psychological services and all users of the title School Psychologist to hold a current credential, and provide for legal sanctions and sanctioning procedures for violators.

1.2 When a state empowers one or more organizational entities to administer the credentialing (certification and/or licensure) process for school psychologist., administrative codes and regulations adopted by such bodies should be consistent with the *Standards for the Credentialing of School Psychologists*, and carry the weight of law.

#### 2.0 Nature of the School Psychologist Credential

2.1 The credential should be issued in writing and expressly authorize both the practice of school psychology as defined by NASP’s *Guidelines for the Provision of School Psychological Services* and the exclusive use of the title School Psychologist.

2.2 The professional credential should be issued for a minimum period of three years.

2.3 The minimum requirement for a professional credential as a school psychologist is the specialist level credential in school psychology per the criteria in section 3.0.

2.4 Credentialing entities should make provisions for at least one academic year of post-degree supervision and mentoring upon initial issuance. Following the completion of one year of supervision, the credential should allow school psychologists to have professional
autonomy in determining the nature, scope, and extent of their specific services consistent with their training, supervised experience, and demonstrated expertise and in accordance with NASP’s *Principles for Professional Ethics* and the Ethical Principles of Psychologists and Code of Conduct.

**Credentialed Requirements**

3.0 *Criteria for Specialist Level Credentialing in School Psychology*

3.1 The minimum requirement for credentialing as a school psychologist is a sixth year/specialist program, or the equivalent with a 60 graduate semester hour minimum, consisting of coursework, practica, internship, and an appropriate graduate degree from an organized program of study that is officially titled, “School Psychology”. At least 54 of the 60 graduate hours should be exclusive of credit for the supervised internship. Criteria for each of the following areas will be consistent with NASP's *Standards for Graduate Preparation of School Psychologists*.

3.2 Domains of Professional Practice. The credential should be based upon the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following Domains of Professional Practice. Competency requires demonstration of both knowledge and skills. Candidates should have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each of the following domains. Professional preparation should reflect the ability to integrate knowledge and skills across each of the following domains.

1. **Data-Based Decision Making and Accountability**

   School psychologists apply knowledge of the following:
   
   - Varied models and methods of assessment and data collection in psychology and education, including norm-referenced, curriculum-based, direct behavior analysis, ecological, and other measures relevant to a comprehensive, systematic process of effective decision making and problem solving effective for particular situations, contexts, and diverse characteristics
   - Methods useful in identifying strengths and needs and documenting problems of children, families, schools, and other contexts
   - Strategies for translating assessment and data collection to development of effective instructional and mental health services
   - Methods to measure response to, progress in, and effective outcomes for services

   School psychologists demonstrate skills to
   
   - Use psychological and educational assessment and data collection strategies as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery
   - Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice
   - Translate assessment and data collection results into design, implementation, and accountability of empirically-supported instructional and mental health services effective for particular situations, contexts, and diverse characteristics
   - Evaluate response to, progress in, and outcomes for instructional and mental health services in order to promote improvement and effectiveness
• Access information and technology resources to enhance data collection and decision-making
• Measure and document their direct, effective, and positive impact across all aspects of school psychology services for children, youth, families, schools, and other consumers

2. Consultation and Collaboration

School psychologists apply knowledge of the following:

• Consultation models (e.g., behavioral, problem solving, mental health, collaborative, organizational, instructional, etc.) applicable to individuals, families, groups, and systems
• Methods to promote effective decision-making and implementation of services among professionals, families, and other groups
• Consultation and collaboration methods effective across situations, contexts, and diverse characteristics
• Strategies for effective consultation and collaboration that link home, school, and community settings

School psychologists demonstrate skills to:

• Consult, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery
• Consult and collaborate in planning, problem solving, and decision-making processes and in design, implementation, and evaluation of services across for particular situations, contexts, and diverse characteristics
• Consult and collaborate at the individual, family, group, and systems levels
• Facilitate communication and collaboration among diverse school personnel, families, community professionals, and others
• Effectively communicate information for diverse audiences, such as parents, teachers and other school personnel, policy makers, community leaders, and others
• Promote application of psychological and educational principles necessary to achieve collaboration and effectiveness in provision of services

3. Instruction and Intervention to Develop Cognitive and Academic Skills

School psychologists apply knowledge of the following:

• Human learning, cognition, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics
• Empirically-supported models in psychology and education to promote learning and cognition, including those related to needs of children with diverse backgrounds and characteristics
• Strategies and advances to promote improvements in curriculum, instruction, and children’s academic achievement, including literacy development, student-centered strategies, instruction in self-regulation, study skills, self-monitoring, planning/organization, time management skills, etc.
• Techniques to assess learning and instruction and use results in decision-making, planning, and monitoring for effective educational services within diverse contexts
• Information and technology resources to enhance children’s cognitive and academic skills

School psychologists, in collaboration with others, demonstrate skills to:

• Develop appropriate cognitive and academic goals for children with different abilities, disabilities, backgrounds, strengths, and needs
• Implement services to achieve goals, including classroom instruction, literacy strategies, home-school collaboration, instructional consultation, and other evidenced-based practices
• Use empirically-supported strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, and home factors related to children’s learning and cognition
• Implement methods to promote treatment integrity and appropriate data-based decision making procedures and to monitor responses of children to services and evaluate the effectiveness of services

4. Mental Health Services to Develop Social and Life Skills

School psychologists apply knowledge of the following:

• Biological, cultural, and social influences on development
• Human developmental processes related to mental health, social-emotional, and life skills, including processes of typical development, as well as those related to psychopathology and other issues, across diverse situations, contexts, and characteristics
• Empirically-supported models in psychology and education to enhance mental health, social-emotional development, and life skills
• Strategies and advances in mental health, social-emotional, and behavioral services to promote improvement in children’s life skills, including counseling, behavioral intervention, instruction in social skills, self-regulation, and self-monitoring, etc.
• Techniques to assess mental health, social-emotional, and life-skills and use of results in decision-making, planning, and monitoring effective services within diverse contexts

School psychologists, in collaboration with others, demonstrate skills to:

• Develop appropriate mental health, behavioral, and social-emotional goals for students with varying abilities, disabilities, backgrounds, strengths, and needs
• Implement services to achieve goals, including counseling, consultation, behavioral intervention, home-school collaboration, and other evidence-based practices
• Use empirically-supported strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children’s mental health and socialization
• Implement methods to promote treatment integrity and appropriate data-based decision making procedures and to monitor responses of children to services and evaluate the effectiveness of services

5. Diversity in Development and Learning

School psychologists apply knowledge of the following:

• Individual differences, abilities, disabilities, and other diverse characteristics of people in settings in which school psychologists work
• Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, individual, and role differences (e.g., age, gender or gender identity, cognitive capabilities, developmental level, race, ethnicity, culture, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status, etc.)
• Empirically-supported models and strategies in psychology and education to enhance services for children and families and in schools and communities that effectively address potential influences related to diversity
• Strategies for addressing diversity factors in design, implementation, and evaluation of all services

School psychologists demonstrate skills to:

• Provide effective professional services in data-based decision making, consultation and collaboration, and direct services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds
• Design, implement, and evaluate services that recognize individual differences, strengths, backgrounds, talents, and needs and that improve learning and mental health outcomes for all children in family, school, and community contexts
• In schools and other agencies, advance understanding that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; and implement effective methods for all children, families, and schools to succeed
• Provide culturally-competent and effective practices in all areas of school psychology service
delivery and in the contexts of diverse individual, family, school, and community characteristic

6. School-Wide Activities to Promote Safe and Effective Learning Environments

School psychologists apply knowledge of the following:
• School and systems structure, school organization, general education, special education, and
alternative educational services across diverse settings
• Psychological and educational principles and research related to organizational development,
systems theory, and school climate factors
• Issues and needs in schools, communities, and other settings, including accountability
requirements and local, state, and federal policies and regulations
• Empirically-supported school practices that promote learning and mental health, prevent
problems, and ensure positive and effective school organization and climate across diverse
situations, contexts, and characteristics

School psychologists demonstrate skills to:
• Use empirically-supported strategies to design, implement, and evaluate effective policies and
practices in areas such as discipline, instructional support, staff training, school and other
agency improvement activities, program evaluation, student transitions at all levels of
schooling, grading, retention, home–school partnerships, etc.
• Utilize data-based decision making methods, problem-solving strategies, consultation,
collaboration, and direct services for systems-level issues, initiatives, and accountability
responsibilities
• In collaboration with others, create and maintain safe, supportive, and effective learning
environments for children and others
• Collaborate with local and state education agency personnel who design policies, regulations,
services, and accountability system

7. Prevention and Early Intervention; Crisis Response

School psychologists apply knowledge of the following:
• Psychological and educational principles and research related to resilience and risk factors in
learning and mental health
• Models of population-based service delivery in schools and communities to support prevention
and early intervention related to learning, mental health, and physical well-being across
diverse situations, contexts, and characteristics
• Primary, secondary, and tertiary prevention strategies at the individual, family, group, and
systems levels related to learning, mental health, and physical well-being
• Empirically-supported strategies for effective crisis preparation, prevention, and response

School psychologists, in collaboration with others, demonstrate skills to:
• Promote environments, contexts, and services for children that enhance learning, mental and
physical well-being, and resilience through protective and adaptive factors and prevent
bullying, violence, and other risks
• Contribute to, design, implement, and/or evaluate prevention and early intervention programs
that integrate home, school, and community resources and promote learning, mental health,
safety, and physical well-being of children and families
• Contribute to, design, implement, and/or evaluate services for crisis preparation, prevention,
and response
• Utilize data-based decision making methods, problem-solving strategies, consultation,
collaboration, and direct services with prevention and crisis intervention activities

8. Family Services

School psychologists apply knowledge of the following:
• Characteristics of families, family strengths and needs, family culture, and family-school-
community interactions that impact children’s development
• Psychological and educational principles and research related to family systems and their influences on children's academic, motivational, cultural, mental health, and social characteristics
• Empirically-supported strategies to improve outcomes for children by promoting collaboration and partnerships between parents, schools, and communities and increasing family involvement in education
• Models and methods that improve family functioning to promote children’s learning and mental health, including parent consultation, conjoint consultation, parent training, etc.

School psychologists demonstrate **skills** to:

• Use empirically-supported strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships and enhance learning and mental health goals for students
• Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family-school-community interactions and address these factors when developing and providing services for families
• Utilize data-based decision making methods, problem-solving strategies, consultation, and direct services to enhance family-school-community effectiveness in addressing the needs of children
• Design, implement, and evaluate educational, support, and other types of programs that assist parents with enhancing academic and social/behavioral success of their children and addressing issues and concerns

9. **Research and Program Evaluation**

School psychologists apply **knowledge** of the following:

• Research design for investigations of psychological and educational principles and practices
• Statistical methodology sufficient for understanding research and analyzing data in applied settings
• Program evaluation methods at the individual, group, and systems levels
• Technology and information resources applicable to research and program evaluation
• Techniques for judging research quality, synthesizing the empirical foundation to support services, and applying research to evidence-based practice

School psychologists demonstrate **skills** to:

• Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery
• Design and conduct statistical analyses of research and/or program evaluation data in applied settings
• Incorporate techniques for data collection, statistical analyses, accountability, and use of technology resources in evaluation of services at the individual, group, and/or systems levels
• Provide assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels

10. **Legal, Ethical, and Professional Practice**

School psychologists apply **knowledge** of the following:

• History and foundations of their profession
• Multiple school psychology service models and methods
• Ethical and professional standards
• Legal standards and regulations
• Factors related to professional identity in school psychology
• Information sources and technology relevant to their work
• Methods for planning and engaging in continuing education

School psychologists demonstrate **skills** to:

• Provide services consistent with ethical and professional standards
- Provide services consistent with legal standards and regulations
- Engage in effective ethical and professional decision-making
- Utilize supervision and mentoring for effective practice
- Engage in effective, collaborative professional relationships and interdisciplinary partnerships
- In collaboration with other professionals (e.g., teachers, principals, library and media specialists, etc.), access, evaluate, and utilize information sources and technology in ways that enhance the quality of and safeguard services
- Advocate for school psychologists’ professional roles to provide effective services, ensure access to comprehensive services, and enhance the learning and mental health of all children and youth
- Engage in career-long professional development

3.3 Candidates will have completed a sequence of closely supervised on-campus or field-based activities designed to develop and evaluate mastery of distinct professional skills consistent with program and/or course goals. Practica activities may have been completed as part of separate courses focusing on distinct skills or as part of a more extensive experience that covers a range of skills.

3.4 Applicants for a school psychology credential will have completed an internship consisting of a full-time experience over one year, or half-time over two years, with a minimum of 1200 clock hours, at least 600 hours of which must be in a school setting. A comprehensive internship experience is required for candidates to demonstrate, under supervision, the ability to integrate knowledge and skills in the professional practice domains to provide a broad range of outcome-based school psychological services. Internship experiences are provided at or near the end of the formal training period; are designed according to a written plan that provides a broad range of experiences; occurs in a setting appropriate to the specific training objectives of the program; are provided appropriate recognition through the awarding of academic credit; are systematically evaluated in a manner consistent with the specific training objectives of the program; are conducted in accordance with current legal and ethical standards for the profession. School-based internships are supervised by a credentialed school psychologist. Internships in other settings are supervised by a psychologist appropriately credentialed for the setting.

3.5 Documentation is provided that the applicant has demonstrated the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

3.6 Professional Work Characteristics. The applicant’s professional work characteristics will have been evaluated and verified by the school psychology training program through information collected during courses, practica, internship, and other appropriate means. Professional work characteristics will include:

a. Respect for human diversity
b. Communication skills
c. Effective interpersonal relations
d. Ethical responsibility and decision making
e. Adaptability  
f. Initiative and Dependability  
g. Appropriate use of technology for service provision

3.7 Achieving a passing score on a state or national test appropriate for school psychology. The National School Psychology Certification Board has established and utilizes a passing score on the Educational Testing Service’s (ETS) School Psychology Examination as effective within three years of a candidate’s application for credentialing.

4.0 Criteria for Doctoral Credential in School Psychology

4.1 A doctoral level credential in school psychology should be based upon a minimum of four years of full-time study or the equivalent at the graduate level. Preparation shall include a minimum of 90 graduate semester hours of coursework, practica internship, and a doctoral degree from an organized program of study that is officially titled, “school psychology”. At least 78 of the 90 graduate hours should be exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation. Criteria for each of the following areas will be consistent with NASP's Standards for Graduate Preparation of School Psychologists.

4.2 The credential should be based upon the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following Domains of Professional Practice. Competency requires demonstration of both knowledge and skills. Candidates should have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each of the following domains. Professional preparation should reflect the ability to integrate knowledge and skills across each of the following domains: (See 3.2 for a description of each domain)

a. Data Based Decision Making and Accountability  
b. Consultation and Collaboration  
c. Instruction and Intervention to Develop Cognitive and Academic Skills  
d. Mental Health Services to Develop Social and Life Skills  
e. Student Diversity in Development and Learning  
f. School-Wide Activities to Promote Safe and Effective Learning Environments  
g. Prevention and Early Intervention; Crisis Response  
h. Family Services  
i. Research and Program Evaluation  
j. Legal, Ethical, and Professional Practice
4.3 The school psychology program requires supervised practicum experiences that include the following:

a. Completed for academic credit or are otherwise documented by the institution
b. Completion of activities consistent with the goals and objectives of the program
c. Systematic development and evaluation of specific skills and competencies in multiple, relevant domains of school psychology graduate education and practice (See Standards 2.1 to 2.10)
d. Activities in settings relevant to program objectives for development of candidate competencies
e. Direct oversight by the program to ensure appropriateness of the placement, activities, and supervision
f. Collaboration between the program, placement site, and practicum supervisors
g. Close supervision by program faculty and qualified practicum supervisors
h. Inclusion of appropriate performance-based evaluation by program faculty and supervisors to ensure that candidates are developing designated skills
i. Are distinct from, precede, and prepare candidates for the internship

4.4 Candidates will have completed an internship consisting of a full-time experience over one year, or half-time over two years, with a minimum of 1800 clock hours, at least 600 hours of which must be in a school setting. (The requirement for the 600 hour school-based internship requirement may be waived if the candidate has previously completed an equivalent specialist-level internship.) A comprehensive internship experience is required for candidates to demonstrate, under supervision, the ability to integrate knowledge and skills in the professional practice domains to provide a broad range of outcome-based school psychological services. Internship experiences are provided at or near the end of the formal training period; are designed according to a written plan that provides a broad range of experiences; occurs in a setting appropriate to the specific training objectives of the program; are provided appropriate recognition through the awarding of academic credit; occur under conditions of appropriate supervision; are systematically evaluated in a manner consistent with the specific training objectives of the program; are conducted in accordance with current legal and ethical standards for the profession.

4.5 Documentation is provided that the candidate has demonstrated the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

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2 School psychology practica are closely supervised on-campus or field-based activities designed to develop and evaluate a school psychology candidate’s development and mastery of specific professional skills consistent with program goals. Practica activities may be completed as part of separate courses focusing on distinct skills or as part of a more extensive course experience that covers a range of skills. Candidate skill and competency development, rather than delivery of professional services, should be regarded as the primary purpose of practica.
4.6 Professional Work Characteristics. The candidate’s professional work characteristics will have been evaluated and verified by the school psychology training program through information collected during courses, practica, internship, and other appropriate means. Professional work characteristics will include:

- Respect for human diversity
- Communication skills
- Effective interpersonal relations
- Ethical responsibility and decision making
- Adaptability
- Initiative and Dependability
- Appropriate use of technology for service provision

4.7 Achieving a passing score on the Educational Testing Service’s (ETS) *School Psychology Examination* as determined by the National School Psychology Certification Board effective within three years of a candidate’s application for credentialing.

**Credentialing Procedures**

5.0 *Implementation of School Psychology Credentialing Requirements by States*

5.1 The state credential is granted to individuals who meet the requirements described in Standard 3.0 or 4.0, including completion of a school psychology program consistent with *NASP Standards for Preparation of School Psychologists*, demonstration of professional work characteristics, completion of applied professional practice and demonstrated competency in the domains of professional practice.

5.2 Implementation of these requirements may be facilitated in four ways:

- Applicants who are graduates of school psychology programs approved by the National Association of School Psychologists at the specialist or doctoral level will have met preparation requirements 3.0 or 4.0 respectively and are eligible for credentialing as school psychologists.

- Applicants who are graduates of school psychology programs that, at the time of the applicant’s graduation, were accredited by an agency approved by the U.S. Department of Education, e.g., American Psychological Association, and who have met the internship requirement specified in Standard 4.4, are eligible for credentialing as school psychologists.

- Applicants who are graduates of other graduate education programs must demonstrate consistency with the *NASP Standards for Graduate Preparation of School Psychologists*. Equivalency of an integrated and sequential program of study may be determined by a director of a NASP-approved program.

- Applicants who hold a valid credential as Nationally Certified School Psychologist (NCSP) have been judged by the National Association of School
Psychologists to have met its graduate preparation and credentialing standards and should be considered eligible for credentialing as school psychologists.

5.3 The NCSP credential is suitable for adoption by state education agencies for initial credentialing of school psychologists. However, comparable credentialing approaches should be available to applicants as described in Standard 5.2. Recognition of the NCSP facilitates interstate reciprocity agreements. The NCSP system can also satisfy state credential renewal requirements for continuing professional development.

5.4 Upon initial granting of the state credential, the individual arranges supervision and mentoring to assure that entry level qualifications are translated into ongoing competency in the provision of school psychological services.

5.5 Initial renewal of the state credential will be granted to applicants meeting the following criteria:

   a. Evidence of public, private, or university-based practice for a minimum of one academic year of full-time equivalent (F.T.E.) experience during the previous three years.

   b. Evidence of continuing professional development for a minimum of 75 clock hours during the previous three year period while the credential was in effect.

   c. Evidence of having successfully completed a minimum of one academic year of professional experience with a mentor or supervisor. For professional practice within a school setting, supervision or mentoring shall be provided by a credentialed school psychologist with a minimum of three years of experience. For any portion of the experience which is accumulated in a non-school setting, supervision shall be provided by a psychologist appropriately credentialed for practice in that setting. Supervision consists of a minimum average of two hours per week, in a face-to-face format, for the initial academic year of full-time practice, or the equivalent.

6.0 Nationally Certified School Psychologist

6.1 The Nationally Certified School Psychologist (NCSP) credential is granted to persons who have successfully met standards 3.0–3.7 above.

6.2 For initial renewal, there should be evidence of having successfully completed a minimum of one academic year of professional experience with a mentor or supervisor. For professional practice within a school setting, supervision or mentoring shall be provided by a credentialed school psychologist with a minimum of three years of experience. For any portion of the experience which is accumulated in a non-school setting, supervision or mentoring shall be provided by a psychologist appropriately credentialed for practice in that setting. Supervision or mentoring conducted either individually or within a group a for a minimum average of two hours per week, is recommended.
6.3 Renewal of the NCSP will only be granted to applicants who complete at least 75 contact hours of continuing professional development activities within a three year period.

7.0 State credentialing agencies and local education agencies are encouraged to adopt the *NASP Principles for Professional Ethics* and develop appropriate problem solving and due process procedures for addressing potential ethical misconduct.

7.1 The credentialing authority may choose to cancel, revoke, suspend, or refuse to renew the credential of any school psychologist, or to reprimand any school psychologist, upon an adjudicated findings that the school psychologist has engaged in unprofessional conduct as defined by NASP’s *Principles for Professional Ethics*.

8.0 Effective Date of Credential Standards

8.1 These standards should be applied effective __________. Note: Anticipated date of 2015.

Add names of other NASP standards here.

Approved Programs in School Psychology: The National Association of School Psychologists (NASP) publishes annually a list of training programs in school psychology that have been determined to meet NASP *NASP Standards for Graduate Preparation of School Psychologists*. A copy of the Approved Program list can be obtained by contacting the National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, Maryland 20814.