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Project Manager, Practice Research and Policy  
Practice Directorate  
American Psychological Association  
750 1st Street, NE  
Washington, D.C. 20002-4242

Dear Model Licensure Act Task Force Members:

This letter is written on behalf of the Georgia Council of Administrators in Special Education (G-CASE) to express our views on school psychologist licensure and the proposed Model Licensure Act (MLA). We strongly encourage the reinstatement of exemption language for school psychologists and the removal of any language that requires a doctoral level degree and licensure. This method of exemption that has been in place for over 30 years has provided qualified psychologists serving our schools with distinction for many years. The process is well-established and regulated at both the federal and state levels. We see absolutely no reason for removal of the exemption and feel that added burdens and obstacles to services with qualified personnel would follow. The majority of our psychologists are specialist level with very few doctoral level staff across the State. The requirement of a doctoral degree would add an unneeded burden on psychologists and the Systems.

School psychologists need to continue being credentialed by states and need to maintain the title of "school psychologist" with practice and supervision in the educational setting by the educational professionals. School psychologists' positions are difficult to fill. Districts must often contract with school psychologists or share services between Systems because there is a shortage of qualified school psychologists in many areas. We are willing to work with you on any policies that improve services for students.

G-CASE as an organization and our officers as individuals are always pleased to assist with areas that will improve services for students. We do not feel the requirement for a doctorate nor the requirement for licensing are needed for school psychologists. Changing the criteria for the title "school psychologist" is unnecessary. The current procedures work well for the schools and provide us with well educated strong professionals. School psychologists have extensive training in working with elementary and secondary aged students and in providing academic and behavioral interventions.

We as administrators, educators, and parents desire the best for our students. We pursue with vigor any potential to improve but in this case do not see the need and rather see the changes

you have proposed as obstacles. Please do not derail our efforts and resources with unnecessary conflicts over changes for credentialing.

GCASE strongly opposes the removal of the school psychology exemption from the Model Act and the requirement of a doctoral degree and urges APA to reinstate the exemption in the best interest of our children and schools.

Sincerely,

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