



# COMMONWEALTH of VIRGINIA

Dianne L. Reynolds-Cane, M.D.  
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November 30, 2012

The Honorable Christopher P. Stolle, M.D.  
General Assembly Building, Room 422  
Capitol Square  
Richmond, Virginia 23219

Dear Delegate Stolle:

Enclosed is the report of the *Military Credentials Review* conducted by the Department of Health Professions in response to your request from March 9, 2012 for a study of options to accept military training and experience as satisfying licensure and certification requirements and recommendations for increasing relevant veteran and public awareness. Military and civilian professional credentialing has evolved in separate worlds.

The report describes the current status of the many federal and state organizations to communicate with each other and help translate the knowledge, skills, and abilities attained in the military to be understandable by licensing boards and to provide gap analyses of the education and training that may be needed to meet licensure requirements. The report also describes the Department's new Military Credentialing website and work, to date, with other agencies and other organizations.

If you need further information regarding the study or its recommendations, please contact Elizabeth Carter, the Executive Director for the Board, at (804)367-4426 or via e-mail at Elizabeth.Carter@dhp.virginia.gov or myself at (804) 804/367-4648 or Dianne.Cane@dhp.virginia.gov.

Sincerely yours,

A handwritten signature in black ink that reads "D. Reynolds-Cane, MD".

Dianne L. Reynolds -Cane, M.D.  
Director  
Virginia Department of Health Professions

Enclosure

**THE VIRGINIA BOARD OF HEALTH PROFESSIONS  
THE VIRGINIA DEPARTMENT OF HEALTH PROFESSIONS**

**Military Credentials Review**

**November 2012**

**Virginia Board of Health Professions  
9960 Mayland Dr, Suite 300  
Richmond, VA 23233-1463  
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# VIRGINIA DEPARTMENT OF HEALTH PROFESSIONS

## MILITARY CREDENTIALS REVIEW

NOVEMBER 2012

### Executive Summary

This review is in response to Delegate Christopher P. Stolle's letter, dated March 9, 2012 to Virginia Department of Health Professions Director Dianne L. Reynolds-Cane, M.D. requesting that the Department:

*... study options for accepting military training and experience as satisfying requirements for licensure or certification to practice the healing arts. . . In conducting this study, the Department of Health Professions is asked to review existing state laws governing licensure and certification of practitioners of the healing arts, compare these requirements to similar Military Occupational Specialties, and develop recommendations for statutory and regulatory changes to allow the Department of Health Professions to accept evidence of military training and experience as satisfying educational and experiential requirements for licensure or certification to practice the healing arts. The Department is also asked to develop recommendations related to options for increasing awareness among veterans and citizens of the Commonwealth for submitting evidence of military training and experience to satisfy educational and experiential requirements for licensure or certification to practice the healing arts.*

Currently, across the nation, myriad federal and state,<sup>1</sup> veterans, educational, professional and credentialing organizations are grappling with the need to work toward a common understanding of the specific content and level of the knowledge, skills, and abilities learned through military training and experience. This training is individualized, and each of the military services has its own unique credentialing program. These programs use a variety of techniques to promote credentialing of service members across a wide array of health care and non-health care professions.

All the various groups involved are concerned that the military and veterans organizations have ready references to states' professional licensure requirements so that all have the tools needed to compare them with Military Occupational Specialties and the specific training of individuals. Efforts are underway to systematize references and to perform "gap analyses" to determine the education and training that may be needed by service members that will make licensure possible once they leave the service.

The chief coordinating force between the federal government and states is the Task Force on Veterans Employment. It is led jointly by the Departments of Defense and Veterans Affairs, with the assistance of the Department of Labor, Department of Education, Office of Personnel Management, Office of Management and Budget, specified White House staff, and collaboration

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<sup>1</sup> "States" refer to the 50 states as well as the District of Columbia and U.S. Territories.

with licensing and veterans affairs agencies in several states. The state partnership aspect emerged as a result of a national licensing and credentialing summit held in February<sup>2</sup> which a representative from the Virginia Department of Health Professions (DHP) attended. The Task Force requested DHP's assistance along with agencies in five other states (Colorado, Illinois, Maryland, New York, and Washington State). Since then, DHP has been working with the Task Force staff and their chief contractor, SOLID, Inc. to learn more about and to assist their and other states' efforts at gap analysis and cross-walking military education and training. The states are providing detailed information on state licensure requirements and feedback on Task Force work, to date. Telephonic meetings are held every six weeks, with the next being scheduled for late December.

It should be noted that many health-related professions do not require military credential-state licensing cross-walks. Physicians and several other health professions<sup>3</sup> are required by the services to be licensed in at least one state. These individuals may apply for licensure through endorsement from the state in which they are licensed.

However, the services do not tend to require licensure for assistant or technician level occupations, generally filled by enlisted staff. Some enlisted individuals may have licensure or professional certifications that readily apply, while it is viewed that most do not. So, the chief need for military credential-state licensure comparison is at what the Task Force now describes at the "Health Care Support" level.

To address the differences among the service branches beginning in March 2012, the Task Force began to compare Army, Navy, Air Force, and Marine Military Occupational Codes with related Occupational Information Network (O\*Net)<sup>4</sup> Codes. O\*Net Codes are developed through the sponsorship of the Employment and Training Administration of the U. S. Department of Labor and provide standardized, occupation-specific descriptions that both the military and private sector can understand. They selected ten enlisted-level occupations for initial review to develop standardized descriptions of the knowledge, skills, and abilities designed to enable validated cross-walking to civilian occupations, including those that require state licensure or professional certifications.

Among this group of ten, Emergency Medical Technicians and Paramedics and Medical Assistants are the first health-related occupations to be explored. They are being cross-walked with the Army's 68W Health Care Specialist, the Navy's HN Hospital Corpsman, and the Air Force's 4NOX1 Aerospace Medical Service codes. The state regulation of these professions varies. In Virginia, regulation is through the Department of Health Office of Emergency and Medical Services. Virginia provides for expedited applications for individuals who have earned maintained national certifications and has developed provisions to accept comparable military experience as satisfying much of the practical training requirement.<sup>5</sup>

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<sup>2</sup> The National Credentialing and Licensing Summit sponsored by the American Legion and U.S. Chamber of Commerce, February 21-23, 2013, Washington, DC. U.S.

<sup>3</sup> Including podiatrists, registered nurses, dentists, physical therapists, clinical psychologists, social workers, and other, traditionally commissioned-officer ranked professions.

<sup>4</sup> O\*Net is <http://www.onetonline.org/>.

<sup>5</sup> Further details are available at Virginia Department of Health Office of Emergency Medical Services (Emergency Medical Technicians and Paramedic regulation): <http://www.vdh.virginia.gov/OEMS/>

Table 1. Health-related Military Occupations under Current Task Force Review		
ARMY	NAVY	AIR FORCE
68E - Dental Specialist	HM – Dental Assistant	4Y0X1 – Dental Assistant Specialty
68E - Dental Specialist; ASI-X2 Preventative Dentistry Specialty	HM – Dental Hygienist	4Y051/H – Dental Hygienist
68K - Medical Laboratory Specialist	HM – Medical Laboratory Technician	4T0X1 – Medical Laboratory Technician
68W - Health Care Specialist; ASI-M6 – Practical Nurse	HM – Hospital Corpsman (basic)	4N0X1 – Aerospace Medical Service Technician
68Q - Pharmacy Specialist	HM – Pharmacy Therapy Technician	4P0X1 – Pharmacy
68W – Health Care Specialist; ASI – N9 – Physical Therapy Assistant	HM – Physical Therapy Technician	4J0X2 – Physical Medicine
68R – Veterinary Food Inspection Specialist	N/A	N/A

Task Force efforts to study other health-related professions have also begun recently. As of November 19, 2012, they reported they are securing detailed training materials on the military occupations listed by service branch in Table 1 to compare with seven civilian occupations: Dental Assistant, Dental Hygienist, Laboratory Technician, Licensed Practical Nurse, Physical Therapy Assistant, Pharmacy Technician, and Veterinary Technician. At the writing of this report, a memorandum is being sent to the Assistant Secretaries of the Army (Manpower and Reserve Affairs), of the Navy (Manpower and Reserve Affairs), of the Air Force (Manpower and Reserve Affairs), of Defense (Health Affairs, Reserve Affairs, and Military Community and Family Programs) to obtain programs of instruction, detailed learning objectives, course management plans, critical task lists, course pre-requisites, and educational program national accreditation exists if applicable.

In addition to the Task Force collaboration, DHP is also coordinating with other organizations within the Commonwealth. The Virginia Department of Veterans Services requested that DHP examine the comparability of 92M MOS (Mortuary Affairs Specialist) training with Virginia's licensure through the Virginia Board of Funeral Directors and Embalmers. On November 15, 2012, DHP and Board staff participated in a meeting at the U.S. Army's Joint Mortuary Affairs Center at Ft. Lee as part of a broader discussion on how to assist 92Ms transition from the military to the civilian work force. In response, the Joint Mortuary Affairs Center will develop a training task list that will be forwarded to the Board for comparability determination with a portion of their internship requirements.

It is premature to make recommendations concerning potential legislative amendment pertaining to health care licensure for the 2013 General Assembly. A number of provisions to aid military service members, veterans, and military spouses exist Chapter 54 of the *Code of Virginia*: Sections 54.1-106, 2701, 2817, 2817, 2930, 3005, 3476, and, most recently, 54.1-119 (House Bills 937<sup>6</sup>) and 54.1-119) (House Bill 938<sup>7</sup>). These last measures were passed in the 2012

<sup>6</sup> <http://leg1.state.va.us/cgi-bin/legp504.exe?121+ful+CHAP0604>

<sup>7</sup> <http://leg1.state.va.us/cgi-bin/legp504.exe?121+ful+CHAP0524>

General Assembly Session to respectively establish expedited license issuance for military spouses and the acceptance of substantially equivalent military training, education or experience.

The greatest challenge among these provisions is in understanding what comprises an individual's military education and training, and the Task Force's efforts, though still a work-in-progress, should provide the much needed, objective, and consistent cross-walk and gap analyses all the states can use to "translate" and make transparent the basis of comparison for all.

The Department is also working to increase public awareness and provide a ready-reference for service members, spouses and veterans, the Department has developed and launched a new website page devoted to consolidating information on military credentialing:

<http://www.dhp.virginia.gov/About/MilitaryCredentialing.htm>.

It includes a comprehensive list of all professions and respective licensing board links, an extensive at-a-glance summary of statutory and regulatory requirements for initial licensure, links to Department policy and all relevant statutes under Chapter 54. Based upon a review of all Virginia websites, the above site provides links to education, career, employment and support services provide by other Virginia agencies and select non-state resources with helpful information, such as O\*Net and Career One-Stop. The Military Credentialing site will be maintained by the Department as a regular feature.

It is recommended that the Department continue this study and monitor the cross-walk and gap analysis progress being made by the Task Force and other organizations in 2013.

# VIRGINIA DEPARTMENT OF HEALTH PROFESSIONS

## MILITARY CREDENTIALS REVIEW

NOVEMBER 2012

This review is in response to Delegate Christopher P. Stolle's letter, dated March 9, 2012 to Virginia Department of Health Professions Director Dianne L. Reynolds-Cane, M.D. requesting that the Department:

*... study options for accepting military training and experience as satisfying requirements for licensure or certification to practice the healing arts. . . In conducting this study, the Department of Health Professions is asked to review existing state laws governing licensure and certification of practitioners of the healing arts, compare these requirements to similar Military Occupational Specialties, and develop recommendations for statutory and regulatory changes to allow the Department of Health Professions to accept evidence of military training and experience as satisfying educational and experiential requirements for licensure or certification to practice the healing arts. The Department is also asked to develop recommendations related to options for increasing awareness among veterans and citizens of the Commonwealth for submitting evidence of military training and experience to satisfy educational and experiential requirements for licensure or certification to practice the healing arts.*<sup>8</sup>

There currently exists no standardized, valid and reliable means for state licensing boards to translate military training and experience into comparable state licensure requirements that are based on established minimal competencies. To ensure fair treatment and public safety, licensing boards apply uniform criteria to applicants. This most typically involves graduation from accredited<sup>9</sup> educational programs, passage of examinations that comply with nationally recognized standards, and, for some professions, appropriately supervised and board prescribed clinical experience. Professional organizations and boards rely heavily upon the expertise of credentialing organizations that are, themselves, vetted by independent organizations, including the American National Standards Institute, Institute for Credentialing Excellence (ICE) (formerly National Commission for Health Certifying Agencies)<sup>10</sup> and Commission on Accreditation of Allied Health Education Programs (CAAHEP) as well as examination professional organizations such as the Professional Examination Service which develops the SAT and GRE.

To complicate further, each branch of military service has unique credentialing programs and training has often been individualized.<sup>11</sup> Such programs have used a variety of techniques to promote credentialing of service members. Matching military occupation codes (MOCs) to

<sup>8</sup> A copy of the full letter is provided in Appendix 1.

<sup>9</sup> Or board approved.

<sup>10</sup> In 1989 NCHCA became the National Commission for Certifying Agencies and the National Organization for Competency Assurance (NOCA) was formed as an association of credentialing bodies. ICE succeeded NOCA in 2009.

<sup>11</sup> Efforts are underway to better consolidate health-related training, especially through the U.S. Army Medical Department Center and School at Ft. Sam Houston in Texas.

civilian jobs and civilian credentialing requirements and dissemination of this information to service members and veterans through online websites is a key feature of several. Other features include incorporating credentialing into service members' professional development models, paying for credentials attained related to military occupations, and enhancing the military training and civilian credentialing requirements and identification of resources available to help fill the "gap" to make licensure possible.

Multiple states and federal, veterans, educational, professional, and credentialing organizations are attempting to gain a common understanding of the specific content and level of the knowledge, skills, and abilities (KSAs) learned through military training and experience. All the various groups involved are concerned that the military and veterans organizations have ready references to states' professional licensure requirements so that all have the tools needed to compare them with Military Occupational Specialties and the specific training of individuals. Efforts are underway to systematize references and to perform "gap analyses" to determine the education and training that may be needed by service members that will make licensure possible once they leave the service.

In recognition of the need for coordination and greater understanding among the various groups involved, the National Credentialing and Licensure Summit (Summit) was hosted by the American Legion and U.S. Chamber of Commerce in Washington, DC February 21-23, 2012.<sup>12</sup> Eleven panel discussions broaching topics as wide as the purpose behind professional credentialing to issues faced by military spouses to initiatives to earn civilian credentials were presented. Appendix 2 provides a summary of the notes taken from the Summit presentations of greatest relevance to the current study.

The chief coordinating force between the federal government and states currently is the Task Force on Veterans Employment (hereafter the Task Force). It is led jointly by the Departments of Defense and Veterans Affairs, with the assistance of the Department of Labor, Department of Education, Office of Personnel Management, Office of Management and Budget, specified White House staff, and collaboration with licensing and veterans affairs agencies in several states.

The state partnership aspect emerged as a result of the Summit held which a representative from the Virginia Department of Health Professions (DHP) attended. The Task Force requested DHP's assistance along with agencies in five other states (Colorado, Illinois, Maryland, New York, and Washington State). Since then, DHP has been working with the Task Force staff and their chief contractor, SOLID, Inc. to learn more about and to assist their and other states' efforts at gap analysis and cross-walking military education and training. The states are providing detailed information on state licensure requirements and feedback on Task Force work, to date. Telephonic meetings are held every six weeks, with the next being scheduled for late December.

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<sup>12</sup> The National Credentialing and Licensing Summit sponsored by the American Legion and U.S. Chamber of Commerce, February 21-23, 2013, Washington, DC. U.S.

It should be noted that many health-related professions do not require military credential-state licensing requirement cross-walks. Physicians and several other health professions<sup>13</sup> are required by the services to be licensed in at least one state. These individuals may apply for licensure through endorsement from the state in which they are licensed.

However, the military services tend not to require licensure for assistant or technician level occupations, generally filled by enlisted staff who receive training in service schools. Some enlisted individuals may have licensure or professional certifications that readily apply, while it is viewed that most do not. So, the chief need for military credential-state licensure comparison is at what the Task Force now describes at the “Health Care Support” level.

With its focus on the occupations deemed “Health Care Support,” the Task Force began in March to compare Army, Navy, Air Force, and Marine Military Occupational Codes with related Occupational Information Network (O\*Net)<sup>14</sup> Codes. O\*Net Codes are developed through the sponsorship of the Employment and Training Administration of the U. S. Department of Labor and provide standardized, occupation-specific descriptions that both the military and private sector can understand. They selected ten enlisted-level occupations for initial review to develop standardized descriptions of the knowledge, skills, and abilities designed to enable validated cross-walking to civilian occupations, including those that require state licensure or professional certifications.

Among this group of ten, Emergency Medical Technicians and Paramedics and Medical Assistants are the first health-related occupations to be explored. They are being cross-walked with the Army’s 68W Health Care Specialist, the Navy’s HN Hospital Corpsman, and the Air Force’s 4NOX1 Aerospace Medical Service codes. The state regulation of these professions varies. In Virginia, regulation of EMTs and Paramedics is through the Department of Health Office of Emergency and Medical Services. Virginia provides for expedited applications for individuals who have earned maintained national certifications and has developed provisions to accept comparable military experience as satisfying much of the practical training requirement.<sup>15</sup> “Medical Assistant” is not a regulated profession in Virginia.

Task Force efforts to study other health-related professions have also begun recently. As of November 19, 2012, they reported they are securing detailed training materials on the military occupations listed by service branch in Table 1 to compare with seven civilian occupations: Dental Assistant, Dental Hygienist, Laboratory Technician, Licensed Practical Nurse, Physical Therapy Assistant, Pharmacy Technician, and Veterinary Technician. At the writing of this report, a memorandum is being sent to the Assistant Secretaries of the Army (Manpower and Reserve Affairs), of the Navy (Manpower and Reserve Affairs), of the Air Force (Manpower and Reserve Affairs), of Defense (Health Affairs, Reserve Affairs, and Military Community and Family Programs) to obtain programs of instruction, detailed learning objectives, course

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<sup>13</sup> Including podiatrists, registered nurses, dentists, physical therapists, clinical psychologists, social workers, and other, traditionally commissioned-officer ranked professions.

<sup>14</sup> O\*Net is <http://www.onetonline.org/>.

<sup>15</sup> Further details are available at Virginia Department of Health Office of Emergency Medical Services (Emergency Medical Technicians and Paramedic regulation): <http://www.vdh.virginia.gov/OEMS/>

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68K - Medical Laboratory Specialist	HM – Medical Laboratory Technician	4TOX1 – Medical Laboratory Technician
68W - Health Care Specialist; ASI-M6 – Practical Nurse	HM – Hospital Corpsman (basic)	4NOX1 – Aerospace Medical Service Technician
68Q - Pharmacy Specialist	HM – Pharmacy Therapy Technician	4POX1 – Pharmacy
68W – Health Care Specialist; ASI – N9 – Physical Therapy Assistant	HM – Physical Therapy Technician	4JOX2 – Physical Medicine
68R – Veterinary Food Inspection Specialist	N/A	N/A

management plans, critical task lists, course pre-requisites, and educational program national accreditation if it exists.

As indicated earlier, since the Summit, DHP has been working with Task Force staff and SOLID, Inc. to provide insight into Virginia’s relevant legislation and the details of the education, training, and examination requirements of Virginia’s health professions regulated through its 13 licensing boards. DHP and the other states partners have made clear that what the states need for the comparisons must be clear, reliable, and validated by experts knowledgeable about Equal Opportunity Employment Commission rulings and the aforementioned national credentialing standards.

Several provisions to aid military service members, veterans, and military spouses are found in Chapter 54 of the *Code of Virginia*: Sections 54.1-106, 2701, 2817, 2817, 2930, 3005, 3476, and, most recently, §54.1-118 and 119 (House Bill 938<sup>16</sup> and House Bill 937<sup>17</sup>). These last measures, provided in Appendix 3, were passed in the 2012 General Assembly Session to respectively establish acceptance of substantially equivalent military training, education and experience and provide for expedited license issuance for military spouses.

Also in Appendix 3 is a summary document entitled, “Statutory and Regulatory Requirements for Initial Licensure.” It was created to assist the Task Force and provide a key reference for service members, military spouses, and veterans. The report does not summarize the requirements for all professions regulated within DHP, but those for which a state license may not be required by the military. In addition to the statutory and regulatory requirements for licensure, it also points to the national credentialing body criteria, and important website links to respective educational program accreditation and professional examination organization sites.

Upon advice of Pentagon officials, DHP has reached out to the Washington State Department of Health. Washington State was the earliest to adopt military credential comparability statutes, in

<sup>16</sup> <http://leg1.state.va.us/cgi-bin/legp504.exe?121+ful+CHAP0524>

<sup>17</sup> <http://leg1.state.va.us/cgi-bin/legp504.exe?121+ful+CHAP0604>

2011. The Washington State Department of Health is also in the Task Force state partnership. Their system provides for 20 professions (half of which are regulated in Virginia) to participate.

At this time, there is no standard cross-walk available from Washington State or any other known state. Washington is proceeding on a case-by-case basis and attempting to build an equivalency cross-walk with the assistance of an intern who is also an active military Medical Service Corps Officer and who is in a master's program in healthcare administration at the University of Washington. Their latest information is posted on the following website: <http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/MilitaryResources.aspx>).

DHP has also been coordinating with other organizations within the Commonwealth. The Virginia Department of Veterans Services requested that DHP examine the comparability of the 92M MOS (Mortuary Affairs Specialist) training with Virginia's licensure through the Virginia Board of Funeral Directors and Embalmers. On November 15, 2012, DHP and Board staff participated in a meeting at the U.S. Army's Joint Mortuary Affairs Center at Ft. Lee as part of a broader discussion on how to assist 92Ms transition from the military to the civilian work force. In response, the Joint Mortuary Affairs Center will develop a training task list that will be forwarded to the Board for comparability determination with a portion of their internship requirements. A memorandum from Ms. Lee C. Green, Director, Joint Mortuary Affairs Center that summarizes the meeting is provided in Appendix 4.

Though still a complex work-in-progress, the significant efforts underway of the Task Force and states should ultimately provide objective, transparent, and consistent cross-walk and gap analyses of the specific knowledge, skills, and abilities required for safe practice. In the meantime, Virginia's Department of Health Professions remains committed to assisting in these efforts and increasing public awareness.

The Department has developed and launched a new website page devoted to consolidating information on military credentialing:

<http://www.dhp.virginia.gov/About/MilitaryCredentialing.htm>

(Also available in Appendix 5). It includes a comprehensive list of all professions and respective licensing board links, an extensive at-a-glance summary of statutory and regulatory requirements for initial licensure, links to Department policy and all relevant statutes under Chapter 54. Based upon a review of all Virginia websites, the above site provides links to education, career, employment and support services provided by other Virginia agencies and select non-state resources with helpful information, such as O\*Net and Career One-Stop. The Military Credentialing site will be maintained by the Department as a regular feature.

### **Continued Review Warranted**

It is recommended that this report be viewed as a status report and that the Department continue this study and monitor the cross-walk and gap analysis progress being made by the Task Force and other organizations in 2013.

## ANNOTATED REFERENCES

American Council on Education. (2012). ACE Guide to the evaluation of educational experiences in the armed services. Accessed at [www.militaryguides.acenet.edu](http://www.militaryguides.acenet.edu)

American Council on Education. (2012). CREDIT program [http://www.acenet.edu/news-room/Pages/College-Credit-Recommendation-Service-\(CREDIT\).aspx](http://www.acenet.edu/news-room/Pages/College-Credit-Recommendation-Service-(CREDIT).aspx).

American Council on Education. (2011). A transfer guide: Understanding you military transcript and ACE credit recommendations. Accessed at: [www.acenet.edu/militaryprograms/transferguide](http://www.acenet.edu/militaryprograms/transferguide).

American Council on Education. (2011). AARTS (Army American Council on Education Registry Transcript System). The brochure (dated September 9, 2011) was provided at the American Legion and U. S. Chamber of Commerce sponsored National Credentialing Summit in Washington, D.C. February 21-23, 2012.<sup>18</sup>

American Council on Education. (2011). SMART (Sailor Marine ACE Registry Transcript). The brochure (dated January 2011) was provided at the American Legion and U.S. Chamber of Commerce sponsored National Credentialing Summit in Washington, DC. February 21-23, 2012. Similar to the AARTS program above, the SMART system applies to Navy and Marine Corps active duty, Reserve, and veterans. The SMART Operations Center is link is [sfly\\_smart@navy.mil](mailto:sfly_smart@navy.mil).

American National Standards Institute (2012). About ANSI. Accessed at: ([http://www.ansi.org/about\\_ansi/introduction/introduction.aspx?menuid=1](http://www.ansi.org/about_ansi/introduction/introduction.aspx?menuid=1)).

AVUE Technologies Corporation. (2012). Quick reference guide-AVUE Central for military/former military applying for jobs with the federal government. Presented at the American Legion and U.S. Chamber of Commerce sponsored National Credentialing Summit in Washington, D.C., February 21-23, 2012.<sup>19</sup>

Career One-Stop. (2012). Military transition: Key to career success. Main site created for the U.S. Department of Labor Employment and Training Administration through the Key to Career Success campaign to assist veterans and transitioning service members with career planning, training and job search resources at One-Stop Career Centers. Accessed at: <http://www.careeronestop.org/militarytransition/>.

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<sup>18</sup> It describes the AARTS automated transcribing service provided to soldiers and veterans of the regular Army, Army National Guard or Army Reserve with a basic active date after October 1, 1981. The transcripts are designed to assist college registrars, admissions officers, counselors and deans to award soldiers and veterans college credit for military learning. Additional transcript information available on <http://aarts.army.mil> and <https://aartstranscript.army.mil>. (NOTE: the later link is available to service members and veterans, only).

<sup>19</sup> AVUE is a private company providing resources to assist applicants in translating military MOS to a federal job. AVUE's main site is [www.avuecentral.com](http://www.avuecentral.com) and MOS Translator is available at [www.warfighterhome.us](http://www.warfighterhome.us).

Career One-Stop. (2012). Military to civilian occupation translator. Accessed at: <http://www.careerinfonet.org/moc/>.

Career One-Stop. (2012). Credentials center. Accessed at: <http://www.careeronestop.org/CREDENTIALING/CredentialingHome.asp>.

Career One-Stop. (2012). Military portal: Find state resources for veterans. Available at [http://maps.servicelocator.org/military/select\\_state.apx](http://maps.servicelocator.org/military/select_state.apx).<sup>20</sup>

Commission on Accreditation of Allied Health Education Programs. (2012). Homepage. Accessed at: <http://www.caahep.org/>.

Institute of Credentialing Excellence. (2012). About us. Accessed at: <http://www.credentialingexcellence.org/GeneralInformation/AboutUs/tabid/54/Default.aspx>

Institute of Credentialing Excellence (2012). About us: History. Accessed at: <http://www.credentialingexcellence.org/p/cm/ld/fid=21>.

Kringer, E. (2012). DoD state licensing efforts. Presented at the American Legion and U.S. Chamber of Commerce sponsored National Credentialing Summit in Washington, D.C., February 23, 2012, Panel 11: State Licensing: Best Practices and Improvement Opportunities. For more information on the USA 4 Military Families Program see: [http://www.usa4militaryfamilies.dod.mil/MOS/f?p=USA4:ISSUE:0:::P2\\_ISSUE:2](http://www.usa4militaryfamilies.dod.mil/MOS/f?p=USA4:ISSUE:0:::P2_ISSUE:2)

Kringer, E. & Cain, M. (2012). Veterans' employment: DoD efforts to facilitate credentialing. Presented at the American Legion and U.S. Chamber of Commerce sponsored National Credentialing Summit in Washington, D.C., February 22, 2012. Panel 2: Cross-Cutting Initiatives: Breaking Down Credentialing Barriers for Service Members and Veterans. [NationalCredentialingSummit2012\\_credential\\_kringer\\_cain.ppt](#).

Maryland Department of Labor, Licensing and Regulation. (2012). Military to Federal Jobs Crosswalk. Launched in March 2011, this web-based tool was made possible through a grant from the U.S. Department of Labor. It was specifically designed for transitioning service members and veterans to use in fill federal job openings as a result of reductions due to the Base Realignment and Closure (BRAC) initiative. This was developed through a U.S. Department of Labor grant and is accessed at: <http://www.dllr.state.md.us/mil2fedjobs/>.

Roberts, C. (2012, February 24). Let's get out there and do it. The American Legion website article summarizing the American Legion and U.S. Chamber of Commerce sponsored National Credentialing Summit in Washington, D.C. Accessed at: <http://www.legion.org/careers/161876/let%E2%80%99s-get-out-there-and-do-it>.

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<sup>20</sup> Provides links to individual state's job search resources: Virginia Automated Labor Exchange, Virginia Employment Commission Field Offices, Veterans Outreach Services, State Employment for Veterans. It also provides links to National Guard and Reserve resources and Veterans Service Field Offices.

Sanchez, E. (2012, February 22). DOD works to ease troop transition to credentialed jobs. *U. S. Department of Defense News*. Accessed at: <http://www.defense.gov/news/newsarticle.aspx?id=67290>

U. S. Army. (2012). COOL for you. Introduction to the U. S. Army's Credentialing Opportunities On-Line (Army COOL) program.<sup>21</sup> Available at: <https://www.cool.army.mil/>.

U.S. Army. (2012). COOL overview. Available at: <https://www.cool.army.mil/overview.htm>.

U.S. Army. (2012). Credentialing basics. Available at: [https://www.cool.army.mil/credentialing\\_basics.htm](https://www.cool.army.mil/credentialing_basics.htm).

U.S. Army. (2012). Credential search. Available at: <https://www.cool.army.mil/search.htm>.

U.S. Army. (2012). Costs and resources. Available at: <https://www.cool.army.mil/costs.htm>.

U.S. Army. (2012). Related sites. Available at: <https://www.cool.army.mil/related.htm>.

U. S. Department of Labor. (2012). O\*Net Online. Accessed at: <http://www.onetonline.org/>.

U. S. Department of Labor. (2012). O\*Net Resource Center. Accessed at: <http://www.onetcenter.org>.

U. S. Department of Labor (2012). O\*Net Online MOC Crosswalk. Accessed at : <http://www.onetonline.org/crosswalk/MOC/>.

U. S. Department of Labor (2012). My Next Move 4 Veterans. Accessed at: <http://www.mynextmove.org/vets/>.

U.S. Department of the Treasury and U.S. Department of Defense (2012, February 15). Supporting our military families: Best practices for streamlining occupational licensing across state lines.<sup>22</sup> Accessed at: [http://www.defense.gov/home/pdf/Occupational\\_Licensing\\_and\\_Military\\_Spouses\\_Report\\_vFINAL.PDF](http://www.defense.gov/home/pdf/Occupational_Licensing_and_Military_Spouses_Report_vFINAL.PDF).

U.S. Navy. (2012). COOL for you. Available at: <https://www.cool.navy.mil>.

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<sup>21</sup> Assists soldiers in comparing military occupational specialty with civilian credentials, informs about credential requirements and potential programs to help pay for credentialing fees.

<sup>22</sup> This report highlights the impact of state occupational licensure requirements on the careers of military spouses.

U.S. Navy. (2012). Credentialing basics. Available at:  
[https://www.navy.mil/credentialing\\_basics.htm](https://www.navy.mil/credentialing_basics.htm).

U.S. Navy. (2012). Credential search. Available at:  
[https://www.cool.navy.mil/civilian/search\\_civilian.htm](https://www.cool.navy.mil/civilian/search_civilian.htm).

U.S. Navy. (2012). Enlisted search page. Accessed Available at:  
[https://www.cool.navy.mil/enlisted/search\\_enlisted.htm](https://www.cool.navy.mil/enlisted/search_enlisted.htm).

U.S. Navy. (2012). Officer search page. Accessed Available at:  
[https://www.cool.navy.mil/officer/search\\_officer.htm](https://www.cool.navy.mil/officer/search_officer.htm).

U.S. Navy. (2012). Costs and resources. Accessed Available at:  
<https://www.cool.navy.mil/costs.htm>.

U.S. Navy. (2012). Related sites. Accessed Available at:  
<https://www.cool.navy.mil/related.htm>.

Virginia Department of Health Office of Emergency Medical Services (Emergency Medical Technicians and Paramedic regulation. Accessed at:  
<http://www.vdh.virginia.gov/OEMS/>.

## APPENDIX 1

COMMONWEALTH OF VIRGINIA  
HOUSE OF DELEGATES  
RICHMOND

CHRISTOPHER P. STOLLE  
POST OFFICE BOX 5429  
VIRGINIA BEACH, VIRGINIA 23471  
83<sup>rd</sup> DISTRICT

COMMITTEE ASSIGNMENTS:  
EDUCATION  
HEALTH, WELFARE AND INSTITUTIONS  
COUNTIES, CITIES AND TOWNS

March 9, 2012

Dianne Reynolds-Cane, M.D.  
Director  
Department of Health Professions  
Perimeter Center  
9960 Mayland Dr., Suite 300  
Richmond, VA 23233-1463

Dear Dr. Reynolds-Cane,

As outlined in HJ51 and as discussed during the House Studies Subcommittee on January 26, 2012, the Commonwealth, like the rest of the United States, is currently facing shortages in health care services and the health care work force. Veterans of the United States armed forces and the Virginia National Guard often gain valuable training and experience in health care services and the healing arts during their military training and experience. This military training and experience often parallels training and experience requirements for licensure or certification to practice the healing arts, but is not recognized by the Commonwealth as satisfying educational and experiential requirements for licensure or certification to practice the healing arts in the Commonwealth. Recognizing training and experience gained by veterans during the course of their military service and accepting evidence of such training and experience as satisfaction of educational and experiential requirements for licensure or certification to practice the healing arts can lead to an increase in the availability of qualified health care providers while also providing employment for veterans.

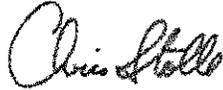
Therefore, I respectfully request that the Department of Health Professions study options for accepting military training and experience as satisfying requirements for licensure or certification to practice the healing arts. In conducting its study, the Department of Health Professions is asked to review existing state laws governing licensure and certification of practitioners of the healing arts, compare these requirements to similar Military Occupational Specialties, and develop recommendations for statutory and regulatory changes to allow the Department of Health Professions to accept evidence of military training and experience as satisfying educational and experiential requirements for licensure or certification to practice the healing arts. The Department of Health Professions is also asked to develop recommendations related to options for increasing awareness among veterans and citizens of the Commonwealth for submitting evidence of military training and experience to satisfy educational and experiential requirements for licensure or certification to practice the healing arts.

I would also request that the Department of Health Professions complete its review by November 30, 2012, and submit to the General Assembly an executive summary and a report of its findings and recommendations for publication as a House or Senate document. It is requested that the executive

summary and report shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports no later than the first day of the 2013 Regular Session of the General Assembly and shall be posted on the General Assembly's website.

Should you have any questions or comments regarding this request, please contact me directly at (757) 633-2080 or contact me via email at [delcstolle@house.virginia.gov](mailto:delcstolle@house.virginia.gov).

Respectfully,

A handwritten signature in black ink, appearing to read "Chris Stolle". The signature is written in a cursive, flowing style.

Christopher P. Stolle, M.D.

**APPENDIX 2**  
**NOTES FROM THE NATIONAL CREDENTIALING AND LICENSURE SUMMIT**  
**SPONSORED BY THE AMERICAN LEGION AND U.S. CHAMBER OF COMMERCE**  
**WASHINGTON, D.C.**  
**FEBRUARY 21-23, 2012**

**Panel 1 – Overview: Credentialing Service Members and Veterans**

Panelists included:

Dr. Roy A. Swift, Director of Personnel Certification, American National Standards Institute (ANSI)  
Lisa Lutz, President of SOLID, LLC

**Roy A. Swift** explained the complexities of credentialing and licensure and that a standard “language” is needed. He recommended that the professions consider working toward achieving a state licensure model patterned after the current Interstate Nurse Compact which permits practice within the compact states as long as the practitioner is licensed in his or her home state. He also noted that each profession has evolved through various paths and over different timeframes in the 54 jurisdictions within the U.S.

**Lisa Lutz’s** company is the head of the contractor agency that prepared the research and analysis support for the following relevant federal projects: Department of Defense and Department of Labor’s Credentialing Working Group (2007- ongoing), Army Human Resources Command’s Army COOL (Credentialing Opportunities On-Line) (2000 – ongoing), Navy’s Center for Information Dominance’s COOL (2005-ongoing) and the Military to Federal Jobs Crosswalk (2011). Ms. Lutz gave background on these efforts designed to address credentialing in the military. She noted that it is difficult to find correspondence of many military jobs in the civilian arena, but some are easier than others.

She noted that in the 1990’s an integrated task force comprised of the Department of Defense, Department of Labor, and Department of Veterans Affairs was formed. She noted that this was the first time that the military services came together on credentialing. There was concern over the idea that if they made the connection between military training and civilian jobs clearer that they would lose service members to the civilian sector. She indicated that a great deal has changed since then and the branches now embrace this research.

Ms. Lutz reported that, today, there are mandatory credentials for specific MOSs and there are some that require civilian credentials, such as physicians and air traffic controllers. There are also voluntary credentials that the service members may obtain on their own time. In recent years, Congress has authorized payment for voluntary credentialing of service members. However, the Navy will only pay if it helps with service-related duties. Both the Army and Navy incorporate credentialing into professional career development and use it as a means for awarding promotion.

Ms. Lutz opined that the skills earned in the military are on par with civilian counterparts. However, she indicated that approximately 60% of employers cited in a 2010 survey noted that the #1 problem that they have with hiring veterans is the lack of a clear index of comparability.

The Army and Navy COOL websites were developed to improve civilian credentialing opportunities. The Army’s work began in 2000 with the GI to Jobs Initiative. The Navy entered into a memorandum of understanding with the Army that governs the use of the database and specifies coordination that must

take place between the two services. She stated that approximately 80% of the military occupation codes (MOCs) are related to civilian credentialing counterparts. She further stated that there are other "Skill Related to Certification" components that involve one or two tasks required for certification, and an "Additional/Specialized/Other" component. She provided links to the two COOL websites:

<https://www.cool.army.mil/>

<https://www.cool.navy.mil/>

Ms. Lutz also indicated that SOLID, Inc. has also developed the "Military to Federal Jobs Crosswalk," launched March 2011, for the Maryland Department of Labor, Licensing and Regulation through a grant from the U.S. Department of Labor in response to Maryland's need for a web-based tool for transitioning service members and veterans to fill federal job openings as a result of the reductions due to the Base Realignment and Closure Initiative. The following is a link to that website:

<http://www.dlir.state.md.us/mil2fedjobs/index.htm>

## **Panel 2: Cross-Cutting Initiatives: Breaking Down Credentialing Barriers for Service Members and Veterans**

Panelists included:

Beth Holst, Vice-President, Strategic Alliances and Business Partners (USGBC)

Ed Kringer, Director, State Liaison & Educational Opportunity, Office of the Secretary of Defense, Military Community & Family Policy

Marion Cain, Training, Readiness and Strategy, Office of the Secretary of Defense

David B. Rich, Director for Veterans Employment and Training (DVET), U.S. Department of Labor, Veterans Employment and Training Services, State of Delaware

**Beth Holst** moderated and indicated that a number of federal actions had been instituted recently intended to break down credentialing barriers. The Presidential Task Force On Veterans Employment was established in August 2011 had identified credentialing as one of the key methods of promoting employment of transitioning service members and veterans. They are actively pursuing several initiatives to enhance service members' ability to attain credentials *prior* to leaving service.

She stated that both the *Veterans Opportunity to Work Act of 2011 (VOW)* and the *National Defense Authorization Act of 2012* provide for credentialing demonstration projects to be initiated by the Department of Labor and Department of Defense to explore the pros and cons of promoting credentialing in-service vs. post-service.

Ms. Holst explained that there are five barriers to credentialing for members of the military:

1. Lack of awareness of what credentialing is by the military service members.
2. Gaps between military training and civilian credentialing as well as access to and costs associated with programs that "fill the gap."
3. Variation in state licensure requirements.
4. Credentialing organizations and licensing boards are unaware of military training and education and how to determine comparability.

5. Lack of accreditation of some civilian credentialing programs. This echoes the ANSI discussion in Panel #1 of the fact that not all credentialing organizations have been accredited by ANSI or ICE or any other third party that can provide assurance of legitimacy of the program.

**Ed Kringer and Marion Cane's** joint presentation was on the current interagency efforts to facilitate credentialing, hereafter referred to as the "Task Force." They noted that DoD, DoL, DVA, DoE, OMB, OPM, and two members of the White House senior staff currently lead the Task Force efforts. The overall goal is employment and facilitating service members and veterans getting credentials either in or outside of service. They are working on a common standard for service credentials. They noted that this is very much a "work-in-progress." This is a link to their PowerPoint presentation provided to DHP by the U.S. Chamber of Commerce for further reference:

[NationalCredentialingSummit2012\\_credential\\_kringer\\_cain.ppt](#). (Note: the first slide's content was affected in transmission).

Mr. Kringer had been working with some of the states. Mr. Cain indicated that he had been working with the national professional credentialing bodies.

Mr. Kringer and Mr. Cain both stated that the states need to make it simpler. They recommended that state licensing boards consider endorsement, temporary licensure, and accepting comparable training. They reviewed the states that had adopted all or part of these concepts.

Mr. Cain commented on his work with the national credentialing organizations and noted that approximately 60% did not understand how to make the connection between military training and credentialing requirements. He stated that this is what the Task Force is working on. They have been conducting detailed gap analyses of MOSs. He further reported that the service schools and training programs within the military are struggling with this complex task. He stated that there are over 1,000 different credentials, 2,000 if all of the professions are included.

Under the provisions of the *VOW Act of 2011*, DoL has cross-walked five MOSs and will be following up with a demonstration project in the next year or two. The VOW also calls for standardizing information on the Service Member Transcript so that employers, private credentialing organizations, and the states can gain a better understanding of what the training entails.

Mr. Kringer and Mr. Cain noted that they will need to develop a system to make the determination s of comparability of programs of instruction (POIs) straightforward for use by credentialing organizations. They acknowledged that the service schools will be involved heavily in translating what they do into a standard vernacular that civilian organizations can readily understand.

Mr. Kringer and Mr. Cain spoke to the significance of increasing the number of DVA approved certification agencies. They noted that veterans can now be reimbursed for the cost of taking approved licensing and credentialing tests. The DVA and DoL are working to build a repository of all approved certification agencies and that this will allow certification agencies to go to one location to file for approval. They noted that currently there are numerous agencies and scores of credentialing agencies emerging each year.

Of greatest relevance to the DHP study, Mr. Kringer and Mr. Cain noted that the training gap analysis for MOCs and cross-walking to civilian occupations is the most complex activity that the Task Force is involved in. Slide #11 from their PowerPoint provides details. In essence, they are identifying the "top

40" occupations across four service branches and cross-walking information back to 17 civilian occupations. They noted that it is critical to properly identify comparable credentials to match competencies needed. Once this is accomplished, they hope that they can determine how service members can fill any gaps in learning that would present a barrier to employment. They noted that current military training may become modified to adjust to civilian occupation requirements. They reported that the Task Force would be developing supporting packages of information and craft funding accordingly. They stated that if they discover that the gaps cannot be readily filled, they intend to determine specifically what is needed to fill the gap from civilian education and training avenues.

They reported that all career-related information derived from the Task Force efforts will be posted to the Army and Navy COOL sites.

Note: On February 22, 2012, the Department of Defense's News Service published an article entitled, "DOD Works to Ease Troop Transition to Credentialed Jobs" with interviews from Mr. Kringer and Mr. Cain <http://www.defense.gov/news/newsarticle.aspx?id=67290>.

**David B. Rich** with the Delaware DVA office is heading the work that includes the cross-walk demonstration project (hereafter Demonstration Project) with DoL to enhance the credentialing of service members and veterans (Veterans and Transitioning Service Employment and Training Service). This was authorized under Section 237 of VOW also known as the "Hire Heroes Act" (PL 112-76 – Title 38 U.S.C.).

Mr. Rich reported that there are four phases to the Demonstration Project. The first involves securing a contractor to help select six states with the greatest number of veterans and identify local veteran's employee representatives to assist. They will then create a report system to enable effectiveness measurement across the country. Then, they will roll out implementation in the six states and issue a final report. They are exploring three MOCs that each state will have responsibility for, for a total of six codes. He stated that there as "so many" codes that the first step is to determine which will be of greatest relevance to employers and of most assistance to service members and veterans seeking employment. To that end, he indicated that the group would begin with truck drivers, medics, and other popular MOCs that affect all branches.

Mr. Rich indicated that ANSI and DoD prepared modeling in 2002 for 10 states which yielded two documents related to learning outcomes from military POIs. These along with the former "Jobs Book" are being referenced for job analyses ad evaluation references. He noted that ANSI is concerned with how to identify quality credentialing organizations. There is a need to approach this as an ongoing effort and for consideration of as basis for continued competency assurance. He stated that this is a very complicated issue with many logistical support issues to be considered. They are brainstorming" approaches.

### **Panel 3 – Credentialing Initiatives in the Army, Navy, Air Force and Marine Corps**

Panelists included:

Wayne Boswell, Director of Operations, Transitions Assistance Program (TAP)  
Keith Boring, Program Manager, U.S. Navy's Credentials Program Office

J. R. Breeding, Director, Credentials Programs and Co-Chair JSAMTCC, Community College of the Air Force, Credentialing Programs  
Lisa Lutz, SOLID, Inc.  
Cassandra Coney, Education and Career Specialist-Vocational U.S. Marine Corps-HQ Personal and Professional Development

**Wayne Boswell** described that each service branch has its own credentialing programs, websites that match MOCs to civilian jobs and civilian credentialing requirements, incorporate credentialing into individual's professional development and promotion considerations, and identify sources to help fill the gaps. He noted the importance of service members considering that they need to prepare today for when they will leave service.

**J. R. Breeding** stated that the Community College of the Air Force (CCAF) provides a means for air service members to obtain college credit that can be used toward professional credentialing (federal, state, or local licensure and certification from credentialing organizations). He reported that there is an office of five at the Maxwell-Gunter Air Force Base in Alabama that serves the entire Air Force to aid with increasing occupational skills, improve professional development, and be better positioned when they transfer to civilian life.

CCAF evaluates national professional credentials that they deem are applicable to specific Air Force Occupational Specialties for possible award of college credit. They also assist in aligning CCAF degree programs with industry standards that may lead to credentialing eligibility upon completion of an applicable degree. They also manage CCAF programmatic accreditation processes with civilian credentialing agencies. Lastly, Mr. Breeding stated that they manage credentialing programs offered through CCAF.

Mr. Breeding indicated that the Air Force cross-walk of credentials is similar to the Army and Navy COOL programs. He stated that they also work a great deal with private credentialing organizations.

Of greatest relevance to the DHP study is CCAF's CERT (Credentialing and Education Research Tool) and their Collegiate Credit for Professional Certification, Licensure and Registry. The CCAF credentialing systems are listed on the following website which provides further links from the CERT and Collegiate Credit for Professional Certification, Licensure and Registry sections:

<http://www.au.af.mil/au/ccaf/certifications.asp>.

CERT (<https://augateway.maxwell.af.mil/ccaf/certifications/programs/>) was designed for Air Force enlisted personnel to learn about civilian occupation equivalencies with links to the DoL occupational codes and descriptions, links to national professional certifications and agencies and certification examinations offered by DANTES (Defense Activity for Non-Traditional Education Support). For more information on this DoD program see:

<http://www.dantes.doded.mil/Homepage/Docs/Mission%20brochure.pdf>.

The College Credit for Professional Certification, Licensure and Registry program awards college credit for approved national professional credentials. Here is a link to the CCAF Certification, Licensure and Registry listing of national professional credentials recognized by CCAF and approved to fulfill the technical education requirements of applicable degree programs:

[https://augateway.maxwell.af.mil/ccaf/certifications/faa\\_pubs/CCAF Certification Licensure and Registry Listing.pdf](https://augateway.maxwell.af.mil/ccaf/certifications/faa_pubs/CCAF_Certification_Licensure_and_Registry_Listing.pdf).

Additional information is available by contacting CCAF Certifications Program (CCAF/DEAL) at 334-649-5020.

Of significance for the DHP study is the approved credentialing through the American Registry of Radiologic Technologists (ARRT), Dental Assisting National Board (DANB), and Pharmacy Technician Certification Board (PTCB.)

**Lisa Lutz** provided an overview of the Army Credentialing Opportunities On-Line (COOL) website at: <https://www.cool.army.mil/>. She reported that the Army COOL was designed to inform service members about certification and licensure in civilian life. It helps them cross-walk MOSs with civilian occupations and professions. It helps them understand where the gaps may be between the military training and experience and what is required for licensure and certification and helps them look for resources available to help fill the gaps, including pay for credentialing associated fees.

Ms. Lutz provided historical background on COOL. It began in 2000 through the GI to Jobs Work Group (a recruiting program focused on non-degree seeking service members). In 2001, it further evolved and the first website was created. By 2004, the Army had established promotion points. In 2005, a Memorandum of Agreement was established between the Army and Navy to share data. In 2006, Navy's COOL emerged, under the *National Defense Authorization Act (NDAA)* which permitted payment for credentials. In 2007, the Navy authorized payment for credentials. In 2009, DoD conducted an assessment of these programs and obtained permanent authorizations for military service credentialing programs. Ms. Lutz stated that all services now use this authorization.

Ms. Lutz noted that there are multiple partners in this credentialing education effort:

- U.S.A. Req. (United States Army Recruiting Command) <http://www.usarec.army.mil/>)
- ACAP (Army Career and Alumni Program) <https://www.acap.army.mil/>)
- Servicemembers Opportunity Colleges (<http://www.soc.aascu.org/>)
- DANTES (described previously)
- American Council on Education – Military Programs (ACE)<sup>23</sup>  
([http://www.acenet.edu/AM/Template.cfm?Section=Military\\_Programs](http://www.acenet.edu/AM/Template.cfm?Section=Military_Programs))
- ANSI (American National Standards Institute)  
([http://www.ansi.org/about\\_ansi/introduction/introduction.aspx?menuid=1](http://www.ansi.org/about_ansi/introduction/introduction.aspx?menuid=1))
- Institute for Credentialing Excellence  
(ICE)(<http://www.credentialingexcellence.org/GeneralInformation/AboutUs/tabid/54/Default.aspx>)
- Other credentialing agencies
- Department of Labor
- Department of Veterans Affairs
- U.S. Navy

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<sup>23</sup> Since 1945, the American Council on Education (ACE) has provided a collaborative link between the U. S. Department of Defense and higher education through the review of military training and experiences for the award of equivalent college credits for members of the Armed Forces. Registrars, admissions officers, academic advisors, career counselors, and DoD Voluntary Education professionals have a basis for recognizing military educational experiences in terms of civilian academic credit through the Military Guide Online (from the [www.acenet.edu](http://www.acenet.edu) website).

Ms. Lutz further reported that they had been focusing on validating the data in the COOL system. She stated that they are confident in their comparability analyses and processes related to 189 enlisted and 79 warrant officer MOSs.

Ms. Lutz offered that for the Emergency Medical Technician Basic MOS, they believe that the credentialing examination objectives are fully met through Army training. She stated that there are advanced levels as well, and the Army has adapted its curriculum to address the credentialing objectives.

She also indicated that they are fully aware that there are “gaps” in some of the MOSs. They are promoting self-study, vendor training and e-learning to help bridge those gaps. They provide an “attainability training” feature on the website with graphics that help individuals judge for themselves where their current skills set and education level place them in relation to comparable civilian credentials so that they can gauge their likelihood of becoming credentialed.

Ms. Lutz reiterated that the military will reimburse applicants for examinations up to \$2,000 per test provided through approved credentialing agencies. She stated that they intend to increase to number of approved agencies. She stated that, currently, only about a third of credentialing agencies are approved. They are asking that credentialing organizations reach out to the military for approval. She indicated that there are thousands of occupational certifications across every type of labor imaginable and that there are concerns that before federal funds are expended that the credentialing organizations meet acceptable standards.

**Cassandra Coney** stated that the Navy has over 60,000 funded certifications and that it pays for continuing education to maintain certifications. She noted that the Army and Navy COOL sites are accessible by the public and allow for search by MOS. She further indicated that there is a cross-walk between Air Force Specialist Codes, Army and Marine Occupational Classification, and Coast Guard and Navy Ratings with the Department of Labor’s civilian occupational codes.

Ms. Coney indicated that there had been a considerable amount of psychometric work on the job and task analyses underlying the occupations to ensure validity in determining comparability. She reported that the results of this work have been incorporated into the Department of Labor’s O\*Net online (<http://www.onetonline.org/>). She indicated that this site has occupational information listed in “civilian speak.” It provides wage and employment trends and also corresponds to the federal government employment system. Funded certificates are listed and linked with pay grades. There are also links to credentialing agencies’ points of contact and apprenticeship program information for relevant occupations.

The O\*Net Online site indicates that the MOC Crosswalk was updated by DoD in January and incorporated into the O\*Net Online and My Next Move for Veterans site: <http://www.mynextmove.org/vets/>. Ms. Coney reported that over 10,000 MOC occupations are linked to related O\*Net-SOC occupations. Transitioning military personnel can use their military code or title to discover related civilian occupations and careers within O\*Net Online’s Military Cross Walk Search <http://www.onetonline.org/crosswalk/MOC/>

Although the information was generally well-received by the audience, concern was expressed because the existing military transcripts only provide the number of hours spent on certain topic areas. There is nothing on learning outcomes. It was noted by David B. Rich (DVA) that the American Council on

Education (ACE) reviews military transcripts with colleges and universities for collegiate credit and attempts to work through this on a case-by-case basis. He notes, however, that there is nothing comparable operationally with regard to civilian credentialing agencies. The Federal Aviation Administration is the exception. Mr. Rich also indicated that the credentialing organizations should join with DoD, DoL, DVA and other organizations to assess learning objectives used by the military branches and help determine comparability with their requirements. He stated that the branches, and especially the Navy, are ready to partner with credentialing organizations to amend the service training programs to enable their members to meet the requirements.

There was much discussion concerning how service members and veterans can be made aware of COOL. Some meeting participants indicated that one-to-one personal support was needed through transition counseling. Marion Cane (DoD) noted that training on transitioning needs to be done as soon as possible.

**Panel 4 – Mandated Credentialing in Information Assurance and Panel 5 – Army Training and Doctrine Command (TRADOC): Initiatives to Earn Civilian Credentials** pertained to occupations other than healthcare and were not of direct relevance to this study.

#### **Panel 6 – Innovative Credentialing Initiatives in the Military**

Panelists included:

Maj. Gen. Marcia Anderson, Deputy Chief, Army Reserve  
Erin Thede, Director of the U.S. Army Reserve Employer Partnership Program (EPP)  
C.S.M. John Gipe, Senior Enlisted Advisor, OSD Reserve Affairs  
C.M. Sgt., Denise M. Jelinski-Hall, Senior Enlisted Advisor, National Guard Bureau

The group discussed the Reserve Components' and National Guard and Services Reserves' initiatives to help with unprecedented transitions by service members on an off active duty. The Army Reserve established the Employer Partnership Program and the Air National Guard has been working with the Community College of the Air Force and accrediting organizations to provide members with academic, professional, and trade credentials.

**Ms. Thede** indicated that the Air National Guard had been coordinating efforts with the Community College of the Air Force. She also stated that much work is underway to support military spouse employment efforts as part of a larger initiative entitled, "Joining Forces" <http://www.whitehouse.gov/joiningforces>. As part of this initiative, the Department of the Treasury and Department of Defense have co-authored a report entitled, *Military Families: Best Practices for Streamlining Occupational Licensing Across State Lines*. The report outlines the efforts of 16 federal agencies trying to achieve 47 initiatives aimed at improving the lives of military families. The report was released mid-February just prior to the Summit:  
[http://www.defense.gov/home/pdf/Occupational\\_Licensing\\_and\\_Military\\_Spouses\\_Report\\_vFINAL.PDF](http://www.defense.gov/home/pdf/Occupational_Licensing_and_Military_Spouses_Report_vFINAL.PDF)

There are general recommendations relating to facilitating endorsement of a current license, providing a temporary or provisional license for spouses until endorsement is completed, and expediting application procedures. The report also notes that the Department of Defense-State Liaison Office (DSLO) has an ongoing program to address key issues with state policymakers. This program, USA 4 Military Families,

covers ten key issues, which include occupational licensure and unemployment compensation benefits eligibility. Here is a link to their site:

[http://www.usa4militaryfamilies.dod.mil/pls/psgprod/f?p=USA4:ISSUE:0:::P2\\_ISSUE:2](http://www.usa4militaryfamilies.dod.mil/pls/psgprod/f?p=USA4:ISSUE:0:::P2_ISSUE:2)

Specific information on each state's progress with regard to licensure and unemployment benefits is available by selecting the state on the website map. A total of 100 points may be awarded to a state: 30 points for endorsement, and 30 points for expedited or temporary licenses and additional 40 points for unemployment compensation. At the time of the Summit, Virginia had a score of "0," but has now achieved 60 points in recognition of Virginia's licensure by endorsement and expedited licensure processes provisions. The report states that DoD will continue to work with state legislatures on behalf of military spouses.

**C. M. Sgt. Denise M. Jelinski-Hall** reported that there are 3300 different communities among 54 Air National Guard states, the District of Columbia, and U. S. Territories. She noted that there is an enormous amount of information that makes it difficult for any individual to wade through effectively. In response to this problem, Joint Service Support has been created for National Guard service members and their families and that all jurisdictions are now linked to the following site:

<http://www.jointservicessupport.org/WS/Default.aspx>.

The panel also introduced the "Heroes 2 Hired" (or H2H) initiative: <https://h2h.jobs/>. This program was created to provide a comprehensive solution to address the extreme unemployment faced in the Reserve Component (RC). H2H services the unique RC population with their specific concerns but also is available to all service members seeking assistance. The following House Caucus briefing presentation is attached for further reference: <http://ngrcc-hunter.house.gov/sites/nationalguardcaucus.house.gov/files/H2H%20Guard%20and%20Reserve%20Caucus%20Brief.pdf>

**C.S.M. John Gipe** reported that the Army Reserves are reaching out to the other branches about the H2H program and Yellow Ribbon events. He noted that 53% of the Army's total manpower strength comes from the Army National Guard.

#### **Panel 7 – Ensuring the Quality of Credentials**

Panelists included:

Dr. Roy A. Swift – Senior Director, Personnel Certification Accreditation Program, ANSI

Peg Harrison – CEO Pediatric Nursing Certification Board

Dr. Joseph Wescott – Executive Director, North Carolina State Approving Agency

The panel discussion focused on the value of the accreditation of credentialing programs, the specific areas that are assessed by accrediting bodies, and the use of the Veterans Administration' State Approving Agencies program to approve credentialing programs for reimbursement under the G. I. Bill.

**Dr. Swift** noted that because of the rapid growth of credentialing programs there is an increased need to know whether the programs have met any national or state standards or merely generate "useless paper" such as diploma mill certificates. He stated that the majority of credentialing programs have not been evaluated by any independent third party, but, again, emphasized the importance of third-party

mechanisms that evaluate the quality of the credential to assist the veteran in making a good decision about which credential to pursue – one that actually has market value,

**Dr. Wescott** reported that North Carolina's Approving Agency examines programs from 250 institutions of higher education. The agency is also involved in strategic planning to review continuing education systems along with Duke University, NC State, Wake Forrest University and the NC Dept. of Higher Education. Dr. Wescott is also the Vice-President of the National Association of State Approving Agencies (<http://nasaa-vetseducation.com/>). He stated that the association's role is to promote uniform standards and provide a means to share best practices.

Dr. Wescott reported that since 1944, the GI bill has enabled over two million GIs attend college and five million have attended vocational school. He indicated that each state must have its own State Approving Agency because the system relies upon a state-federal partnership in determining which programs are appropriate for reimbursement through the GI Bill funds.

Here is a link to the Virginia Approving Agency which is the Virginia Department of Veterans Affairs: [http://www.dvs.virginia.gov/education\\_veterans-education.shtml](http://www.dvs.virginia.gov/education_veterans-education.shtml).

Dr. Wescott indicated that there are 3000 to 4000 certification programs currently. He stated that every week there is a new certificate program being developed and there is insufficient quality control. He estimates that there are more than 700,000 certificates (training and examination) that existed in 2010. He noted that only 10% of programs in the United States have third-party reviews. He discussed the general meaning of accreditation, that the certifying organization demonstrates the framework necessary to provide a quality program. But he cautions that accrediting agencies do not review each and every course and this makes it difficult for State Approving Agencies to judge the worth of individual certificates even from accredited programs. The State Approving Agencies have a list available for over 4,000 VA approved programs and there are mechanisms for complaints against fraudulent programs, but there is no requirement, at this time, that the programs prove the value of their certificates in the marketplace (e.g., job placement, state licensure). The list does indicate whether the specific program (also termed "facility") is accredited or not.

Here is a link to Virginia's list of approved facilities:

[http://www.dvs.virginia.gov/downloads/education\\_ApprovedFacilitiesList.pdf](http://www.dvs.virginia.gov/downloads/education_ApprovedFacilitiesList.pdf)

The majority of Virginia's approved programs are not accredited. However, Dr. Wescott reported that all professional licensing and certification education and training organizations are "deemed approved." For proprietary groups that offer education and/or certification, they are approved by the specific State Approving Agency of the state in which the corporate headquarters are housed.

**Dr. Swift** reported that he heads a global committee on mobility. He noted for the audience that accreditation of certificate programs should be predicated upon the following:

- Validated outcomes (and the source of the data and analysis)
- Measurable learning objectives
- Demonstration that the content supports learning outcomes
- Qualified instructors

- Measures of learning
- Systematic approach to determine pass/fail
- Measurement of the effectiveness of training/educational events.\

**Peg Harrison** is the CEO of the Pediatric Nurse Certification Board which certifies nurse practitioners involved in pediatrics. Her organization is affiliated with the Institute for Credentialing Excellence (ICE- formerly NOCA or National Organization for Competency Assurance) (<http://www.credentialingexcellence.org/>). She stated that ICE and ANSI (American National Standards Institute) are the two nationally recognized accreditors of professional credentialing organizations. Ms. Harrison also explained the rationale and costs involved with professional examination development and certification processes.

**Lisa Lutz** of SOLID, Inc. reported that not all of the programs shown as “Approved” in the Army and Navy COOL have ANSI or ICE. She noted, however, that psychometricians at SOLID do review the certification programs and do highlight those programs that have ANSI and ICE review. She stated that highlighting the ANSI and ICE review makes it attractive for the users, at least in the short term. She indicated that in the long-term, the Task Force will be working with the Department of Labor to provide grants to certification organizations to seek ANSI or ICE review.

Ms. Lutz said that only about one-third of COOL programs are approved by the Veterans Administration. She stated that it is a work-in-progress. She further stated that the programs that are on COOL now without accreditation will be removed in three years; they will receive no more payments from the VA, then – another inducement to seek review by ANSI and ICE. She reported that ANSI and ICE require proof that the instructors meet the requirements of recognized civilian certification programs.

Panels 8 through 11 either reiterated earlier discussions or focused directly on employment support organizations and their services to help address the challenges faced by veterans, spouses and their families.

### APPENDIX 3

Relevant sections of the Code of Virginia resulting from 2012 General Assembly action.

#### **§ 54.1-118. Qualifications for licensure, etc.; substantially equivalent military training and education.**

A. Except as provided in this section, the regulatory boards within the Department of Professional and Occupational Regulation, the Department of Health Professions, or any board named in this title shall accept the military training, education, or experience of a service member honorably discharged from active military service in the armed forces of the United States, to the extent that such training, education, or experience is substantially equivalent to the requirements established by law and regulations of the respective board for the issuance of any license, permit, certificate, or other document, however styled or denominated, required for the practice of any business, profession, or occupation in the Commonwealth. To the extent that the service member's military training, education, or experience, or portion thereof, is not deemed substantially equivalent, the respective board shall credit whatever portion of the military training, education, or experience that is substantially equivalent toward meeting the requirements for the issuance of the license, permit, certificate, or other document.

The provisions of this subsection shall not apply to the Board of Medicine in the regulation of the practice of medicine or osteopathic medicine. Nor shall this subsection apply to the Board of Dentistry in the regulation of dentists or oral and maxillofacial surgeons.

B. The Board of Medicine may accept a service member's military training, education, or experience as an intern or resident in an approved facility to satisfy the requirement of one year of satisfactory postgraduate training as an intern or resident in a hospital or health care facility, provided the applicant for licensure (i) has been honorably discharged from active military service in the armed forces of the United States, (ii) is a graduate of a Board-approved institution, (iii) has successfully completed all required examinations for licensure, and (iv) applies for licensure within six months of discharge from active military service.

C. The Board of Dentistry may accept the military training, education, or experience of a service member provided the applicant for licensure (i) has been honorably discharged from active military service in the armed forces of the United States, (ii) has been in continuous clinical practice for four of the six years immediately preceding the application for licensure, (iii) holds a diploma or certificate of a dental program accredited by the Commission on Dental Accreditation of the American Dental Association, and (iv) has successfully completed all required examinations for licensure. Active patient care in the Dental Corps of the United States armed forces, voluntary practice in a public health clinic, or practice in an intern or residency program may be accepted by the Board to satisfy requirements for licensure.

D. Any regulatory board may require the service member to provide such documentation of his training, education, or experience as deemed necessary by the board to determine substantial equivalency.

**§ 54.1-119. Expediting the issuance of licenses, etc., to spouses of military service members; issuance of temporary licenses, etc.**

A. Notwithstanding any other law to the contrary and unless an applicant is found by the board to have engaged in any act that would constitute grounds for disciplinary action, a regulatory board within the Department of Professional and Occupational Regulation or the Department of Health Professions or any other board named in this title shall expedite the issuance of a license, permit, certificate, or other document, however styled or denominated, required for the practice of any business, profession, or occupation in the Commonwealth to an applicant whose application has been deemed complete by the board and (i) who holds the same or similar license, permit, certificate, or other document required for the practice of any business, profession, or occupation issued by another jurisdiction; (ii) whose spouse is the subject of a military transfer to the Commonwealth; and (iii) who left employment to accompany the applicant's spouse to Virginia, if, in the opinion of the board, the requirements for the issuance of the license, permit, certificate, or other document in such other jurisdiction are substantially equivalent to those required in the Commonwealth.

B. (Effective July 1, 2014) If a board is unable to (i) complete the review of the documentation provided by the applicant or (ii) make a final determination regarding substantial equivalency within 30 days of the receipt of a completed application, the board shall issue a temporary license, permit, or certificate, provided the applicant otherwise meets the qualifications set out in subsection A. Any temporary license, permit, or certification issued pursuant to this subsection shall be limited for a period not to exceed six months and shall authorize the applicant to engage in the profession or occupation while the board completes its review of the documentation provided by the applicant or the applicant completes any specific requirements that may be required in Virginia that were not required in the jurisdiction in which the applicant holds the license, permit, or certificate.

C. The provisions of this section shall apply regardless of whether a regulatory board has entered into a reciprocal agreement with the other jurisdiction pursuant to subsection B of § 54.1-103.

D. Any regulatory board may require the applicant to provide documentation it deems necessary to make a determination of substantial equivalency.

Statutory and Regulatory Requirements for Initial Licensure  
Selected Professions  
Virginia Department of Health Professions

Board/Profession	Statutory and Regulatory Requirements	Criteria of National Credentialing Body	Website Links
<p><b>Medicine</b></p> <p>Physician Assistant</p>	<p><b>§ 54.1-2951.1. Requirements for licensure as a physician assistant.</b></p> <p>A. The Board shall promulgate regulations establishing requirements for licensure as a physician assistant which shall include, but not be limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Successful completion of a physician assistant program or surgical physician assistant program accredited by the American Medical Association or a committee of the American Medical Association established to approve or accredit allied health education programs;</li> <li>2. Passage of the certifying examination administered by the National Commission on Certification of Physician Assistants; and</li> <li>3. Documentation that the applicant for licensure has not had his license or certification as a physician assistant suspended or revoked and is not the subject of any disciplinary proceedings in another jurisdiction.</li> </ol> <p><b>Regulation:</b> <b>18VAC85-50-50. Licensure: entry requirements and application.</b> The applicant seeking licensure as a physician assistant shall submit:</p> <ol style="list-style-type: none"> <li>2. Documentation of successful completion of an educational program as prescribed in §54.1-2951.1 of the Code of Virginia.</li> <li>3. Documentation of passage of the certifying examination administered by the National Commission on Certification of Physician Assistants.</li> </ol>	<p><b>National Commission on Certification of Physician Assistants – requirements for certification.</b></p> <p>If you graduate from a <u>physician assistant program</u> accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) or its predecessors, you can take the <u>Physician Assistant National Certifying Examination (PANCE)</u> for certification. The multiple-choice exam assesses basic medical and surgical knowledge. After passing <u>PANCE</u>, physician assistants are issued NCCPA certification and can use the PA-C designation until the certification expiration date (approximately two years).</p>	<p>Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) <a href="http://arc-pa.org/acc_programs/">http://arc-pa.org/acc_programs/</a></p> <p>Physician Assistant National Certifying Exam (PANCE) <a href="http://www.nccpa.net/Pance.aspx">http://www.nccpa.net/Pance.aspx</a></p>
<p>Respiratory Care Practitioner</p>	<p><b>§ 54.1-2954. Respiratory care practitioner; definition.</b></p> <p>"Respiratory care practitioner" means a person who has passed the examination for the entry level practice of respiratory care administered by the National Board for Respiratory Care, Inc., or other examination approved by the Board, who has complied with the regulations pertaining to licensure prescribed by the Board, and who has been issued a license by the Board.</p> <p><b>Regulation:</b> <b>18VAC85-40-50. Examination requirements.</b> An applicant for a license to practice as a licensed respiratory care practitioner shall submit to the board evidence that the applicant has passed the NBRC entry level examination for respiratory care, or its equivalent as approved by the board.</p>	<p><b>Criteria of the National Board for Respiratory Care for the Registered Respiratory Therapist examination:</b></p> <p>a. Be a CRT having earned a minimum of an associate degree from a respiratory therapist educational program 1) supported or accredited by the Commission on Accreditation for Respiratory Care (CoARC), or 2) accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and graduated on or before November 11, 2009. <i>Graduates of accredited 100-level respiratory therapist education programs are not eligible for admission to the RRT Examination under this admission provision.</i></p> <p>Or</p> <p>b. Be a CRT having been enrolled in an accredited respiratory therapy program in an institution offering a baccalaureate degree offering a "special certificate of completion" issued by a sponsoring educational institution. The CoARC will authorize such institutions to issue the "special certificate of completion" at the advanced level</p>	<p>Commission on Accreditation for Respiratory Care (CoARC) <a href="http://www.coarc.com/">http://www.coarc.com/</a></p> <p>Commission on Accreditation of Allied Health Education Program (CAAHEP) <a href="http://www.caahep.org/">http://www.caahep.org/</a></p>

		<p>following completion of the science, general academic and respiratory therapy coursework commensurate with the requirements for accreditation.</p> <p><b>Or</b></p> <p>c. Be a therapist Certified (CRT) by the NBRC who has four years of full-time clinical in respiratory therapy under licensed medical supervision following Certification and prior to applying for the Registry Examination. In addition, the applicant shall have at least 62 semester hours of college credit from a college or university accredited by its regional association or its equivalent. The 62 semester hours of college credit must include the following courses: anatomy and physiology, chemistry, microbiology, physics, and mathematics.</p> <p><b>Or</b></p> <p>d. Be a CRT having earned a minimum of an associate degree from an accredited entry-level respiratory therapist educational program with two years of full-time, clinical experience in respiratory care under licensed medical supervision following Certification and prior to applying for the examination.</p> <p><b>Or</b></p> <p>e. Be a CRT with a baccalaureate degree in an area other than respiratory care, including college credit level courses in anatomy and physiology, chemistry, mathematics, microbiology and physics. In addition, they shall have two years of full-time clinical experience in respiratory care under licensed medical supervision following Certification and before applying for the examination. In addition, the applicant shall have at least 62 semester hours of college credit from a college or university accredited by its regional association or its equivalent.</p>	
<p>Occupational Therapist</p> <p>Occupational Therapy Assistant</p>	<p><b>§ 54.1-2956.1. Powers of Board concerning occupational therapy.</b></p> <p>The Board shall take such actions as may be necessary to ensure the competence and integrity of any person who practices occupational therapy or claims to be an occupational therapist or occupational therapy assistant or who holds himself out to the public as an occupational therapist or occupational therapy assistant or who engages in the practice of occupational therapy, and to that end it may license practitioners as occupational therapists or occupational therapy assistants who have met the qualifications established in regulation by the Board.</p> <p><b>Regulation:</b></p> <p>18VAC85-80-50. Examination requirements.</p> <p>A. An applicant for licensure to practice as an occupational therapist shall submit evidence to the board that he has passed the certification examination for an occupational therapist and any other examination required for initial certification from the NBCOT (National Board for Certification in</p>	<p><b>NBCOT examination eligibility requirements:</b></p> <p>Prior to being deemed eligible to take the NBCOT certification examination, OTR® and COTA® applicants must: Graduate from an accredited occupational therapy assistant or occupational therapist program recognized by NBCOT. NBCOT recognizes U.S. occupational therapy degrees accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), of the American Occupational Therapy Association, Inc. (AOTA) or World Federation of Occupational Therapists (WFOT) approved entry-level post-baccalaureate degree programs in occupational therapy, or international degrees in Occupational Therapy approved/accredited by the country's governmental institution and deemed comparable to a U.S. entry-level post-baccalaureate degree through the OTED.</p>	<p>National Board for Certification in Occupational Therapy (NBCOT) <a href="http://www.nbcot.org/">http://www.nbcot.org/</a></p> <p>Accreditation Council for Occupational Therapy Education (ACOTE) <a href="http://www.aota.org/Educate/Accredit.aspx">http://www.aota.org/Educate/Accredit.aspx</a></p> <p>World Federation of Occupational Therapists (WFOT) <a href="http://www.wfot.org/">http://www.wfot.org/</a></p> <p>Occupational Therapist Eligibility Determination (OTED) <a href="http://www.nbcot.org/pdf/OTED-Handbook.pdf">http://www.nbcot.org/pdf/OTED-Handbook.pdf</a></p>

	Occupational Therapy). B. An applicant for licensure to practice as an occupational therapy assistant shall submit evidence to the board that he has passed the certification examination for an occupational therapy assistant and any other examination required for initial certification from the NBCOT (National Board for Certification in Occupational Therapy).		
Radiologic Technologist	<p><b>§ 54.1-2956.8:2. Requisite training and educational achievements of radiologist assistants, radiologic technologists, and radiologic technologists, limited.</b></p> <p>The Board shall establish a testing program to determine the training and educational achievements of radiologist assistants, radiologic technologists, or radiologic technologists, limited, or the Board may accept other evidence such as successful completion of a national certification examination, experience, or completion of an approved training program in lieu of testing and shall establish this as a prerequisite for approval of the licensee's application.</p> <p><b>Regulation:</b> 18VAC85-101-30. Educational requirements for radiologic technologists. An applicant for licensure as a radiologic technologist shall be a graduate of an educational program acceptable to the <b>ARRT for the purpose of sitting for the ARRT certification examination.</b> (ARRT = American Registry of Radiologic Technologists) 18VAC85-101-40. Licensure requirements (for radiologic technologists). A. An applicant for board licensure shall: 1. Meet the educational requirements specified in <u>18VAC85-101-30</u>; 2. Submit the required application, fee, and credentials to the board; and 3. Submit evidence of passage of the ARRT certification examination with a minimum passing score acceptable to the board.</p>	<p><b>Education Requirements for ARRT Certification</b></p> <p>Candidates pursuing primary pathway certification in Radiography, Nuclear Medicine Technology, Radiation Therapy, Magnetic Resonance Imaging, or Sonography must have — within the past five years — successfully completed an educational program that is accredited by a mechanism acceptable to the ARRT. Beginning on January 1, 2015, all candidates for primary pathway certification must have earned an academic degree before becoming certified.</p> <p>As part of their education, candidates must also demonstrate competency in didactic coursework and an ARRT-specified list of clinical procedures by completing competency requirements established for the discipline in which they are seeking certification.</p>	<p>American Registry of Radiologic Technologists (ARRT) <a href="https://www.art.org/">https://www.art.org/</a></p> <p><u>Radiography</u> <u>Nuclear Medicine Technology</u> <u>Radiation Therapy</u> <u>Magnetic Resonance Imaging</u> <u>Sonography</u> <u>Five Years</u> <u>Educational Program</u> <u>Accredited</u> <u>Academic Degree</u></p>
Radiologic Technologists-Limited	<p><b>Regulation:</b> 18VAC85-101-55. Educational requirements for radiologic technologists-limited. A. An applicant for licensure as a radiologic technologist-limited shall be trained by one of the following: 1. Successful completion of a program that is directed by a radiologic technologist with a bachelor's degree and current ARRT certification, has instructors who are licensed radiologic technologists or doctors of medicine or osteopathic medicine who are board certified in radiology, and has a minimum of the following coursework: a. Image production/equipment operation - 25 clock hours; b. Radiation protection - 15 clock hours; and c. Radiographic procedures in the anatomical area of the radiologic technologist-limited's practice - 10 clock hours taught by a radiologic technologist with current ARRT certification or a licensed doctor of medicine, osteopathy, podiatry or chiropractic.</p>	<p><b>Limited Scope of Practice in Radiography – Criteria from the ARRT for limited examination</b></p> <p>This licensing exam, designed and administered by ARRT but offered by states for state licensing purposes, is built around a core of 100 test questions that cover radiation protection, image production and evaluation, patient care and education, and equipment operation and quality control. Additional optional modules are offered for specific categories of licensing: chest, extremities, skull/sinuses, spine, and podiatric radiography. <b>Each state licensing agency determines the appropriateness of the exam for its candidates.</b> Each state also determines the score pass/fail point for their candidates. Candidates apply to the state licensing agency for licensing and examination and receive results from the same agency. <i>The Board may accept training and experience from the military, provided it meets the criteria for instructors and</i></p>	

		<i>coursework hours found in 18VAC85-101-55.</i>	
Athletic Trainer	<p>§ 54.1-2957.4. <b>Licensure as athletic trainer required; requisite training and educational requirements; powers of the Board concerning athletic training.</b></p> <p>B. The Board shall establish criteria for the licensure of athletic trainers to ensure the appropriate training and educational credentials for the practice of athletic training. Such criteria may include experiential requirements and shall include <u>one of the following</u>: (i) a Virginia testing program to determine the quality of the training and educational credentials for and competence of athletic trainers, (ii) successful completion of a training program and passage of the certifying examination administered by the National Athletic Training Association Board of Certification resulting in certification as an athletic trainer by such national association, or (iii) completion of another Board-approved training program and examination.</p> <p><b>Regulation:</b>  <b>18VAC85-120-60. Educational requirements.</b>  An applicant for licensure shall:</p> <ol style="list-style-type: none"> <li>1. Be a graduate of an accredited educational program for athletic trainers; or</li> <li>2. Have met the educational requirement necessary to hold current credentialing as a Certified Athletic Trainer (ATC) from NATABOC or another credentialing body approved by the board.</li> </ol> <p><b>18VAC85-120-70. Examination requirements.</b>  An applicant for a license to practice as an athletic trainer shall pass the NATABOC entry level examination for athletic trainers or its equivalent as determined by the board.</p>	<p><b>Board of Certification for Athletic Trainers</b></p> <p>In order to attain the BOC certification, an individual must complete an entry-level athletic training education program accredited by the <u>Commission on Accreditation of Athletic Training Education (CAATE)</u> and pass the BOC certification exam.</p> <p>In order to qualify as a candidate for the BOC certification exam, an individual must be endorsed by the recognized Program Director of the CAATE accredited education program.</p>	<p>Commission on Accreditation of Athletic Training Education (CAATE)  <a href="http://www.caate.net/imis15/caate/">http://www.caate.net/imis15/caate/</a></p>
Licensed Midwife	<p>§ 54.1-2957.8. <b>Licensure of midwives; requisite training and educational requirements; fees.</b></p> <p>A. It shall be unlawful for any person to practice midwifery in the Commonwealth or use the title of licensed midwife unless he holds a license issued by the Board. The Board may license an applicant as a midwife after such applicant has submitted evidence satisfactory to the Board that he has obtained the Certified Professional Midwife (CPM) credential pursuant to regulations adopted by the Board and in accordance with the provisions of § 54.1-2915 and 54.1-2916.</p> <p><b>Regulation:</b>  <b>18VAC85-130-40. Criteria for initial licensure.</b></p> <p>A. An applicant for board licensure shall submit:</p> <ol style="list-style-type: none"> <li>2. Evidence satisfactory to the board of current certification as a CPM; and</li> <li>3. A report from NARM indicating whether there has ever been any adverse action taken against the applicant.</li> </ol> <p>"CPM" means the Certified Professional Midwife credential issued by the North American Registry of Midwives.</p>	<p><b>North American Registry of Midwives Criteria for Certification</b></p> <p>The first step in the certification process is an evaluation of the applicant's education and clinical training according to the standards set by the Portfolio Evaluation Process. All certification candidates must demonstrate the essential competencies identified by the NARM Job Analysis, either through completion of the Portfolio Evaluation Process or through a route determined by NARM as equivalent. All candidates, regardless of educational route, must complete the second step, which is the NARM Written Examination. The NARM Written Examination is designed to assure mastery of the didactic material that is necessary for clinical competence.</p>	<p>Portfolio Evaluation Process  <a href="http://narm.org/entry-level-applicants/">http://narm.org/entry-level-applicants/</a></p> <p>Equivalent  <a href="http://narm.org/equivalency-applicants/">http://narm.org/equivalency-applicants/</a></p> <p>North American Registry of Midwives (NARM) <a href="http://narm.org/">http://narm.org/</a></p>

Licensed Acupuncturist	<p><b>§ 54.1-2956.10. Requisite training and educational achievements of acupuncturists.</b>  The Board shall establish a testing program to determine the training and educational achievements of acupuncturists, or the Board may accept other evidence such as successful completion of a national certification examination, experience, or completion of an approved training program in lieu of testing and shall establish this as a prerequisite for approval of the licensee's application.</p> <p><b>Regulation:</b>  <b>18VAC85-110-50. Educational requirements: graduates of approved institutions or programs in the United States.</b>  C. Requirements for acupuncture education obtained after July 1, 1999, shall be as provided in this subsection. An applicant applying for licensure to practice as a licensed acupuncturist on the basis of successful completion of education in a school or college for acupuncture accredited by ACAOM or any other accrediting agency approved by the Board of Medicine, which confers a degree or certificate in acupuncture in the United States, shall submit evidence of having a minimum of 1,725 hours of entry-level acupuncture education to include at least 1,000 didactic hours and 500 clinical hours. Clinical hours may include observation, as well as internship or treatment hours; the remaining 225 hours may be earned as either didactic or clinical. Correspondence programs or courses in acupuncture are excluded and do not meet the requirements for acupuncture education.</p> <p><b>18VAC85-110-80. Examination requirements for licensure.</b>  The examination requirements for licensure shall consist of:</p> <ol style="list-style-type: none"> <li>1. Passing the NCCAOM comprehensive written examination, resulting in current, active certification by the NCCAOM at the time the application is filed with the board;</li> <li>2. Passing the Practical Examination of Point Location Skills (PEPLS) test; and</li> <li>3. Completing the CNT course as administered by the CCAOM.</li> </ol>	<p><b>Achieving National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) Certification</b>  The applicant must:</p> <ol style="list-style-type: none"> <li>1) Successfully pass the following examinations: <ol style="list-style-type: none"> <li>a. Foundations of Oriental Medicine</li> <li>b. Acupuncture with Point Location</li> <li>c. Biomedicine, and;</li> </ol> </li> <li>2) Proof of completion of the CCAOM Clean Needle Technique (CNT) course.</li> </ol>	<p>National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) <a href="http://www.nccaom.org/">http://www.nccaom.org/</a></p>
Doctor of Podiatric Medicine	<p><b>§ 54.1-2913. Examinations.</b>  The Board shall prescribe regulations governing the content, administration and grading of examinations for each branch of the healing arts.  The Board shall ensure that the identity of an applicant corresponding to a given examination paper is not known to members of the Board until after the applicant has been granted or refused a license.</p> <p><b>Regulation:</b>  <b>18VAC85-20-121. Educational requirements: Graduates of approved institutions.</b>  A. Such an applicant shall be a graduate of an institution that meets the criteria appropriate</p>		<p>Council on Podiatric Medical Education's accredited colleges  <a href="http://www.apma.org/Members/Education/CPMEAccreditation/PodiatricMedicalColleges.aspx">http://www.apma.org/Members/Education/CPMEAccreditation/PodiatricMedicalColleges.aspx</a></p>

	<p>to the profession in which he seeks to be licensed, which are as follows:</p> <p>3. For licensure in podiatry. The institution shall be approved and recommended by the Council on Podiatry Education of the American Podiatry Medical Association or any other organization approved by the board.</p> <p>B. Such an applicant for licensure in medicine, osteopathic medicine, or podiatry shall provide evidence of having completed one year of satisfactory postgraduate training as an intern or resident in a hospital or health care facility offering approved internship and residency training programs when such a program is approved by an accrediting agency recognized by the board for internship and residency training.</p> <p><b>18VAC85-20-140. Examinations, general.</b></p> <p>C. A Doctor of Podiatry who has passed the National Board of Podiatric Medical Examiners examination and has passed a clinical competence examination equivalent to the Virginia Board of Medicine examination may be accepted for licensure.</p> <p>4. Applicants for licensure in podiatry shall provide evidence of having passed the National Board of Podiatric Medical Examiners Examination to be eligible to sit for the Podiatric Medical Licensing Examination (PMLEXIS) in Virginia.</p>		
<p>Doctor of Chiropractic</p>	<p>C. For licensure in chiropractic.</p> <p>1. If the applicant matriculated in a chiropractic college on or after July 1, 1975, he shall be a graduate of a chiropractic college accredited by the Commission on Accreditation of the Council of Chiropractic Education or any other organization approved by the board.</p> <p>2. If the applicant matriculated in a chiropractic college prior to July 1, 1975, he shall be a graduate of a chiropractic college accredited by the American Chiropractic Association or the International Chiropractic Association or any other organization approved by the board.</p> <p>D. A Doctor of Chiropractic who has met the requirements of one of the following may be accepted for licensure:</p> <p>1. An applicant who graduated after January 31, 1996, shall document successful completion of Parts I, II, III, and IV of the National Board of Chiropractic Examiners examination (NBCE).</p> <p>2. An applicant who graduated from January 31, 1991, to January 31, 1996, shall document successful completion of Parts I, II, and III of the National Board of Chiropractic Examiners examination (NBCE).</p> <p>3. An applicant who graduated from July 1, 1965, to January 31, 1991, shall document successful completion of Parts I, II, and III of the NBCE, or Parts I and II of the NBCE and the Special Purpose Examination for Chiropractic (SPEC), and document evidence of licensure in another state for at least two years immediately preceding his application.</p> <p>4. An applicant who graduated prior to July</p>		

	1, 1965, shall document successful completion of the SPEC, and document evidence of licensure in another state for at least two years immediately preceding his application.		
<b>Nursing</b>	<b>Statutory and Regulatory Requirements</b>	<b>Criteria of National Credentialing Body</b>	<b>Website Links</b>
Registered Nurse	<p><b>Licensure as a Registered Nurse § 54.1-3005. Specific powers and duties of Board.</b></p> <p>In addition to the general powers and duties conferred in this title, the Board shall have the following specific powers and duties:</p> <ol style="list-style-type: none"> <li>1. To prescribe minimum standards and approve curricula for educational programs preparing persons for licensure or certification under this chapter;</li> <li>2. To approve programs that meet the requirements of this chapter and of the Board;</li> <li>3. To provide consultation service for educational programs as requested;</li> <li>4. To provide for periodic surveys of educational programs;</li> <li>5. To deny or withdraw approval from educational programs for failure to meet prescribed standards</li> </ol> <p><b>§ 54.1-3017. Qualifications of applicant for registered nurse's license; examination; graduates of foreign nursing education programs.</b></p> <p>A. An applicant for a license to practice professional nursing shall submit evidence satisfactory to the Board that such applicant:</p> <ol style="list-style-type: none"> <li>1. Has completed an approved four-year high school course of study or the equivalent as determined by the appropriate educational agency;</li> <li>2. Has received a diploma or degree from an approved professional nursing education program;</li> <li>3. Has passed a written examination as required by the Board; and</li> <li>4. Has committed no acts which are grounds for disciplinary action as set forth in this chapter.</li> </ol> <p>B. The Board shall consider and may accept relevant practical experience and didactic and clinical components of education and training completed by an applicant for licensure as a registered nurse during his service as a member of any branch of the armed forces of the United States as evidence of the satisfaction of the educational requirements for licensure.</p> <p>C. An applicant who graduated from a nursing education program in a foreign country may be required to pass the Commission on Graduates of Foreign Nursing Schools Qualifying Examination prior to admission to the examination for licensure in the Commonwealth.</p> <p><b>Regulations:</b></p> <p>The Board has extensive regulations for nursing education programs and a process for approval (see 18VAC90-20-40 through 18VAC90-20-170). If a program in the military desires Board approval, it must submit an application and be reviewed for curriculum, faculty qualifications and other</p>	<p><b>National Council of State Boards of Nursing</b></p> <p>NCSBN does not maintain a list of eligibility requirements to take the NCLEX® examination. Each state board of nursing determines eligibility for licensure. In Virginia, the Code states that the criteria include: "Has received a diploma or degree from an approved professional nursing education program..."</p>	<p>National Council of State Boards of Nursing (NCSBN)  <a href="https://www.ncsbn.org/index.htm">https://www.ncsbn.org/index.htm</a></p> <p>National Council Licensure Examination (NCLEX)  <a href="https://www.ncsbn.org/nclex.htm">https://www.ncsbn.org/nclex.htm</a></p>

	<p>criteria. At the present time, there is <u>no program in the military that is approved for RN licensure by any state.</u></p> <p>Some RN educational programs do grant advanced standing to applicants for admission with certain qualifications, such as practice as a licensed practical nurse.</p>		
Licensed Practical Nurse	<p><b>§ 54.1-3020. Qualifications of applicant for practical nurse's license.</b></p> <p>A. An applicant for a license to practice as a practical nurse shall furnish evidence satisfactory to the Board that the applicant:</p> <ol style="list-style-type: none"> <li>1. Has completed two years of high school or its equivalent;</li> <li>2. Has received a diploma from an approved practical nursing program;</li> <li>3. Has passed a written examination as required by the Board; and</li> <li>4. Has committed no acts which are grounds for disciplinary action as set forth in this chapter.</li> </ol> <p>B. The Board shall consider and may accept relevant practical experience and didactic and clinical components of education and training completed by an applicant for licensure as a practical nurse during his service as a member of any branch of the armed forces of the United States as evidence of the satisfaction of the educational requirements for licensure.</p> <p><b>Regulations:</b></p> <p>The Board has extensive regulations for nursing education programs and a process for approval (see 18VAC90-20-40 through 18VAC90-20-170). If a program in the military desires Board approval, it must submit an application and be reviewed for curriculum, faculty qualifications and other criteria. At the present time, there is an LPN program in the Army that is approved for licensure in Virginia; no other branch of the service has ever submitted an application for approval.</p>	<p><b>National Council of State Boards of Nursing</b></p> <p>NCSBN does not maintain a list of eligibility requirements to take the NCLEX® examination. Each state board of nursing determines eligibility for licensure. In Virginia, the Code states that the criteria include: "Has received a diploma from an approved practical nursing program ..."</p>	<p>National Council of State Boards of Nursing (NCSBN)  <a href="https://www.ncsbn.org/index.htm">https://www.ncsbn.org/index.htm</a></p> <p>National Council Licensure Examination (NCLEX)  <a href="https://www.ncsbn.org/nclex.htm">https://www.ncsbn.org/nclex.htm</a></p>
Certified Nurse Aide	<p><b>§ 54.1-3023. Application for certification by competency evaluation.</b></p> <p>A. Every applicant for certification by competency evaluation shall pay the required application fee and shall submit written evidence that the applicant:</p> <ol style="list-style-type: none"> <li>1. Has not committed any act or omission that would be grounds for discipline or denial of certification under this article; and</li> <li>2. Has successfully completed an education or training program approved by the Board.</li> </ol> <p>B. The Board shall consider and may accept relevant practical experience and didactic and clinical components of education and training completed by an applicant for certification as a nurse aide during his service as a member of any branch of the armed forces of the United States as evidence of the satisfaction of the educational requirements for certification.</p> <p><b>Regulations:</b></p> <p>The Board has regulations for a nurse aide education program and a process for approval (see 18VAC90-25-20 through 18VAC90-25-60). If a program in the military desires</p>		

	<p>Board approval, it must submit an application and be reviewed for curriculum, faculty qualifications and other criteria. Since nurse aides are primarily employed in long term care, education programs are focused on geriatric care. It is unlikely that any training and experience in the military would equate to the curriculum of an education and training program approved by the Board.</p>		
<p>Licensed Nurse Practitioner (includes Nurse Anesthetist and Nurse Midwife)</p>	<p><b>§ 54.1-2957. Licensure of nurse practitioners.</b></p> <p>A. The Board of Medicine and the Board of Nursing shall jointly prescribe the regulations governing the licensure of nurse practitioners. It shall be unlawful for a person to practice as a nurse practitioner in this Commonwealth unless he holds such a joint license.</p> <p>B. The Board of Medicine and the Board of Nursing shall jointly promulgate regulations specifying collaboration and consultation among physicians and certified nurse midwives that shall include the development of, and periodic review and revision of, a written protocol; guidelines for availability and ongoing communications that define consultation among the collaborating parties and the patient; and periodic joint evaluation of the services delivered.</p> <p>C. The Boards may issue a license by endorsement to an applicant to practice as a nurse practitioner if the applicant has been licensed as a nurse practitioner under the laws of another state and, in the opinion of the Boards, the applicant meets the qualifications for licensure required of nurse practitioners in this Commonwealth. Pending the outcome of the next National Specialty Examination, the Boards may jointly grant temporary licensure to nurse practitioners.</p> <p><b>Regulation:</b></p> <p>A. An applicant for initial licensure as a nurse practitioner shall:</p> <ol style="list-style-type: none"> <li>1. Hold a current, active license as a registered nurse in Virginia or hold a current multistate licensure privilege as a registered nurse;</li> <li>2. Submit evidence of a graduate degree in nursing or in the appropriate nurse practitioner specialty from an educational program designed to prepare nurse practitioners that is an approved program as defined in 18VAC90-30-10;</li> <li>3. Submit evidence of professional certification that is consistent with the specialty area of the applicant's educational preparation issued by an agency accepted by the boards as identified in 18VAC90-30-90;</li> </ol> <p><b>18VAC90-30-90. Certifying agencies.</b></p> <p>A. The boards shall accept the professional certification by examination of the following:</p> <ol style="list-style-type: none"> <li>1. American College of Nurse Midwives Certification Council;</li> <li>2. American Nurses' Credentialing Center;</li> <li>3. Council on Certification of Nurse Anesthetists;</li> <li>4. Pediatric Nursing Certification Board;</li> <li>5. National Certification Corporation for the Obstetric, Gynecologic and Neonatal Nursing</li> </ol>		

	<p>Specialties; and</p> <p>6. American Academy of Nurse Practitioners.</p> <p>B. The boards may accept professional certification from other certifying agencies on recommendation of the Committee of the Joint Boards of Nursing and Medicine provided the agency meets the definition of a national certifying body set forth in 18VAC90-30-10 and that the professional certification is awarded on the basis of:</p> <p>1. Completion of an approved educational program as defined in 18VAC90-30-10 (<i>"Approved program" means a nurse practitioner education program that is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs/Schools, American College of Nurse Midwives, Commission on Collegiate Nursing Education or the National League for Nursing Accrediting Commission or is offered by a school of nursing or jointly offered by a school of medicine and a school of nursing which grant a graduate degree in nursing and which hold a national accreditation acceptable to the boards</i>) and</p> <p>2. Achievement of a passing score on an examination.</p>		
Massage Therapist	<p><b>§ 54.1-3029. Qualifications for a certified massage therapist.</b></p> <p>A. In order to be certified as a massage therapist, the applicant shall furnish evidence satisfactory to the Board that the applicant:</p> <p>1. Is at least 18 years old;</p> <p>2. Has successfully completed a minimum of 500 hours of training from a massage therapy program, certified or approved by the State Council of Higher Education or an agency in another state, the District of Columbia or a United States territory that approves educational programs, notwithstanding the provisions of § 23-276.2;</p> <p>3. Has passed the National Certification Exam for Therapeutic Massage and Bodywork or an exam deemed acceptable to the Board of Nursing leading to national certification.</p>		
<b>Dentistry</b>	<b>Statutory and Regulatory Requirements</b>	<b>Criteria of National Credentialing Body</b>	<b>Website Links</b>
Dental Hygienist	<p><b>§ 54.1-2722. License; application; qualifications; practice of dental hygiene.</b></p> <p>A. No person shall practice dental hygiene unless he possesses a current, active, and valid license from the Board of Dentistry. The licensee shall have the right to practice dental hygiene in the Commonwealth for the period of his license as set by the Board, under the direction of any licensed dentist.</p> <p>B. An application for such license shall be made to the Board in writing, and shall be accompanied by satisfactory proof that the applicant (i) is of good moral character, (ii) is a graduate of an <b>accredited</b> dental hygiene program offered by an accredited institution of higher education, (iii) has passed the <b>dental hygiene examination given by the Joint Commission on Dental Examinations</b>, and (iv) has successfully completed a clinical examination acceptable to the Board.</p>	<p><b>Criteria for examination from Joint Commission on National Dental Examinations</b></p> <p><b>Dental Hygiene Student</b> A student in an accredited dental hygiene program is eligible for examination when the dental hygiene program director (or designee) certifies that the student is prepared in all NBDHE disciplines. <b>Graduate of an Accredited Program</b> A dental hygienist, who is a graduate of a dental hygiene program that was accredited by CODA during the time the dental hygienist was enrolled, is eligible for examination following the JCNDHE's receipt of evidence of graduation.</p> <p><b>Graduate of a Non-Accredited Program</b> A dental hygienist who is a graduate of</p>	<p>National Board Dental Hygiene Examination (NBDHE) <a href="http://www.ada.org/2662.aspx">http://www.ada.org/2662.aspx</a></p> <p>Commission on Dental Accreditation (CODA) <a href="http://www.ada.org/117.aspx">http://www.ada.org/117.aspx</a></p> <p>Joint Commission on National Dental Examinations (JCNDHE) <a href="http://www.ada.org/JCNDHE.aspx">http://www.ada.org/JCNDHE.aspx</a></p>

	<p><b>Regulation:</b>  <b>18VAC60-20-60. Educational requirements for dentists and dental hygienists.</b>  B. Dental hygiene licensure. An applicant for dental hygiene licensure shall have graduated from or have been issued a certificate by a program of dental hygiene accredited by the Commission on Dental Accreditation of the American Dental Association.  <b>18VAC60-20-70. Licensure examinations; registration certification.</b>  B. Dental hygiene examinations.  1. All applicants are required to successfully complete the dental hygiene examination of the Joint Commission on National Dental Examinations prior to making application to this board for licensure.  2. All applicants to practice dental hygiene shall successfully complete the board-approved examinations in dental hygiene, except those persons eligible for licensure pursuant to 18 VAC 60-20-80.</p>	<p>a U. S. or Canadian dental hygiene education program that was not accredited during the time the dental hygienist was enrolled is eligible for examination only if the program was equivalent to an accredited program.</p>	
<p>Dental Assistant</p>	<p><b>§ 54.1-2729.01. Practice of dental assistants.</b>  A. A person who is employed to assist a licensed dentist or dental hygienist by performing duties not otherwise restricted to the practice of a dentist, dental hygienist, or dental assistant II, as prescribed in regulations promulgated by the Board may practice as a dental assistant I.  B. A person who (i) has met the educational and training requirements prescribed by the Board; (ii) holds a certification from a credentialing organization recognized by the American Dental Association; and (iii) has met any other qualifications for registration as prescribed in regulations promulgated by the Board may practice as a dental assistant II.  <b>Regulation:</b>  <b>18VAC60-20-61. Educational requirements for dental assistants II.</b>  A. A prerequisite for entry into an educational program preparing a person for registration as a dental assistant II shall be current certification as a Certified Dental Assistant (CDA) conferred by the Dental Assisting National Board (DANB).  B. To be registered as a dental assistant II, a person shall complete the following requirements from an educational program accredited by the Commission on Dental Accreditation of the American Dental Association:  1. At least 50 hours of didactic course work in dental anatomy and operative dentistry that may be completed on-line.  2. Laboratory training that may be completed in the following modules with no more than 20% of the specified instruction to be completed as homework in a dental office:  a. At least 40 hours of placing, packing, carving, and polishing of amalgam restorations;  b. At least 60 hours of placing and shaping composite resin restorations;</p>	<p>DANB's CDA exams are recognized or required by 38 states, the District of Columbia, the Department of Veterans Affairs and the U.S. Air Force. DANB's CDA exam is approved for the GIs-to-Jobs program under the Montgomery Bill.</p> <p>Eligibility to sit for CDA certification examination:  CDA Pathway I  1. Graduation (or anticipated graduation) from a Commission on Dental Accreditation (CODA)-accredited dental assisting or dental hygiene program.  CDA Pathway II  1. High school graduation or equivalent  2. Minimum of 3,500 hours work experience as a dental assistant, accrued over a period of at least two years to a maximum of four years; employment must be verified by a licensed dentist.</p>	<p>Dental Assisting National Board (DANB)  <a href="http://www.danb.org/">http://www.danb.org/</a></p>

	<p>c. At least 20 hours of taking final impressions and use of a non-epinephrine retraction cord; and</p> <p>d. At least 30 hours of final cementation of crowns and bridges after adjustment and fitting by the dentist.</p> <p>3. Clinical experience applying the techniques learned in the preclinical coursework and laboratory training that may be completed in a dental office in the following modules:</p> <p>a. At least 80 hours of placing, packing, carving, and polishing of amalgam restorations;</p> <p>b. At least 120 hours of placing and shaping composite resin restorations;</p> <p>c. At least 40 hours of taking final impressions and use of a non-epinephrine retraction cord; and</p> <p>d. At least 60 hours of final cementation of crowns and bridges after adjustment and fitting by the dentist.</p> <p>4. Successful completion of the following competency examinations given by the accredited educational programs:</p> <p>a. A written examination at the conclusion of the 50 hours of didactic coursework;</p> <p>b. A practical examination at the conclusion of each module of laboratory training; and</p> <p>c. A comprehensive written examination at the conclusion of all required coursework, training, and experience for each of the corresponding modules.</p> <p>C. All treatment of patients shall be under the direct and immediate supervision of a licensed dentist who is responsible for the performance of duties by the student. The dentist shall attest to successful completion of the clinical competencies and restorative experiences.</p> <p><b>18VAC60-20-70. Licensure examinations; registration certification.</b></p> <p>C. Dental assistant II certification. All applicants for registration as a dental assistant II shall provide evidence of a current credential as a Certified Dental Assistant (CDA) conferred by the Dental Assisting National Board or another certification from a credentialing organization recognized by the American Dental Association and acceptable to the board, which was granted following passage of an examination on general chairside assisting, radiation health and safety, and infection control.</p>		
<b>Pharmacy</b>	<b>Statutory and Regulatory Requirements</b>	<b>Criteria of National Credentialing Body</b>	<b>Website Links</b>
Pharmacist	<p>§ 54.1-3312. <b>Qualifications of pharmacist; approved school of pharmacy defined.</b></p> <p>A. In order to be licensed as a pharmacist within the meaning of this chapter, an applicant shall present to the Board satisfactory evidence that he:</p> <p>3. Is a graduate of a school of pharmacy approved by the Board, or a foreign college of pharmacy, if the graduate has satisfactorily completed (i) a college of pharmacy equivalency examination program approved</p>	<p>Applicants must directly register with and pay the required fee to the National Association of Boards of Pharmacy (NABP) in order to take the NAPLEX examination at <a href="http://www.nabp.net">www.nabp.net</a>. NAPLEX is the competency assessment examination for initial pharmacist licensure that is accepted by all 50 states, the District of Columbia, and Puerto Rico.</p>	<p>National Association of Boards of Pharmacy (NABP) <a href="http://www.nabp.net">www.nabp.net</a></p> <p>North American Pharmacist Licensure Examination (NAPLEX) <a href="http://www.nabp.net/programs/examination/naplex/">http://www.nabp.net/programs/examination/naplex/</a></p>

	<p>by the Board and (ii) written and oral communication ability tests of the English language approved by the Board;</p> <p>4. Has had a period of practical experience in the United States in accordance with the Board's regulations; however, such requirement shall not exceed twelve months; and</p> <p>5. Has passed the examination prescribed by the Board.</p> <p>B. As used in this article, an approved school of pharmacy shall be an institution which meets the minimum standards of the American Council on Pharmaceutical Education and appears on the Council's list of schools of pharmacy as published annually.</p> <p>Regulation:</p> <p><b>18VAC110-20-30. Requirements for pharmacy practical experience.</b></p> <p>A. Each applicant for licensure as a pharmacist shall have gained practical experience in the practice of pharmacy as set forth in this section and 18VAC110-20-40.</p> <p>B. An applicant for licensure as a pharmacist shall attain a minimum of 1,500 hours of practical experience.</p> <p><b>18VAC110-20-50. Curriculum and approved schools of pharmacy.</b></p> <p>A. The following minimum educational requirements for the specified periods shall be recognized by the board for the purpose of licensure.</p> <p>2. On and after June 1, 1964, the applicant for licensure shall have been graduated from at least a five-year course of study with a Bachelor of Science degree in pharmacy or a Doctorate of Pharmacy degree awarded.</p> <p>B. In order to be licensed as a pharmacist within this Commonwealth, the applicant shall have been granted the first professional degree from a program of a school of pharmacy which meets the requirements of §54.1-3312 of the Code of Virginia.</p> <p><b>18VAC110-20-60. Content of the examination and grades required; limitation on admittance to examination.</b></p> <p>A. Prior to admission to any examination required for licensure, the applicant shall have met all other requirements to include education and practical experience requirements, but in no case shall the applicant be admitted if grounds exist to deny licensure under §54.1-3316 of the Code of Virginia.</p> <p>B. The applicant shall achieve a passing score as determined by the board on the licensure examination which is approved by the board and which shall consist of an integrated examination of pharmacy practice, pharmacology, pharmacy mathematics, and such other subjects as are necessary to assure that the candidate possesses the necessary knowledge and skills to practice pharmacy.</p>	<p><b>Eligibility Requirements of NABP</b></p> <p>To take the NAPLEX, candidates must meet the eligibility requirements of the board of pharmacy from which they are seeking licensure. The board will determine eligibility to take the examination in accordance with the jurisdiction's requirements.</p>	
Pharmacy Technician	<p><b>§ 54.1-3321. Registration of pharmacy technicians.</b></p> <p>B. To be registered as a pharmacy technician, a person shall submit satisfactory evidence that he is of good moral character and has satisfactorily completed a training program and examination that meet the criteria</p>	Pharmacy technicians must complete a site-specific training program and examination or be certified by PTCB.	Pharmacy Technician Certification Board (PTCB) <a href="http://www.ptcb.org/am/template.cfm">http://www.ptcb.org/am/template.cfm</a>

	<p>approved by the Board in regulation or that he holds current certification from the Pharmacy Technician Certification Board (PTCB).</p> <p><b>Regulation:</b></p> <p>A. Every pharmacy that employs or uses pharmacy technicians shall maintain a site-specific training program and manual for training pharmacy technicians to work at that pharmacy. The program shall include training consistent with that specific pharmacy practice to include, but not be limited to, training in proper use of site-specific computer programs and equipment, proper use of other equipment used at the pharmacy in performing technician duties, and pharmacy calculations consistent with the duties at that pharmacy.</p> <p>B. Every pharmacy shall maintain documentation of successful completion of the site specific training program for each pharmacy technician for the duration of the employment and for a period of two years from date of termination of employment. Documentation for currently employed pharmacy technicians shall be maintained on site or at another location where the records are readily retrievable upon request for inspection. After employment is terminated, such documentation may be maintained at an off-site location where it is retrievable upon request.</p>		
<b>Optometry</b>	<b>Statutory and Regulatory Requirements</b>	<b>Criteria of National Credentialing Body</b>	<b>Website Links</b>
Optometrist	<p><b>Law:</b></p> <p><b>§ 54.1-3211. Examination.</b> The Board shall set the necessary standards to be attained in the examinations to entitle the candidate to receive a license to practice optometry.</p> <p><b>§ 54.1-3212. Qualifications of applicants.</b> An application for a license to practice optometry shall be made in writing and shall be accompanied by satisfactory proof that the applicant has been graduated and received a doctor of optometry degree from a <i>school of optometry approved by the Board.</i></p> <p><b>Regulation:</b></p> <p><b>18VAC105-20-10. Licensure by examination.</b></p> <p>A. The applicant, in order to be eligible for licensure by examination to practice optometry in the Commonwealth shall meet the requirements for TPA certification in 18VAC105-20-16 and shall:</p> <ol style="list-style-type: none"> <li>1. Be a graduate of a school of optometry <i>accredited by the Council on Optometric Education</i>; have an official transcript verifying graduation sent to the board;</li> <li>2. Request submission of an <i>official report from the NBEO of a score received on each required part of the NBEO examination</i> or other board-approved examination; and</li> </ol> <p>C. Required examinations.</p> <ol style="list-style-type: none"> <li>1. For the purpose of §54.1-3211 of the Code of Virginia, the board adopts all parts of the NBEO examination as its written examination for licensure. After July 1, 1997, the board shall require passage as determined by the board of Parts I, II, and III of the</li> </ol>	<p>National Board of Examiners in Optometry: The earliest date for a student candidate to take the Part I examination is the March administration during the candidate's third professional year in an accredited institution.* The earliest date for a student candidate to take the Part II examination is the December administration during the candidate's academic year of graduation at an accredited institution*, thereby allowing two opportunities to sit for the examination prior to graduation.</p> <p>Student candidates in the final year of graduation at an accredited institution* are eligible to take the Part III examination on or after August 1.</p> <p>*Accredited by the Accreditation Council on Optometric Education (ACOE) of the American Optometric Association.</p>	<p>National Board of Examiners in Optometry (NBEO) <a href="http://www.optometry.org/">http://www.optometry.org/</a></p> <p>Accreditation Council on Optometric Education (ACOE) <a href="http://www.aoa.org/x5153.xml">http://www.aoa.org/x5153.xml</a></p>

	<p>NBEO examination  <b>18VAC105-20-16. Requirements for TPA certification.</b>  A. An applicant for licensure shall meet the following requirements for TPA certification:  1. Complete a full-time, postgraduate or equivalent graduate-level optometric training program that is approved by the board and that shall include a minimum of 20 hours of clinical supervision by an ophthalmologist; and  2. Take and pass the TPA certification examination, which shall be Treatment and Management of Ocular Disease (TMOD) of the NBEO or, if TPA-certified by a state examination, provide evidence of comparability to the NBEO examination that is satisfactory to the board.</p>		
<b>Funeral Directors and Embalmers</b>	<b>Statutory and Regulatory Requirements</b>	<b>Criteria of National Credentialing Body</b>	<b>Website Links</b>
Funeral Service Licensee	<p><b>Law:</b>  <b>§ 54.1-2804. Licensing authority.</b>  The Board of Funeral Directors and Embalmers is authorized to determine the qualifications to enable any person to engage in the practice of funeral service, preneed funeral planning, funeral directing, embalming and the operation of a funeral service establishment.  <b>§ 54.1-2813. License for the practice of funeral service.</b>  To be licensed for the practice of funeral service, a person shall (i) be at least 18 years of age; (ii) hold a high school diploma or its equivalent; (iii) have completed a funeral service internship prescribed by the Board in regulation; (iv) have graduated from a school of mortuary science or funeral service approved by the Board; and (v) have passed the examination for licensure.  <b>Regulation:</b>  <b>18VAC65-20-235. Approval of educational programs.</b>  All applicants for funeral service licensure are required to have graduated from a funeral service program offered by a school of mortuary science or funeral service accredited by the American Board of Funeral Service Education, Incorporated.  <b>18VAC65-20-240. Requirements for funeral service licensure by examination.</b>  B. National examination requirements. Prior to applying for licensure by examination, every applicant shall pass the National Board Examination of the International Conference of Funeral Service Examining Boards.  C. State examination requirements. All applicants shall pass the Virginia State Board Examination.</p>	International Conference requires graduation from an accredited school of mortuary science.	<p>American Board of Funeral Service, Inc.  <a href="http://www.abfse.org/">http://www.abfse.org/</a></p> <p>National Board Examination of the International Conference of Funeral Service Examining Boards  <a href="http://www.theconferenceonline.org/">http://www.theconferenceonline.org/</a></p>
<b>Physical Therapy</b>	<b>Statutory and Regulatory Requirements</b>	<b>Criteria of National Credentialing Body</b>	<b>Website Links</b>
Physical Therapist	<p><b>Law:</b>  <b>§ 54.1-3477. Requirements for licensure as a physical therapist.</b>  An applicant for licensure as a physical therapist shall submit evidence, verified by affidavit and satisfactory to the Board, that the applicant:</p>	Federation of State Boards of Physical Therapy depends on state regulatory bodies to set eligibility for examination.	<p>American Physical Therapy Association  <a href="http://www.apta.org/">http://www.apta.org/</a></p>

	<p>1. Is eighteen years of age or more;  2. Is a graduate of a school of physical therapy <u>approved by the American Physical Therapy Association</u> or is a graduate of a school outside of the United States or Canada which is acceptable to the Board; and  3. Has satisfactorily passed an examination approved by the Board.</p> <p><b>Regulation:</b>  <b>18VAC112-20-40. Education requirements: graduates of approved programs.</b>  A. An applicant for licensure who is a graduate of an approved program shall submit documented evidence of his graduation from such a program with the required application and fee.  B. If an applicant is a graduate of an approved program located outside of the United States or Canada, he shall provide proof of proficiency in the English language by passing TOEFL and TSE or the TOEFL iBT, the Internet-based tests of listening, reading, speaking and writing by a score determined by the board or an equivalent examination approved by the board. TOEFL iBT or TOEFL and TSE may be waived upon evidence that the applicant's physical therapy program was taught in English or that the native tongue of the applicant's nationality is English.</p> <p>"Approved program" means an educational program accredited by the <u>Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association</u>.</p> <p><b>18VAC112-20-60. Requirements for licensure by examination.</b>  A. Every applicant for initial licensure by examination shall submit:  1. Documentation of having met the educational requirements specified in 18VAC112-20-40 or 18VAC112-20-50;  2. The required application, fees and credentials to the board; and  3. Documentation of passage of the national examination as prescribed by the board.</p> <p>"National examination" means the examinations developed and administered by the <u>Federation of State Boards of Physical Therapy</u> and approved by the board for licensure as a physical therapist or physical therapist assistant.</p>		
Physical Therapist Assistant	<p><b>Law:</b>  <b>§ 54.1-3478. Requirements for licensure as a physical therapist assistant.</b>  An applicant for licensure as a physical therapist assistant shall submit evidence, verified by affidavit and satisfactory to the Board, that the applicant:  1. Is eighteen years of age or more;  2. Is a graduate of a two-year college-level education program for physical therapist assistants <i>acceptable to the Board</i>; and  3. Has satisfactorily passed an examination approved by the Board.</p> <p><b>Regulation:</b></p>	Federation of State Boards of Physical Therapy depends on state regulatory bodies to set eligibility for examination.	

	<p><b>18VAC112-20-40. Education requirements: graduates of approved programs.</b></p> <p>A. An applicant for licensure who is a graduate of an approved program shall submit documented evidence of his graduation from such a program with the required application and fee.</p> <p>B. If an applicant is a graduate of an approved program located outside of the United States or Canada, he shall provide proof of proficiency in the English language by passing TOEFL and TSE or the TOEFL iBT, the Internet-based tests of listening, reading, speaking and writing by a score determined by the board or an equivalent examination approved by the board. TOEFL iBT or TOEFL and TSE may be waived upon evidence that the applicant's physical therapy program was taught in English or that the native tongue of the applicant's nationality is English.</p> <p>"Approved program" means an educational program accredited by the <u>Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association</u>.</p> <p><b>18VAC112-20-60. Requirements for licensure by examination.</b></p> <p>A. Every applicant for initial licensure by examination shall submit:</p> <ol style="list-style-type: none"> <li>1. Documentation of having met the educational requirements specified in 18VAC112-20-40 or 18VAC112-20-50;</li> <li>2. The required application, fees and credentials to the board; and</li> <li>3. Documentation of passage of the national examination as prescribed by the board.</li> </ol> <p>"National examination" means the examinations developed and administered by the <u>Federation of State Boards of Physical Therapy</u> and approved by the board for licensure as a physical therapist or physical therapist assistant.</p>		
<b>Counseling</b>	<b>Statutory and Regulatory Requirements</b>	<b>Criteria of National Credentialing Body</b>	<b>Website Links</b>
Licensed Professional Counselor	<p><b>Law:</b>  <b>§ 54.1-3503. Board of Counseling.</b>  The Board of Counseling shall regulate the practice of counseling, substance abuse treatment, and marriage and family therapy.</p> <p><b>Regulation:</b>  <b>18VAC115-20-49. Degree program requirements.</b></p> <p>A. Programs that are approved by CACREP or CORE are recognized as meeting the definition of graduate degree programs that prepare individuals to practice counseling and counseling treatment intervention as defined in §54.1-3500 of the Code of Virginia.</p> <p>B. The applicant shall have completed a graduate degree from a program that prepares individuals to practice counseling and counseling treatment intervention, as defined in §54.1-3500 of the Code of Virginia, which is offered by a college or university</p>	The NCMHCE examination is also required for employment in the Army Substance Abuse Program or as a TRICARE Certified Mental Health Counselor.	National Clinical Mental Health Counseling Examination (NCMHCE) <a href="http://www.nbcc.org/NCMHCE">http://www.nbcc.org/NCMHCE</a>

	<p>accredited by a regional accrediting agency and which meets the following criteria:</p> <ol style="list-style-type: none"> <li>1. There must be a sequence of academic study with the expressed intent to prepare counselors as documented by the institution;</li> <li>2. There must be an identifiable counselor training faculty and an identifiable body of students who complete that sequence of academic study; and</li> <li>3. The academic unit must have clear authority and primary responsibility for the core and specialty areas.</li> </ol> <p><b>18VAC115-20-52. Residency.</b>  <b>B. Residency requirements.</b>  1. The applicant for licensure shall have completed a 4,000-hour supervised residency in counseling practice with various populations, clinical problems and theoretical approaches.</p> <p><b>18VAC115-20-70. General examination requirements; schedules; time limits.</b>  <b>A. Every applicant for initial licensure by examination by the board as a professional counselor shall pass a written examination as prescribed by the board.</b>  Licensure examination is National Clinical Mental Health Counselors Examination (NCMHCE) by the National Board for Certified Counselors (NBCC).</p>		
<p>Marriage and Family Therapist</p>	<p><b>Law:</b>  <b>§ 54.1-3505. Specific powers and duties of the Board.</b>  To promulgate regulations for the qualifications, education, and experience for licensure of marriage and family therapists. The requirements for clinical membership in the American Association for Marriage and Family Therapy (AAMFT), and the professional examination service's national marriage and family therapy examination may be considered by the Board in the promulgation of these regulations. The educational credit hour, clinical experience hour, and clinical supervision hour requirements for marriage and family therapists shall not be less than the educational credit hour, clinical experience hour, and clinical supervision hour requirements for professional counselors.</p> <p><b>Regulation:</b>  <b>18VAC115-50-50. Degree program requirements.</b>  <b>A.</b> The applicant shall have completed a graduate degree from a program that prepares individuals to practice marriage and family therapy or a discipline related to the practice of marriage and family therapy as defined in §54.1-3500 of the Code of Virginia from a college or university which is accredited by a regional accrediting agency and which meets the following criteria:  1. There must be a sequence of academic study with the expressed intent to prepare students to practice marriage and family therapy as documented by the institution;  2. There must be an identifiable marriage and family therapy training faculty and an identifiable body of students who complete that sequence of academic study; and</p>	<p>The Association of Marital and Family Therapy Regulatory Board's (AMFTRB) Examination in Marital and Family Therapy is provided to assist state boards of examiners in evaluating the knowledge of applicants for licensure or certification. There is a wide diversity of educational backgrounds among the applicants who seek licensure or certification in marital and family therapy. AMFTRB offers a standardized examination, for use by its member boards, in order to determine if these applicants have attained the knowledge considered essential for entry-level professional practice, and in order to provide a common element in the evaluation of candidates from one state to another.</p>	<p>Association of Marital and Family Therapy Regulatory Boards (AMFTRB) <a href="http://www.amftrb.org/">http://www.amftrb.org/</a></p>

	<p>3. The academic unit must have clear authority and primary responsibility for the core and specialty areas.</p> <p><b>18VAC115-50-60. Residency.</b></p> <p>1. The applicant shall have completed at least two years of supervised post-graduate degree experience, representing no fewer than 4,000 hours of supervised work experience, to include 200 hours of supervision with the supervisor in the practice of marriage and family therapy. Residents shall receive a minimum of one hour and a maximum of four hours of supervision for every 40 hours of supervised work experience. No more than 100 hours of the supervision may be acquired through group supervision, with the group consisting of no more than six residents. One hour of group supervision will be deemed equivalent to one hour of individual supervision.</p> <p><b>18VAC115-50-70. General examination requirements.</b></p> <p>A. All applicants for initial licensure shall pass an examination, with a passing score as determined by the board.</p> <p>B. The examination shall concentrate on the core areas of marriage and family therapy set forth in subsection A of 18VAC115-50-55.</p> <p>The examination required is the National Marriage and Family Therapy Examination given by the Association of Marital and Family Therapy Regulatory Boards.</p>		
<p>Licensed Substance Abuse Treatment Provider</p>	<p><b>Law:</b></p> <p><b>§ 54.1-3505. Specific powers and duties of the Board.</b></p> <p>To promulgate, subject to the requirements of Article 1.1 (§ 54.1-3507 et seq.) of this chapter, regulations for the qualifications, education, and experience for licensure of licensed substance abuse treatment practitioners and certification of certified substance abuse counselors and certified substance abuse counseling assistants. The requirements for membership in NAADAC: the Association for Addiction Professionals and its national examination may be considered by the Board in the promulgation of these regulations. The Board also may provide for the consideration and use of the accreditation and examination services offered by the Substance Abuse Certification Alliance of Virginia. The educational credit hour, clinical experience hour, and clinical supervision hour requirements for licensed substance abuse treatment practitioners shall not be less than the educational credit hour, clinical experience hour, and clinical supervision hour requirements for licensed professional counselors. Such regulations also shall establish standards and protocols for the clinical supervision of certified substance abuse counselors and the supervision or direction of certified substance abuse counseling assistants, and reasonable access to the persons providing that supervision or direction in settings other than a licensed facility.</p> <p><b>§ 54.1-3507. Scope of practice of and</b></p>		

	<p><b>qualifications for licensed substance abuse treatment practitioners.</b></p> <p>B. Pursuant to regulations adopted by the Board, an applicant for a license as a licensed substance abuse treatment practitioner shall submit evidence satisfactory to the Board that the applicant has (i) completed a specified number of hours of graduate studies, including a specified number of didactic substance abuse education courses at, and has received a master's degree in substance abuse or a substantially equivalent master's degree from, a college or university accredited by an accrediting agency recognized by the Board; and (ii) completed a specified number of hours of experience involving the practice of substance abuse treatment supervised by a licensed substance abuse treatment practitioner, or by any other mental health professional licensed by the Department, such number of hours being greater than the number of hours required of a certified substance abuse counseling assistant. The applicant shall also pass an examination, as required by the Board.</p> <p><b>Regulation:</b>  <b>18VAC115-60-60. Degree program requirements.</b></p> <p>A. The applicant shall have completed a graduate degree from a program that prepares individuals to practice substance abuse treatment or a related counseling discipline as defined in §54.1-3500 of the Code of Virginia from a college or university accredited by a regional accrediting agency that meets the following criteria:</p> <ol style="list-style-type: none"> <li>1. There must be a sequence of academic study with the expressed intent to prepare counselors as documented by the institution;</li> <li>2. There must be an identifiable counselor training faculty and an identifiable body of students who complete that sequence of academic study; and</li> <li>3. The academic unit must have clear authority and primary responsibility for the core and specialty areas.</li> </ol> <p><b>18VAC115-60-80. Residency.</b></p> <p>C. Residency requirements.</p> <ol style="list-style-type: none"> <li>1. The applicant for licensure shall have completed a 4,000 hour supervised residency in substance abuse treatment with various populations, clinical problems and theoretical approaches.</li> <li>2. The residency shall include a minimum of 200 hours of supervision between supervisor and resident occurring at minimum of one hour and a maximum of four hours per 40 hours of work experience during the period of the residency. No more than half of these hours may be satisfied with group supervision. One hour of group supervision will be deemed equivalent to one hour of individual supervision. Supervision that is not concurrent with a residency will not be accepted, nor will residency hours accrued in the absence of approved supervision.</li> <li>3. The residency shall include at least 2,000 hours of face-to-face client contact with individuals, families or groups of individuals suffering from the effects of substance abuse</li> </ol>		
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	<p>or dependence.</p> <p><b>18VAC115-60-90. General examination requirements; schedules; time limits.</b></p> <p>A. Every applicant for initial licensure as a substance abuse treatment practitioner by examination shall pass a written examination as prescribed by the board.</p> <p>The examination required is the Examination for Master Addictions Counselors (EMAC) by the National Board for Certified Counselors (NBCC). The EMAC is an examination developed by the master's level addiction counselors for use in the certification and licensure processes.</p>		
<p>Certified Substance Abuse Counselor</p> <p>Certified Substance Abuse Counseling Assistant</p>	<p><b>Law:</b></p> <p><b>§ 54.1-3500. Definitions.</b></p> <p>"Certified substance abuse counseling assistant" means a person certified by the Board to practice in accordance with the provisions of § 54.1-3507.2.</p> <p>"Certified substance abuse counselor" means a person certified by the Board to practice in accordance with the provisions of § 54.1-3507.1.</p> <p><b>§ 54.1-3507.1. Scope of practice, supervision, and qualifications of certified substance abuse counselors.</b></p> <p>A. A certified substance abuse counselor shall be (i) qualified to perform, under appropriate supervision or direction, the substance abuse treatment functions of screening, intake, orientation, the administration of substance abuse assessment instruments, recovery and relapse prevention planning, substance abuse treatment, case management, substance abuse or dependence crisis intervention, client education, referral activities, record keeping, and consultation with other professionals; (ii) qualified to be responsible for client care of persons with a primary diagnosis of substance abuse or dependence; and (iii) qualified to supervise, direct and instruct certified substance abuse counseling assistants. Certified substance abuse counselors shall not engage in independent or autonomous practice.</p> <p>B. Such counselor shall also be clinically supervised or directed by a licensed substance abuse treatment practitioner, or any other mental health professional licensed by the Department, or, in an exempt setting as described in § 54.1-3501, another person with substantially equivalent education, training, and experience, or such counselor shall be in compliance with the supervision requirements of a licensed facility.</p> <p>C. Pursuant to regulations adopted by the Board, an applicant for certification as a substance abuse counselor shall submit evidence satisfactory to the Board that the applicant has (i) completed a specified number of hours of didactic substance abuse education courses in a program or programs recognized or approved by the Board and received a bachelor's degree from a college or university accredited by an accrediting agency recognized by the Board; and (ii) accumulated a specified number of hours of experience involving the practice of substance abuse treatment while supervised</p>		

	<p>by a licensed substance abuse treatment practitioner, or by any other mental health professional licensed by the Department, or by a certified substance abuse counselor who shall submit evidence satisfactory to the Board of clinical supervision qualifications pursuant to regulations adopted by the Board, such number of hours being greater than the number of hours required of a certified substance abuse counseling assistant. The applicant shall also pass an examination as required by the Board.</p> <p><b>§ 54.1-3507.2. Scope of practice, supervision, and qualifications of certified substance abuse counseling assistants.</b></p> <p>A. A certified substance abuse counseling assistant shall be qualified to perform, under appropriate supervision or direction, the substance abuse treatment functions of orientation, implementation of substance abuse treatment plans, case management, substance abuse or dependence crisis intervention, record keeping, and consultation with other professionals. Certified substance abuse counseling assistants may participate in recovery group discussions, but shall not engage in counseling with either individuals or groups or engage in independent or autonomous practice.</p> <p>B. Such certified substance abuse counseling assistant shall be supervised or directed either by a licensed substance abuse treatment practitioner, or by any other mental health professional licensed by the Department, or by a certified substance abuse counselor, or, in an exempt setting as described in § 54.1-3501, another person with substantially equivalent education, training, and experience, or such counseling assistant shall be in compliance with the supervision requirements of a licensed facility.</p> <p>C. Pursuant to regulations adopted by the Board, an applicant for certification as a certified substance abuse counseling assistant shall submit evidence satisfactory to the Board that the applicant has (i) received a high school diploma or its equivalent, (ii) completed a specified number of hours of didactic substance abuse education in a program or programs recognized or approved by the Board, and (iii) accumulated a specified number of hours of experience and completed a practicum or an internship involving substance abuse treatment, supervised either by a licensed substance abuse treatment practitioner, or by any other mental health professional licensed by the Department, or by a certified substance abuse counselor. The applicant shall also pass an examination, as required by the Board.</p> <p><b>Regulation:</b>  <b>18VAC115-30-50. Educational requirements for substance abuse counselors.</b></p> <p>A. An applicant for examination for certification as a substance abuse counselor shall:</p> <ol style="list-style-type: none"> <li>1. Have a bachelor's degree; and</li> <li>2. Have completed 400 clock hours of</li> </ol>		
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	<p>substance abuse education from one of the following programs:</p> <ul style="list-style-type: none"> <li>a. An accredited university or college; or</li> <li>b. Seminars and workshops that meet the requirements of subsection B</li> </ul> <p>B. Substance abuse education.</p> <ul style="list-style-type: none"> <li>1. The education will include 220 hours spent in receiving didactic training in substance abuse counseling.</li> <li>2. The education shall also consist of 180 hours of experience.</li> </ul> <p><b>18VAC115-30-60. Experience requirements for substance abuse counselors.</b></p> <ul style="list-style-type: none"> <li>1. An applicant for certification as a substance abuse counselor shall have had 2,000 hours of supervised experience in the delivery of clinical substance abuse counseling services.</li> <li>2. The supervised experience shall include a minimum of one hour and a maximum of four hours per week of supervision between the supervisor and the applicant to total 100 hours within the required experience. No more than half of these hours may be satisfied with group supervision. One hour of group supervision will be deemed equivalent to one hour of individual supervision.</li> </ul> <p><b>18VAC115-30-62. Educational requirements for substance abuse counseling assistants.</b></p> <p>A. An applicant for certification as a substance abuse counseling assistant shall:</p> <ul style="list-style-type: none"> <li>1. Have an official high school diploma or general educational development (GED) certificate; and</li> <li>2. Have completed 300 clock hours of substance abuse education from one of the following programs: <ul style="list-style-type: none"> <li>a. An accredited university or college; or</li> <li>b. Seminars and workshops approved by the board at the time of application.</li> </ul> </li> </ul> <p>B. Substance abuse education.</p> <ul style="list-style-type: none"> <li>1. The education will include 120 hours spent in receiving didactic training in substance abuse counseling.</li> <li>2. The education shall include 180 hours of experience</li> </ul> <p><b>18VAC115-30-90. General examination requirements for substance abuse counselors and substance abuse counseling assistants.</b></p> <p>A. Every applicant for certification as a substance abuse counselor or substance abuse counseling assistant by examination shall pass a written examination approved by the board. The board shall determine the passing score on the examination.</p>		
<b>Psychology</b>	<b>Statutory and Regulatory Requirements</b>	<b>Criteria of National Credentialing Body</b>	<b>Website Links</b>
Clinical Psychologist	<p><b>Law:</b>  <b>§ 54.1-3605. Powers and duties of the Board.</b>  In addition to the powers granted in other provisions of this title, the Board shall have the following specific powers and duties:</p> <ul style="list-style-type: none"> <li>7. To promulgate regulations establishing the requirements for licensure of clinical psychologists that shall include appropriate emphasis in the diagnosis and treatment of</li> </ul>		

	<p>persons with moderate and severe mental disorders.</p> <p><b>§ 54.1-3606. License required.</b></p> <p>A. In order to engage in the practice of applied psychology, school psychology, or clinical psychology, it shall be necessary to hold a license.</p> <p><b>Regulation:</b></p> <p><b>18VAC125-20-41. Requirements for licensure by examination.</b></p> <p>A. Every applicant for examination for licensure by the board shall:</p> <p>1. Meet the education requirements prescribed in 18VAC125-20-54, 18VAC125-20-55, or 18VAC125-20-56 and the experience requirement prescribed in 18VAC125-20-65 as applicable for the particular license sought;</p> <p>B. In addition to fulfillment of the education and experience requirements, each applicant for licensure by examination must achieve a passing score on the required examinations for each category of licensure sought:</p> <p>1. Clinical psychologist: State Practice Examination for Clinical Psychology, Jurisprudence and Examination for Professional Practice in Psychology (Offered by the Association of State and Provincial Psychology Boards);</p> <p><b>18VAC125-20-54. Education requirements for clinical psychologists.</b></p> <p>A. The applicant shall hold a doctorate from a professional psychology program in a regionally accredited university, which was accredited by the APA within four years after the applicant graduated from the program, or shall meet the requirements of subsection B of this section.</p> <p>B. If the applicant does not hold a doctorate from an APA accredited program, the applicant shall hold a doctorate from a professional psychology program which documents that it offers education and training which prepares individuals for the practice of clinical psychology as defined in §54.1-3600 of the Code of Virginia and which meets the following criteria: The program is within an institution of higher education accredited by an accrediting agency recognized by the United States Department of Education or publicly recognized by the Association of Universities and Colleges of Canada as a member in good standing. Graduates of programs that are not within the United States or Canada must provide documentation from an acceptable credential evaluation service which provides information that allows the board to determine if the program meets the requirements set forth in this chapter.</p> <p>2. The program shall be recognizable as an organized entity within the institution.</p> <p>3. The program shall be an integrated, organized sequence of study with an identifiable psychology faculty and a psychologist directly responsible for the program, and shall have an identifiable body of students who are matriculated in that program for a degree. The faculty shall be accessible to students and provide them with</p>		
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	<p>guidance and supervision. The faculty shall provide appropriate professional role models and engage in actions that promote the student's acquisition of knowledge, skills and competencies consistent with the program's training goals.</p> <p>4. The program shall encompass a minimum of three academic years of full-time graduate study or the equivalent thereof.</p> <p>5. The program shall include a general core curriculum containing a minimum of three or more graduate semester hours or five or more graduate quarter hours in each of the following substantive content areas.</p> <p><b>18VAC125-20-65. Supervised experience.</b></p> <p><b>A. Internship requirement.</b></p> <p>1. Candidates for clinical psychologist licensure shall have successfully completed an internship that is either accredited by APA, APPIC or the National Register of Health Service Providers in Psychology, or one that meets equivalent standards.</p> <p>2. Candidates for school psychologist licensure shall have successfully completed an internship accredited by the APA, APPIC or NASP or one that meets equivalent standards.</p> <p><b>B. Residency requirement.</b></p> <p>1. Candidates for clinical or school psychologist licensure shall have successfully completed a one-year, full-time residency, or its equivalent in part-time experience for a period not to exceed three years, consisting of a minimum of 1,500 hours of supervised experience in the delivery of clinical or school psychology services acceptable to the board, or the applicant may request approval to begin a residency.</p>		
Applied Psychologist	<p><b>Law:</b></p> <p><b>§ 54.1-3606. License required.</b></p> <p>A. In order to engage in the practice of applied psychology, school psychology, or clinical psychology, it shall be necessary to hold a license.</p> <p><b>Regulation:</b></p> <p><b>18VAC125-20-41. Requirements for licensure by examination.</b></p> <p>A. Every applicant for examination for licensure by the board shall:</p> <p>1. Meet the education requirements prescribed in 18VAC125-20-54, 18VAC125-20-55, or 18VAC125-20-56 and the experience requirement prescribed in 18VAC125-20-65 as applicable for the particular license sought;</p> <p>B. In addition to fulfillment of the education and experience requirements, each applicant for licensure by examination must achieve a passing score on the required examinations for each category of licensure sought:</p> <p>1. Applied psychologist: State Practice Examination for Applied Psychology, Jurisprudence and Examination for Professional Practice in Psychology (Offered by the Association of State and Provincial Psychology Boards);</p> <p><b>18VAC125-20-55. Education requirements for applied psychologists.</b></p> <p>A. The applicant shall hold a doctorate from a professional psychology program from a</p>		

	<p>regionally accredited university which meets the following criteria:</p> <ol style="list-style-type: none"> <li>1. The program is within an institution of higher education accredited by an accrediting agency recognized by the United States Department of Education, or publicly recognized by the Association of Universities and Colleges of Canada as a member in good standing. Graduates of programs that are not within the United States or Canada must provide documentation from a credential evaluation service acceptable to the board which demonstrates that the program meets the requirements set forth in this chapter.</li> <li>2. The program shall be recognizable as an organized entity within the institution.</li> <li>3. The program shall be an integrated, organized sequence of study with an identifiable psychology faculty and a psychologist directly responsible for the program, and shall have an identifiable body of students who are matriculated in that program for a degree. The faculty shall be accessible to students and provide them with guidance and supervision. The faculty shall provide appropriate professional role models and engage in actions that promote the student's acquisition of knowledge, skills and competencies consistent with the program's training goals.</li> <li>4. The program shall encompass a minimum of three academic years of full-time graduate study or the equivalent thereof.</li> <li>5. The program shall include a general core curriculum containing a minimum of three or more graduate semester hours or five or more graduate quarter hours in each of the following substantive content areas.</li> </ol>		
<b>Social Work</b>	<b>Statutory and Regulatory Requirements</b>	<b>Criteria of National Credentialing Body</b>	<b>Website Links</b>
Licensed Clinical Social Worker	<p><b>Law:</b>  <b>§ 54.1-3706. License required.</b>  In order to engage in the practice of social work, it shall be necessary to hold a license.  <b>§ 54.1-3709. (Effective July 1, 2013)</b>  <b>Unlawful designation as social worker.</b>  A. It shall be unlawful for any person not licensed under this chapter to use the title "Social Worker" in writing or in advertising in connection with his practice unless he simultaneously uses clarifying initials that signify receiving a baccalaureate or master's degree in social work from an accredited social work school or program approved by the Council on Social Work Education or a doctorate in social work.  B. If a complaint or report of a possible violation of this section is made against any person who is licensed, certified, registered, or permitted, or who holds a multistate licensure privilege issued by any of the health regulatory boards within the Department of Health Professions, that complaint shall be referred to the applicable board within the Department for disciplinary action. A violation of this section shall be a Class 1 misdemeanor.  C. Notwithstanding the provisions of this section, any individual meeting the qualifications provided for in 42 C.F.R. Part</p>		

483 may practice as a "qualified social worker" in any licensed nursing home using such title. However, any such individual may only use the title "social worker" in connection with the activities of the nursing home.

D. Notwithstanding the provisions of this section, any individual meeting the qualifications provided for in 42 C.F.R. § 418.114(b) (3) may practice as a "social worker" in any licensed hospice using such title. However, any such individual may only use the title "social worker" in connection with the activities of the hospice.

E. That nothing in this act shall be construed as requiring the Department of Social Services, or any other entity, to hire licensed social workers or social workers with a baccalaureate or master's degree in social work from an accredited social work school or program approved by the Council on Social Work Education or a doctorate in social work.

**Regulation:**

**18VAC140-20-40. Requirements for licensure by examination as a clinical social worker.**

Every applicant for examination for licensure as a clinical social worker shall:

1. Meet the education requirements prescribed in 18VAC140-20-49 and experience requirements prescribed in 18VAC140-20-50.
2. Submit in one package to the board office, not less than 90 days prior to the date of the written examination:
  - a. A completed notarized application;
  - b. Documentation, on the appropriate forms, of the successful completion of the supervised experience requirements of 18VAC140-20-50 along with documentation of the supervisor's out-of-state license where applicable. Applicants whose former supervisor is deceased, or whose whereabouts is unknown, shall submit to the board a notarized affidavit from the present chief executive officer of the agency, corporation or partnership in which the applicant was supervised. The affidavit shall specify dates of employment, job responsibilities, supervisor's name and last known address, and the total number of hours spent by the applicant with the supervisor in face-to-face supervision.

**18VAC140-20-49. Educational requirements for a licensed clinical social worker.**

A. The applicant shall be a graduate of a Master or Doctor of Social Work Program in a clinical course of study. An applicant with a nonclinical concentration shall complete additional graduate level academic course work and field placement/practicum to meet all requirements for a clinical course of study.

**18VAC140-20-50. Experience requirements for a licensed clinical social worker.**

A. Supervised experience. Supervised experience in all settings obtained in Virginia without prior written board approval will not

	<p>be accepted toward licensure. Supervision begun before November 26, 2008, that met the requirements of this section in effect prior to that date will be accepted until November 26, 2012.</p> <p>2. Hours. The applicant shall have completed a minimum of 3,000 hours of supervised post-master's degree experience in the delivery of clinical social work services. A minimum of one hour and a maximum of four hours of face-to-face supervision shall be provided per 40 hours of work experience for a total of at least 100 hours. No more than 50 of the 100 hours may be obtained in group supervision, nor shall there be more than six persons being supervised in a group unless approved in advance by the board. The board may consider alternatives to face-to-face supervision if the applicant can demonstrate an undue burden due to hardship, disability or geography.</p> <p><b>18VAC140-20-70. Examination requirement.</b>  A. An applicant for licensure by the board as a social worker or clinical social worker shall pass a written examination prescribed by the board.</p>		
Licensed Social Worker	<p><b>Law:</b>  <b>§ 54.1-3706. License required.</b>  In order to engage in the practice of social work, it shall be necessary to hold a license.  <b>§ 54.1-3709. (Effective July 1, 2013)</b>  <b>Unlawful designation as social worker.</b>  A. It shall be unlawful for any person not licensed under this chapter to use the title "Social Worker" in writing or in advertising in connection with his practice unless he simultaneously uses clarifying initials that signify receiving a baccalaureate or master's degree in social work from an accredited social work school or program approved by the Council on Social Work Education or a doctorate in social work.  B. If a complaint or report of a possible violation of this section is made against any person who is licensed, certified, registered, or permitted, or who holds a multistate licensure privilege issued by any of the health regulatory boards within the Department of Health Professions, that complaint shall be referred to the applicable board within the Department for disciplinary action. A violation of this section shall be a Class 1 misdemeanor.  C. Notwithstanding the provisions of this section, any individual meeting the qualifications provided for in 42 C.F.R. Part 483 may practice as a "qualified social worker" in any licensed nursing home using such title. However, any such individual may only use the title "social worker" in connection with the activities of the nursing home.  D. Notwithstanding the provisions of this section, any individual meeting the qualifications provided for in 42 C.F.R. § 418.114(b) (3) may practice as a "social worker" in any licensed hospice using such title. However, any such individual may only use the title "social worker" in connection with the activities of the hospice.</p>		

	<p>E. That nothing in this act shall be construed as requiring the Department of Social Services, or any other entity, to hire licensed social workers or social workers with a baccalaureate or master's degree in social work from an accredited social work school or program approved by the Council on Social Work Education or a doctorate in social work.</p> <p><b>Regulation:</b>  <b>18VAC140-20-51. Requirements for licensure by examination as a licensed social worker.</b></p> <p>A. In order to be approved to sit for the board-approved examination for a licensed social worker, an applicant shall:</p> <ol style="list-style-type: none"> <li>1. Meet the education and experience requirements prescribed in 18VAC140-20-60; and</li> <li>2. Submit, in addition to the application requirements of subsection A, the following: <ol style="list-style-type: none"> <li>a. Documentation, on the appropriate forms, of the successful completion of the supervised experience requirements of 18VAC140-20-60 along with documentation of the supervisor's out-of-state license where applicable. An applicant whose former supervisor is deceased, or whose whereabouts is unknown, shall submit to the board a notarized affidavit from the present chief executive officer of the agency, corporation or partnership in which the applicant was supervised. The affidavit shall specify dates of employment, job responsibilities, supervisor's name and last known address, and the total number of hours spent by the applicant with the supervisor in face-to-face supervision;</li> <li>b. Verification of a passing score on the board-approved national examination</li> </ol> </li> </ol> <p><b>18VAC140-20-60. Education and experience requirements for licensed social worker.</b></p> <p>A. Education. The applicant shall hold a bachelor's or a master's degree from an accredited school of social work. Graduates of foreign institutions must establish the equivalency of their education to this requirement through the Foreign Equivalency Determination Service of the Council on Social Work Education.</p> <p><b>18VAC140-20-70. Examination requirement.</b></p> <p>A. An applicant for licensure by the board as a social worker or clinical social worker shall pass a written examination prescribed by the board.</p>		
Audiology Speech-Language Pathology	Statutory and Regulatory Requirements	Criteria of National Credentialing Body	Website Links
Audiologist	<p><b>Law:</b>  § 54.1-2603. License required.</p> <p>A. In order to practice audiology or speech pathology, it shall be necessary to hold a valid license.</p> <p><b>Regulation:</b>  <b>18VAC30-20-170. Requirements for licensure.</b></p> <p>A. The board may grant a license to an applicant who:</p> <ol style="list-style-type: none"> <li>1. Holds a current and unrestricted Certificate of Clinical Competence in the area in which</li> </ol>	<p>American Speech-Language-Hearing Association</p> <p>The Praxis Examinations in Audiology and Speech-Language Pathology are integral components of ASHA certification standards. The Praxis exam is used as a requirement for one or more of the following:</p> <ul style="list-style-type: none"> <li>• <u>ASHA Certificate of Clinical Competence in Speech-Language Pathology or Audiology</u></li> <li>• State Professional Licensure</li> </ul>	<p>ASHA Certificate of Clinical Competence in Speech-Language Pathology or audiology  <a href="http://www.asha.org/Certification/AboutCertificationGenInfo/">http://www.asha.org/Certification/AboutCertificationGenInfo/</a></p> <p>State Teacher Certification  <a href="http://education.uky.edu/AcadServ/content/50-states-certification-requirements">http://education.uky.edu/AcadServ/content/50-states-certification-requirements</a></p>

	<p>he seeks licensure issued by the American Speech-Language-Hearing Association, certification issued by the American Board of Audiology or any other accrediting body recognized by the board. Verification of currency shall be in the form of a certified letter from a recognized accrediting body issued within six months prior to licensure; and</p> <p>2. Has passed the qualifying examination from an accrediting body recognized by the board within three years preceding the date of applying for licensure, or has been actively engaged in the respective profession for which he seeks licensure for one of the past three consecutive years preceding the date of application</p>	<p><u>State Teacher Certification</u></p>	
Speech-Language Pathologist	<p><b>Law:</b>  <b>§ 54.1-2603. License required.</b>  A. In order to practice audiology or speech pathology, it shall be necessary to hold a valid license.  <b>Regulation:</b>  The board may grant a license to an applicant for licensure as a speech-language pathologist who:</p> <p>1. Holds a master's degree or its equivalent as determined by the board or a doctoral degree from a college or university whose speech-language program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association or an equivalent accrediting body; and</p> <p>2. Has passed a qualifying examination from an accrediting body recognized by the board within three years preceding the date of applying for licensure in Virginia or has been actively engaged as a speech-language pathologist for one of the past three consecutive years preceding the date of application.</p>		
<b>Veterinary Medicine</b>	<b>Statutory and Regulatory Requirements</b>	<b>Criteria of National Credentialing Body</b>	<b>Website Links</b>
Veterinarian	<p><b>Law:</b>  <b>§ 54.1-3805. License required.</b>  No person shall practice veterinary medicine or as a veterinary technician in this Commonwealth unless such person has been licensed by the Board.  <b>Regulation:</b>  <b>18VAC150-20-110. Requirements for licensure by examination as a veterinarian.</b>  A. The applicant, in order to be licensed by the board to practice veterinary medicine, shall:</p> <p>1. Have received a degree in veterinary medicine from a college or school of veterinary medicine accredited by the AVMA or have fulfilled the requirements of the Educational Commission of Foreign Veterinary Graduates (ECFVG) of the AVMA or any other substantially equivalent credentialing body as determined by the board.</p> <p>3. Pass the North American Veterinary License Examination or the National Board Examination and the Clinical Competency Test approved by the American Association of Veterinary State Boards or any other</p>	<p>The National Board of Veterinary Medical Examiners selected the <u>National Board of Medical Examiners (NBME)</u> to develop a new computer-based licensing examination, the North American Veterinary Licensing Examination (NAVLE®). The NAVLE replaced both the National Board Examination (NBE) and the Clinical Competency Test (CCT) beginning in November 2000.</p> <p>The NAVLE is a requirement for licensure to practice veterinary medicine in all licensing jurisdictions in North America. The NAVLE consists of 360 clinically relevant multiple choice questions.</p>	<p>National Board of Medical Examiners (NBME) <a href="http://www.nbme.org/">http://www.nbme.org/</a></p> <p>North American Veterinary Licensing Examination (NAVLE) <a href="http://www.nbvme.org/?id=78">http://www.nbvme.org/?id=78</a></p>

	substantially equivalent national examination as approved by the board with a score acceptable to the board.		
Veterinary Technician	<p><b>Law:</b>  <b>§ 54.1-3805. License required.</b>  No person shall practice veterinary medicine or as a veterinary technician in this Commonwealth unless such person has been licensed by the Board.</p> <p><b>Regulation:</b>  <b>18VAC150-20-115. Requirements for licensure by examination as a veterinary technician.</b></p> <p>A. The applicant, in order to be licensed by the board as a veterinary technician, shall:</p> <ol style="list-style-type: none"> <li>1. Have received a degree in veterinary technology from a college or school accredited by the AVMA or the CVMA.</li> <li>3. Pass a board-approved, national board examination for veterinary technology with a score acceptable to the board.</li> </ol>	<p>The Veterinary Technician National Examination (VTNE) is owned and administered by American Association of Veterinary State Boards. The VTNE is used to evaluate entry-level veterinary technicians' competency to practice and to be credentialed.</p> <p><b>Graduation from Accredited Program</b>  Most states and all provinces require that VTNE candidates must be graduates of a veterinary technology program accredited by the American or Canadian Veterinary Medical Association.</p>	<p>Veterinary Technician National Examination (VTNE)  <a href="http://www.aavsb.org/vtne/">http://www.aavsb.org/vtne/</a></p>

## APPENDIX 4



DEPARTMENT OF THE ARMY  
UNITED STATES ARMY QUARTERMASTER SCHOOL  
Joint Mortuary Affairs Center  
1840 Quartermaster Road  
FORT LEE, VIRGINIA 23801-1606

ATSM-MA

16 November 2012

### MEMORANDUM FOR RECORD

Subject: 92M Transition Initiative

1. On 15 November 2012, the Joint Mortuary Affairs Center hosted a meeting with community partners to discuss ways to assist the transition of Mortuary Affairs Specialists (92Ms) from the military to the civilian work force. Attendees are as follows:

- Dr. Leah Bush, Virginia Chief Medical Examiner, email: Leah.Bush@vdh.virginia.gov
- Mr. Arne Owens, Chief Deputy Director, Commonwealth of Virginia Department of Health Professionals, email: Arne.Owens@dhp.virginia.gov
- Ms. Lisa Hahn, Executive Director of the Board of Funeral Directors and Embalmers, Commonwealth of Virginia Department of Health Professionals, email: Lisa.Hahn@dhp.virginia.gov
- Ms. Lynne Helmick, Deputy Executive Director, Board of Funeral Directors and Embalmers, Commonwealth of Virginia Department of Health Professionals, email: lynne.helmick@dhp.virginia.gov
- Ms. Rhonda Keyes Pleasants, Department Chair and Associate Professor, Funeral Services Health Sciences, John Tyler Community College, email: rpleasants@jtcc.edu
- Ms. Lee Green, Director, JMAC, email: lee.c.green.civ@mail.mil
- Mr. James Hammond, Executive Officer, JMAC, email: james.k.hammond.civ@mail.mil
- SGM Johnny Robertson, JMAC Sergeant Major, email: johnny.g.robertson.mil@mail.mil
- Mr. Bill Ellerman, Chief of Training Development, JMAC, email: william.m.ellerman.civ@mail.mil
- SFC Antwon Shaw, Training Operations NCO, JMAC, email: antwon.g.shaw.mil@mail.mil

2. The JMAC has been working to develop a database to assist 92Ms in planning their transition from military service. In the civilian community no job/career or certification aligns fully with the mission of the 92Ms. Our goal is to create a database that will identify possible civilian career fields/paths that align with some of the tasks 92Ms are trained in. When Mr. Arne Owens contacted the JMAC in September to discuss ways the Commonwealth of Virginia is working to assist veterans as they transition to civilian life and seek employment opportunities, the JMAC welcomed the opportunity to seek additional options and opportunities for 92Ms.

a. Based on a request from the Virginia Department of Veterans Services, Mr. Owens wanted to discuss the enlisted MOS 92M (Mortuary Affairs Specialist), the military education and training they receive at the School, and some ideas on how Virginia can relate that education and training to Virginia's licensing requirements for Funeral Directors and Embalmers.

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b. The JMAC had previously engaged John Tyler Community College Funeral Services and Health Sciences Department Chair, Ms. Rhonda Pleasants, regarding mortuary affairs educational and training opportunities. Ms. Pleasants was invited to the meeting to bring in JTCC's knowledge and perspective on integrating and/or creating training and education opportunities for 92Ms.

c. The Virginia Chief Medical Examiner, Dr. Leah Bush, is a longtime supporter and partner with the Army and Fort Lee on mortuary affairs training. Dr. Bush allows and supports continued training in her facilities for 92Ms, both in Training and Doctrine Command functional courses (in a partnership with the JMAC), and in Forces Command (in a partnership with the Mortuary Affairs active duty units on Fort Lee).

3. Ms. Green and Mr. Ellerman provided information on the JMAC's mission and the 92M MOS to facilitate the discussion, and Mr. Hammond provided a one page summary of the JMAC's credentialing efforts to date, which included additional information on training opportunities. While some jobs and careers overlap the 92M MOS mission and tasks, no credentialed occupation or certification directly correlates with the MOS. Some potential job opportunities for transitioning 92Ms include:

- Embalmer
- Funeral Director
- Autopsy Technician
- Medicolegal Death Investigator
- Emergency Manager/Planner
- Emergency Medical Technician
- Police Officer

4. Ms. Green also noted that Virginia's offer to assist is truly vital for the MOS, as the only two active duty Mortuary Affairs units are located on Fort Lee. Mr. Owen discussed the efforts of the Virginia Department of Health Professions, which is focused on developing tools and resources that will assist veterans and military members as they apply for Virginia licenses in the various healthcare related professions, and also assist the 13 regulatory boards in the Department of Health Professions as they consider military training, education and experience as part of the licensing application process. Ms. Pleasants and Ms. Hahn provided detailed information and input on their organizations role's and processes to further the discussion.

5. The group brainstormed and discussed concrete steps which can be taken to establish and / or improve transition opportunities for 92Ms in Virginia. All agencies agreed to work together to assist the JMAC in a partnership to accomplish the following:

a. **Awarding of College Credits.** The Army can request that the Virginia Community College System (VCCS) accept 92M training, education, and experience and assign college

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credits. Even though the American Council of Education (ACE) has already approved specific credit hours for 92Ms based on approved and accredited training programs of instruction (POIs), the state of Virginia does not accept these credits. As a result, 92Ms who want to go into the Mortuary Science Program at JTCC do not receive any college credits for their military training or experience. The JMAC will prepare a memorandum from Senior Leadership to the VCCS and cc such organizations as the State Higher Education Council and Secretary of Veterans Affairs, requesting the VCCS award college credit under the Funeral Services and Health Sciences fields for 92M's training, education, and experience. Several attendees recommended including the support for this effort by specific organizations.

**b. Develop a Forensic Autopsy Technician Job Description.** Currently, there is no national certification or standard job description for any kind of Autopsy Technician. With input and assistance from the Virginia Chief Medical Examiner's Office and the Landstuhl Army Mortuary, the JMAC can prepare a formal job description to submit to the Office of Personnel Management for classification as a DoD position. Not only would this provide clearer job descriptions for what many mortuaries – both DoD and civilian really need, it would provide the basis for developing an on-the-job training program.

**c. Development of a Forensic Autopsy Technician Career Study Certificate.** By creating a formal Forensic Autopsy Technician Job Description, the VTCC will have a list of job skills and requirements which can provide the basis for development of a Career Study Certificate. This certificate would not be a formal licensing program, but would formally document competency in specific tasks associated with a Forensic Autopsy Technician. The JMAC will request assistance from the Armed Forces Medical Examiner's Office to develop a policy and process for documenting on-the-job training and competency of specific skills. The goal would be to have this policy extended to include accredited Medical Examiner systems, such as Virginia's. Once a 92M has been certified competent by an accredited Medical Examiner, they could submit this documentation to the VTCC (*check?*) for award of the formal Career Study Certificate.

**d. Development of an Embalming Assistant Career Study Certificate.** The Virginia Board of Funeral Directors and Embalmers has a formal internship program. This program requires numerous hours of assisting with embalming and funerals and accomplishment of specific tasks. While 92Ms do not perform embalming, they do perform many supporting tasks towards competency under an internship program. With assistance from several organizations and units, the JMAC will prepare a list of tasks often performed by 92Ms who are assigned or training in a mortuary or under a Medical Examiner. The JMAC will submit this list to the Board and AFME for review. With concurrence and further guidance from the Board and AFME, these tasks would then be added to the "On-the-job" training list for 92Ms. A credentialed Mortician/embalmer or Funeral Director could then certify competency of these tasks, which could then be submitted to the Virginia Board of Funeral Directors and Embalmers for credit toward the internship program.

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6. Overall, the meeting was very productive, with all agreeing on a way forward, with offers from all parties to work together to improve training and employment opportunities for our transitioning Mortuary Affairs Service Members. The JMAC will keep all parties informed and will request future meetings as needed. POC for this action is Ms. Lee Green, tel (804)734-3831 or email [lee.c.green.civ@mail.mil](mailto:lee.c.green.civ@mail.mil).

Lee C. Green  
Director, Joint Mortuary Affairs Center

# APPENDIX 5



DHP Home Page > About > Military Services

Contact Us | Search DHP



- DHP Home
- Map and Directions
- Contact Us
- Employment Opportunities
- Request for Proposals
- Statistics
- Renew Online
- License Lookup
- Case Decisions
- Laws & Regulations
- Guidance Documents

## Military Credentialing

### Important Information For Active Duty Service Members, Veterans & Military Spouses

Comprehensive [List of Professions regulated through the Department of Health Professions](#) with links to the respective licensing board information.

Summary of the [Statutory and Regulatory Requirements for Initial Licensure](#) Virginia Department of Health Professions. Contact the [licensing board](#) for details on the application process or questions.

#### Related Statutes under Chapter 54 of the Code of Virginia

##### Extension of renewal requirements for deployed military and spouses

Virginia law allows active duty service people or their spouses who are deployed outside the U.S. to have an extension of time for any requirement or fee pertaining to renewal until 60 days after the person's return from deployment or overseas assignment. The extension cannot last beyond 5 years past the expiration date for the license. For more information, [please read the attached policy](#) and contact the applicable board for your license.

- [54.1-106](#) Health care professionals rendering services to patients of certain clinics
- [54.1-118](#) Qualifications for licensure, etc.; substantially equivalent military training
- [54.1-119](#) Expediting the issuance of licenses, etc., to spouses of military service members
- [54.1-2701](#) Dentistry licensure exemptions
- [54.1-2817](#) Funeral service interns
- [54.1-2930](#) Board of Medicine requirements for admission to examination
- [54.1-3005](#) Specific powers and duties of Board of Nursing
- [54.1-3476](#) Exemptions

#### Other state agencies sites of interest (Listing is not exhaustive)

- Virginia Community Colleges Veterans Career Finder: <https://www.vawizard.org/vccs/Veteran.action>
- Virginia Department of Health Office of Emergency Medical Services (Emergency Medical Technicians and Paramedic regulation): <http://www.vdh.virginia.gov/OEMS/>
- Virginia Department of Human Resource Management's Veterans Employment Outreach Services: <http://jobs.virginia.gov/empforveterans.htm>

<http://www.dhp.virginia.gov/About/MilitaryCredentialing.htm>

- Virginia Department of Veterans Services: [www.VirginiaforVeterans.com](http://www.VirginiaforVeterans.com) & <http://www.dvs.virginia.gov/downloads/quickguide.pdf>
- Virginia Employment Commission Priority Service for Veterans and Eligible Spouses: <http://www.vec.virginia.gov/veterans/priority-of-service-for-everans-and-eligible-spouses>
- Serving our Service Member Families (SOS): <http://www.sos.virginia.gov/T0.aspx?PID=2>
- State Council on Higher Education for Virginia: <http://www.schev.edu/MilitaryEducation.asp>
- Virginia Workforce Connection <https://www.vawc.virginia.gov/veteran.asp>

**Additional non-state resources (Listing is not exhaustive)**

- American Council on Education (CREDIT): <http://www.acenet.edu/AM/Template.cfm?Section=CCRS>
- Career One Stop: <http://www.careeronestop.org/ReEmployment/veterans/default.aspx>
- O-NET Online: <http://www.onetonline.org/>
- TAOnline.com (Careers for Transitioning Military): [www.TAOnline.com](http://www.TAOnline.com)

