



James H. Bray, President
American Psychological Association
750 First Street NE
Washington, DC 20002-4242

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Dear Dr. Bray,

Psychology Department

Towson University
8000 York Road
Towson, MD 21252-0001

t. 410 704-2634
f. 410 704-3800

Having worked for many years as a doctoral-level school psychologist in a public school system and as director of a NASP-approved graduate program in school psychology, I am writing to express my great concern regarding the revised wording of the Model Licensure Act (MLA) proposed by the American Psychological Association.

In my role as graduate program director, I often review transcripts from individuals who have completed doctoral-level training in clinical psychology and who wish to become certified as school psychologists. What is readily apparent is the minimal overlap in required coursework and field experiences for these two professions. For example, it is possible to receive a doctoral degree in clinical psychology without having completed coursework in child or adolescent development, curriculum or instruction, special education law, or the organization and operation of schools. Supervised experience providing services in a school setting is rarely, if ever, required. These are but a few of the critical training areas for professionals wishing to provide psychological services in school settings.

I also wish to highlight the rigorous standards set by the National Association of School Psychologists for programs to become "approved" and for individuals to become nationally certified as school psychologists. Programs must ensure that graduates have the knowledge and skills to prevent academic and behavioral problems, and to intervene early and effectively to address problems when they arise. Nationally approved programs must provide evidence that their graduates make a positive impact on the students, families, and school staff with whom they work. Importantly, nationally certified school psychologists are trained to intervene, not only at the individual level, but at a system level. This is critical to address systemic issues such as underachievement, disproportionality, drop-out rates, bullying, school violence, and youth suicide.