

MARYLAND REGISTER

Proposed Action on Regulations

Transmittal Sheet PROPOSED OR REPROPOSED Actions on Regulations	Date Filed with AELR Committee	TO BE COMPLETED BY DSD
	09/17/2014	Date Filed with Division of State Documents
		Document Number
		Date of Publication in MD Register

1. Desired date of publication in Maryland Register: 10/31/2014

2. COMAR Codification

Title Subtitle Chapter Regulation

13A 12 03 02 and .08

3. Name of Promulgating Authority

Maryland State Department of Education

4. Name of Regulations Coordinator

Charlene L Necessary

Telephone Number

410-767-0467

Mailing Address

200 W. Baltimore Street

City State Zip Code

Baltimore MD 21201

Email

cnecessary@msde.state.md.us

5. Name of Person to Call About this Document

Jean Satterfield

Telephone No.

410-767-0385

Email Address

jean.satterfield@maryland.gov

6. Check applicable items:

- New Regulations
- Amendments to Existing Regulations
 - Date when existing text was downloaded from COMAR online: June 1, 2014.
- Repeal of Existing Regulations
- Recodification
- Incorporation by Reference of Documents Requiring DSD Approval
- Reproposal of Substantively Different Text:

: Md. R
 (vol.) (issue) (page nos) (date)

Under Maryland Register docket no.: --P.

7. Is there emergency text which is identical to this proposal:

- Yes No

8. Incorporation by Reference

Check if applicable: Incorporation by Reference (IBR) approval form(s) attached and 18 copies of documents proposed for incorporation submitted to DSD. (Submit 18 paper copies of IBR document to DSD and one copy to AELR.)

9. Public Body - Open Meeting

- OPTIONAL - If promulgating authority is a public body, check to include a sentence in the Notice of Proposed Action that proposed action was considered at an open meeting held pursuant to State Government Article, §10-506(c), Annotated Code of Maryland.
- OPTIONAL - If promulgating authority is a public body, check to include a paragraph that final action will be considered at an open meeting.

10. Children's Environmental Health and Protection

Check if the system should send a copy of the proposal to the Children's Environmental Health and Protection Advisory Council.

11. Certificate of Authorized Officer

I certify that the attached document is in compliance with the Administrative Procedure Act. I also certify that the attached text has been approved for legality by Derek Simonsen, Assistant Attorney General, (telephone #410-576-6465) on September 17, 2014. A written copy of the approval is on file at this agency.

Name of Authorized Officer

Charlene L. Necessary

Title

Regulations Coordinator

Telephone No.

410-767-0467

Date

September 17, 2014

Title 13A
A STATE BOARD OF EDUCATION

Subtitle 12 CERTIFICATION

13A.12.03 Specialists

Authority: Education Article, §§2-205, 2-303(g), 6-101—6-104, and 6-701—6-706;
Health Occupations Article, §2-301; Annotated Code of Maryland

Notice of Proposed Action

[]

The Professional Standards and Teacher Education Board proposes to amend Regulations .02 and .08 under COMAR 13A.12.03 Specialists.

This action was considered at the June 5, 2014 meeting of the Professional Standards and Teacher Education Board.

Statement of Purpose

The purpose of this action is to allow more flexibility for local school systems in hiring school counselors and psychologists.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Jean Satterfield, Assistant State Superintendent, Division of Educator Effectiveness, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0385 TTY: 410-333-6442, or email to jean.satterfield@maryland.gov, or fax to 410-333-8963. Comments will be accepted through December 1, 2014. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Professional Standards and Teacher Education Board during a public meeting to be held on January 8, 2015, 9:00 a.m., at 200 West Baltimore Street, Baltimore, Maryland 21201.

Economic Impact Statement Part C

A. Fiscal Year in which regulations will become effective: FY 2014

B. Does the budget for the fiscal year in which regulations become effective contain funds to implement the regulations?

No

C. If 'yes', state whether general, special (exact name), or federal funds will be used:

D. If 'no', identify the source(s) of funds necessary for implementation of these regulations:

No funds are needed.

E. If these regulations have no economic impact under Part A, indicate reason briefly:

No additional funds are needed; this change in regulation allows more flexibility for local school systems in hiring school counselors and psychologists.

F. If these regulations have minimal or no economic impact on small businesses under Part B, indicate the reason and attach small business worksheet.

G. Small Business Worksheet:

Attached Document:

Title 13A STATE BOARD OF EDUCATION

Subtitle 12 CERTIFICATION

Chapter 03 Specialists

Authority: Education Article, §§2-205, 2-303(g), 6-101—6-104, and 6-701—6-706; Health Occupations Article, §2-301; Annotated Code of Maryland

.02 School Counselor.

The requirements for certification as a school counselor are:

A. Option I. The applicant shall [have] *submit*:

(1)—(3) (text unchanged)

B. Option II. The applicant shall [have] *submit*:

(1) (text unchanged)

(2) 2 years of satisfactory performance as a teacher or school counselor, or 500 clock hours in a supervised practicum in school counseling *or school guidance and counseling*.

C. Option III. The applicant shall [have] *submit* a master's degree in school counseling or school guidance and counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

D. Option IV. The applicant shall [have] *submit*:

- (1) (text unchanged)
- (2) 2 years of satisfactory performance as a teacher or school counselor *or 500 clock hours in a supervised practicum in school counseling or school guidance and counseling.*

E. Option V. The applicant shall *submit*:

- (1) [Have a] A master's degree from an IHE; and
- (2) [Present a] A valid, professional certificate from another state and verification of at least 27 months of satisfactory performance as a school counselor during the past 7 years on the basis of which application is being made for a comparable Maryland certificate.

.08 School Psychologist.

A. (text unchanged)

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

(b) [Meet] [q]Qualifying scores on the State-approved test for school psychologist[:].

(2) Option II:

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

Area of Study	
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 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.)	Assessment
	Individual and cognitive assessment of children and 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)
	Practicum in school psychology
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).	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] *Submit* qualifying scores on the State-approved test for school psychologist[; or].

(3) Option III: [Have] *Submit* a valid Nationally Certified School Psychologist 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) *Submit 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.]

LILLIAN M. LOWERY, Ed.D.
State Superintendent of Schools