



North Dakota Legislative Council

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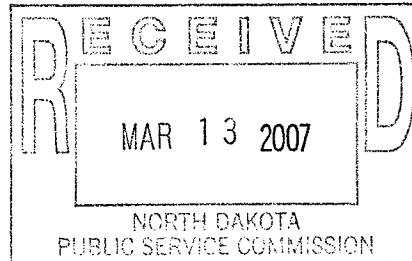
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Code Revisor



March 12, 2007

Ms. Illona A. Jeffcoat-Sacco
Executive Secretary
Public Service Commission
State Capitol
Bismarck, ND 58505-

Dear Ms. Jeffcoat-Sacco:

We have completed preparation of the North Dakota Administrative Code rules changes you recently submitted to our office for publication. Enclosed are copies of two different versions of those rules.

The first enclosed copy shows revised North Dakota Administrative Code sections as they will be published in the next supplement of the North Dakota Administrative Code. There is an instruction sheet for replacement of obsolete pages with these updated pages to be used if your agency maintains a full-sized set of your rules. If you maintain the published North Dakota Administrative Code in reduced size binders, the reduced size replacement pages will be sent to you soon.

The other enclosed copy shows our editorial changes to the rules as submitted. Please observe the style and grammar changes we have made.

Please contact this office if you have any questions regarding these rules. If these rules will be reviewed by the Administrative Rules Committee, we will contact you when the meeting is scheduled.

Sincerely,

John Walstad
Code Revisor

JW/CS
Encs.



NORTH DAKOTA ADMINISTRATIVE CODE

Supplement 324

April 1, 2007

The North Dakota Administrative Code Supplement is published each month following the month that rules are filed with the Legislative Council office. A historical source note immediately follows an affected section and indicates the effective date of any amendment, creation, or repeal. A supplement change without any historical source note corrects a nonsubstantive error in the section.

This supplement instruction page should be retained and placed behind your "supplement instruction sheets" divider in Volume 1. **Before inserting any supplement into the code be sure the previous supplement has been inserted.** For those codes purchased after August 1, 1996, the first supplement is Supplement 207.

Instructions for integrating this supplement into the Administrative Code are as follows:

	Pages to be Removed	Pages to be Inserted
Article 33-06 (Chapter 33-06-01)	1 - 5	1 - 5
Chapter 33-15-12	1 - 2	1 - 2
Chapter 33-15-17	1 - 3	1 - 3
Article 37-01 (Chapter 37-01-01)	1 - 4	1 - 2
Chapter 54-05-04	1 - 8	1 - 8
Article 54-07 (Chapter 54-07-01)	1 - 2	1 - 2
Article 61-02 (Chapter 61-02-01)	7 - 8	7 - 8
Article 66-01 (Chapter 66-01-01)	1 - 2	1
Article 66-02 (Chapter 66-02-01)	1 - 8	1 - 9
Chapter 66-02-02	1 - 5	1 - 5
Article 66-03 (Chapter 66-03-01)	1 - 4	1 - 4
Chapter 69-05.2-06	1 - 5	1 - 5
Chapter 69-05.2-10	1 - 11	1 - 11
Chapter 69-05.2-12	1 - 15	1 - 15
Chapter 69-05.2-16	1 - 20	1 - 20
Chapter 69-05.2-22	1 - 8	1 - 8
Chapter 69-05.2-24	1 - 6	1 - 5
Chapter 72-02.2-02	11 - 14	11 - 14
Chapter 96-02-10	1 - 2	1 - 2

ARTICLE 66-02

PSYCHOLOGIST LICENSURE

Chapter	
66-02-01	Licensure and Examining Applications
66-02-02	Guidelines for Establishing Equivalency
66-02-03	Licensure Exemptions

CHAPTER 66-02-01 LICENSURE AND EXAMINING APPLICATIONS

Section	
66-02-01-01	Application Form
66-02-01-01.1	Regional Accrediting Association
66-02-01-02	Licensure Without Examination [Repealed]
66-02-01-03	Licensing of Psychologists and Industrial-Organizational Psychologists From Other Jurisdictions
66-02-01-04	Licensure by Equivalency
66-02-01-05	Licensure of Master's Level Psychologists [Repealed]
66-02-01-06	Licensure of Other Applicants
66-02-01-07	Application of Code of Ethics
66-02-01-08	Fees
66-02-01-09	Number of Examinations
66-02-01-09.1	Written Examination
66-02-01-10	Guidelines for Oral Examinations
66-02-01-11	Additional Documentation for Clinical Work or Counseling or Therapy [Repealed]
66-02-01-11.1	Supervised Professional Experience
66-02-01-12	Identifying Psychology and Industrial-Organizational Psychology Doctoral Programs as Substantially Psychological in Nature
66-02-01-13	Psychology Resident and Industrial-Organizational Psychology Resident
66-02-01-14	Nonpayment of Annual License Fee

66-02-01-01. Application form. All psychologists who wish to apply for licensing either with or without examination shall fill out the application form.

History: Amended effective April 1, 1988.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-12

66-02-01-01.1. Regional accrediting association. A regional accrediting association means any one of the following:

1. Southern association of colleges and schools.
2. Middle states association of colleges and schools.

3. New England association of colleges and schools.
4. North central association of colleges and schools.
5. North western association of colleges and schools.
6. Western association of schools and colleges.
7. An accrediting association approved by the board.

Accreditation in subsections 1 through 6 means accreditation at level four (doctoral degree-granting institution) or at level five (graduate or professional degree-granting institution).

History: Effective September 1, 2000; amended effective April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-01

66-02-01-02. Licensure without examination. Repealed effective September 1, 2000.

66-02-01-03. Licensing of psychologists and industrial-organizational psychologists from other jurisdictions. Licensing of psychologists and industrial-organizational psychologists of other jurisdictions will follow the procedures described in North Dakota Century Code sections 43-32-19 and 43-51-06. A psychologist or industrial-organizational psychologist licensed pursuant to North Dakota Century Code sections 43-32-19 and 43-51-06 must pass the North Dakota oral examination.

History: Amended effective September 1, 2000; April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-19, 43-51-06

66-02-01-04. Licensure by equivalency. Licensing of individuals whose doctoral programs are considered equivalent to doctoral programs in psychology will follow the procedures described in chapter 66-02-02.

History: Amended effective April 1, 1988.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-20

66-02-01-05. Licensure of master's level psychologists. Repealed effective September 1, 2000.

66-02-01-06. Licensure of other applicants. All other applicants for licensing will follow the procedure set forth in North Dakota Century Code section 43-32-20.

General Authority: NDCC 43-32-08
Law Implemented: NDCC 43-32-20

66-02-01-07. Application of code of ethics. The American psychological association ethical principles of psychologists and code of conduct (2002) shall apply to licensed psychologists and licensed industrial-organizational psychologists.

History: Amended effective September 1, 2000; April 1, 2007.
General Authority: NDCC 43-32-08
Law Implemented: NDCC 43-32-27

66-02-01-08. Fees. The license application fee is two hundred fifty dollars plus the actual cost of the examination for the professional practice of psychology when it is required. An annual license fee of one hundred dollars will be charged all licensed psychologists and industrial-organizational psychologists.

History: Amended effective March 1, 1985; April 1, 1988; September 1, 2000; April 1, 2007.
General Authority: NDCC 43-32-08
Law Implemented: NDCC 43-32-12, 43-32-13

66-02-01-09. Number of examinations. The written licensing examination will be administered by computer at designated testing sites throughout the calendar year. The oral licensing examinations will be administered by the board at least twice each calendar year.

History: Amended effective September 1, 2000; February 1, 2002.
General Authority: NDCC 43-32-08
Law Implemented: NDCC 43-32-22

66-02-01-09.1. Written examination. The written examination is the examination for the professional practice of psychology. The passing score is a scaled score of 500. Prior to April 18, 1994, seventy percent correct is considered a passing score. A passing score is required for applicants for licensure as a psychologist or as an industrial-organizational psychologist.

History: Effective September 1, 2000; amended effective February 1, 2002; April 1, 2007.
General Authority: NDCC 43-32-08
Law Implemented: NDCC 43-32-23

66-02-01-10. Guidelines for oral examinations. The oral examination will be administered by at least three board members in addition to any other licensed psychologist whom the board sees fit to add to the examining committee. However,

only the board members present may vote. Oral examinations will be scheduled as appropriate but not less than twice a year. The examination committee will use a structured oral examination, will record the applicants' answers, will discuss the results, and the board members will vote with the majority opinion being necessary for the candidate to pass. The examination shall assess the applicant's knowledge of North Dakota law regulating the practice of psychology or industrial-organizational psychology as well as the applicant's understanding of ethics and standards of practice. Specific questions to be used will be selected at the time of the examination from a pool of questions available for that purpose.

History: Effective March 1, 1985; amended effective April 1, 1988; April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-20, 43-32-22

66-02-01-11. Additional documentation for clinical work or counseling or therapy. Repealed effective September 1, 2000.

66-02-01-11.1. Supervised professional experience.

1. Applicants for licensure as a psychologist must complete one thousand five hundred hours of supervised internship and one thousand five hundred hours of supervised postdoctoral experience in the practice of psychology. At least one hundred hours of supervision at each level is required, at least fifty of which must be one to one at each level. Successful completion of an American psychological association or Canadian psychological association accredited internship or accredited postdoctoral program will be accepted as fulfilling these requirements, respectively. Any other supervised experience must be described in detail by the applicant, including nature of service setting or settings, nature of consumers served, nature and amount of supervision, and specific skills in which the applicant demonstrated proficiency. The supervisor or supervisors must corroborate the areas of competence claimed by the applicant.
2. Applicants for licensure as an industrial-organizational psychologist must complete three thousand hours of supervised experience in the practice of industrial-organizational psychology. At least one thousand five hundred hours must be completed after the granting of the doctoral degree. Applicants must submit an individualized supervision plan which is subject to approval by the board. Until January 1, 2010, supervisors of industrial-organizational psychologist applicants may be identified by earned degrees, positions, memberships in professional organizations, and publications and not necessarily licensed as psychologists in their jurisdiction. However, as of January 1, 2010, supervisors of industrial-organizational psychologist applicants must be licensed in their jurisdiction of practice. The supervised experience

of applicants for licensure as an industrial-organizational psychologist must be consistent with the applicant's intended area of practice.

History: Effective September 1, 2000; amended effective April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-20, 43-32-20.1

66-02-01-12. Identifying psychology and industrial-organizational psychology doctoral programs as substantially psychological in nature. The following criteria will be used to identify psychology and industrial-organizational psychology doctoral programs as substantially psychological in nature:

1. Programs that are accredited by the American psychological association or Canadian psychological association.
2. For licensure as a psychologist, programs that meet the following criteria:
 - a. Training in professional psychology is doctoral training sponsored by an institution of higher education accredited by a nationally recognized regional accrediting body in the United States or, in the case of Canadian programs, the institution is publicly recognized by the association of universities and colleges of Canada as a member in good standing.
 - b. 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 the explicit philosophy of training by which it intends to prepare students for the practice of psychology and its intent to educate and train professional psychologists. The program's philosophy, educational model, and curriculum plan should be substantially consistent with the mission, goals, and culture of the program's sponsor institution. They must also be consistent with the principle of the discipline that psychological practice is based on the science of psychology, which, in turn, is influenced by the professional practice of psychology.
 - c. The psychology program must be an integral part of the mission of the academic department, college, school, or institution in which it resides. It must be represented in the institution's operating budget and plans in a manner designed to enable the program to achieve its goals and objectives.
 - d. There must be a clear authority and primary responsibility for the core and specialty areas whether or not the program cuts across administrative lines.

- e. The program must be an integrated, organized sequence of study that is sequential, cumulative, and graded in complexity and designed to prepare students for further organized training.
- f. There must be an identifiable core (i.e., full-time) psychology faculty and a psychologist responsible for the program.
- g. The program must have an identifiable body of students who are matriculated in the program for a degree. There must be a sufficient number of such students and the facilities necessary to ensure meaningful peer interaction, support, and socialization.
- h. The program must include supervised practicum, internship, field, or laboratory training appropriate to the practice of psychology. To this end the program should:
 - (1) Place students in settings that are clearly committed to training, supervise students using an adequate number of appropriate professionals, and provide a wide range of training and educational experiences through applications of empirically supported intervention procedures;
 - (2) Integrate the practicum component of the students' education and training with the other elements of the program and provide adequate forums for the discussion of practicum experiences; and
 - (3) Ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program's immediate and long-term training goals and objectives.
- i. The curriculum must encompass a minimum of three academic years of graduate study, at least one academic year of which must be in residence at the degree-granting institution. The academic year in residence must include twenty-four semester hours taken on a full-time or part-time basis at the institution or a minimum of three hundred hours of student-faculty contact that involves face-to-face educational meetings conducted by the institution's psychology faculty and fully documented by the institution and the student. These meetings must include interaction between the student and faculty and the student and other students and must relate to program content areas. These meetings must be in addition to the practicum, clerkship, or externship supervision hours or dissertation hours. On request by the applicant or the board, the institution shall provide documentation showing how the applicant's performance was assessed and documented. In addition, the program must specify education and training goals in terms of the competencies expected of its

graduates. Those competencies must be consistent with the program's philosophy and training model, the substantive areas of professional psychology for which the program prepares students, and an understanding of professional issues, including ethical, legal, and quality assurance principles.

j. In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:

(1) The breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas:

- (a) Biological aspects of behavior;
- (b) Cognitive and affective aspects of behavior;
- (c) Social aspects of behavior;
- (d) History and systems of psychology;
- (e) Psychological measurement;
- (f) Research methodology; and
- (g) Techniques of data analysis;

(2) The scientific, methodological, and theoretical foundations of practice in the substantive areas of professional psychology in which the program has its training emphasis. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas:

- (a) Individual differences in behavior;
- (b) Human development;
- (c) Dysfunctional behavior or psychopathology; and
- (d) Professional standards and ethics;

(3) Diagnosing and defining problems through psychological assessment and measurement and formulating and implementing intervention strategies, including training in empirically supported procedures. To achieve this end, the

students shall be exposed to the current body of knowledge in at least the following areas:

- (a) Theories and methods of assessment and diagnosis;
 - (b) Effective intervention;
 - (c) Consultation and supervision; and
 - (d) Evaluating the efficacy of interventions;
- (4) Issues of cultural and individual diversity that are relevant to all of the above; and
- (5) Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.
- k. The program must include course requirements in specialty areas.
3. To identify a program as a professional industrial-organizational psychology program, until January 1, 2010, the program must be identified as a doctoral-level industrial-organizational psychology program at a regionally accredited school or college. As of January 1, 2010, the program must be identified as a doctoral-level industrial-organizational psychology program at a regionally accredited school or college and must be designated as a doctoral program in industrial-organizational psychology by the association of state and provincial psychology boards and the national register of health service providers in psychology.

History: Effective March 1, 1985; amended effective April 1, 1988; September 1, 2000; April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-20

66-02-01-13. Psychology resident and industrial-organizational psychology resident.

1. A person intending to perform services as a psychology resident or an industrial-organizational psychology resident shall inform the board on a form prepared by the board prior to performing services. Within six months of registering with the board, the psychology resident or industrial-organizational psychology resident must apply for licensure and be determined by the board to be eligible for licensure. A psychology resident or industrial-organizational psychology resident may sit for the required written examination if the required application and fee have been filed with the board and the board determines the applicant to be eligible for licensure.

upon completion of examination and postdoctoral requirements. A psychology resident or an industrial-organizational psychology resident who has passed the written examination may sit for the oral examination after completion of six months of residency if the required application and fee have been filed with the board. The psychology resident or an industrial-organizational psychology resident and supervising psychologist or psychologists must complete a report of completed supervised postdoctoral experience for approval of the board prior to licensure. A person may have psychology resident or industrial-organizational psychology resident status for up to five years.

2. A psychology resident or industrial-organizational psychology resident must specify that person's professional title as such in reports, letters, business cards, and public presentations.
3. Supervising psychologists of psychology residents must have at least three years of postlicensure experience, except for supervisory relationships existing on April 1, 2007. Supervising psychologists of psychology residents must have adequate training, knowledge, and skill to render competently or have available consultation for any psychological service which their supervisee undertakes.
4. To verify completion of the residency, the supervising psychologist of the psychology resident or the industrial-organizational resident shall submit documentation to the board of the number and nature of supervised hours of experience.

History: Effective September 1, 2000; amended effective April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-20, 43-32-20.1, 43-32-30

66-02-01-14. Nonpayment of annual license fee. If a licensee fails to pay the annual fee by January first, the board shall send a certified letter to that licensee with notice of the invalid status of the license and notice that the licensee may not practice psychology or industrial-organizational psychology in the state of North Dakota unless the license is renewed by payment of the annual renewal fee and late fee.

History: Effective September 1, 2000; amended effective April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-13, 43-32-14

**CHAPTER 66-02-02
GUIDELINES FOR ESTABLISHING EQUIVALENCY**

Section	
66-02-02-01	General Equivalency Requirements
66-02-02-02	Letter From Department Chairperson
66-02-02-03	Documentation of Training and Coursework
66-02-02-04	Supervised Professional Experience for Equivalency

66-02-02-01. General equivalency requirements. If the applicant has received a doctorate degree in a program of studies other than psychology, the degree may be substantially psychological in nature if the program meets all provisions of this chapter as judged by the board. The substantial portion of the applicant's doctorate program must be in an organized program within the department deemed equivalent to a department of psychology and deemed equivalent to coursework in a psychology program, as judged by the board.

History: Amended effective April 1, 1988; September 1, 2000; April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-20

66-02-02-02. Letter from department chairperson. If the school or college of which the degree is obtained also has a department of psychology at a graduate level offering a doctorate in psychology, the applicant shall present a letter from that department and the applicant's own department chairperson attesting to the fact that the coursework in the candidate's program is substantially psychological in nature. The letter will be given great evidentiary weight by the board in judging the candidate's program.

History: Amended effective March 1, 1985; September 1, 2000.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-20

66-02-02-03. Documentation of training and coursework. There must be documented evidence, in the form illustrated in the appendix to this chapter, of the following:

1. The doctoral training must be sponsored by an institution of higher education accredited by a nationally recognized regional accrediting body in the United States or, in the case of Canadian programs, the institution must be publicly recognized by the association of universities and colleges of Canada as a member in good standing.
2. The program must be an integral part of the mission of the academic department, college, school, or institution in which it resides. It must be represented in the institution's operating budget and plans in a manner designed to enable the program to achieve its goals and objectives.

3. There must be a clear authority and primary responsibility for the core and specialty areas whether or not the program cuts across administrative lines.
4. The program must be an integrated, organized sequence of study that is sequential, cumulative, and grading in complexity and designed to prepare students for further organized training.
5. There must be an identifiable core (i.e., full-time faculty with a director, chair, or head whom is clearly administratively responsible for the functioning of the program).
6. The program must have an identifiable body of students who are matriculated in the program for a degree. There must be a sufficient number of such students and the facilities necessary to ensure meaningful peer interaction, support, and socialization.
7. The program must include supervised practicum, internship, field, or laboratory training appropriate to the practice of psychology. To this end the program should:
 - a. Place students in settings that are clearly committed to training, supervise students using an adequate number of appropriate professionals, and provide a wide range of training and educational experiences through applications of empirically supported intervention procedures;
 - b. Integrate the practicum component of the students' education and training with the other elements of the program and provide adequate forums for the discussion of practicum experience; and
 - c. Ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program's immediate and long-term training goals and objectives.
8. The curriculum must encompass a minimum of three academic years of graduate study, at least one academic year of which must be in residence at the degree-granting institution. The academic year in residence must include twenty-four semester hours taken on a full-time or part-time basis at the institution or a minimum of three hundred hours of student-faculty contact that involves face-to-face educational meetings conducted by the institution's psychology faculty and fully documented by the institution and the student. These meetings must include interaction between the student and faculty and the student and other students and must relate to program content areas. These meetings must be in addition to the practicum, clerkship, or externship supervision hours or dissertation hours. On request by the applicant or the board, the institution shall provide documentation showing how the applicant's performance was assessed and documented. The

program must specify education and training goals in terms of the competencies expected of its graduates. Those competencies must be consistent with the program's philosophy and training model, the substantive areas of professional psychology for which the program prepares students, and an understanding of professional issues, including ethical, legal, and quality assurance principles.

9. In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:
 - a. The breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas:
 - (1) Biological aspects of behavior;
 - (2) Cognitive and affective aspects of behavior;
 - (3) Social aspects of behavior;
 - (4) History and systems of psychology;
 - (5) Psychological measurement;
 - (6) Research methodology; and
 - (7) Techniques of data analysis;
 - b. The scientific, methodological, and theoretical foundations of practice in the substantive areas in which the program has its training emphasis. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas:
 - (1) Individual differences in behavior;
 - (2) Human development;
 - (3) Dysfunctional behavior or psychopathology; and
 - (4) Professional standards and ethics;
 - c. Diagnosing and defining problems through psychological assessment and measurement and formulating and implementing intervention strategies, including training in empirically supported

procedures. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas:

- (1) Theories and methods of assessment and diagnosis;
 - (2) Effective intervention;
 - (3) Consultation and supervision; and
 - (4) Evaluating the efficiency of interventions;
- d. Issues of cultural and individual diversity that are relevant to all of the above; and
- e. Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving in the context of an evolving body of scientific and professional knowledge.

History: Amended effective March 1, 1985; April 1, 1988; September 1, 2000; April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-20

66-02-02-04. Supervised professional experience for equivalency. The applicant must have completed all supervised professional experience required by subsection 1 of section 66-02-01-11.1.

History: Amended effective September 1, 2000; April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-20

OUTLINE FOR DOCUMENTING COURSEWORK

4/2007

The applicant must document the aforementioned coursework by specifying the following information for each:

COLLEGE	DEPARTMENT	COURSE TITLE	CATALOG DESCRIPTION	TEXT NAME & AUTHOR	*INSTRUCTOR	**ACADEMIC AREA

5

* Full name and highest degree.

**Academic area as listed in section 66-02-02-03(9).

ARTICLE 66-03

CONTINUING EDUCATION

Chapter
66-03-01 Continuing Education

**CHAPTER 66-03-01
CONTINUING EDUCATION**

Section
66-03-01-01 Continuing Education
66-03-01-02 Continuing Education Reports
66-03-01-03 Board Approval
66-03-01-04 Categories of Continuing Education Programs and Credits
66-03-01-05 Verification of Continuing Education Credits and Programs
66-03-01-06 Failure to Comply With the Continuing Education Requirement
66-03-01-07 Agencies and Individual Licensure Exemptions [Repealed]

66-03-01-01. Continuing education. Every psychologist and industrial-organizational psychologist licensed to practice in this state under North Dakota Century Code chapter 43-32 shall complete continuing education credits relevant to the practice of psychology or industrial-organizational psychology. Reporting cycles are two years, commencing with November first of the year in which the licensee obtained a North Dakota license, except that individuals licensed prior to January 1, 1992, have reporting cycles which began on November 1, 1992.

History: Effective February 1, 1995; amended effective April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-08.1, 43-32-08.2

66-03-01-02. Continuing education reports. Application for continuing education credits must be made on the form provided by the board and must include evidence of completion of at least forty credits of continuing education completed over the two-year period. The application must be submitted to the board no later than November fifteenth following the completion of the two-year reporting cycle.

History: Effective February 1, 1995; amended effective April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-08.1, 43-32-08.2

66-03-01-03. Board approval. Any continuing education program relevant to psychology or industrial-organizational psychology and to be applied as continuing education credits is subject to board approval, except continuing education programs sponsored or approved by the American psychological association, the Canadian psychological association, the North Dakota psychological association, other state or provincial psychological associations,

or any other scientific or professional organization whose continuing education program is clearly relevant to the practice of psychology. Other programs may be approved at any time by the board by submission of an application by the sponsoring organization and payment of a twenty-five dollar fee.

History: Effective February 1, 1995; amended effective September 1, 2000; April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-08.1

66-03-01-04. Categories of continuing education programs and credits.

A minimum of three continuing education credits per reporting cycle must be in the area of professional ethics, law, or jurisprudence. The board recognizes the following categories of continuing education programs or activities and established credit hours:

1. Formal continuing education programs that may consist of courses, workshops, professional psychology conventions or conferences, or institutes. The number of continuing education credits assigned by an association recognized by the board will be accepted. Otherwise the credits will be one credit per clock-hour.
2. Regularly scheduled postgraduate courses offered by an accredited college or university which are relevant to the practice of psychology or industrial-organizational psychology by the applicant. One quarter hour of academic credit constitutes ten continuing education credits. One semester hour of academic credit constitutes fifteen continuing education credits.
3. Writing or speaking, including a paper or other presentation at a formal professional meeting, a paper published in a professional journal, or a book or an original chapter in an edited book in the area of psychology or a related field. Credit will be granted for the year of publication or presentation in the case of a paper. Continuing education credits will be granted at the rate of five for each paper or presentation, fifteen for each chapter in a book, fifteen for editing a book, and twenty for the publication of a book. Continuing education credits will be granted only once for any given paper or presentation.
4. Correspondence or online courses, tapes, or independent readings approved by the board or by one of the associations recognized by the board which include an examination component successfully completed by the licensee. A maximum of twenty continuing education

credits per reporting cycle will be granted for continuing education programs in this category.

History: Effective February 1, 1995; amended effective September 1, 2000; April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-08.1

66-03-01-05. Verification of continuing education credits and programs.

1. At the end of the two-year reporting cycle, each licensee shall submit a signed statement on a form provided by the board attesting to satisfaction of the continuing education requirement. The licensee shall list the activities submitted for continuing education credit and the amount of credit claimed for each one.
2. The licensee may not submit the specific verification of each continuing education experience claimed, but must maintain a file of such verification documentation for two years following the submission of the reporting form.
3. At each reporting period, the board will select a random sample of approximately ten percent of the licensees and require them to provide verification of the continuing education experiences claimed on the reporting form.

History: Effective February 1, 1995; amended effective April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-08.1, 43-32-08.2

66-03-01-06. Failure to comply with the continuing education requirement. If, after the opportunity for a formal hearing, a licensee does not satisfy the number of credits required for a two-year cycle, the board may exercise the following options:

1. Extension of time to complete the requirement. A licensee may request an extension of time because of illness or serious extenuating circumstances amounting to good cause. The approval of an extension and the amount of time granted to complete the requirements are at the sole discretion of the board. In such cases the licensee will be required to continue to fulfill the continuing education requirement for the next two-year cycle as well.
2. Refuse to renew a license. A license that is not renewed because of failure to meet the continuing education requirements will be renewed if, within one year from the date of nonrenewal, the licenseholder demonstrates to the secretary of the board the continuing education

requirements have been satisfied and pays the renewal fee and a late fee of twenty dollars.

3. Place the license on probationary status.
4. Suspension of a license until such time as the licensee meets the requirements of the previous two-year cycle, but not to exceed a second two-year cycle.
5. Revocation of a license. In the event of license suspension for noncompletion of continuing education requirements, if the licensee does not complete the requirements during the period of suspension, the license may be revoked.
6. Reinstatement. A licensee whose license has been revoked for failing to satisfy the continuing education requirements must earn forty credits in continuing education during the immediately preceding two-year period in order to apply to the board for reinstatement.

History: Effective February 1, 1995; amended effective September 1, 2000; April 1, 2007.

General Authority: NDCC 43-32-08

Law Implemented: NDCC 43-32-08.1, 43-32-08.2, 43-32-27

66-03-01-07. Agencies and individual licensure exemptions. Repealed effective September 1, 2000.