



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D. *lmlowery*  
**DATE:** August 26, 2014  
**SUBJECT:** COMAR 13A.12.03.08, School Psychologist  
**AMEND**

---

**PURPOSE:**

The purpose of this item is to provide information regarding proposed changes to COMAR 13A.12.03.08, School Psychologist, and to provide you the opportunity to convene a Joint Conference Committee should you so desire.

**BACKGROUND:**

At the June 5, 2014 meeting of the Professional Standards and Teacher Education Board (PSTEB), Dr. Susan Bartels, Towson University, and Dr. Barbara Schwartz, Anne Arundel County Public Schools, presented the need to change the current regulation regarding the certification of School Psychologists, due to a discrepancy in the degree requirements. The current regulation specifies a “graduate specialist or doctoral degree” as the requirement; Maryland Approved Programs leading to certification as a School Psychologist at Towson University and Bowie University do not currently meet the degree requirement.

The proposed change would align the regulation with the standards published by the National Association of School Psychologists, the professional association which reviews programs across the country as part of the national accreditation process.

Recognizing the urgency of implementing the proposed changes, the PSTEB directed staff to convene a Work Group. The Work Group was comprised of higher education faculty, local school personnel, a Supervisor of School Psychological Services and a practicing School Psychologist. The Work Group has recommended the following changes:

- Change the existing degree requirements to a master’s or higher degree;
- Eliminate the current credit count option for obtaining certification;
- Expand the current options to include a master’s or higher degree and completion of a 1200 hour internship for graduates of out-of-state approved programs (this is the same requirement for Maryland graduates); and
- Expand the current options to include an option for experienced School Psychologists.

Members of the State Board of Education  
August 26, 2014  
Page 2

**EXECUTIVE SUMMARY:**

There is a discrepancy in the degree requirements in the existing regulation and current Maryland approved programs; eliminating the credit count option and specifying the number of internship hours for out-of-state applicants enhances the quality of the applicant pool. Including an option for the experienced School Psychologist aligns with other regulations in the chapter and provides hiring flexibility for local school systems.

**ACTION:**

This item is presented for information and to provide the option to request a Joint Conference Committee prior to publication should you so desire.

LML: jes  
Attachment

Deletions are [ ]; proposed changes are *italicized*.

### **.08 School Psychologist.**

A. Definition. "School psychologist" means an individual who is certified to provide psychological services to children in a public or State-approved nonpublic school setting. The school psychologist supervises interns and psychometrists.

B. Education. The education requirements for certification as a school psychologist are that the applicant shall meet one of the following:

(1) Option I:

(a) [Have] *Submit* [an advanced graduate specialist's, or doctoral] *master's or higher* degree in school psychology from a [National Association of School Psychologists, NCATE, American Psychological Association, or] State [Department of Education] approved program; and

(b) [Meet] *Qualifying* scores on the State-approved test for school psychologist;

(2) Option II:

(a) *Submit a master's or higher degree and complete a state-approved program in school psychology, culminating in minimum of a 1200 hour internship in school psychology; and* [Have a master's, advanced graduate specialist's, or doctoral degree in either psychology, education, or human development from an IHE; and

(b) Have completed 60 semester hours of graduate courses at an IHE (30 of which must be from one institution) to include course work in each of the following areas of study:

<i>Area of Study</i>	
Psychological Foundations (The applicant shall have a foundation in the knowledge base for the discipline of psychology.)	Biological bases of behavior (e.g., biological bases of development, neuropsychology, physiological psychology, physiological, and neurological bases of behavior)
	Human learning (e.g., learning process/theory)
	Social and cultural bases of behavior (e.g., social development, social and cultural diversity, social psychology, cross-cultural studies)
	Child and adolescent development (course work must include both child and adolescent development/psychology)
	Individual differences (including human exceptionalities and developmental psychopathology, exceptional child)
Educational Foundations (The applicant shall have a foundation in the knowledge base for education.)	Instructional design (may include courses in regular or special education; e.g., reading curriculum, special education reading disabilities, etc.)
	Organization and operation of schools (including, but not limited to, education of exceptional learners, school and community-based resources, alternative service delivery systems)
Intervention/Problem Solving (The applicant shall have demonstrated knowledge and professional expertise to	Assessment
	Individual and cognitive assessment of children and

collaborate with the families and school- and community-based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth.)	adolescents
	Social and emotional assessment of children and adolescents (e.g., personality assessment, projective testing, behavioral assessment)
	Individual preschool assessment (may be included as part of another assessment course)
	Direct and Indirect Intervention
	Individual counseling techniques
	Group counseling techniques
	Consultation and intervention (e.g., instructional strategies, classroom organization and management, behavior modification, applied behavioral analysis)
Statistics and research methodologies (The applicant shall be a competent consumer of research and new knowledge and able to use diverse methodologies (e.g., ethnographic, single-subject designs, quantitative methods) to evaluate professional practices (e.g., interventions or programs).	Practicum in school psychology
	Research and evaluation methods (e.g., research design, advanced experimental design, program evaluation)
	Statistics (e.g., statistics/research methods, advanced statistics)
Professional School Psychology (The applicant shall have a knowledge base specific to the professional specialty of school psychology and is able to demonstrate the application of that knowledge base to professional practice.)	Measurement (e.g., tests and measurements, item analysis, test construction)
	History and foundation of school psychology (e.g., foundations of school psychology, seminar in school psychology)
	Legal and ethical issues in school psychology (e.g., legal issues in school psychology)
	Roles and functions (e.g., legal issues in school psychology, standards and ethics in school psychology)
	(Minimum of 6 hours) ]

(c) [Meet] Q[q]ualifying scores on the State-approved test for school psychologist; or

(3) Option III: [Have] *Submit* a valid Nationally Certified School Psychologist (NCSP) certificate issued by the National School Psychology Certification Board.

(4) *Option IV:*

(a) *Submit a master's or higher degree from an IHE; and*

(b) *A valid professional certificate in school psychology from another state and verification of at least 27 months of satisfactory performance as a school psychologist during the past 7 years on the basis of which application is being made for a comparable Maryland certificate.*

[C. Experience. The experience requirements for certification as a school psychologist are that the applicant shall meet one of the following:

(1) Option I:

- (a) 1,200 clock hours internship experience while enrolled in a school psychology program that is approved by and under the direction of an IHE.
- (b) The internship shall cover a broad and balanced variety of experiences in the following areas:

(i) Assessment, such as classroom observation, rating scale procedures, standardized testing and individualized testing;

**(ii) Indirect intervention, such as consultation;**

**(iii) Direct intervention, such as counseling, modification of behavior;**

**(iii) Direct intervention, such as counseling, modification of behavior;**

**(iv) School/system support, such as establishing school needs, conducting in-service sessions and research;**

**(v) Services to special and nonspecial education students in public or State-approved nonpublic school settings; and**

**(vi) Services to students in special settings such as public or State-approved special education schools, clinics, or hospitals.**

**(2) Option II: Two years of successful experience providing psychological services to children in an educational setting under the direction of an individual certified as a school psychologist. The experience shall include the areas listed in §C(1)(b) of this regulation.]**