California Board of PSYCHOLOGY

1625 North Market Blvd., Suite N-215, Sacramento, CA 95834
T (916) 574-7720 F (916) 574-8672 Toll-Free (866) 503-3221
www.psychology.ca.gov

NOTICE OF LICENSURE COMMITTEE TELECONFERENCE MEETING AND AGENDA

Friday, July 10, 2026
9:00 a.m. –until Completion of Business

Committee Members
Mary Harb Sheets, PhD, Chairperson
Julie Nystrom
Lea Tate, PsyD

Board Staff
Jonathan Burke, Executive Officer
Stephanie Cheung, Licensing Manager
Daniel Phillips, Enforcement Program Manager
Mai Xiong, Licensing/BreEZe Coordinator
Troy Polk, CPD/Renewals Coordinator
Susan Hansen, Examination Coordinator
Shelley Ganaway, Board Counsel

The Committee will meet by teleconference in accordance with Government Code section 11123.5. Committee members will participate remotely from private, nonpublic sites. The public may participate in-person from the primary and secondary physical locations or remotely. To participate in the WebEx Events meeting, please log on to the website below on the day of the meeting.

FOR PARTICIPATION VIA WEBEX

Please see the instructions below to observe and participate in the meeting using Webex.

Members of the public may, but are not obligated, to provide their names or personal information as a condition of observing or participating in the meeting. When signing into the Webex platform, participants may be asked for their name and email address. Participants who choose not to provide their names will be required to provide a unique identifier such as their initials or another alternative, so that the meeting moderator can identify individuals who wish to make public comment; participants who choose not to provide their email address may utilize a fictitious email address in the following sample format: XXXXX@mailinator.com.

For those who wish to participate or observe the meeting, please click the following link:
https://dca-meetings.webex.com/dca-meetings/j.php?MTID=m8b9a06019b4b42f79aba7a78e76fa6ea

If joining using the link above
Webinar number: 2490 171 6029
Webinar password: BOP710

If joining by phone
+1-415-655-0001 US Toll
Access code: 2490 171 6029
Passcode: 267710

The Licensure Committee will hold the Committee Meeting via WebEx, as noted above, and via teleconference at the following locations:

Primary Physical Location (members/staff/public):

Department of Consumer Affairs
1625 N. Market Blvd., El Dorado Room
Sacramento, CA 95834

Secondary Physical Locations / Additional Locations at Which the Public May Observe or Address the Board and Where Members will be Present:

12803 Pimpernel Way
San Diego, CA 92129

2888 Eureka Way, Suite 200
Redding, CA 96001

Licensees attending the meeting either in-person or through Webex will receive Continuing Professional Development (CPD) credit. For meetings lasting a full day, six (6) hours will be credited to the individuals who attend the full duration of the meeting. In cases of meetings that are three (3) hours or less in duration, attendance will be credited on a one-to-one basis, with one (1) hour of attendance equating to one (1) hour credited towards CPD. Meeting hours and order of agenda items may differ as items may be addressed out of order as deemed necessary, and there is no specific timeframe designated to each agenda item. The total of CPD hours credited for attending the full duration of the meeting will be provided prior to the end of open session or adjournment.

To avoid potential technical difficulties, submit any written comments by July 3, 2026, to bopmail@dca.ca.gov.

IMPORTANT NOTICES TO THE PUBLIC:

Action may be taken on any item on the agenda. Items may be taken out of order or held over to a subsequent meeting, for convenience, to accommodate speakers, or to maintain a quorum. Meetings of the Board of Psychology are open to the public except when specifically noticed otherwise, in accordance with the Open Meeting Act.

The meeting is accessible to the physically disabled. To request disability-related accommodations, use the contact information below. Please submit your request at least five (5) business days before the meeting to help ensure availability of the accommodation.

You may access this agenda and the meeting materials at **www.psychology.ca.gov**. The meeting may be canceled without notice. To confirm a specific meeting, please contact the Board.

Contact Person: Jonathan Burke
1625 N. Market Boulevard, Suite N-215
Sacramento, CA 95834

(916) 574-7720
bopmail@dca.ca.gov

For further information about the meeting, please contact the Board Contact listed above.

Friday, July 10, 2026

AGENDA

9:00 a.m. – OPEN SESSION

1. Call to Order/Roll Call/Establishment of a Quorum

2. Chairperson's Welcome and Opening Remarks

3. Public Comment(s) for Items not on the Agenda.
   Note: The Committee may not discuss or take action on any matter raised during this public comment section, except to decide whether to place the matter on the agenda of a future meeting [Government Code Sections 11125 and 11125.7(a)]

4. Discussion and Possible Action to Approve the Licensure Committee Meeting Minutes: January 30, 2026

5. Staff Reports

   a. Licensing Report (M. Xiong)

   b. Continuing Professional Development and Renewals Report (T. Polk)

   c. Examination Report (S. Hansen)

6. Examination for Professional Practice in Psychology (EPPP) Update (J. Burke)

7. Stakeholder Survey Results and Next Steps (S. Cheung)

8. Recommendations for Future Agenda Items

CLOSED SESSION

9. Closed Session – The Licensure Committee will Meet in Closed Session Pursuant to Government Code Section 11126(c)(2) and Business and Professions Code Section 2949 to Discuss and Consider the Qualifications of Licensees and/or Applicants for Licensure.

10. Reconvene in Open Session to Adjourn the Meeting
    Adjournment will immediately follow closed session, and there will be no other items of business discussed. Meeting adjournment may not be viewable on livestream.

11. Adjournment

The goal of this committee is to create and maintain a clear and efficient framework for licensure, examination processes, and continuing professional development through the Board's statutes and regulations to ensure licensees meet the qualifications necessary to practice safely and ethically. The Committee communicates relevant information to its affected stakeholders.

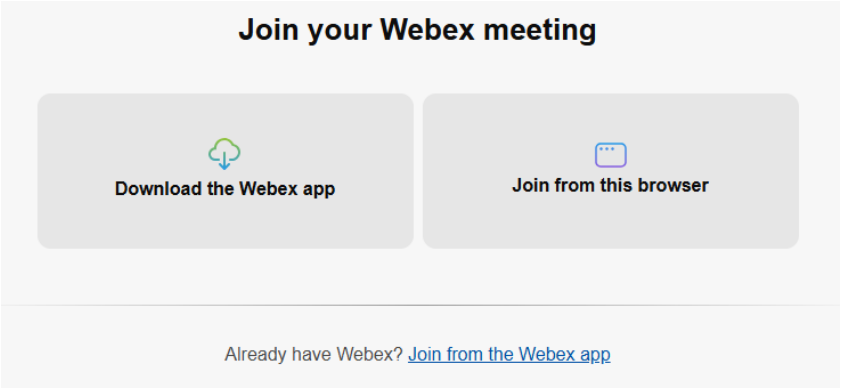
Recommended: Join using the meeting link.

1. Click on the meeting link. This can be found in the meeting notice you received and is on the meeting agenda.

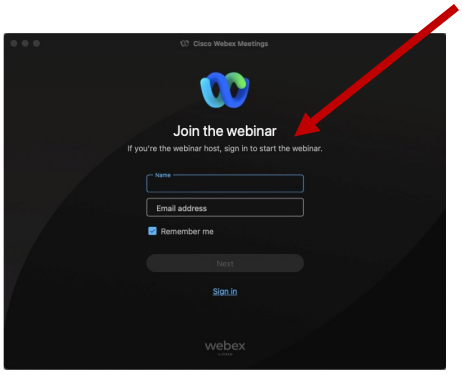
2. If you already have Webex on your device, click the bottom instruction, "Join from the Webex app."

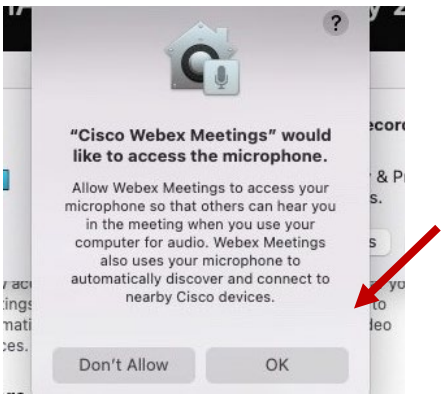
   If you have **not** previously used Webex on your device, your web browser will offer "Download the Webex app." Follow the download link and follow the instructions to install Webex.

   DO NOT click "Join from this browser," as you will not be able to fully participate during the meeting.



3. Enter your name and email address*. Click "Next."
   Accept any request for permission to use your microphone and/or camera.

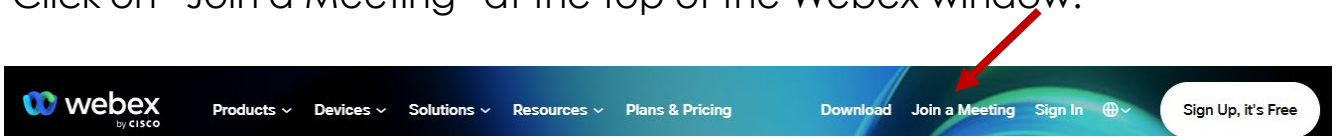




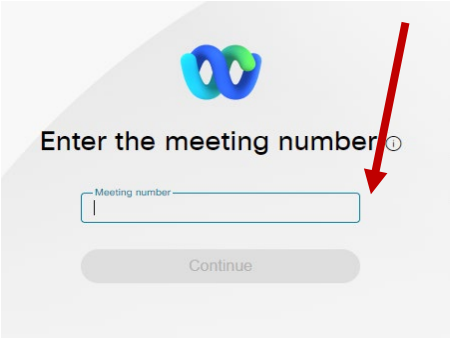
*Members of the public are not obligated to provide their name or personal information and may provide a unique identifier such as their initials or another alternative as well as a fictitious email address like in the following sample format: XXXXX@mailinator.com.

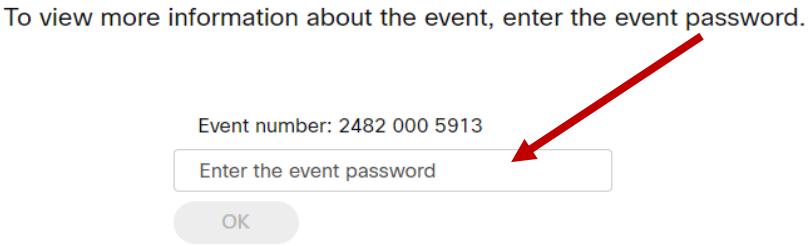
Alternative 1. Join from Webex.com

1 Click on "Join a Meeting" at the top of the Webex window.

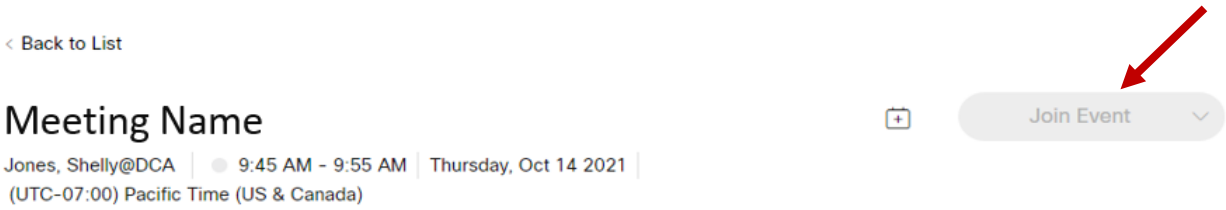


2 Enter the meeting/event number and click "Continue." Enter the event password and click "OK." This can be found in the meeting notice you received or on the meeting agenda.





3 The meeting information will be displayed. Click "Join Event."

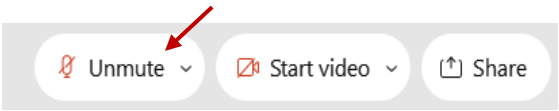


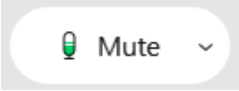
OR

Alternative 2. Connect via Telephone

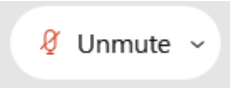
You may also join the meeting by calling in using the phone number, access code, and passcode provided in the meeting notice or on the agenda.

Microphone control (mute/unmute button) is located at the bottom of your Webex window.





Green microphone = Unmuted: People in the meeting can hear you.



Red microphone = Muted: No one in the meeting can hear you.

Note: Only panelists can mute/unmute their own microphones. Attendees will remain muted unless the moderator invites them to unmute their microphone.

Attendees/Members of the Public

Joined via Meeting Link

The moderator will call you by name and indicate a request has been sent to unmute your microphone. Upon hearing this prompt:

Click the Unmute me button on the pop-up box that appears.

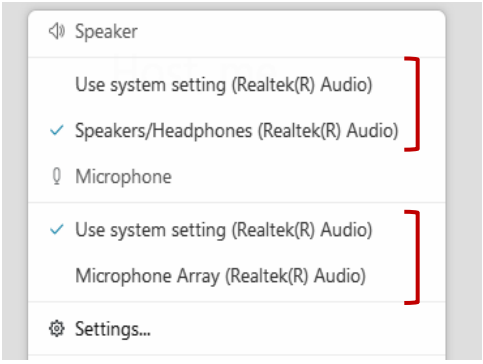
Joined via Telephone (Call-in User)

1. When you are asked to unmute yourself, press *6.
2. When you are finished speaking, press *6 to mute yourself again.

If you cannot hear or be heard

1. Click on the bottom facing arrow located on the Mute/Unmute button at the bottom of the Webex window.

2. From the drop-down menu, select different:
   - Speaker options if you can't hear participants.
   - Microphone options if participants can't hear you.

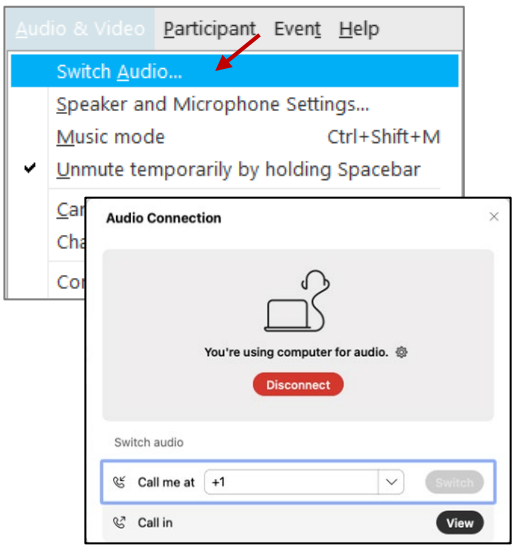


Continue to Experience Issues?

If you are connected by computer or tablet and you have audio issues, you can link your phone to your Webex session. Your phone will then become your microphone and speaker source.

1. Click on "Audio & Video" from the menu bar.

2. Select "Switch Audio" from the drop-down menu.



3. Hover your mouse over the "Call In" option and click "View" to show the phone number to call and the meeting login information. You can still un-mute from your computer window.

Hand Raise Feature

Joined via Meeting Link

- Locate the hand icon at the bottom of the Webex window.
- Click the hand icon to raise your hand.
- Repeat this process to lower your hand.

Joined via Telephone (Call-in User)

Press *3 to raise or lower your hand.

Unmuting

Joined via Meeting Link

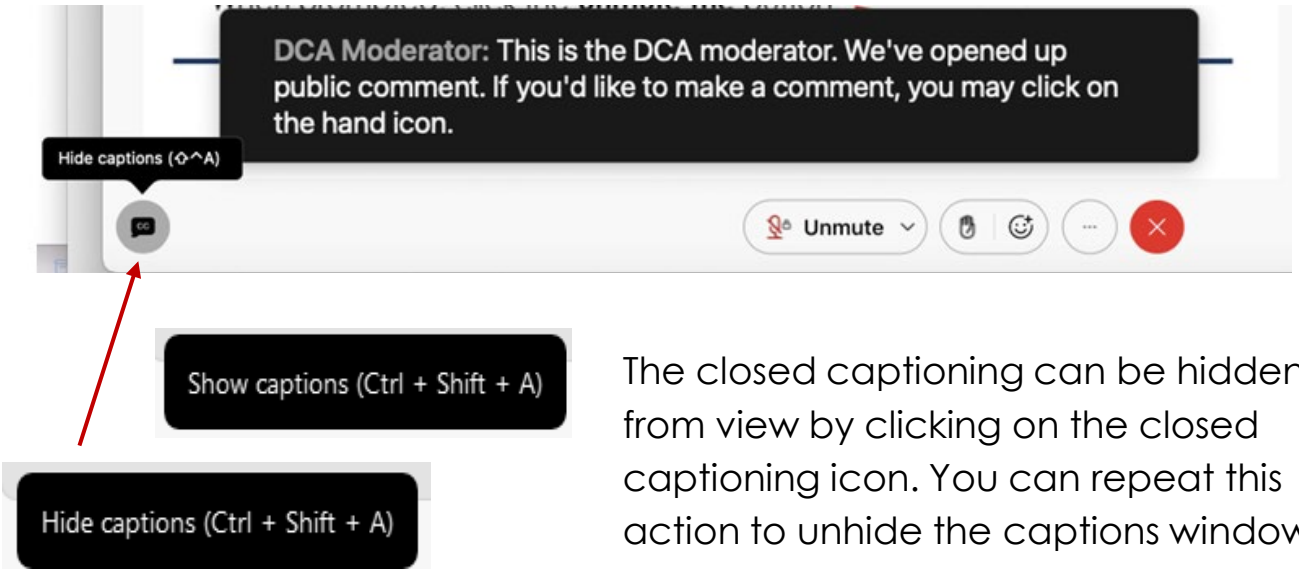
The moderator will call you by name and indicate a request has been sent to unmute your microphone. Upon hearing this prompt:

Click the Unmute me button on the pop-up box that appears.

Joined via Telephone (Call-in User/Audio Only)

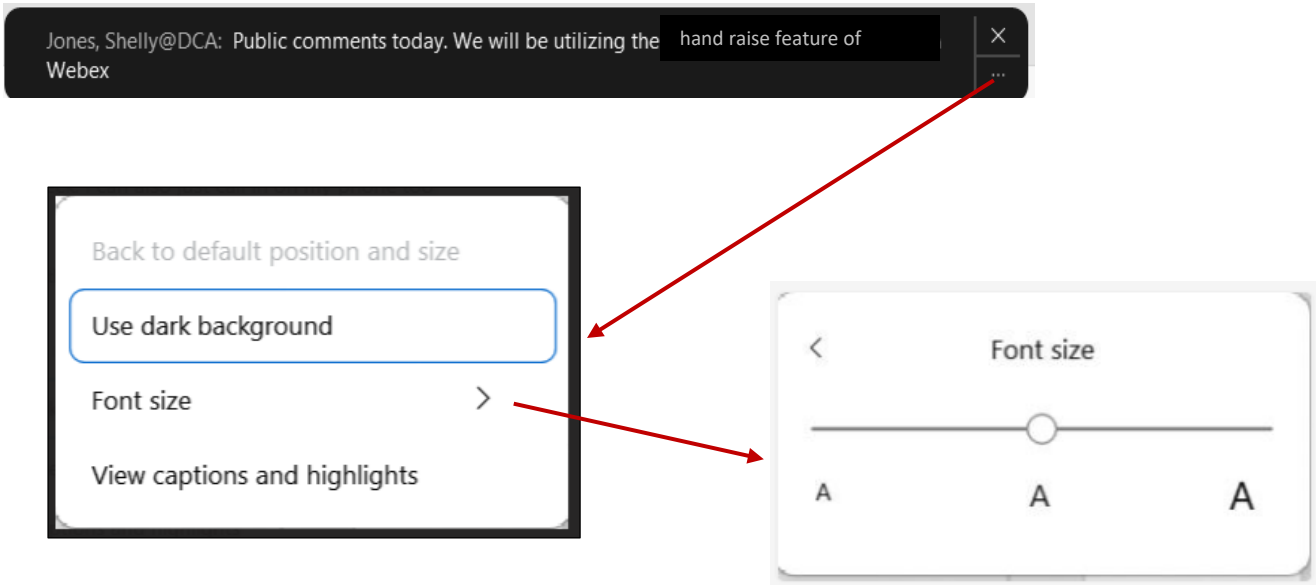
1. When you are asked to unmute yourself, press *6.
2. When you are finished speaking, press *6 to mute yourself again.

Webex provides real-time closed captioning displayed in a dialog box in your Webex window. The captioning box can be moved by clicking on the box and dragging it to another location on your screen.



The closed captioning can be hidden from view by clicking on the closed captioning icon. You can repeat this action to unhide the captions window.

You can view the closed captioning dialog box with a light or dark background or change the font size by clicking the 3 dots on the right side of the dialog box.



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MEMORANDUM

DATE	June 23, 2026
TO	Licensure Committee Members
FROM	Cynthia Whitney Central Services Manager
SUBJECT	Agenda Item # 4 – Discussion and Possible Approval of the Licensure Committee Meeting Minutes: January 30, 2026

Background:

Attached are the draft minutes of the January 30, 2026, Licensure Committee Meeting.

Action Requested:

Review and approve the minutes of the January 30, 2026, Licensure Committee Meeting.

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MINUTES OF LICENSURE COMMITTEE MEETING
JANUARY 30, 2026

Primary Location (Members/Staff):
Department of Consumer Affairs
1625 N. Market Blvd., El Dorado Room
Sacramento, CA 95834

Teleconference Locations / Additional Locations at Which the Public Could Observe or Address the Committee and Where Members Were Present:
12803 Pimpernel Way
San Diego, CA 92129

2888 Eureka Way, Ste. 200
Redding, CA 96001

Committee Members
Mary Harb Sheets, PhD, Chairperson
Julie Nystrom
Lea Tate, PsyD

Committee Members Absent
None

Board Staff
Jonathan Burke, Executive Officer
Sandra Monterrubio, Assistant Executive Officer
Stephanie Cheung, Licensing Manager
Cynthia Whitney, Central Services Manager
Daniel Phillips, Enforcement Manager
Mai Xiong, Licensing/BreEZe Coordinator
Troy Polk, CPD/Renewals Coordinator
Susan Hansen, Examination Coordinator
Shelley Ganaway, Board Counsel

Friday, January 30, 2026

Agenda Item #1: Call to Order/Roll Call/Establishment of a Quorum

Dr. Harb Sheets called the meeting to order at 9:00 am. A quorum was present and due notice had been sent to all interested parties.

Agenda Item #2: Chairperson's Welcome and Opening Remarks

Dr. Harb Sheets offered opening remarks and welcomed all participants.

DRAFT

Dr. Harb Sheets called for public comment.

No public comment was offered.

Agenda Item #3: Public Comment for Items Not on the Agenda

Dr. Harb Sheets called for public comment.

Dr. Harb Sheets stated that written public comments received have been included in the meeting materials.

Dr. Amy Morris commented that the Board should develop alternate methods beyond using only supervisor signatures to verify accrued Supervised Professional Experience (SPE) hours, as well as to create an appeals process for disputed hours.

No further public comment was offered.

Agenda Item #4: Review and Possible Approval of Licensure Committee Meeting Minutes: August 8, 2025

It was (M)Tate(S)Harb Sheets(C) to adopt the August 8, 2025, Licensure Committee meeting minutes.

Dr. Harb Sheets called for public comment.

No public comment was offered.

Votes
3 ayes (Harb Sheets, Nystrom, Tate), 0 noes

Agenda Item #5: Staff Reports

a. Licensing Report

Dr. Harb Sheets introduced Ms. Xiong to provide the Licensing Unit report, starting on page 23 of the meeting materials.

Dr. Harb Sheets called for Committee comment.

b. Continuing Professional Development (CPD) and Renewals Report

Dr. Harb Sheets introduced Mr. Polk to provide an update on this item, starting on page 35 of the meeting materials.

Dr. Harb Sheets called for Committee comment on items 5a and 5b.

No Committee comment was offered.

Dr. Harb Sheets called for public comment.

No public comment was offered.

c. Examinations Report

Dr. Harb Sheets introduced Ms. Hansen to provide an update on this item, starting on page 41 of the meeting materials.

Dr. Harb Sheets called for Committee comment.

No Committee comment was offered.

Dr. Harb Sheets called for public comment.

Dr. Parisa Leviadin Davoodpour questioned the percentage of testers that pass the exam and what the reasons are for not passing. It seems some testers are giving up and becoming life coaches instead of licensees. Ms. Cheung directed Dr. Leviadin Davoodpour to the previous presentation from the Office of Professional Examination Services that is available on the board website.

Dr. Janet Farrell expressed concern regarding pass rates and lack of urgency from the Board and would like an update on Board discussions with the Texas Board of Psychology. Dr. Harb Sheets shared that Mr. Burke will provide updates during Item 6.

Dr. Trayvonne McVay expressed concern regarding the layout of the exam. Dr. McVay would like to propose a domain layout as an alternative method.

Dr. William D. Parham expressed concerns regarding the low pass rate and whether a study has been done on gender, race, years out of school, etc. and what is the board doing to address these issues in a timely way? Dr. Harb Sheets noted we do not have access to race or ethnicity but do have access to school information. The Board does try to stay in touch with ASPPB. Dr. Harb Sheets encouraged attendance at the February Board Meeting, where a representative from ASPPB will be in attendance and making a presentation. Dr. Harb Sheets reiterated that Mr. Burke will provide more information on item 6.

Florence expressed concern that the exam tends to favor native speakers through cultural and linguistic phrasing.

Janelle expressed concern that the exam has nothing to do with what you do in practice. She urges California to change legislation that does not require this national exam for California licensure.

No further public comment was offered.

Dr. Harb Sheets call for further Committee comment.

No further Committee comment was offered.

Agenda Item #6: EPPP Update

Ms. Ganaway stated that the Texas Examination is not on this agenda. This could be recommended as a future agenda item.

Dr. Harb Sheets introduced Executive Officer Jonathan Burke to provide an update on this item.

Mr. Burke advised that the Job Task Analysis (JTA) of the Practice of Psychology was completed by ASPPB in September 2025, and reports that 25% of responses received were from California licensees. The purpose of JTA was to hear from licenses on what entry level practice should look like.

Mr. Burke spoke with ASPPB's Executive Director Dr. Marrian Burnetti-Atwell on January 23, 2026. Dr. Burnetti-Atwell shared a blueprint based on the JTA will be made public February 1, 2026. This will be shared once it is received by the Board. There is no update on cost at this time, but ASPPB is hopeful to disclose toward the end of the first half of 2026. Item writing should be conducted in 2026, and beta testing of sample exam should begin in the first quarter of 2027, with the IEPPP launching in the fourth quarter of 2027.

No word on eligibility at this time, however, the Board is working on implementation of AB 282 on examination timelines.

There will be more updates at the February 13, 2026, Board Meeting and Dr. Hao Song, of ASPPB, will be presenting on the new exam development.

The February agenda does include discussions with other jurisdictions so Mr. Burke will provide an update on his discussion with Texas at that time.

Dr. Harb Sheets asked Mr. Burke to share what ability the state has to make an impact on the exam. Mr. Burke shared that licensees participating in the JTA was impactful with a quarter of the responses coming from California licensees.

Licensees will be able to comment on the blueprint once it is public. The validity of the exam falls under the DCA Office of Professional Examinations (OPES). The Board will share the blueprint with OPES so they can review to see if it conforms to BPC 139. The current exam is in compliance with BPC 139.

A preliminary implementation matrix is available on the hand carry materials beginning on page 10. There are factors that can change the timelines, such as a new contract with ASPPB, BreEZe system updates, OPES review, potential statutory changes, outreach, etc. There are still a lot of unknowns.

Dr. Harb Sheets called for Committee comment.

Dr. Tate thanked Mr. Burke for providing clarification and is looking forward to hearing more at the February Meeting.

Dr. Harb Sheets asked Ms. Whitney to clarify if the meeting in February was in-person only or if there would be web interaction.

Ms. Whitney confirmed the meeting is an in-person meeting. It will be available for viewing only on the webcast, however there is no virtual interaction. Public comment can be made in-person at the meeting, or it can be submitted in advance to bopmail@dca.ca.gov.

Ms. Nystrom would like Dr. Song to speak to potential alternative ways of taking the examination and whether ASPPB is going to address previous issues in their testing cohorts.

No further Committee comment was received.

Dr. Harb Sheets called for public comment.

Dr. Parham commented this was very fascinating to him, and would like a review of the history of this exam to make sure it is keeping true with the declarations and findings of the Vail Conferences and subsequent actions that are related. Dr. Parham would also request revisiting the oral examination component.

Janelle commented on the Board's contract with ASPPB. This is an opportunity to not renew with an organization that is impacting the mental health treatment of patients throughout California. This exam has nothing to do with being a practitioner and requests the EPPP be repealed in California.

Dr. Nashin Joseph echoed what fellow psychologists have shared with impacts of testing failures. The cost of repeating exams is a hardship. Dr. Joseph is wondering if there is a way to extend the Psychological Associate timeframe beyond the 72-month limit.

Dr. Heidi Rotheim thanked staff and committee members for their work at this meeting. Dr. Rotheim asked a question about medical accommodation on renewals. Ms. Whitney will reach out to Dr. Rotheim offline.

Dr. Trayvonne McVay stressed the importance that many people are giving up on licensure due to the exam and would like to see the Board make a shift quickly.

Dr. Joseph Simms commented he has been a member of the item review committee and participated in exam development for California Psychology Law and Ethics Exam (CPLEE), and the intent is to focus more on critical thinking instead of memorization.

Dr. Janet Farrell is following up on a previous comment regarding historical models of training models for psychologists and stated the current test is outdated in measuring the quality of psychologists in practice.

Dr. Augusta Bolwell appreciates this valuable discussion and is disappointed the February meeting will not have online participation available.

Janelle stated she made a formal request for legislation to provide more time for psychologists that are working full-time. She is looking for a way to facilitate this movement.

Ms. Ganaway instructed this could be provided as a written comment for future meetings and it will be sent out publicly in the meeting materials.

Ms. Ganaway also provided a reminder that public comments is limited to one public comment per item.

Dr. Giovanda Norman shared it is important to maintain the integrity of the profession and expressed the exam requirement satisfies this.

No further public comment was offered.

Agenda Item #7: Stakeholder Meeting Preparation: Update

Dr. Harb Sheets introduced Ms. Cheung to provide an update on this item, starting on page 44 of the meeting materials.

Ms. Cheung stated this in an update from the directive from 2019 where the board voted to cohost a stakeholder meeting with Board of Behavioral Sciences (BBS), the Commission on Teacher Credentialing and other partners. This meeting will take place in July 2026.

Board staff is asking for direction on where to focus our stakeholder engagements and recommends centering the focus of stakeholder engagement efforts on how to best inform consumers regarding the roles of licensed psychologists, LEP's, and PPS credential holders, review and provide input on the draft stakeholder survey, and recommend the full Board adopt the Committee's direction and approve the use of the survey as an initial information-gathering tool to support planning for the stakeholder meeting.

Dr. Harb Sheets called for Committee comment.

Dr. Tate would like to see a shorter survey, possibly reduced to eight questions.

Dr. Harb Sheets commented it may be clearer to have a separate survey for consumers versus professionals.

Dr. Tate mentioned we did that before on the Telehealth Survey.

Dr. Harb Sheets commented it may be difficult to get this survey out to consumers based on ethical guidelines.

Dr. Tate commented this focuses more on the different roles of professionals.

Dr. Harb Sheets asked if the other stakeholders would be sending out the survey to their members.

Ms. Nystrom identified social media as a potential resource to reach consumers.

Ms. Nystrom also commented that question 2 was confusing on services versus setting and there were a few typos and administrative changes needed.

Dr. Harb Sheets commented that questions 5 and 11 were redundant and perhaps Ms. Cheung could rewrite question 5 and remove question 11.

Discussion ensued regarding another presentation from each of the stakeholders at the July meeting and postponing the survey until after that discussion. Ms. Cheung clarified since this was previously done, it would be more efficient to provide previous slides as information to the Committee. The goal of the survey is information gathering and staff recommends the Committee bringing a revised shorter survey to the Board for approval.

Dr. Harb Sheets requests the introductory paragraph in the survey to be more direct and the questions be reduced to eight questions.

No further Committee comment was offered.

Dr. Harb Sheets called for public comment.

Dr. Elizabeth Winkleman, California Psychological Association (CPA), stated CPA would like to be included in any meetings. Dr. Winkleman does not think the survey would be useful and thinks a review of prior meeting notes be reviewed as the other stakeholder groups did not see any problems. There are valuable resources online regarding these different classifications and Dr. Winkleman feels a FAQ may be more beneficial.

Dr. Joseph Jones volunteered to help in this endeavor.

Dr. Pamela Dompe expressed the concern that the differences between the various degrees held by therapists can be confusing to understand.

Dr. Parisa Leviadin Davoodpour would like to agree with the previous speaker to provide clarification about therapy roles.

Dr. Rhonda Cowan commented that the term “psychotherapist” seems to be misused in the profession.

No further public comment was offered.

Agenda Item #8: Recommendations for Future Agenda Items

Dr. Harb Sheets called for Committee comment.

No Committee comment was offered.

Dr. Harb Sheets called for public comment.

Dr. Morse recommended that a discussion of alternative verification of SPE and an appeals process for the SPE be added to a future agenda.

Dr. Becker stated he previously served as an examination expert in the CPLEE review. This is a good way to get actual practitioners involved.

Dr. Linda Nelson stated California has the lowest examination passing rate in the nation. We need to look at why California candidates have issues that other states do not.

Dr. Harb Sheets referred Dr. Nelson to the OPES study of the examination data.

No further public comment was offered.

CPD Credit for Meeting Attendance

Mr. Polk commented that attendance at the meeting provided 2.5 hours of CPD credit under Category 1.

Agenda Item #9: Closed Session – The Licensure Committee Met in Closed Session Pursuant to Government Code Section 11126(c)(2) and Business and Professions Code Section 2949 to Discuss and Consider Qualifications for Licensure.

CLOSED SESSION

Closed session commenced at 11:11 a.m.

ADJOURNMENT

The meeting adjourned at 12:03 p.m. without reconvening open session.

California Board of PSYCHOLOGY

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MEMORANDUM

DATE	June 26, 2026
TO	Licensure Committee Members
FROM	Mai Xiong Licensing/BreEZe Coordinator
SUBJECT	**Agenda Item 5a** Licensing Report

License/Registration Data by Fiscal Year:

License & Registrations	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26**
Licensed Psychologist*	20,024	20,580	21,116	22,005	22,218	22,289	22,611	22,744	23,559	24,021
Registered Psychological Associate***	1,446	1,446	1,361	1,344	1,348	1,450	1,744	1,827	1,810	1,842
Psychological Testing Technician****	N/A	N/A	N/A	N/A	N/A	N/A	N/A	24	107	130
Research Psychoanalyst*****	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	74	49
Student Research Psychoanalyst*****	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22	23

*Includes licensees who are in Current, Inactive, Retired, Military Inactive, and Military Active status
**As of June 26, 2026
***Includes registrants who are in Current and Inactive status
****The psychological testing technician registration category became effective 1/1/2024, thus there are no data prior to 1/1/2024.
*****The research psychoanalyst and student research psychoanalyst were transferred from the Medical Board of California (MBC) to the Board of Psychology (Board) as of 1/1/2025 pursuant to SB 815.

Licensing Population Report:

The Licensing Population Report (Attachment A) provides a snapshot of the number of licensed psychologists, registered psychological associates, psychological testing technicians, research psychoanalysts, student research psychoanalysts, and temporary out-of-state psychologists in each status at the time it was generated.

As of June 26, 2026, there are 24,021 licensed psychologists, 1,842 registered psychological associates, 130 psychological testing technicians, 49 research psychoanalysts, 23 student research psychoanalysts, and 129 temporary out-of-state psychologists that are overseen by the Board.

Application Workload Reports:

The attached reports provide statistics from December 2025, through June 2026, on the application status by month for psychologist license and registered psychological

associates registration (see Attachment B). On each report, the type of transaction is indicated on the x-axis of the graphs. The different types of transactions and the meaning of the transaction status are explained below for the Board's reference.

Psychologist Application Workload Report

"Exam Eligible for EPPP" (Examination for Professional Practice in Psychology) is the first step towards licensure. In this step, an applicant has applied to take the EPPP. An application with an "open" status means it is deficient or pending initial review.

"Exam Eligible for CPLEE" (California Psychology Law and Ethics Examination) is the second step towards licensure. In this step, the applicant has successfully passed the EPPP and has applied to take the CPLEE. An application with an "open" status means it is deficient or pending review.

"CPLEE Retake Transaction" is a process for applicants who need to retake the CPLEE due to an unsuccessful attempt. This process is also created for licensees who are required to take the CPLEE due to probation. An application with an "open" status means it is deficient, pending review, or an applicant is waiting for approval to re-take the examination when the new form becomes available in the next quarter. Since applicants/licensees are eligible to take the CPLEE only once each quarter, the trend includes a significant increase of approved CPLEE Retake transactions in the following months: January, April, July, and October.

"Initial App for Psychology Licensure" is the last step of licensure. This transaction captures the number of licenses that are issued if the status is "approved" or pending additional information when it has an "open" status.

Psychological Associate Application Workload Report

Registered psychological associate registration application is a single-step process. The "Initial Application" transaction provides information regarding the number of registrations issued as indicated by an "approved" status, and any pending application that is deficient or pending initial review is indicated by an "open" status.

Since all registered psychological associates hold a single registration number, an additional mechanism, the "Change of Supervisor" transaction, is created to facilitate the process for psychological associates who wish to practice with more than one primary supervisor or to change/remove a primary supervisor. If the registered psychological associate requests to remove the only primary supervisor associate with their registration, the psychological associate registration will automatically be placed on inactive status upon the removal of their only primary supervisor.

Psychological Testing Technician Application Workload Report

The “Psychological Testing Tech Initial” transaction provides information regarding the number of registrations issued as indicated by an “approved” status, and any pending application that is deficient or pending initial review is indicated by an “open” status.

The “Change of Supervisor” transaction for the Psychological Testing Technician is created to allow a psychological testing technician to practice with more than one supervisor or to request to remove a supervisor who the psychological testing technician is no longer providing services under. This transaction captures the number of approved notifications to add, change or remove a supervisor if the status is “approved” or pending additional information or initial review when it has an “open” status.

Applications and Notifications Received

Attachment C provides the number of new applications and notifications received in the last 12-month period. In comparison to the same 12-month period in 2024-2025, there is a decrease of 78 psychologist applications, 43 registered psychological associate applications, 20 psychological associate notifications, 6 psychological testing technician applications, and 1 psychological testing technician notification, and an increase of 5 research psychoanalyst applications and 4 student research psychoanalyst applications.

Average Application Processing Timeframes

The Board reviews and processes applications based on a first-come, first-served basis. This includes, but not limited to, all applications, supporting materials, and responses to application deficiencies, are reviewed according to the date they are received.

Attachment D (Average Application Processing Timeframes) provides a 6-month overview of average application processing timeframes in business days. The processing timeframes are collected and posted on the Board’s website approximately every two weeks. The monthly average application processing timeframes provided on Attachment D are based on the first set of data collected for that month.

Attachments:

A. Licensing Population Report as of June 26, 2026
B. Application Workload Reports December 2025 – May 2026 as of June 26, 2026
C. Applications and Notifications Received June 2025 – May 2026 as of June 26, 2026
D. Average Application Processing Timeframes – January 2026 to June 2026 as of June 26, 2026

Action:

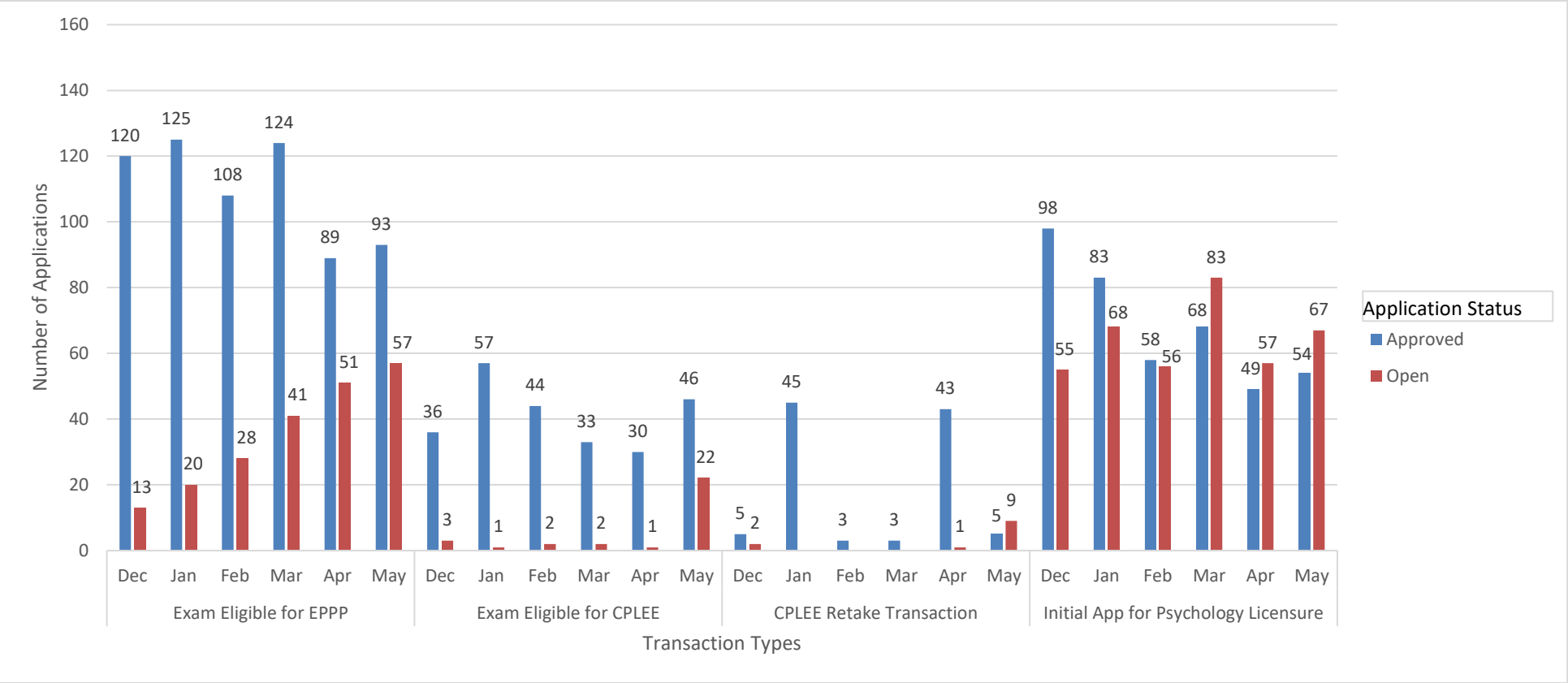
This is for informational purposes only. No action is required.

STATE DEPARTMENT OF CONSUMER AFFAIRS
BREEZE SYSTEM

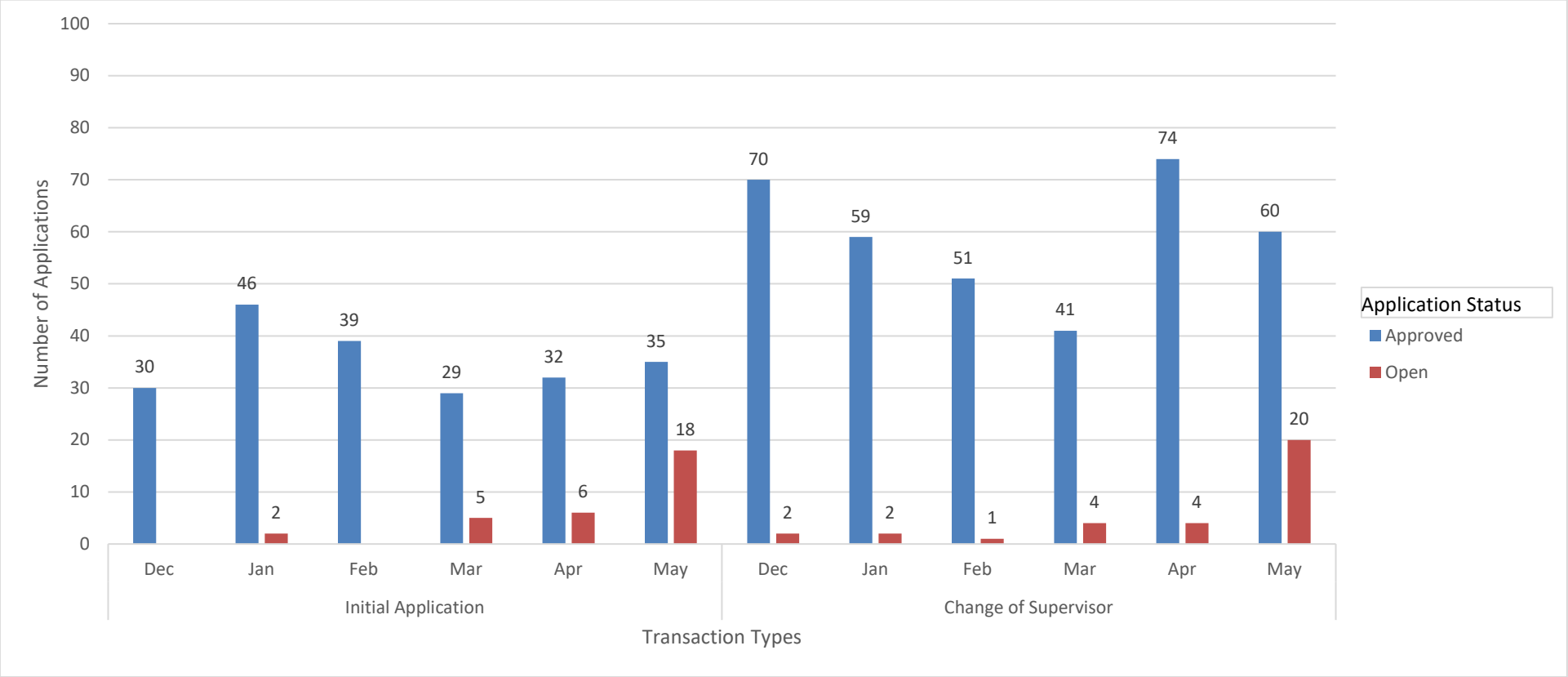
LICENSING POPULATION REPORT
BOARD OF PSYCHOLOGY
AS OF 6/26/2026

License Type	License Status											Total
	Licensing								Enforcement			
	Current	Inactive	Military Inactive	Military Active	Delinquent	Cancelled	Retired	Deceased	Surrendered	Revoked	Revoked, Stayed, Probation	
Licensed Psychologist	21,274	1,737	1	0	1,341	9,145	1,009	1,102	291	170	131	36,201
Registered Psychological Associate	1,761	81	0	0	71	25,888	0	8	16	8	20	27,853
Psychological Testing Technician	130	0	0	0	13	64	0	0	0	0	0	207
Research Psychoanalyst	49	0	0	0	42	30	0	5	0	1	0	127
Student Research Psychoanalyst	23	0	0	0	10	39	0	0	0	0	0	72
Temporary Out-of-State Psychologist	129	0	0	0	0	3	0	0	0	0	0	132
Total	23,366	1,818	1	0	1,477	35,169	1,009	1,115	307	179	151	64,592

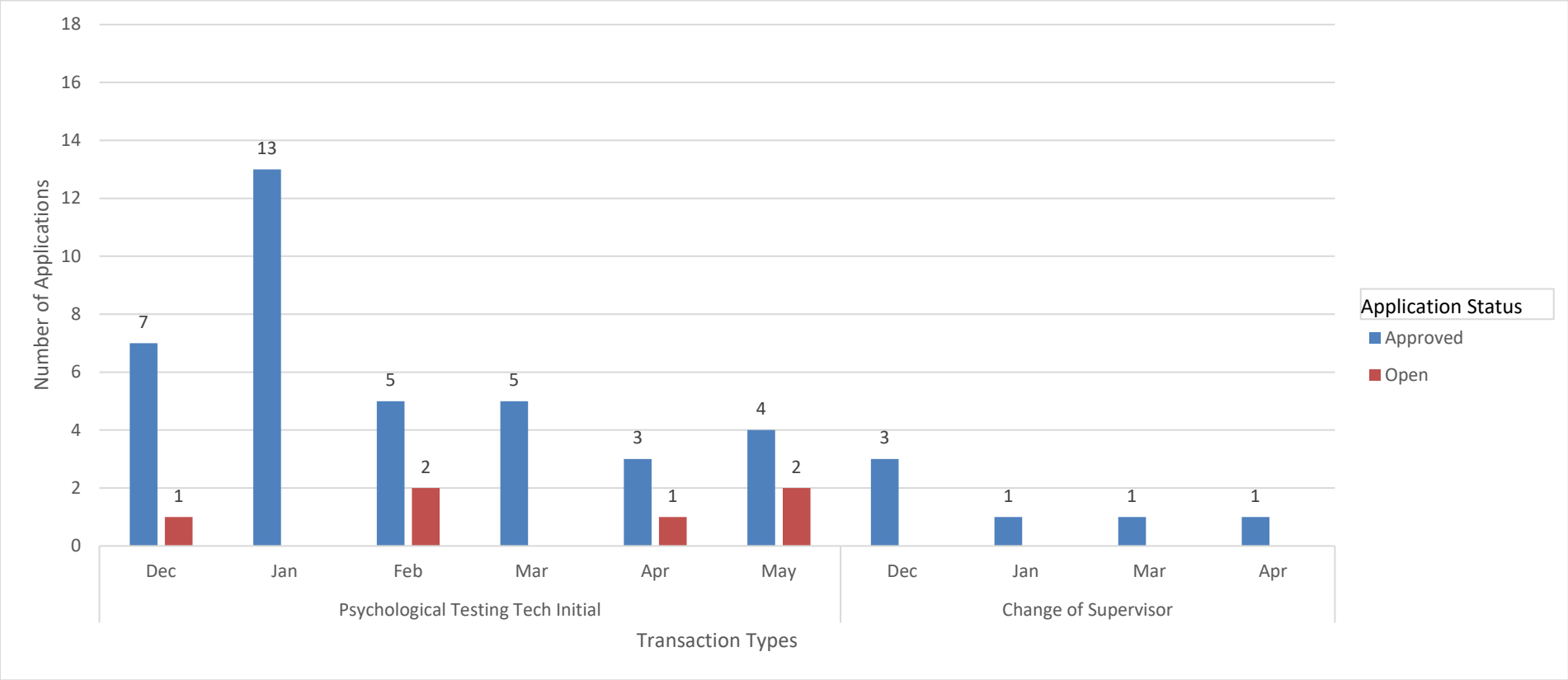
Psychologist Application Workload Report
December 1, 2025 to May 31, 2026
As of June 26, 2026



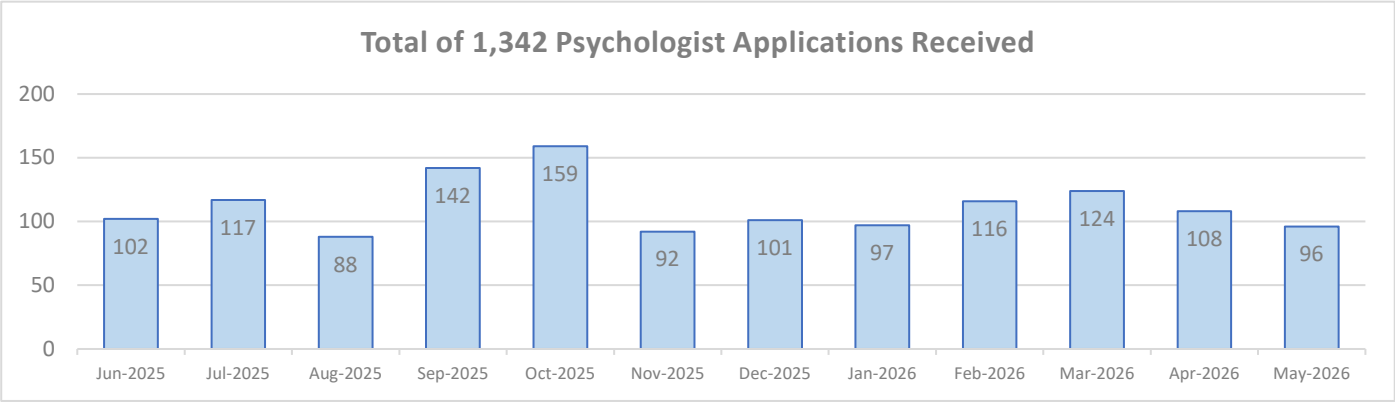
Registered Psychological Associate Application Workload Report
December 1, 2025 to May 31, 2026
As of June 26, 2026

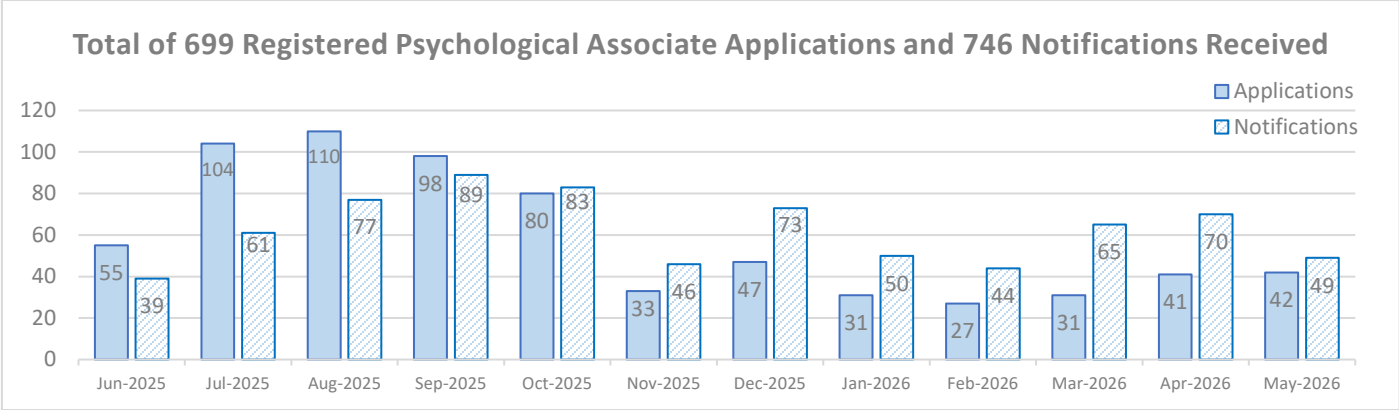


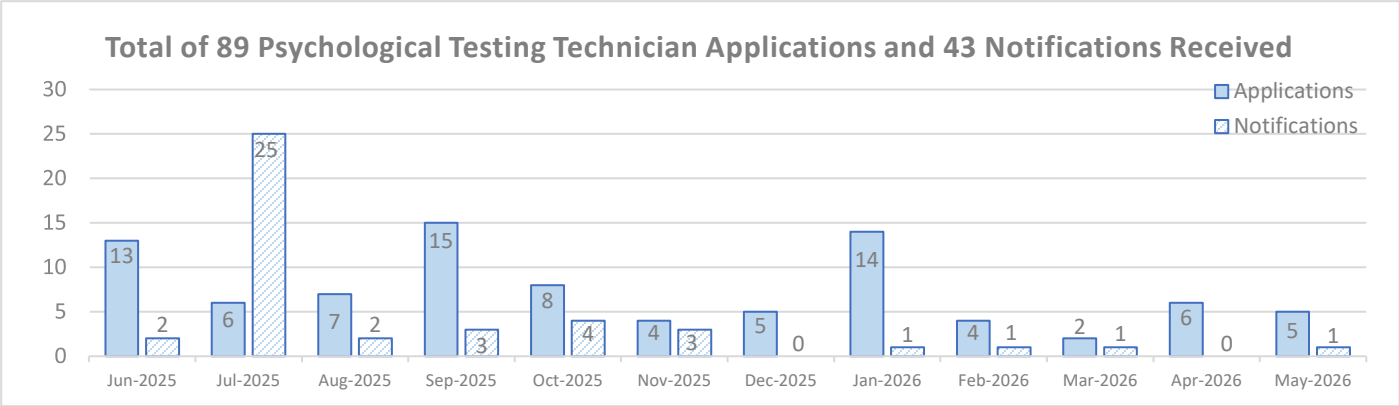
Psychological Testing Technician Application Workload Report
December 1, 2025 to May 31, 2026
As of June 26, 2026

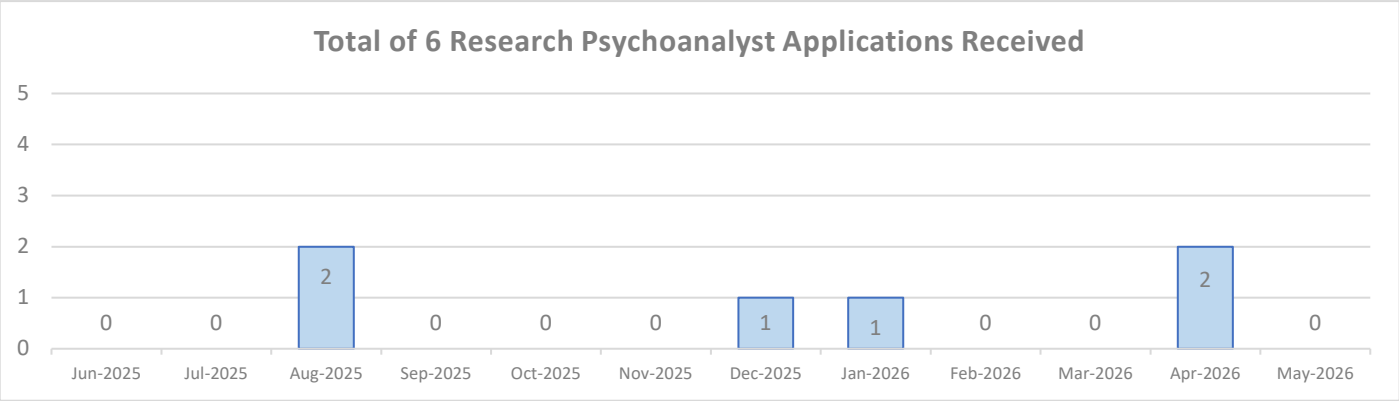


Applications and Notifications Received from June 2025 to May 2026
As of June 26, 2026

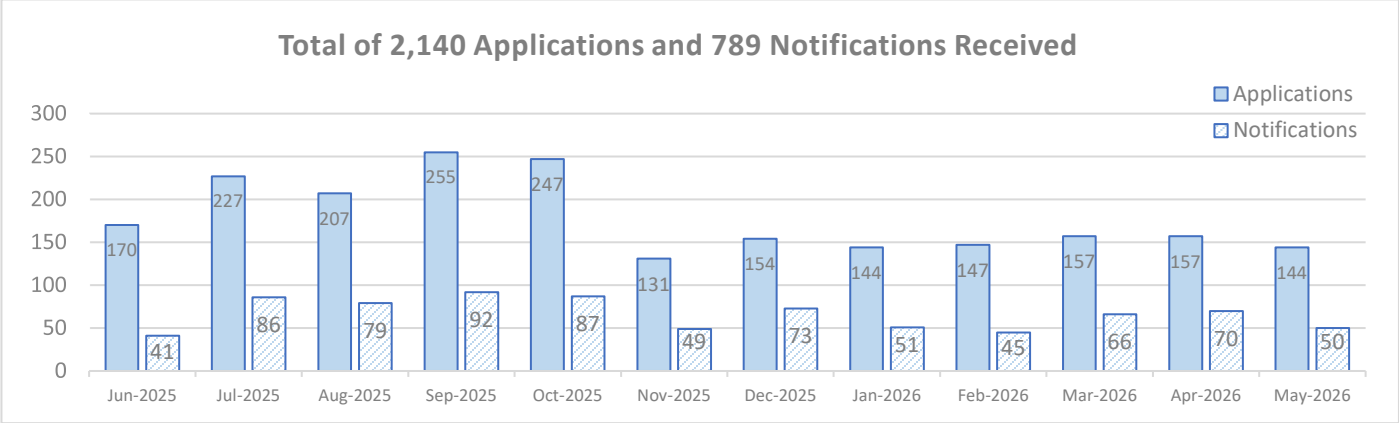




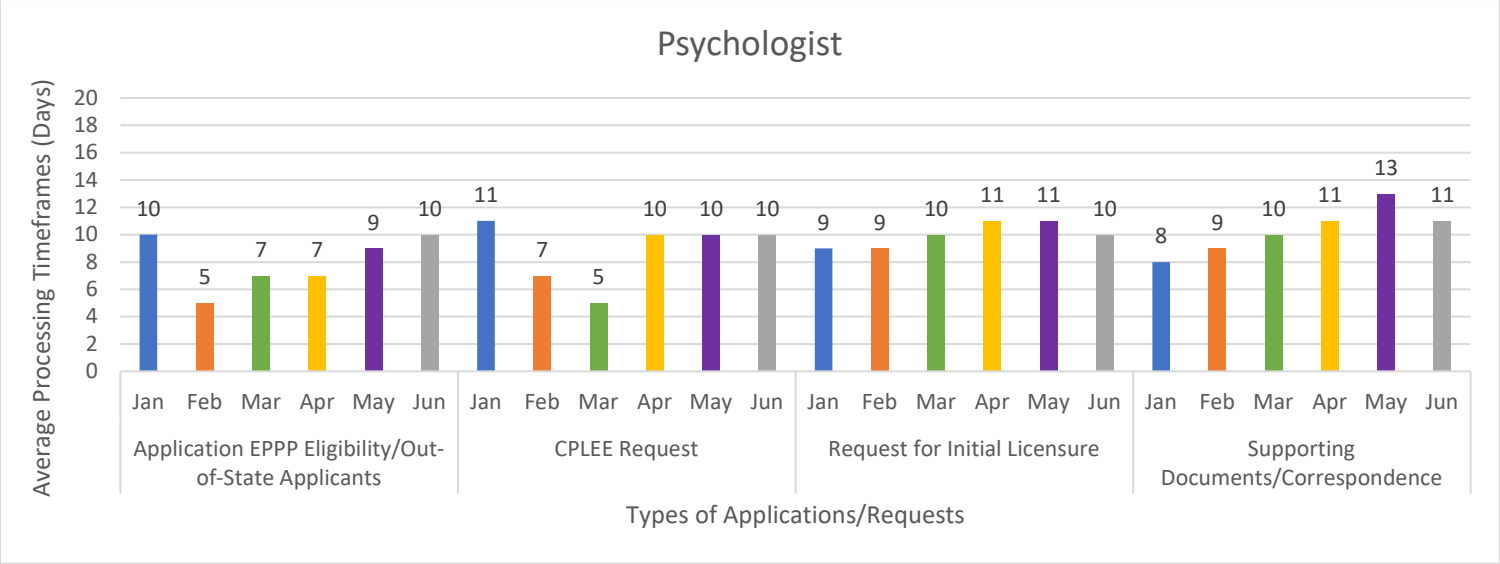


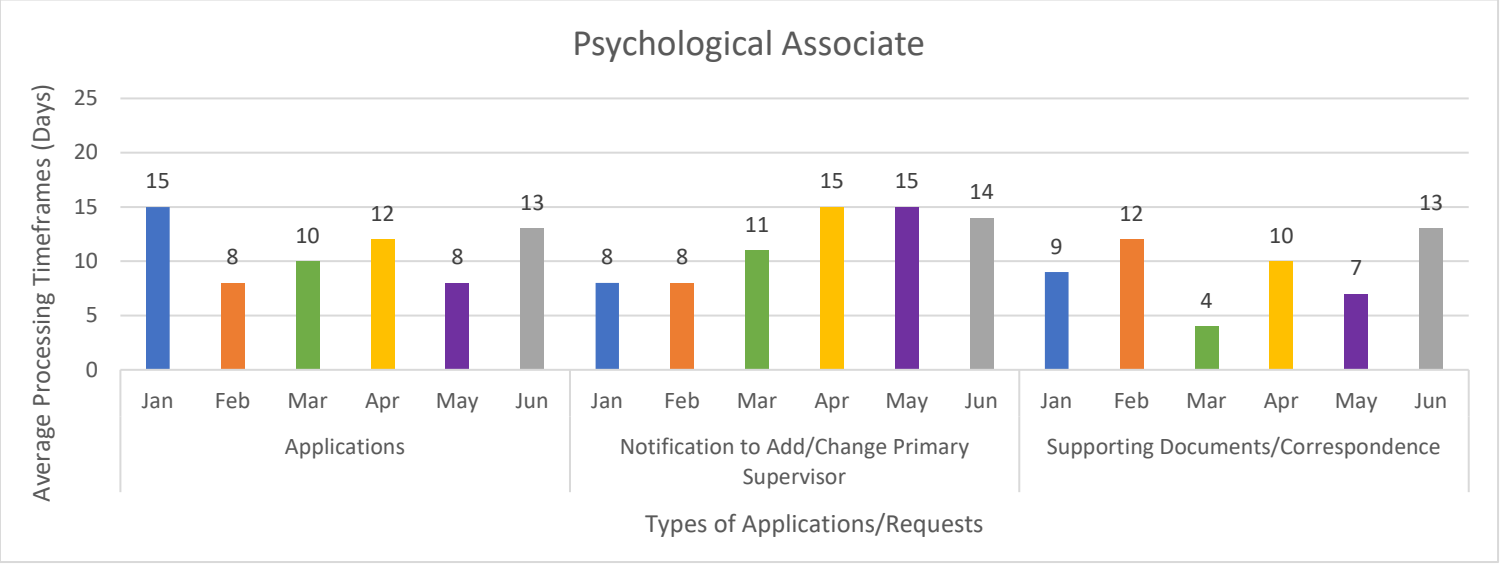


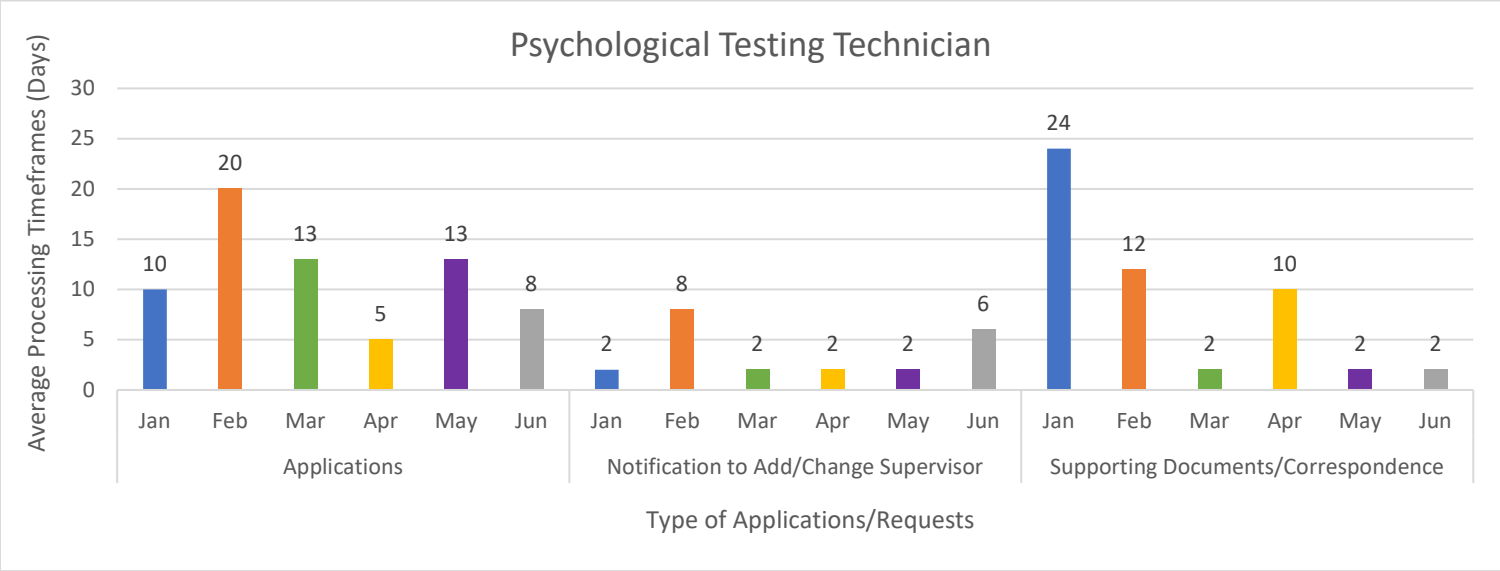
Applications and Notifications Received from June 2025 to May 2026
As of June 26, 2026



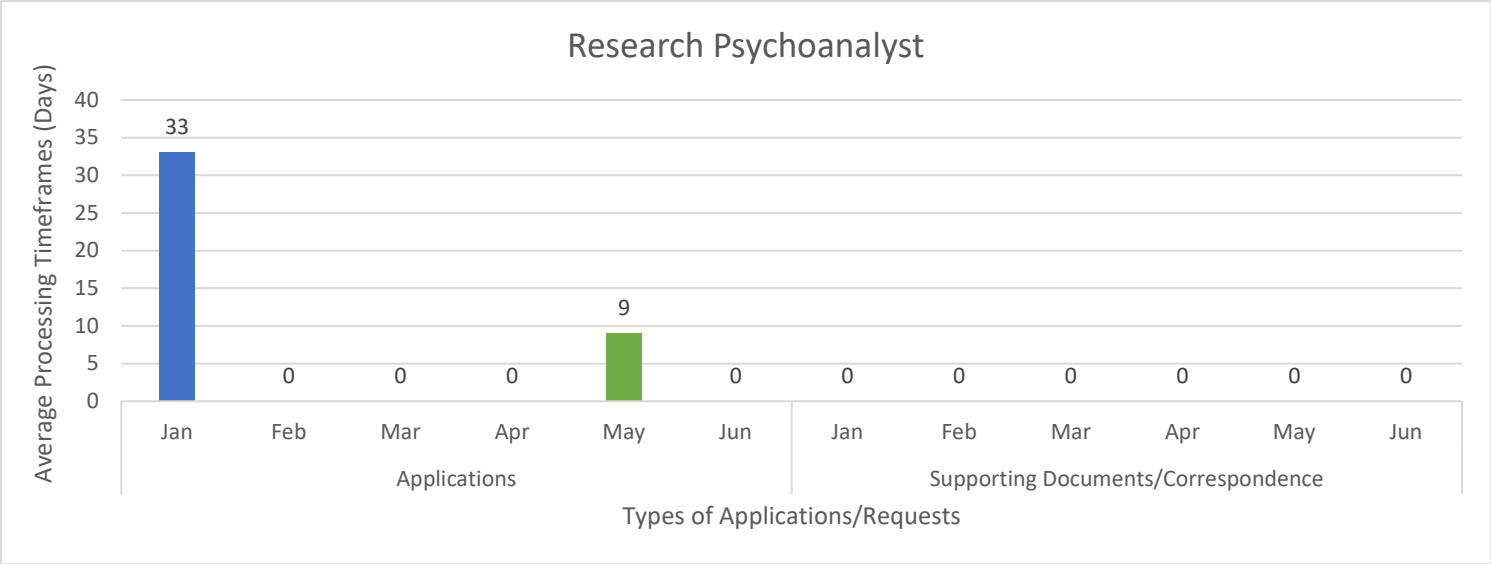
Average Application Processing Timeframes from January 2026 to June 2026
As of June 26, 2026

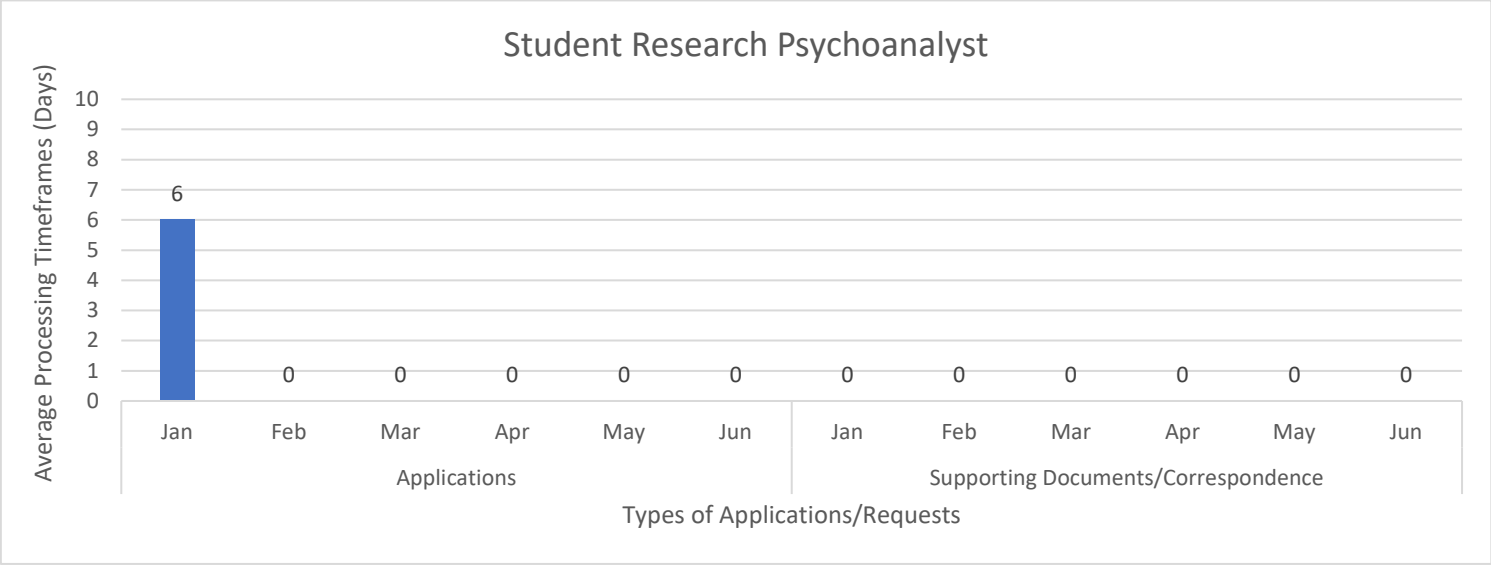






Average Application Processing Timeframes from January 2026 to June 2026
As of June 26, 2026





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MEMORANDUM

DATE	July 10, 2026
TO	Licensure Committee Members
FROM	Troy Polk, CPD/Renewals Coordinator
SUBJECT	Agenda Item 5b– Continuing Professional Development (CPD) and Renewals Report

Between January 2026 through March 2026, approximately 94 percent of Psychologists and Registered Psychological Associates renewed online using the online application through the BreEZe system. Approximately 80 percent of Psychologists renewed as Active. Retirements account for approximately 2 percent of the monthly applications processed. Registered Psychological Associates account for 9 percent of the monthly applications. Psychological Testing Technicians, Research Psychoanalysts and Student Research Psychoanalysts account for approximately 1 percent of renewals.

A total of 248 CPD audits were sent out for April 2025 through April 2026. The current pass rate is 81 percent with 12 percent of those audits still waiting for submission of CPD documentation, and 5 percent are pending review of CPD documentation. Currently, 1 percent of the audits have failed.

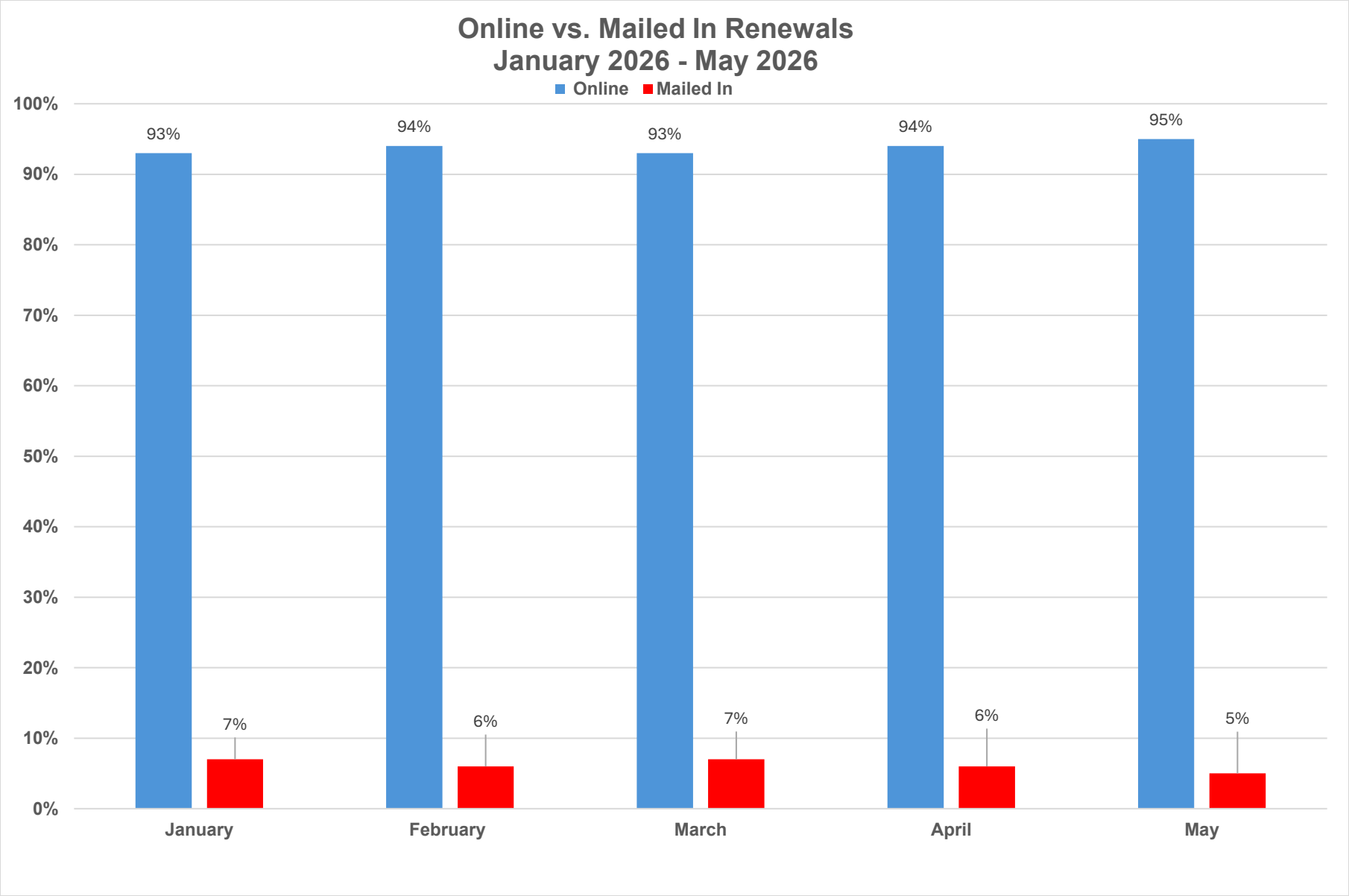
In reviewing the completed and passed audits for April 2025 through March 2026, the most used activities to complete the CPD requirements continue to be Sponsored Continued Education and Peer Consultation, followed by Self-Directed Learning.

Action Requested

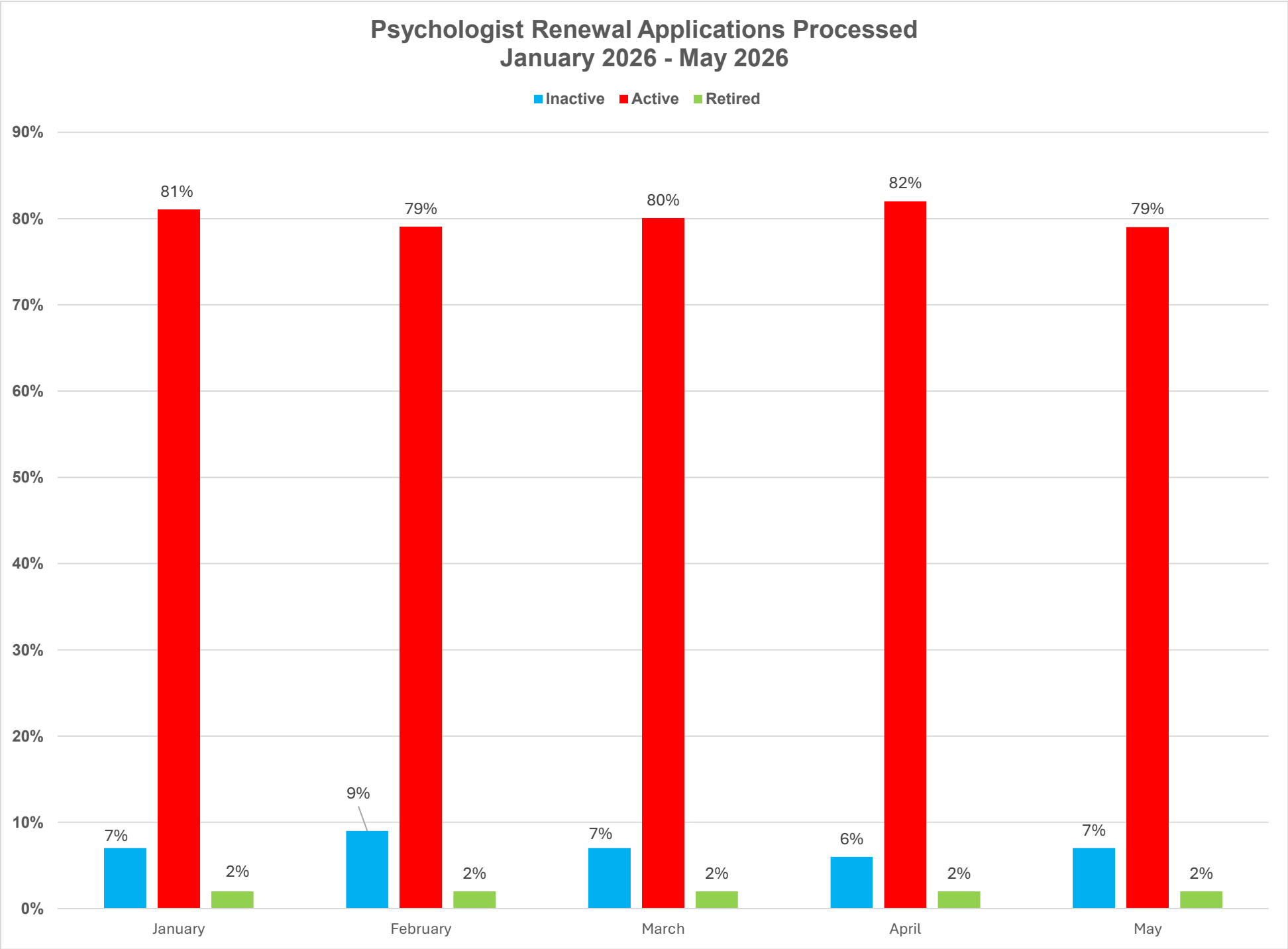
This item is for informational purposes only. There is no action required at this time.

Attachment A: Online vs. Mailed in Renewals Processed (January 2026 – May 2026)
Attachment B: Renewal Applications Processed: January 2026– May 2026
Attachment C: Registration Renewal Applications Processed: January 2026 – May 2026)
Attachment D: Continuing Professional Development Audits: (April 2025 – April 2026)
Attachment E: Passed Continuing Professional Development Categories (April 2025 – March 2026)

Attachment A



Attachment B



Attachment C

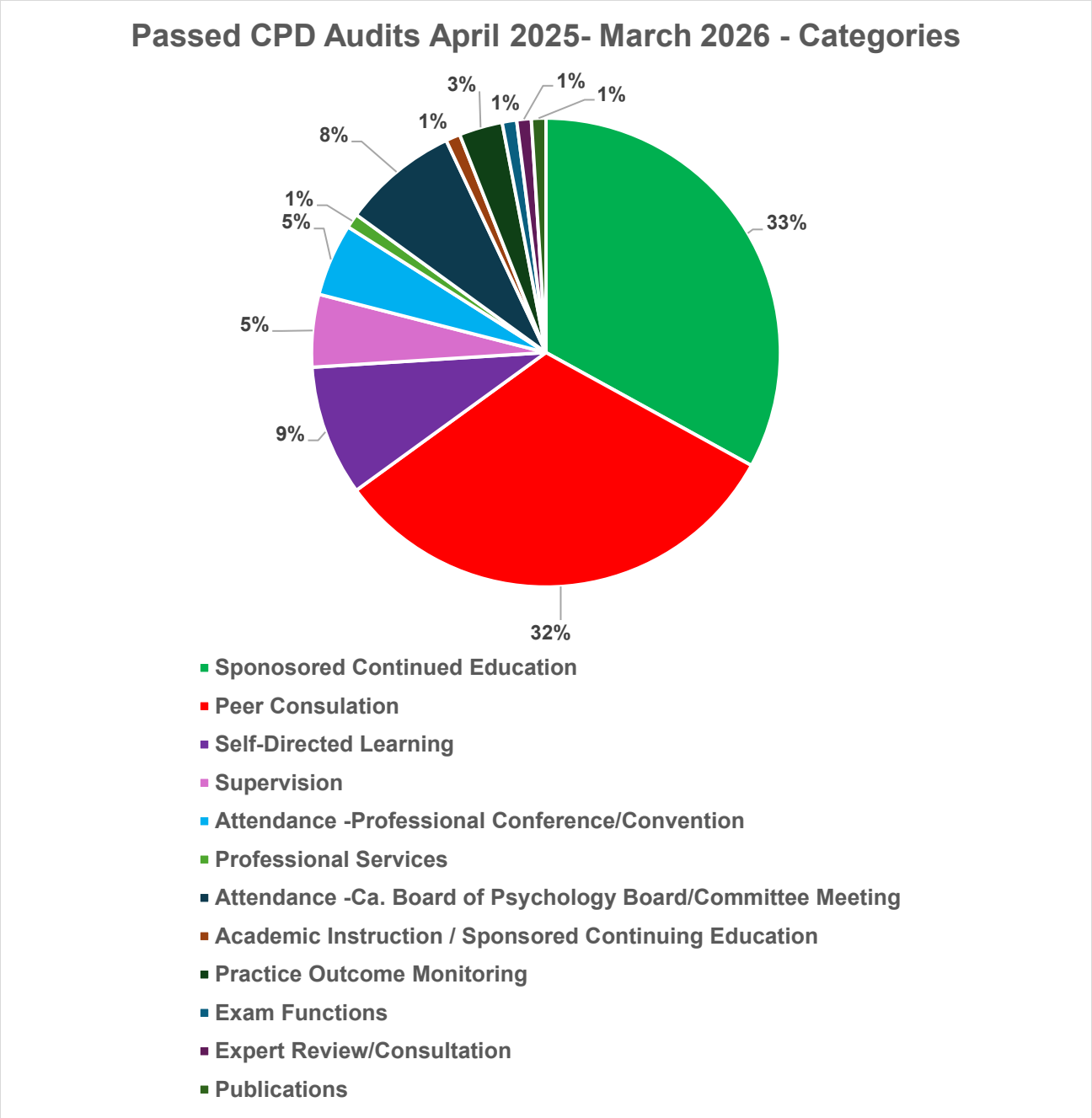
Continuing Professional Development Audits
April 2025 – April 2026

Month	Total # of Licensees Selected for Audit:	% Passed:	% Deficient	% Pending Review:	% Not Yet Received	% Failed:
April	**23**	95%	0%	0%	0%	5%
May	**27**	100%	0%	0%	0%	0%
June	**19**	100%	0%	0%	0%	0%
July	**21**	100%	0%	0%	0%	0%
August	**15**	95%	0%	0%	0%	5%
September	**15**	100%	0%	0%	0%	0%
October	**17**	100%	0%	0%	0%	0%
November	**15**	100%	0%	0%	0%	0%
December	**19**	100%	0%	0%	0%	0%
January (2026)	**17**	100%	0%	0%	0%	0%
February (2026)	**15**	57%	0%	33%	10%	0%
March (2026)	**21**	14%	10%	29%	47%	0%
April (2026)	**24**	0%	0%	4%	96%	0%
Totals:	**248**	**81%**	**1%**	**5%**	**12%**	**1%**

Audits are sent out the following month for each renewal period.

Of the of 248 audits sent out; the current pass rate is 81%. 5% of the audits are pending review of the documentation received. 12% of the audits have not been received, and 1% of the audits have failed after the full review was completed.

Attachment E



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MEMORANDUM

DATE	June 22, 2026
TO	Licensure Committee
FROM	Susan Hansen Examination Coordinator
SUBJECT	**Agenda 5(c)** Examination Report

Examination Statistics

EPPP Monthly California Examination Statistics for January through May 2026

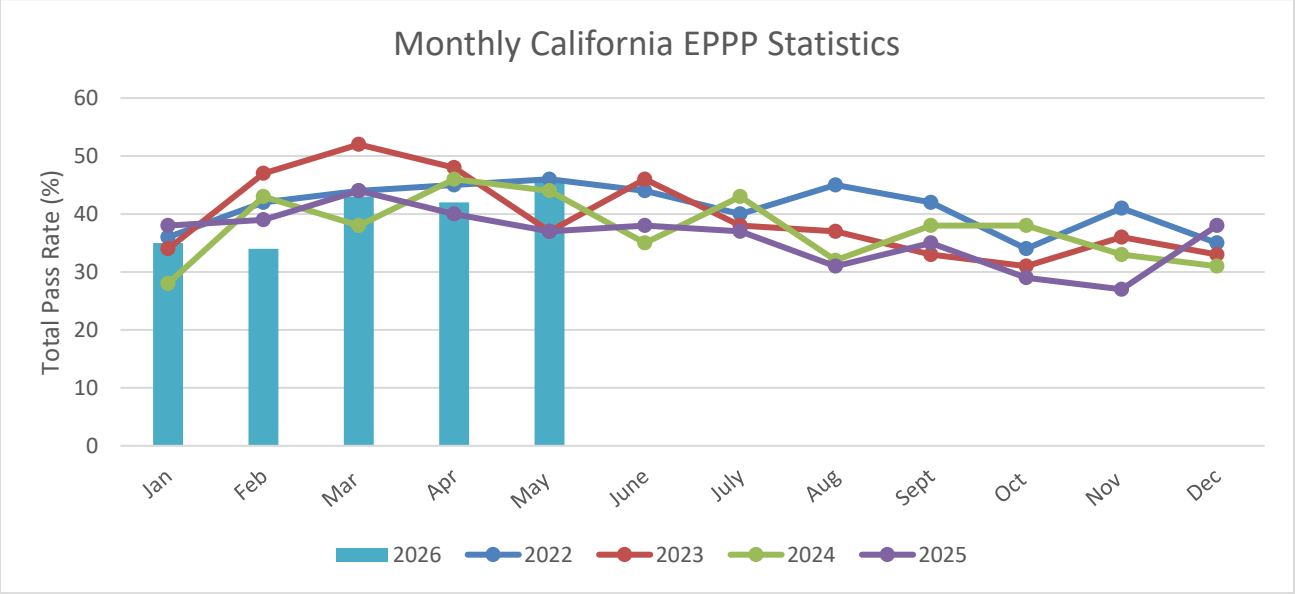
The Examination for Professional Practice in Psychology (EPPP) is the national exam developed by the Association for Provincial and Psychology Boards (ASPPB) and administered by Pearson Vue. The exam tests candidates' general knowledge in psychology. EPPP is one of the required exams for licensure in CA.

Currently, the overall pass rate is 40.7%, with an overall first-time pass rate of 61.34%. First time pass rates tend to be higher than overall pass rates.

2026 Monthly California EPPP Examination Statistics

Month	# of Candidates	# Passed	% Passed	Total First Timers	First Time Passed	% First Time Passed
January	125	44	35.20%	45	26	57.78%
February	153	52	33.99%	66	34	51.52%
March	194	83	42.78%	77	55	71.43%
April	152	64	42.11%	73	44	60.27%
May	185	86	46.49%	83	52	62.65%
Overall/Total	**809**	**329**	**40.67%**	**344**	**211**	**61.34%**

The chart below depicts pass rate statistics of the California EPPP for the past four years compared with the statistics for 2026. Pass rates are varying month to month in 2026, with May increasing.



CPLEE Monthly Examination Statistics for January through May 2026

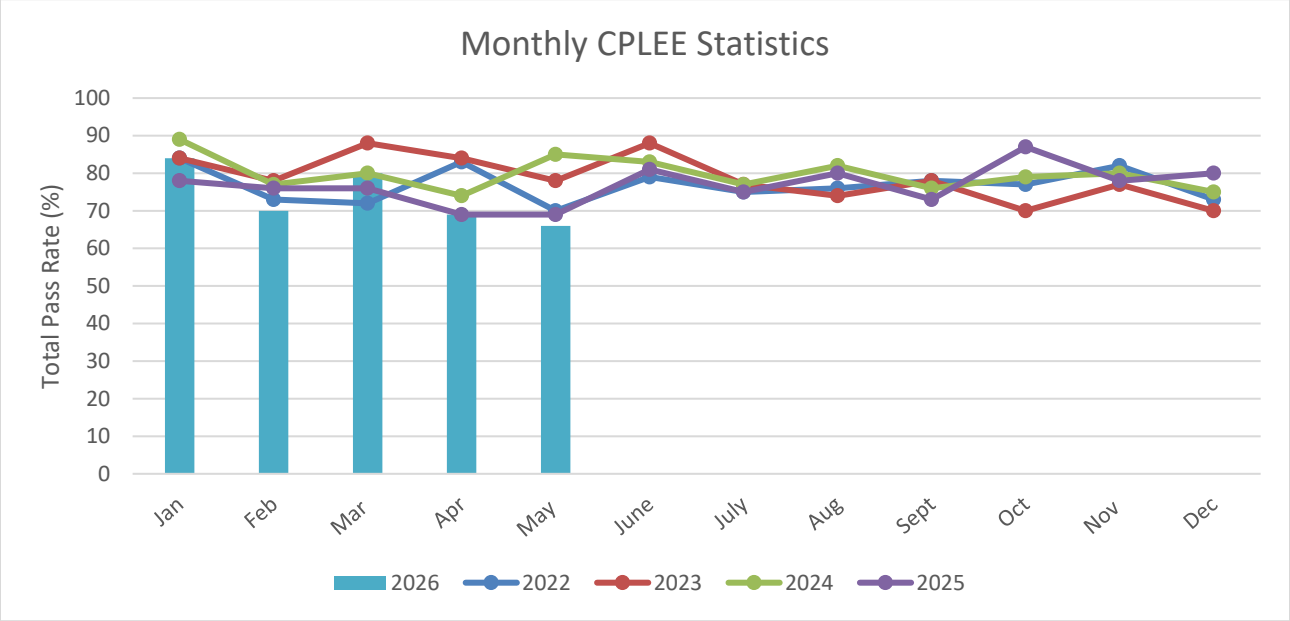
The California Psychology Laws and Ethics Exam (CPLEE) is a state-owned exam developed by the Department of Consumer Affairs, Office of Professional Examination Services (OPES) and administered by PSI, Inc. The exam tests candidates on their knowledge of APA Code of Conduct and the Board's laws and regulations.

Currently, the overall pass rate is averaging 75.4% in 2026, with the overall first-time pass rate of 74.1%.

2026 Monthly CPLEE Examination Statistics

Month	# of Candidates	# Passed	% Passed	Total First Timers	First Time Passed	% First Time Passed
January	57	48	84.21%	34	28	82.35%
February	90	63	70.00%	69	50	72.46%
March	87	70	80.46%	71	60	84.51%
April	51	35	68.63%	40	27	67.50%
May	62	41	66.13%	42	28	66.67%
Overall/Total	**347**	**257**	**74.06%**	**256**	**193**	**75.39%**

The chart below depicts pass rate statistics of the CPLEE for the past four years compared with the statistics for 2026. The CPLEE pass rate is consistent with no major deviation.



New ASPPB EPPP Registration Portal

ASPPB held a Zoom meeting on June 9, 2026 and announced that EPPP registration services will be switched from the current vendor, Certemy, to Clarus by BrightLink. The new registration portal is expected to launch in Fall 2026.

ASPPB is currently in the development and testing phase with Clarus. Board staff have contacted ASPPB to request additional information so that clear instructions can be provided to applicants; however, no further details are available at this time.

Staff notes that during ASPPB's last vendor switch in 2020, there was a blackout period from September 30 through October 15, during which candidates were unable to register for the EPPP. As registration was unavailable, the Board also suspended processing new eligibilities until the system became operational again. In light of that experience, staff are closely monitoring the upcoming switch to Clarus and will post updates on the Board's website as soon as ASPPB provides additional information.

Action:

This is for informational purposes only. No action is required.

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MEMORANDUM

DATE	July 1, 2026
TO	Board Members
FROM	Jonathan Burke Executive Officer
SUBJECT	**Agenda Item 6** EPPP Update

Updates

ASPPB attended the February 2026 Board meeting and gave a presentation on the iEPPP development. The iEPPP will be operational in the Fall of 2027. ASPPB has also announced:

- It will be a computer-based exam administered in Pearson testing centers.
- It will be a single-day administration.
- It will include single-best 3- or 4-option multiple-choice, extended multiple-choice, scenario-based question sets, and audio and video portions.
- It will measure competencies across six content domain areas with specific knowledge and skills.
- It will have a pass/fail standard based on a total score.
- Candidates should have completed coursework from a doctoral degree program acceptable to the licensing board/college.
- Candidates should have completed all or most of their required supervised experience, as determined by the licensing board/college. This means that California applicants could take the iEPPP prior to completing their postdoctoral supervised professional experience.
- On March 12, 2026, ASPPB provided an update to its jurisdictional members regarding upcoming changes to the cost of the Examination for Professional Practice in Psychology (EPPP). ASPPB confirmed that the fee structure will continue to include both Pearson's delivery fee and the ASPPB exam fee.
- The EPPP fee will increase from the current $600 to $650 beginning April 1, 2028. In addition, a biannual fee increase tied to the Consumer Price Index (CPI) will take effect beginning April 1, 2030.
- On June 9, 2026 ASPPB held a Townhall Meeting where they shared updates on the iEPPP and its development of questions based on the Joint Task Analysis.
- Beta Testing is a process where a preliminary or "beta" version of an exam is administered to a small, representative group of candidates or users to evaluate its quality, fairness, and effectiveness before it is used for the full-scale assessment.
- Beta Testing will be conducted in March and April 2027.
- The Beta Test is open to the first-time EPPP candidates who meet eligibility requirements set by the Board. Candidates approved to take the EPPP by the Board can choose to take either the current EPPP or the Beta during the Beta Testing period,

and will follow the same registration process.

- Beta Testing will be open to the first-time EPPP candidates who meet eligibility requirements. Candidates approved to take the EPPP by the board can choose to take either the current EPPP or the Beta.
- Cost: $100 Examination Fee
- Pass/Fail: ASPPB recommends that a passing score counts as passing the EPPP. A failing score does not count as a failed attempt; candidates can take the EPPP(Part 1 – Knowledge) for the examination fee of $100 once
- Testing Time: 5 hours plus a 30-minute break
- Accommodations: The Beta Test will be in English only, common accommodations will be provided to special needs candidates
- Score Reporting: Late June 2027
- How will the EPPP Beta Test Work?
    - Cost: $100 Examination Fee
    - Pass/Fail: ASPPB recommends that a passing score counts as passing the EPPP. A failing score does not count as a failed attempt; candidates can take the current EPPP (Part 1 – Knowledge) for the examination fee of $100 once
    - Testing Time: 5 hours plus a 30-minute break
    - Accommodations: The Beta Test will be in English only, common accommodations will be provided to special needs candidates.
    - Score Reporting: Late June 2027
- The current EPPP will be available until the Fall of 2027 for those who have not taken it. Candidates who have failed the current exam will be able to retake it through March 2028.

OPES Examination Development

The Office of Professional Examination Services (OPES), who oversees examination validity, reliability, and legality for the Department of Consumer Affairs (DCA), has previously presented a cost analysis to develop a California exam to replace the EPPP which was presented at the August 2024 Board meeting. The findings determined the cost to develop a state-exam would be prohibitive. Additionally, if an interim exam were needed to bridge the gap between a state-exam and the EPPP, OPES indicated there is no practical way to implement an interim exam as any exam used would need to go through a review process identical to the review process currently used for the EPPP. The viable choices would be to either use the EPPP until a state-exam is ready or have a gap period where no national exam or equivalent is offered. Candidates would then need to wait to take an exam.

Texas Examination Development

The Texas State Board of Examiners of Psychologists is working to develop its own licensure examination to offer an alternative licensure pathway. Texas intends to continue accepting the EPPP.

- The matter of developing a new examination was discussed at the Texas Board's May 7th meeting.
- At the meeting they developed a Request for Proposal for examination development companies to better understand what development of a new competency exam would require.
- Only July 1, 2026 companies were invited to bid to develop a proposal with costs

which would be brought to the Texas Legislature in 2027 (the Texas Legislature meets once every two years).

- Throughout this process Texas will be asking stakeholders what the new examination should look like: What is entry level practice?, Can remote proctoring be considered?, What languages should the examination be translated into? How do you test for competency? What are other states requirements?
- The development of the examination will still require approval of the Texas Legislature and is not guaranteed.
- The examination, if approved for development, would not be available until 2029 at the earliest.
- OPES would need to conduct a review for the examination to be accepted in California and this could add additional time before the new exam could be offered for licensure in California.

Timelines of Events in 2025

The Board drafted a letter of concern on May 20, 2025, relating to the integrated EPPP (IEPPP) and sent it to the Association of State and Provincial Psychology Boards (ASPPB) on June 2, 2025 (see Attachment A).

ASPPB hosted the second virtual town hall meeting for the Education and Training Community on June 25, 2025. The Board attended this second virtual town hall.

ASPPB hosted a third virtual town hall meeting for students and license/certification candidates on September 18, 2025. The Board attended this virtual town hall. Additionally, the Board launched an outreach campaign to its licensees and interested parties. Through social media and distribution lists the Board was able to expand awareness and encourage participation in this virtual town hall.

Additionally, ASPPB conducted a Job Task Analysis of the Practice of Psychology (JTA) to be completed by licensed psychologists which closed on September 29, 2025. The JTA process happens once every seven (7) to 10 years and directly shapes the examination specifications and content used to evaluate the knowledge and skills required for licensure. The Board sent multiple emails and alerts on its social media platforms. ASPPB reported at their Annual Meeting that 25% of all responses were from California licensees.

At the November 2025 Board meeting Board members requested a draft implementation plan be developed by staff to better prepare for implementation and prepare for potential issues. In January 2026 the Executive Officer spoke with ASPPB's Executive Director Dr. Mariann Burnetti-Atwell. At this meeting Dr. Burnetti-Atwell shared:

- A Blueprint based on the JTA will be made public on February 1, 2026. The Blueprint will show what entry level practice areas and domains should be included in the exam. This information will be shared with the training and education community and applicants preparing for licensure.
- The projected cost of the examination should be shared in the first half of 2026.

- Item writing will be conducted in 2026.
- In the first quarter of 2027 beta testing of a sample exam will begin with a committee determining the passing score.
- The IEPPP should launch in the fourth quarter of 2027.

Dr. Harb Sheets, Chairperson of the of the Licensure Committee, and Ms. Susan Hansen, Examinations Coordinator, attended a virtual town hall meeting organized by ASPPB on April 3, 2025. At that meeting, the Board heard that the proposed implementation date of the new integrated Examination for Professional Practice in Psychology (EPPP) will be in 2027. A survey will be sent out to member Boards later this year and we will be invited to comment on the proposals. The Board has expressed concerns regarding the likely increased cost of the examination to applicants and a desire by ASPPB to require the examination be taken as the final step of the application process. This would contradict the changes made to California law by AB 282 (Chapter 425, Statutes of 2023) which allows applicants to take the examination after they have completed their coursework. The Board supported this change as it will likely increase the passage rate of the EPPP.

Dr. Hao Song, PhD, ICE-CCP, Associate Executive Officer of Examination Services at ASPPB, attended the May 9, 2025 Board meeting to present on the timeline and development of the integrated EPPP. At the same meeting, the Board discussed the concerns regarding the integrated EPPP and implementation timeline and voted to send a letter to ASPPB to express these concerns as discussed.

Attachments:

A. Townhall Slides from June 9, 2026
B. Letter to ASPPB
C. Draft Implementation Plan

Action Requested:

This is an informational item.

History of Board Consideration of the EPPP2

In 2017, the Board determined that there was a need for stakeholder input regarding possible implementation of the ASPPB Examination for Professional Practice in Psychology Part 2 (EPPP2). A Task Force with representatives from various stakeholders was created to provide input to the Board regarding consideration and possible implementation of the EPPP Part 2.

The Task Force's role was to consider the pros and cons of the proposed examination to the Board's prospective licensees and consumers, eligibility criteria, the application process, and the impact on the Board's process for licensure. The Task Force met on April 5th and June 29th, 2018 at the Department of Consumer Affairs' (DCA's) Headquarters in Sacramento. This Task Force was chaired by Board Member Dr. Sheryll Casuga.

The Examination for Professional Practice in Psychology, currently known as the EPPP Part 1 (Knowledge), is a computer-based examination developed and administered by ASPPB. This exam is one of two examinations required for licensure in California. The cost of the exam to the applicant is $600.00.

EPPP Part 2 (Skills exam), per ASPPB, will provide an independent, standardized, reliable, and valid assessment of the skills necessary for independent practice and enhance consumer protection. The cost of this exam was initially set at $600.00. ASPPB, at the time of the initial Task Force meeting, announced the plan to make this exam mandatory for all jurisdictions.

After several discussions, the Task Force did not believe the EPPP Part 2 was in the best interests of California consumers for the following reasons:

- Lack of a proven necessity for the examination;
- Concerns related to the exam's ability to assess skills resulting in negligible consumer protections;
- Costs and burden on prospective licensees, and especially on historically underrepresented and socioeconomically disadvantaged students;
- New barriers to licensure and potentially detrimental impact on access to psychological services to California consumers; and
- Clarification on whether the optional Enhanced EPPP is an indefinite alternative or ASPPB is simply postponing the deadline for mandatory adoption. If the implementation date is merely being delayed, the Board would appreciate clarification on the anticipated date for mandatory implementation.

The Task Force also had significant concerns with the loss of license portability with other States if ASPPB decided to mandate the EPPP Part 2. Due to this concern, the Task Force recommended (should part 2 become mandatory) that the Board continue participation in the EPPP and not create its own version of a national examination.

In August 2018, ASPPB retracted its decision and made the EPPP Part 2 an optional exam for all state boards and proposed incentives for early adopters. Although ASPPB's

announcement clarified that the EPPP Part 2 was now an optional component, it raised concerns regarding whether ASPPB would eventually make the examination mandatory.

These concerns were addressed in the letter dated December 2018 which stated as follows:

> *"The Board of Psychology supports a competency-based examination but feels that certainty is required as to its mandatory implementation, and that a date certain for all member jurisdictions is necessary. Uncertainty as to implementation results in a current inability to move forward with the required statutory and regulatory changes.*
>
> *ASPPB would aid its member jurisdictions if it were to identify all statutory and regulatory changes needed to implement the new examination (drafting and supporting statutory and regulatory changes through advocacy, etc.) over a set period of time calibrated to the expected implementation date and the time necessary to effect needed changes.*
>
> *ASPPB should continue to evaluate the total cost of both examinations and establish a uniform lower total cost as to all jurisdictions, as of the mandatory effective date of the Enhanced EPPP.*
>
> *In addition, the Board also requests that ASPPB make available to the Board and the Department of Consumer Affairs' Office of Professional Examination Services the following information as it becomes available:*
>
> - *Data from Beta testing from participating jurisdictions to evaluate the validity of the Enhanced EPPP.*
> - *Evidence of external validity that substantiates the need for the Enhanced EPPP. This information would help further clarify the need for and validity of the Enhanced EPPP and inform the Board's discussion regarding the prospect for adoption of the Enhanced EPPP."*

ASPPB's response was noted in a letter dated January 29, 2019. Summarily, ASPPB Board of Directors (BOD) had determined that the jurisdictional use of the Enhanced EPPP would not be mandated during the initial implementation process. The BOD, however, would revisit the implementation process of the examination and determine whether or not to continue delivering the EPPP 1 as a stand-alone option or only to deliver the Enhanced EPPP. They would take into consideration the time it takes for California to develop and implement regulation changes and factor that into their decision.

ASPPB also reduced the exam fee for the EPPP2 from $600.00 to $450.00 and to allow the Board access to beta testing information from participating jurisdictions to enable the DCA, Office for Professional Examination Services (OPES) to conduct an audit of the EPPP.

This audit was completed in April 2021. Summary of the audit is as follows:

> “Overall, the SMEs concluded that the content of the EPPP Part 1 assesses general knowledge required for entry level psychologist practice in California, with the exception of California law and ethics. This general knowledge should continue to be tested on the California Psychology Law and Ethics Examination.
>
> The SMEs were impressed by the EPPP Part 2, both by the concept of measuring skills and by the design of the scenario-based items. Additionally, the SMEs favored the EPPP Part 2 over the EPPP Part 1 as a single-examination option. However, the SMEs concluded that while the EPPP Part 2 assesses a deeper measure of skills than those measured by the EPPP Part 1, that alone may not support adoption of the EPPP Part 2. The SMEs further concluded that the skills measured by the EPPP Part 2 may be adequately assessed during supervised clinical experience, and that the EPPP Part 2 could possibly be an unnecessary barrier to licensure. OPES recommends that the Board continue to monitor the beta testing results of the EPPP Part 2 as part of their decision-making process for adopting the EPPP Part 2 as a requirement for licensure in California in the future.”

This audit was presented at the EPPP AdHoc Committee meeting held on October 21, 2021. However further discussion could not be made until the ASPPB Board of Directors decided on their plan for the EPPP2.

In October 2022, the ASPPB Board of Directors announced the implementation of the Enhanced EPPP two-part exam to become effective January 1, 2026, to all member jurisdictions. ASPPB does not believe that the EPPP2 will create a barrier to practice and promises to smooth the road to licensure amidst a national mental health crisis. ASPPB’s core value is to develop a fair, equitable and accessible exam and that the two-part exam ensures a thorough assessment of competence and promote consumer protection. They will be mindful of the cost and confirmed a 25% reduction in the EPPP2 fee with no current plans to increase the fee.

After the announcement, the Board received several letters of opposition and one in favor of implementing the EPPP2.

The EPPP Ad Hoc Committee met on April 28, 2023, to discuss the EPPP part 2 and make recommendations to the Board. Implementation of the EPPP part 2 meant that statutory and regulatory changes were necessary to continue to conduct business and license portability remains. If the Board decides not to implement the EPPP part 2, this will require the creation of California’s own practice base exam which would add additional cost to the Board’s examination development process, and it would also eliminate license portability for California licensees.

Committee Recommendations were as follows:

1) To adopt the two-part EPPP exam for licensure for the State of California effective January 1, 2026, to avoid any interruption of service.

2) To have staff conduct an analysis of developing a California practice exam to be reported at the Board's Q3 2024 meeting.

3) Direct the executive officer to continue to work with ASPPB and communicate any barriers to licensure concerns from the Board.

The Committee also reviewed the proposed statutory and regulatory language that would enable Board staff to implement the two-part EPPP exam.

In May 2023, the Board accepted the committee's recommendation and agreed to adopt the two-part EPPP exam on January 1, 2026.

In August 2024 the Board provided the process, workload, and cost to develop a California practice exam in lieu of adopting the EPPP 2.

The Texas Behavioral Health Executive Council expressed opposition to the mandated EPPP two-part exam and proposed amending the ASPPB's bylaws. As a response, ASPPB made announcement to the member jurisdictions that a vote would be taken at the annual meeting October 30-November 3, 2024, regarding ASPPB's bylaws amendments. (Attachment H)

In October 2024, the California Psychological Association (CPA) wrote a letter opposing the implementation of the EPPP two-part exam. CPA has requested that the Board do the following at its November 2024 meeting:

1. Reverse its adoption of the EPPP-2 starting January 1, 2026.
2. Cease development of laws and/or regulations relating to EPPP-2.

On October 22, 2024, ASPPB issued a letter to member jurisdictions that they are pausing the 1/1/2026 EPPP 2-part exam mandate. They will explore the feasibility of a single EPPP exam that test on both knowledge and skills.

Board staff have stopped drafting the regulatory package that was going to implement the EPPP2 examination by January 1, 2026. The same package was going to implement AB 282 and staff will present modified text for Board approval at the February 2025 meeting.

AB 282 allows applicants to take the EPPP or CPLEE, or both exams as soon as they have completed all academic coursework required for a qualifying doctoral degree.

The law also states, "If a national licensing examination entity approved by the board imposes additional eligibility requirements beyond the completion of academic coursework, the board shall implement a process to verify that an applicant has satisfied those additional eligibility requirements."

Additional reference can be found on the Informational Page for EPPP Part 2 on the Board's website.

Welcome! We will be starting soon…

Steps in the Implementation and Registration for the integrated EPPP in the Fall of 2027.

Please keep microphones muted as we prepare to start the meeting, thank you.

This virtual town hall will be recorded.

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Steps In the Implementation And Registration For the EPPP In Fall of 2027

Mariann Burnetti-Atwell, PsyD
Hao Song, PhD
Christy Cogley

June 9, 2026

ASPPB | 65 YEARS

Presenters

Mariann Burnetti-Atwell, PsyD
Chief Executive Officer

Dr. Burnetti-Atwell has served as CEO of the Association of State and Provincial Psychology Boards (ASPPB) since 2018, leading initiatives that strengthen psychology regulation and public protection.

Previously, she was Senior Vice President of Behavioral Health Services at Corizon Health, overseeing multi-state programs. She also spent 15 years in leadership roles with the State of Missouri, including service on the Missouri licensing board, advancing mental health services across corrections and social services systems.

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Presenters

Hao Song, PhD
Associate Executive Officer of Examination Services

Dr. Hao Song, is the Associate Executive Officer of Examination Services at the Association of State and Provincial Psychology Boards (ASPPB), where she leads the operations, development, and continuous improvement of key licensing exams, including the Examination for Professional Practice in Psychology (EPPP) and the Psychopharmacology Examination for Psychologists (PEP). In her role, Dr. Song spearheads innovative research and technology applications related to credentialing assessments and ensures the quality and validity of large-scale professional licensing programs.

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Presenters

Christy Cogley
Director of Examination Operations

Christy Cogley is the Director of Examination Operations at the Association of State and Provincial Psychology Boards (ASPPB). She has led the Exams Department operations and has been deeply involved in the development, deployment, and administration of ASPPB's licensure exams for the past five years.

For nearly 20 years before joining ASPPB, Christy was the Educational Commission for Foreign Medical Graduates' Center Manager for the southeastern region of the US assisting in the development, deployment, and delivery of the USMLE Step 2 Clinical Skills exam.

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Welcome

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Today's Agenda

- Purpose of Today's Town Hall
- Flowchart of EPPP Activities
- High Level Review of the EPPP Blueprint
- The EPPP Come Fall of 2027
- Eligibility
- Cost Structure
- Beta Testing Period
- Sample Exams
- Transition and Accessibility of the EPPP Part 1 and EPPP Part 2
- Registration
- Resource Materials

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Today's Agenda

Time for Questions and Comments

Discuss Future Town Hall Events

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Purpose of Today's Town Hall

- Ensure communications have been received and reviewed
- Provide an overview of EPPP related activities currently underway
- Provide an overview of EPPP related activities that will be occurring through March 31, 2028
- Allow an opportunity for comments and questions to be shared
- Discuss future Town Hall meetings that will be coming in 2026

Flowchart of EPPP Activities

2026

WINTER

- Blueprint shared in English and French.
- The EPPP (Part 1-Knowledge) and EPPP (Part 2-Skills) continue to be available to all eligible candidates.*

SPRING SUMMER

- Exam item development.
- ASPPB Board of Directors approved integrated EPPP cost.

FALL

- Creation and publication of the Sample Exam, based on the new blueprint.
- Call for EPPP candidates to volunteer participating in the Beta Testing.

2027

WINTER SPRING SUMMER

- Beta Test Exam creation.
- Beta Test Delivery March-April 2027.
- Beta Test Exam Fee $100.
- Beta scores available late June 2027.
- Standard setting to establish cut scores for the integrated EPPP.

FALL

- The integrated EPPP will be released live.
- First-time takers will be required to take the integrated EPPP.
- The EPPP (Part 1-Knowledge) and EPPP (Part 2-Skills) will only be available to EPPP repeaters until March 31, 2028.

2028

SPRING

Effective April 1, 2028, the integrated EPPP will be the only version available, and its cost will be $650.**

* The current EPPP (Part 1-Knowledge) and EPPP (Part 2-Skills) will continue to be available to all approved candidates until the integrated EPPP is released live in the Fall of 2027. At that time, candidates who fail the EPPP (Part 1-Knowledge) or EPPP (Part 2-Skills) by the release date of the integrated EPPP may retake the respective exam until March 31, 2028

**Effective April 1, 2028, the EPPP exam fee will be $650. The Board of Directors will consider biannual increases informed by the Consumer Price Index (CPI), starting April 1, 2030.

Next Group of Discussion Items

- High Level Review of EPPP Blueprint
- The EPPP Come Fall of 2027
- Eligibility
- Cost Structure
- Beta Testing Period
- Sample Exams

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High Level Review of EPPP Blueprint

- Competencies expected of a psychologist at entry to practice
- Domain

    Competency

        Knowledge/Skills

What will the integrated EPPP cover?

Scientific Orientation to Practice 15%	Assessment 20%	Intervention 20%
Consultation and Supervision 10%	Interpersonal Relationships 15%	Ethical and Professional Practice 20%

What will the integrated EPPP cover?

50% Foundational

15% Scientific Orientation to Practice
15% Interpersonal Relationships
20% Ethical and Professional Practice

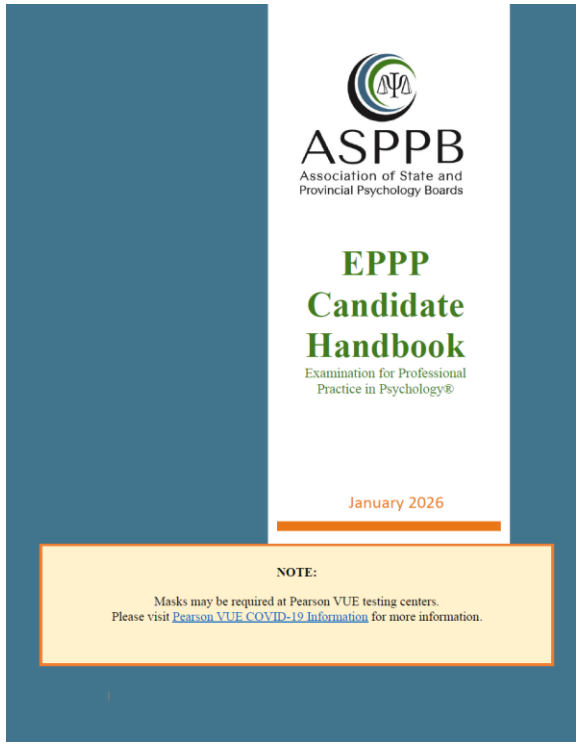
50% Functional

20% Assessment
20% Intervention
10% Consultation and Supervision

EPPP Blueprint and EPPP Candidate Handbook

Always publicly available on the ASPPB website

https://asppb.net/exams/asppb-examination-for-professional-psychology-eppp/eppp-handbook/


ASPPB
Association of State and Provincial Psychology Boards

EPPP Candidate Handbook

Examination for Professional Practice in Psychology®

January 2026

NOTE:

Masks may be required at Pearson VUE testing centers.
Please visit Pearson VUE COVID-19 Information for more information.

The EPPP Come Fall of 2027

- A computer-based exam administered in Pearson testing centers
- A single-day administration: 5-hour testing + 30-minute break
- The exam will include single-best 3- or 4-option multiple-choice, extended multiple-choice, scenario-based questions with a set of questions, and audio and video portions
- The same number of 175 scored items (plus 40 pretest items) measuring competencies across six content domain areas with specific knowledge and skills
- Will have a pass/fail standard based on an overall score

Eligibility

Recognizing that Licensing Boards and Colleges are responsible for approving candidate eligibility to take the Examination for Professional Practice in Psychology, the ASPPB recommends:

- Candidates should have completed coursework from a doctoral degree program acceptable to the licensing board/college; and
- Candidates should have completed all or most of their required supervised experience, as determined by the licensing board/college.

Cost Structure

- The fee structure will remain unchanged, consisting of Pearson's delivery fee and the ASPPB exam fee.
- There is a $100 exam fee for the EPPP Beta Test in Spring of 2027.
- Effective April 1, 2028, the EPPP exam fee will be $650.
- The ASPPB Board of Directors will consider biannual increases informed by the Consumer Price Index (CPI), starting April 1, 2030.

Sample Exams

- Sample questions and exams for the integrated EPPP will be published in Fall of 2026
- Content and Format mimic the real exam:
  - Half as long as a real exam form
  - Includes correct answers and explanations for both the correct and incorrect options
- Currently at-costs for taking the sample exam:
  - On-line Sample Exam: $30
  - In-person at testing site: $82.50
- Empirical data showed that candidates who took the sample exam ~10% improvement in their passing rate

Beta Testing Period

- Beta Testing of the integrated EPPP is to be in March-April, 2027
- Exam fee will be $100
- The data from this Beta Testing will be used, through Standard Setting, to finalize the cut score for the integrated test
- Unlike the current EPPP, test scores will not be immediately available but will be delayed a few weeks until after Standard Setting
- Encourage jurisdictions to consider a passing score on the Beta Test would be a pass on the EPPP and a failing score would not “count” as an attempt of the EPPP

Access to the EPPP Part 1 and Part 2 in 2028

- The current EPPP (Part 1-Knowledge) and EPPP (Part 2-Skills) will remain available to all approved candidates until the integrated EPPP takes effect in the fourth quarter of 2027. At that time, the EPPP (Part 1-Knowledge) and EPPP (Part 2 – Skills) will no longer be available to first-time candidates.
- Candidates who failed the EPPP (Part 1-Knowledge) or EPPP (Part 2-Skills) prior to the effective date of the integrated EPPP will be allowed to retake the respective exam through March 31, 2028.
- Effective on April 1, 2028, the integrated EPPP will be the only exam – the EPPP – accessible to all candidates.

Next Group of Discussion Items

- Registration Updates
- Resource Materials

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Registration Updates

- Enhanced EPPP Candidate Registration Portal
  - Jurisdictional trainings will be provided
  - Will be operational for the current EPPP Fall 2026 and utilized for the Beta and integrated EPPP
  - Thank you for feedback along the way

Resources Coming Your Way Next Week

Following this Town Hall, you will provide you with:

- A copy of this presentation
- A narrative of the Beta Testing Period
- The Blueprint for the integrated EPPP

Future Resources

- **Virtual Town Hall** on the registration process for the EPPP in Fall 2026 and Spring 2027
- **Trainings for Jurisdictional users** on the new EPPP Candidate Registration Portal, Clarus Fall of 2026
  - Multiple sessions will be offered over several weeks
- **New EPPP Candidate Handbook** will be available in the Fall of 2026
- **Sample exam** for the integrated EPPP will be available in the Fall of 2026
- **Registration for the Beta** for the integrated will be available Fall of 2026
- **Jurisdiction Implementation Strategic Toolkit (JIST)** for the integrated EPPP in Fall of 2026
- Updated **FAQs** regarding EPPP development progress and upcoming events - **Ongoing**
- Updated **timelines** regarding EPPP development progress and events **- Ongoing**
- **Communications** on the ASPPB website and communications from PsyHub - **Ongoing**

Time for Questions and Comments

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Thank you for attending!

If you have further questions or comments

EPPPcomments@asppb.org

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May 20, 2025

Dr. Mariann Burnetti-Atwell, PsyD
Chief Executive Officer
Association of State and Provincial Psychology Boards (ASPPB)
215 Market Road
Tyrone, GA 30290

Dear Dr. Burnetti-Atwell,

The California Board of Psychology (Board) met on May 9, 2025, to discuss updates regarding the implementation of the integrated Examination for Professional Practice in Psychology (EPPP), the anticipated 2027 launch of the skills assessment component, and concerns about the increasing use of artificial intelligence (AI) in exam development and administration. Hao Song, PhD, ICE-CCP, ASPPB's Associate Executive Officer of Examination Services, provided a presentation on the integrated EPPP and answered questions posed by the Board members.

The Board acknowledges ASPPB's efforts to improve the licensing examination and ensure it reflects the evolving competencies required for safe and effective psychological practice. As one of the largest licensing jurisdictions in the United States, California will require sufficient time and jurisdiction-specific planning to align its regulatory frameworks and operational procedures with these significant changes. Additionally, the implementation of Assembly Bill (AB) 282 (Chapter 425, Statutes of 2023), which requires regulatory amendments already underway, will intersect with ASPPB's current proposed timeline to launch the integrated EPPP in Q4 of 2027. This further underscores the need for extended preparation time and close coordination.

To ensure a smooth and equitable transition, the Board respectfully raises the following considerations:

1. **Jurisdictional Coordination and Regulatory Impact**
   The transition to an integrated EPPP with a skills component represents a fundamental change that will require comprehensive planning and revisions to the Board's regulations. California's multi-stakeholder rulemaking process necessitates thorough evaluation and coordination, making sufficient preparation time essential. A well-structured and phased implementation plan with a minimum of 36 months of lead time will be critical to ensuring regulatory alignment and system updates.

2. **Implementation Timeline and Resource Planning**
   Given the complexity of adopting a dual-component EPPP, the Board urges ASPPB to provide jurisdictions with a detailed rollout timeline, training resources, and technical specifications as early as possible. Additionally, a more definitive and realistic implementation timeline is essential, as the current proposal to launch the integrated EPPP in Q4 of 2027 is not feasible. Providing sufficient lead time will allow the Board to initiate the necessary regulatory changes, fiscal planning, and

stakeholder education campaigns to ensure a seamless transition for applicants and licensees.

3. **Transparency in Content Validity and Test Design**
   Content validity remains a concern in the skills assessment component of the EPPP. The Board seeks clarity on how ASPPB establishes content validity in the integrated EPPP and requests ongoing updates on its development. Additionally, a sample exam question on assessment presented at the ASPPB Townhall on April 3, 2025, lacked sufficient context for a clear response. The Board encourages ASPPB to take the necessary steps to improve the quality of newly developed questions for the skills assessment component to ensure clarity, relevance, and fairness for all candidates.

4. **Eligibility and Pass Rate Concerns**
   Business Professions Code (BPC) 2914 allows candidates to take the EPPP after completing all academic coursework required for a qualifying doctoral degree, excluding internship, with the goal of improving pass rates. However, the eligibility requirements in terms of supervised professional experience for the integrated EPPP remain unclear, and restrictions on early testing could inadvertently counteract this legislative intent. The Board requests that ASPPB clarify both the specific eligibility criteria and the process for determining eligibility under the new exam structure to support fair access and alignment with California's licensure framework.

5. **Transition Period for the Integrated EPPP**
   The current proposal lacks details regarding a transition period for existing EPPP candidates. The Board requests that ASPPB provide clear guidance on the duration and structure of this transition to ensure exam candidates and training programs have sufficient time to prepare.

6. **Artificial Intelligence (AI) Integration**
   The growing use of AI in exam development, scoring, and quality control introduces both innovation and risks. The Board requests detailed information on how AI is being integrated into the EPPP, including safeguards to prevent algorithmic bias, preserve data integrity, and ensure psychometric fairness across diverse candidate populations.

7. **Accessibility and Accommodations**
   If AI-enabled testing platforms are introduced, they must comply with the Americans with Disabilities Act (ADA) and related provisions. Accessibility should remain a core design feature, ensuring equitable support for candidates with disabilities rather than a secondary consideration.

8. **Cost Considerations and Transparency**
   A potential exam fee increase was announced at the Townhall on April 3, 2025, by ASPPB, yet details remain unclear. Any increase in exam costs could create

financial barriers for candidates. The Board urges ASPPB to provide transparent cost projections and a clear justification for any fee adjustments to ensure affordability and equitable access for all candidates.

9. **Stakeholder Engagement and Communication**
   The Board strongly encourages ASPPB to engage in ongoing dialogue with its member jurisdictions by providing timely updates, facilitating two-way communication, and sharing implementation plans well in advance of any formal rollout. Clear guidance and transparency will be critical for state boards to adjust statutes, regulations, and infrastructure accordingly.

The Board appreciates ASPPB's commitment to upholding examination standards that reflect modern psychological practice and safeguard public welfare. We are eager to collaborate closely with ASPPB and our peer jurisdictions to ensure that the transition to the integrated EPPP is equitable, transparent, and logistically sound.

We thank you for your attention to these matters and remain available to participate in any implementation workgroups, jurisdictional briefings, or public comment opportunities that may support the success of this initiative.

If you have any questions or concerns, please feel free to contact the Board's Executive Officer, Jonathan Burke, at (916) 574-8072 or jonathan.burke@dca.ca.gov. Thank you.

Sincerely,

Lea Tate, PsyD
President, Board of Psychology

cc: Shacunda Rodgers, Vice President
Members of the Board

Potential Changes Needed for California to Implement the Integrated EPPP

1. Regulatory Updates

- **Review eligibility requirements:** The Board would need to review its eligibility requirements to determine when candidates can take the integrated EPPP. ASPPB has indicated that the exam is intended to be taken after candidates have completed all or most of their required supervised experience, as determined by each licensing Board. If the Board chooses to align with this approach, regulatory changes will be required, and regulatory changes typically take two to three years to complete.

- **Transition period:** A transition plan may be needed for applicants who remain eligible for the current EPPP. The Board will need to determine both the grace period and the final cutoff date for accepting applications under the current exam structure. The timing may depend on how long ASPPB continues offering both exams to California candidates. ASPPB has indicated the current exam will be offered until 3/31/2028 for repeat takers, and first time takers will be required to take the new exam beginning Fall 2027.

- **Regulatory package requirements:** The Board will need to update current regulations. It could be a Section 100 to clarify nonsubstantive changes or a full regulatory package. If the EPPP's name is changed to the integrated EPPP, then we would need to make Section 100 changes to reflect the new name. ASPPB has indicated the new EPPP will be called the "EPPP". Depending on changes to the registration and eligibility for the integrated EPPP, we may need to update our regulations for initial applications.

2. ASPPB Contract

- **New contract:** Implementing the integrated EPPP will require a new contract with ASPPB. The Board's current contract expires on June 30, 2027, and future contract planning may need to remain flexible until ASPPB provides clearer implementation timelines. Changes to contract would need to be submitted to the Department prior to its expiration and its review process could take up to 60 days.

3. BreEZe System Updates

- **Online system changes:** The BreEZe system would require updates to incorporate the new exam and eligibility requirements. This may include modifying application questions, adjusting internal processing workflows, updating system configurations, and revising interfaces, depending on the final structure of the integrated EPPP.

4. Review by the Office of Professional Examination Services (OPES)

- **Pending evaluation:** OPES must review and evaluate components of the integrated EPPP to fulfill its statutory mandate for periodic examination evaluation. According to OPES, the Occupational Analysis (OA) of psychology practice in California is currently underway. Once the OA is completed, OPES will conduct the National Review during Fiscal Year 2026–2027, comparing the OA-derived description of California psychology practice with the content of the EPPP. This analysis will determine whether the EPPP adequately reflects California practice.

  The National Review requires a separate contract between OPES and the Board. OPES anticipates completing the National Review by the end of Fiscal Year 2026-2027, assuming ASPPB provides the necessary information to OPES on schedule. If timelines are met, implementation of the integrated EPPP could begin in Fiscal Year 2027-2028.

5. License Verification/File Transfers Applications

- **Increase in Workload:** There is a likelihood that we may see an increase in License Verification or File Transfer Applications. In the event this additional exam causes a barrier to licensure, Psychological Associates may seek licensure in another state that may not have adopted the new examination requirements.

6. Statutory Changes:

- **Clean Up:** A review of statutes will be needed to see if any changes are needed, an example would be amendments to language surrounding exam eligibility.

7. Outreach Activity:

- The board will need to educate potential applicants of any changes to the licensure requirements. Various ways we provide outreach include advisories, listserv notices, newsletter articles, social media posts (Facebook, X, and LinkedIn), website updates, FAQ's, forms, and application instruction updates, etc.

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MEMORANDUM

DATE	June 29, 2026
TO	Committee Members
FROM	Stephanie Cheung Licensing Manager
SUBJECT	**Agenda Item 7** Stakeholder Survey Results and Next Steps

Background:

At the Board meeting on October 4, 2019, the Board voted to co-host a stakeholder meeting in the future with the Board of Behavioral Sciences (BBS), the Commission on Teachers Credentialing, and other relevant stakeholders to gather input on how to best inform consumers regarding the respective roles of licensed psychologists, licensed educational psychologists (LEPs), and pupil personnel services (PPS) credential holders. This plan was postponed due to the COVID-19 State of Emergency.

The Licensure Committee met in January and July of 2024 and recommended that the Board convene this stakeholder meeting in the afternoon session of the Committee's July 2025 meeting. The Board voted to adopt this recommendation at their August 2024 meeting. In preparation, the Committee and Board identified the Association of Regional Center Agencies (ARCA) and unions representing school personnel as stakeholders. Due to both Boards going through Sunset review in 2025, the meeting was postponed to July 2026 accordingly.

Stakeholder Meeting Preparation

To support planning for the stakeholder meeting, Board staff requested direction from the Committee regarding the focus of stakeholder engagement efforts. Staff recommend centering this engagement on identifying how to best inform consumers about the roles and distinctions among licensed psychologists, LEPs, and PPS credential holders.

Board staff also developed a draft survey to assist with this work. The goal of the survey is to gather preliminary input that will help the Board better understand how consumers and stakeholders perceive the roles of licensed psychologists, LEPs, and PPS credential holders. As an initial information-gathering tool, the survey will help identify areas of confusion, gaps in public understanding, and preferred methods of communication, supporting more focused and productive discussions in subsequent stakeholder engagement.

The survey is intended to gather input from consumers, licensees, credential holders, and other stakeholders on:

- How clearly the public understands the roles of these three professions

- Where confusion most commonly occurs
- What types of consumer-centered information materials would be most helpful
- Where consumers typically seek information
- Whether additional engagement (e.g., working groups or stakeholder meetings) would be beneficial

The Committee provided feedback at its January 2026 meeting, and the Board provided additional feedback at its February 2026 meeting. Staff incorporated all the feedback to the survey and shared it with our stakeholders per the distribution plan below.

Survey Distribution

Board staff worked with DCA SOLID to develop an electronic version of the finalized survey and shared the survey link through the Board's listserv, social media platforms, and the stakeholder groups identified by the Committee and the Board. These groups include ARCA, unions representing school personnel, parent and family advocacy groups, and the California Psychological Association. Stakeholder groups were asked to further share the survey within their networks.

The survey was also shared with the BBS, with a request that they share it with their respective stakeholder communities.

To ensure outreach to PPS credential holders and their relevant stakeholders, Board staff reached out to the California Association of School Psychologists and requested their assistance in sharing the survey with their members and affiliated stakeholders.

Survey Results:

The Board receives 821 responses. Participation was voluntary and open for 24 days (March 10, 2026, through April 3).

Respondent Profile (Q1 & Q2*)*

Most respondents were licensed psychologists (~94%), with smaller numbers of LEPs, PPS credential holders, and other mental-health or educational professionals. Four respondents identified as consumers.

Nearly all respondents (98%) reported located in or familiar with California's education and mental-health systems.

A small portion (~5%) selected "Other" or "Other mental health or educational professional" describing themselves as holding multiple credentials, being retired, pre-licensed, or working in related professions such as LMFTs, LPCCs, BCBAs, or university faculty.

Context of Provider interaction (Q3)

Respondents reported familiarity with these roles through clinical/private practice (~44%), providing services (~35%), community mental health (~9%), school settings (~5%), and seeking services (~1%).

Approximately 6% selected “Other”, describing additional contexts such as hospitals, corrections, state hospitals, Regional Centers, university training programs, forensic settings, and consulting roles. They also noted working across multiple settings.

Clarity of Role Differences (Q4)

Respondents indicated that the public does not clearly understand the differences between licensed psychologists, LEPs, and PPS credential holders.

Approximately 83% described the distinctions as “somewhat unclear” or “very unclear,” and approximately three percent (3%) felt the differences are well understood.

Areas of Confusion (Q5)

Respondents selected multiple areas where these roles seem most confusing:

- Differences in training and qualifications (~78%)
- What each title means (~76%)
- Who is qualified to provide specific services (~75%)
- Which services each role can offer (~66%)
- Differences between a license and a credential (~64%)
- Titles being mistaken for one another (~58%)

Approximately two percent (2%) reported observing no confusion.

Where People Look for Information (Q6)

Respondents reported that people most often seek information about these professionals through:

- Internet searches (67%)
- Referrals (~32%)
- Social media (~28%)
- Health care provider or clinic websites (~24%)
- Directly from the provider (~22%)
- Board or agency websites (~11%)
- School or school district websites (~9%)

Approximately nineteen percent (~19%) were unsure where people look for information.

Among the forty-four respondents who selected “Other”, they noted that people often do not seek information at all, relying instead on friends, school staff, community organizations, or AI tools.

Common Questions People Ask (Q7)

Across 510 open-ended responses received, nine themes emerged regarding the questions they or other most often ask about these licenses or credentials:

- Differences between roles (30%)
  - Consumers ask how psychologists, LEPs, LMFTs, LCSWs, psychiatrists, counselors, and life coaches differ.
- Scope of practice (23%)
  - What services does each license permit (e.g., therapy, testing, evaluations).
- Training and qualifications (13%)
  - Questions about degree levels, clinical training, and differences between master's-level and doctoral-level preparation.
- Title and abbreviations (9%)
  - Confusion about these titles: LEP, PPS, NCSP, LMFT, LCSW, PsyD, PhD.
- Diagnostic authority (7%)
  - Questions about who can diagnose mental-health or neurodevelopmental disorders.
- No questions/assumptions (6%)
  - Some consumers do not ask questions and assume all "psychologists" are the same.
- Licensure vs. credentialing (4%)
  - Legitimacy, authority, and differences between licenses and credentials.
- Medication-prescribing (4%)
  - Whether psychologists or LEPs can prescribe.
- Other (4%)
  - Insurance coverage, pay differences, general navigation of services.

Preferred Consumer-Centered Resources (Q8)

Respondents identified the type or resources that they would find most helpful in explaining these roles:

- Side-by-side comparison charts (~80%)
- Plain-language explanations (~77%)
- Examples or scenarios illustrating when to seek each type of provider (~50%)
- FAQs (~49%)
- Flowcharts (~36%)
- Short explainer videos (~26%)
- Other (~7%)
- Working groups or stakeholder meetings (~4%)

Approximately 7% selected "Other", noting multilingual materials, social-media-friendly content, and resources tailored for parents, educators, and community organizations would be helpful.

Next Steps:

Option 1: Develop a One-Page Consumer Explainer on Licensed Psychologists

Create a brief, plain-language resource that helps the public understand what a licensed psychologist is and how this role fits within California's mental-health system. This one-page explainer would include:

- A clear description of what a licensed psychologist is
- Required education and training
- Types of services psychologists provide
- How consumers can verify a psychologist's license

This option directly addresses the areas of public confusion identified in the survey and remains fully within the Board's jurisdiction.

Option 2: Explore Resources from Other Governmental Agencies Focused on Behavioral Health and Public Understanding

Explore whether other governmental agencies already produce public-facing materials that support behavioral-health literacy or help consumers understand provider roles. This exploratory step ensures the Board is aware of existing statewide resources and can identify materials that may complement or reinforce the Board's own consumer education efforts.

Staff Recommendation:

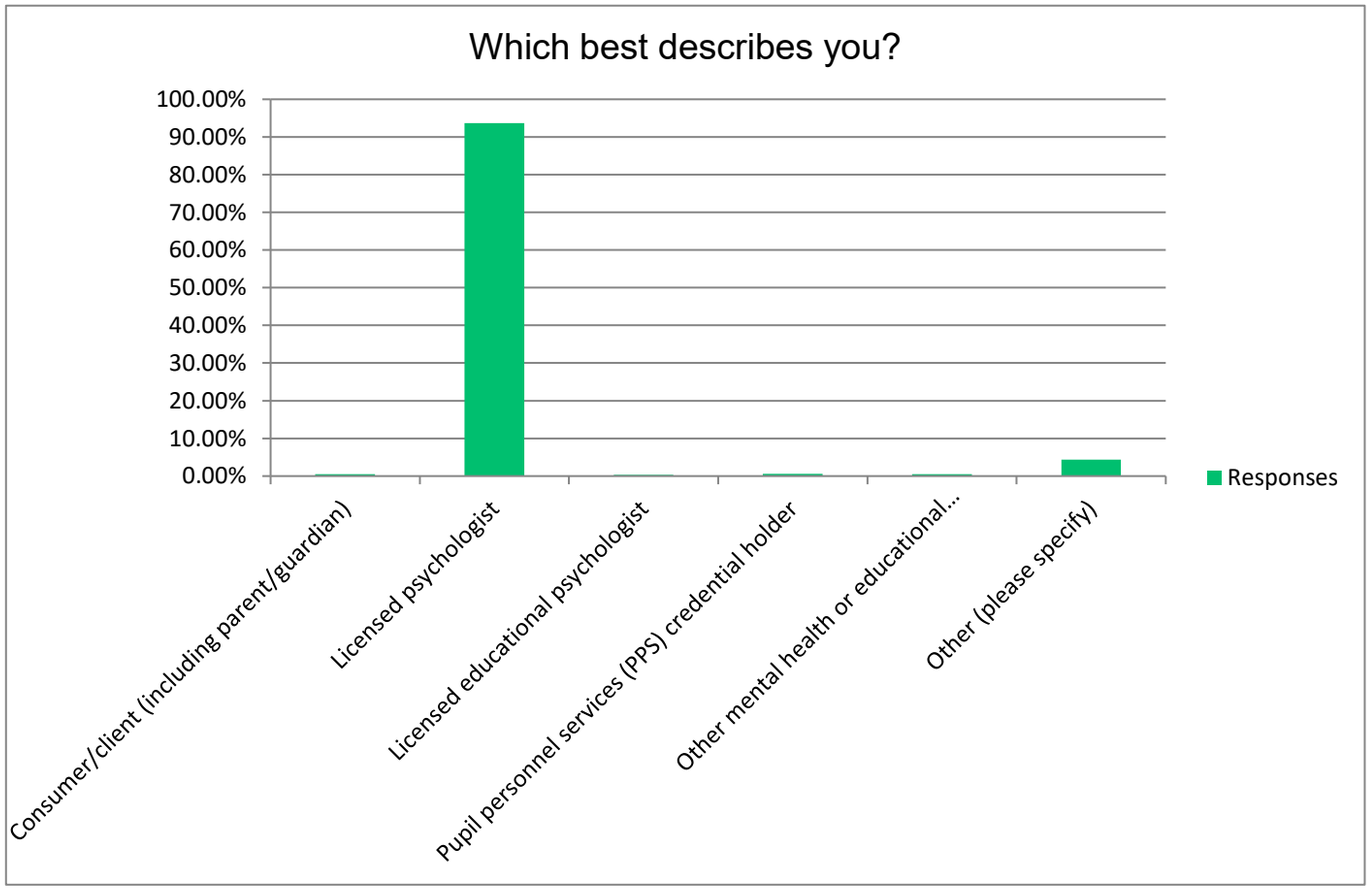
Staff recommend beginning with option 2 to research and identify publicly available resources that may align with the Board's consumer-education goals, support consistency with broader statewide messaging on behavioral-health roles, and ensure the Board's work is informed by the broader landscape of public-education efforts. This option reflects a responsible and informed approach to consumer education. If already available information cannot be found, then staff will proceed with Option 1.

Attachment:
Survey Result Charts

Action Requested:
This item is for information only.

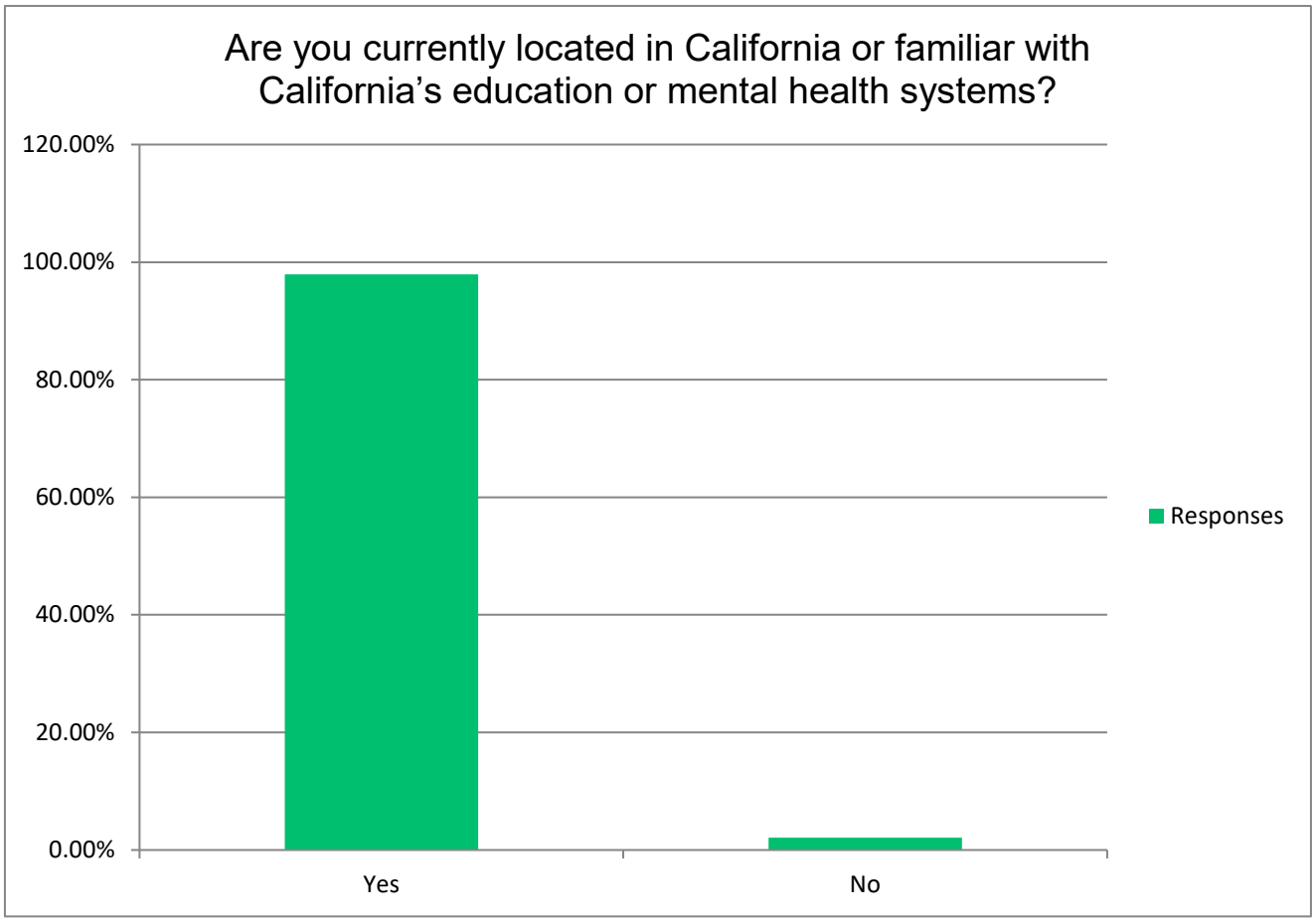
Q1 Which best describes you?

Answer Choices	Responses	
Consumer/client (including parent/guardian)	0.49%	4
Licensed psychologist	93.65%	767
Licensed educational psychologist	0.37%	3
Pupil personnel services (PPS) credential holder	0.61%	5
Other mental health or educational professional (please specify)	0.49%	4
Other (please specify)	4.40%	36
	Answered	**819**
	Skipped	**2**



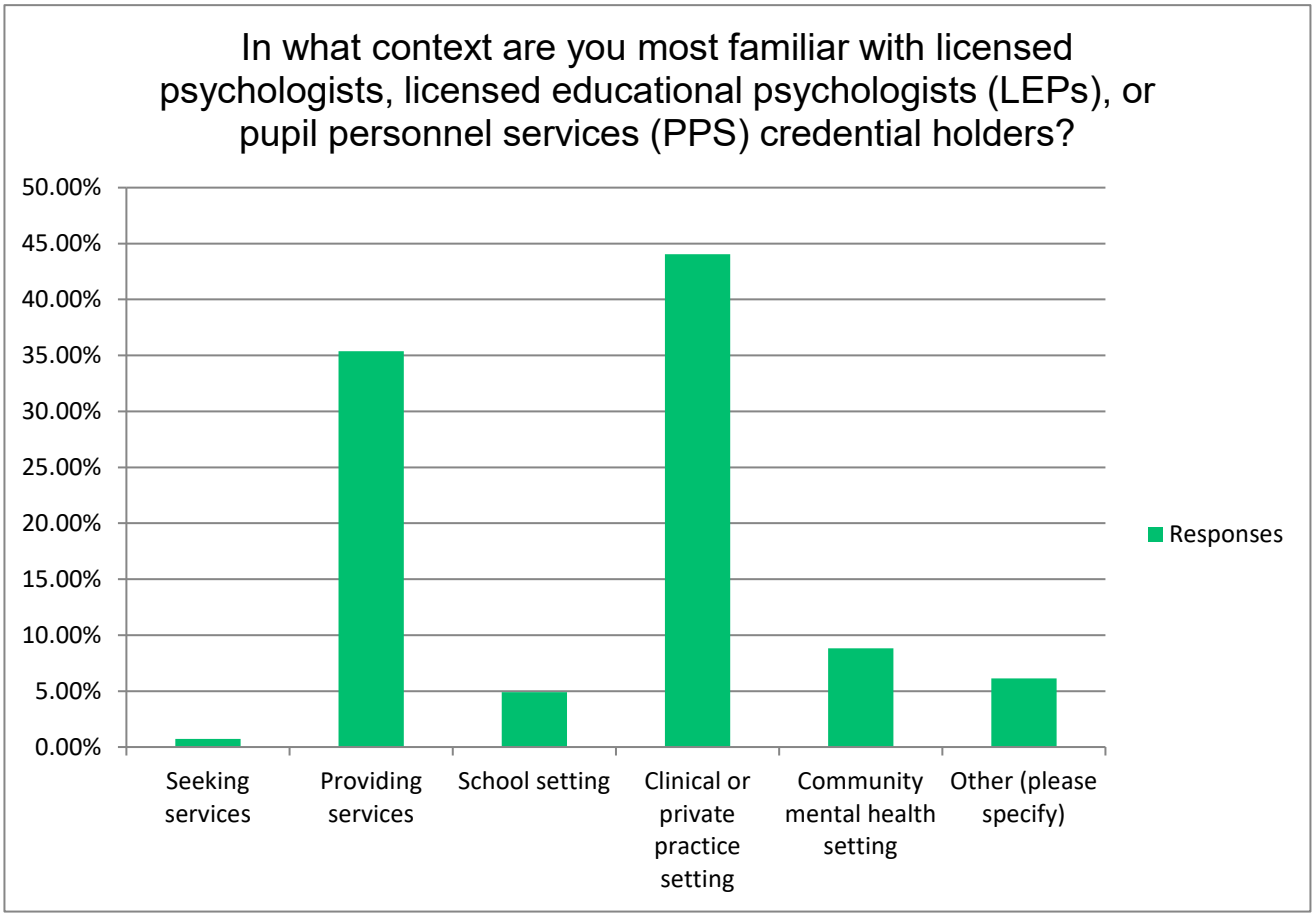
Q2 Are you currently located in California or familiar with California's education or mental health systems?

Answer Choices	Responses	
Yes	97.92%	800
No	2.08%	17
	Answered	**817**
	Skipped	**4**



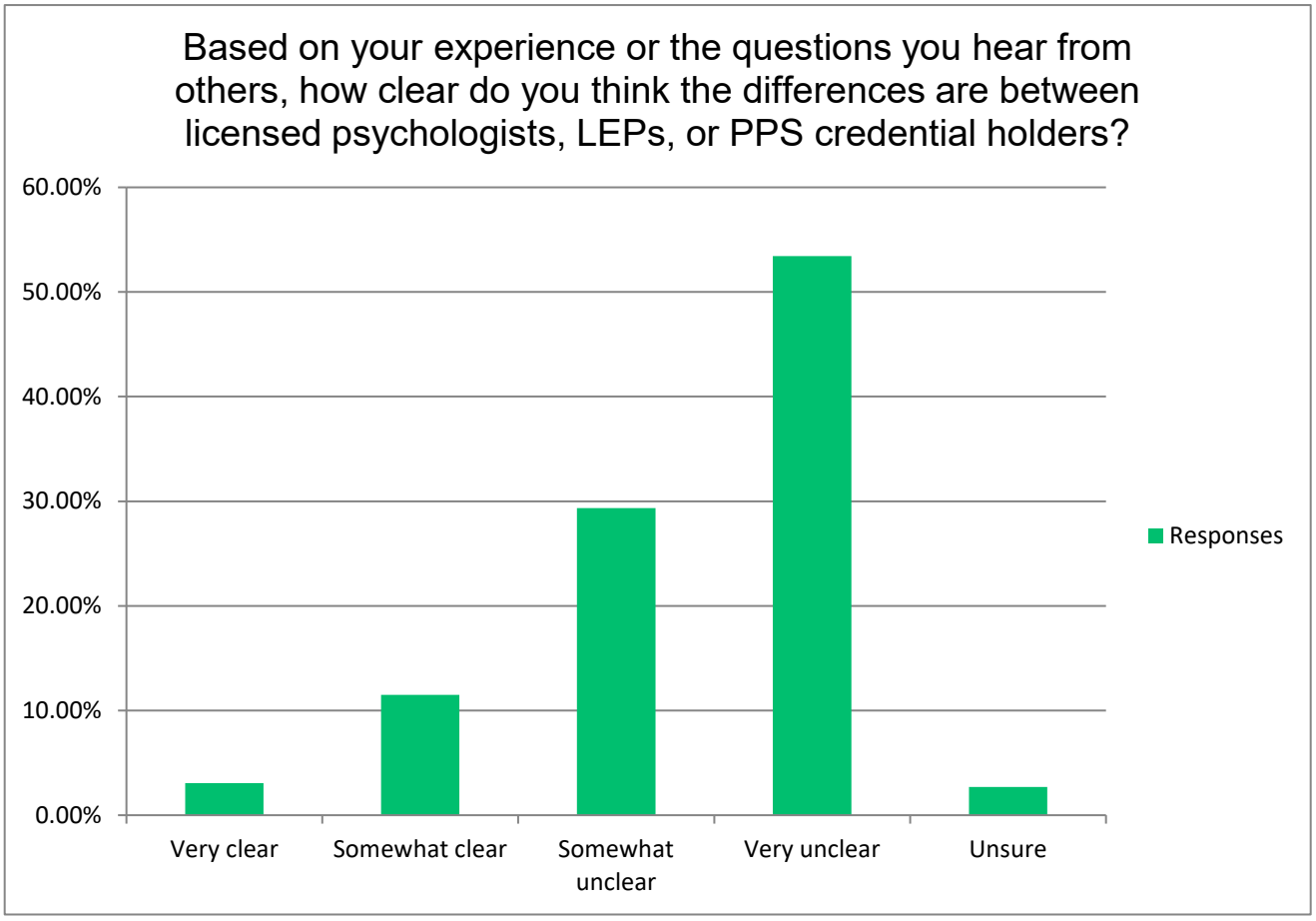
Q3 In what context are you most familiar with licensed psychologists, licensed educational psychologists (LEPs), or pupil personnel services (PPS) credential holders?

Answer Choices	Responses	
Seeking services	0.73%	6
Providing services	35.37%	289
School setting	4.90%	40
Clinical or private practice setting	44.06%	360
Community mental health setting	8.81%	72
Other (please specify)	6.12%	50
	Answered	**817**
	Skipped	**4**



Q4 Based on your experience or the questions you hear from others, how clear do you think the differences are between licensed psychologists, LEPs, or PPS credential holders?

Answer Choices	Responses	
Very clear	3.06%	25
Somewhat clear	11.49%	94
Somewhat unclear	29.34%	240
Very unclear	53.42%	437
Unsure	2.69%	22
	Answered	**818**
	Skipped	**3**

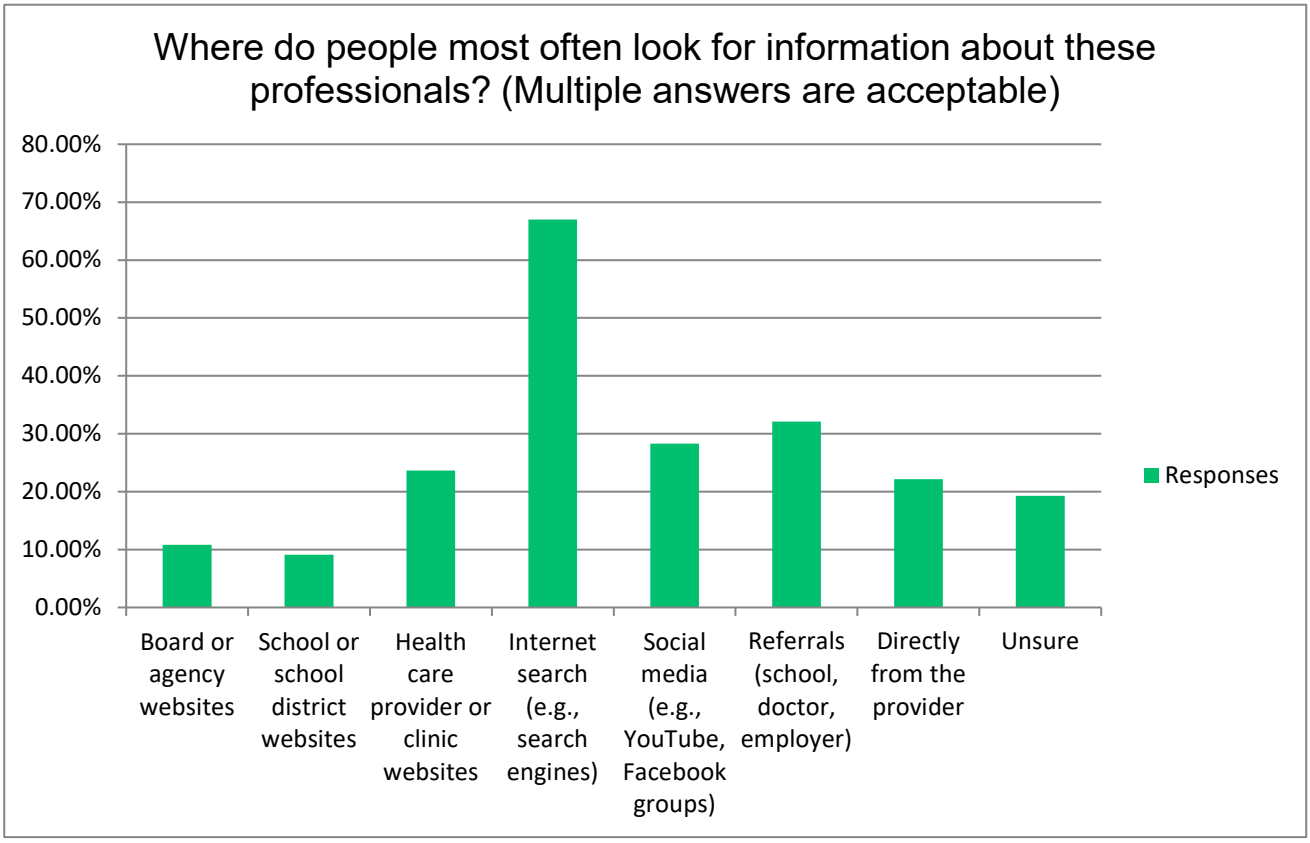


Q5 Based on your experience, which aspects of these roles or credentials seem most confusing? (Multiple answers are acceptable)

Answer Choices	Responses	
What each title means (e.g., psychologist, LEP, PPS)	75.79%	620
Titles or credentials that are mistaken for one another	58.19%	476
Differences between a license and a credential	63.81%	522
Differences in training or qualifications	77.63%	635
Types of services offered	65.89%	539
Practice settings (schools vs. private practice)	28.24%	231
Who is qualified to provide certain services	75.31%	616
How to verify a license or credential	17.60%	144
I have not observed confusion	1.59%	13
	Answered	**818**
	Skipped	**3**

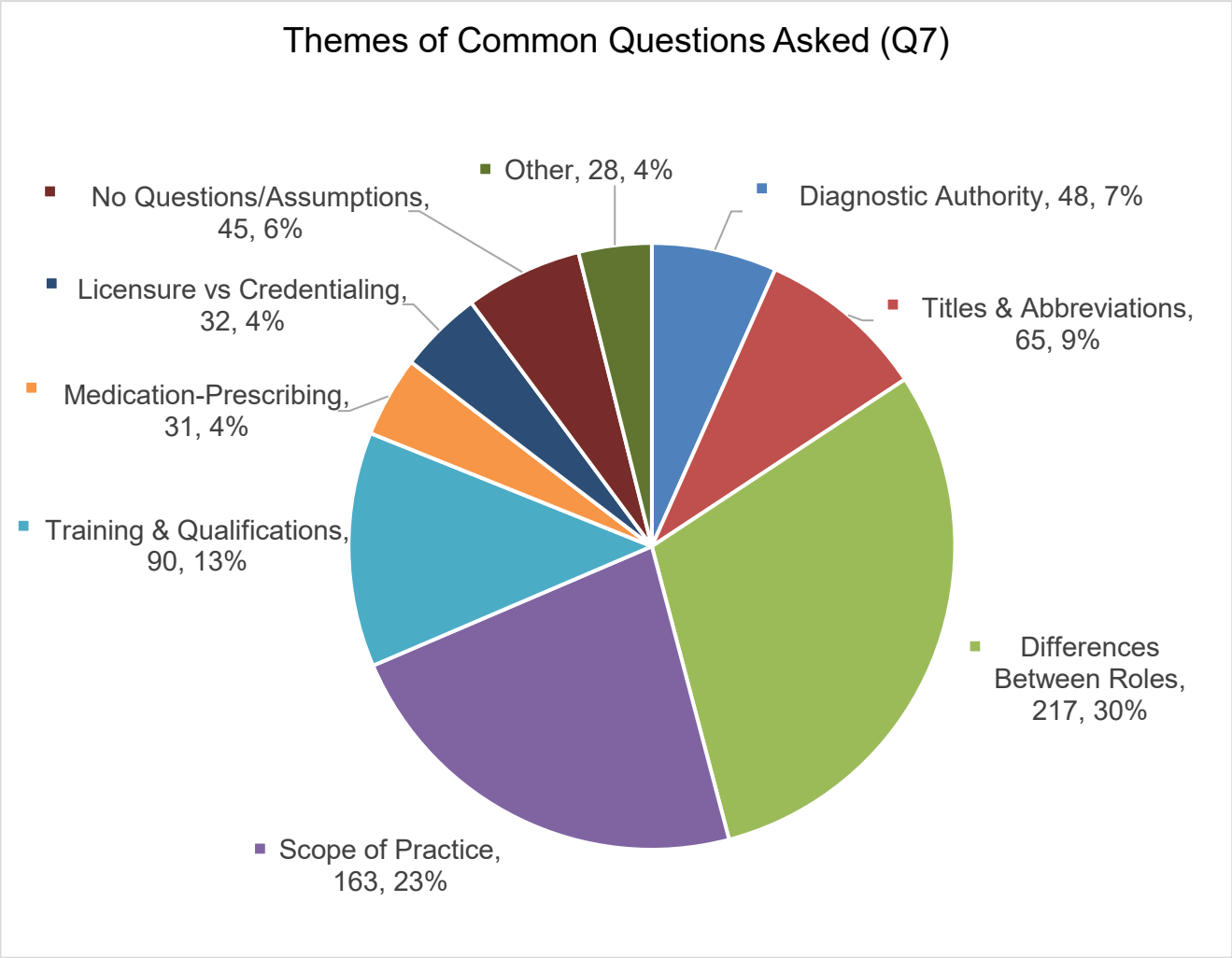
Q6 Where do people most often look for information about these professionals? (Multiple answers are acceptable)

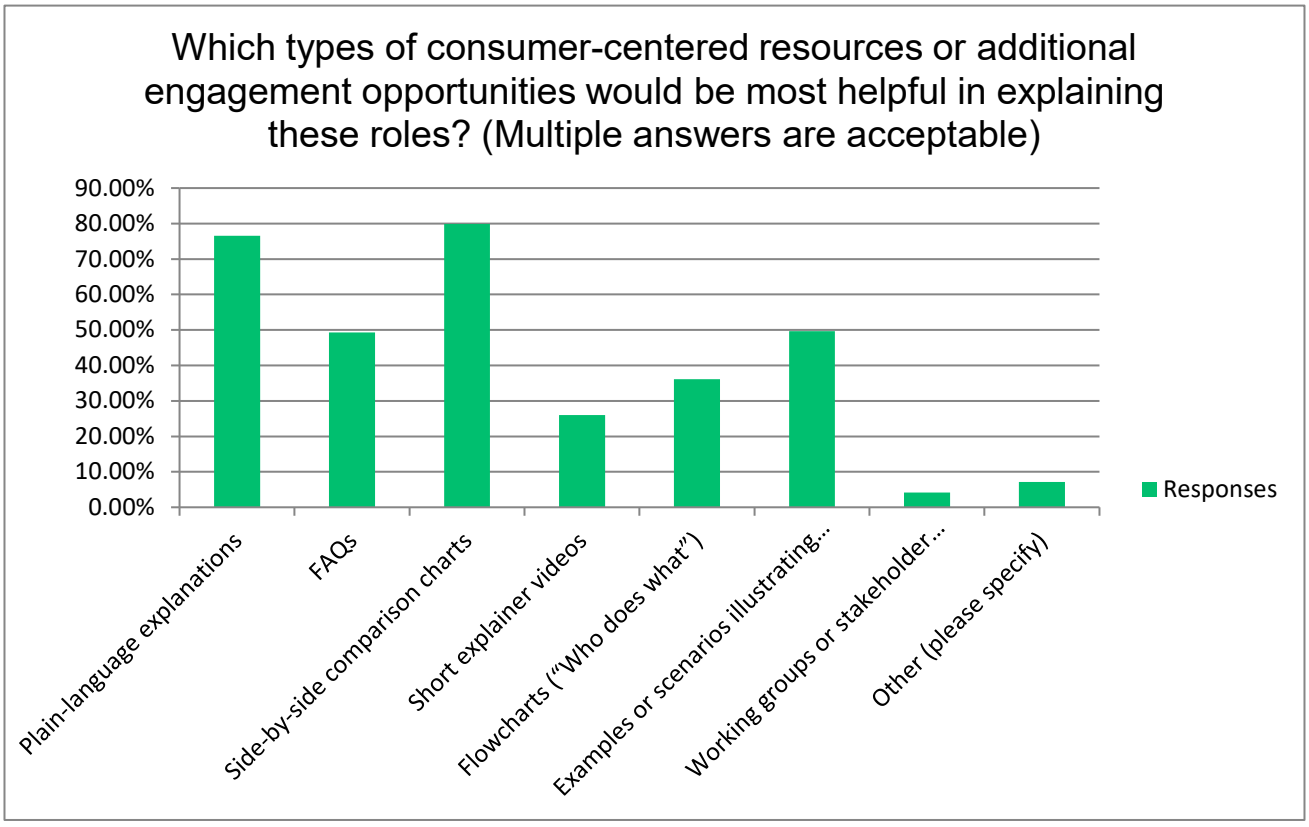
Answer Choices	Responses	
Board or agency websites	10.83%	87
School or school district websites	9.09%	73
Health care provider or clinic websites	23.66%	190
Internet search (e.g., search engines)	67.00%	538
Social media (e.g., YouTube, Facebook groups)	28.27%	227
Referrals (school, doctor, employer)	32.13%	258
Directly from the provider	22.17%	178
Unsure	19.30%	155
Other (please specify)	0.05%	44
	Answered	**803**
	Skipped	**18**



Q7 What questions do you or others most often ask about these licenses or credentials?

Answered	**510**
Skipped	**311**



Q8 Which types of consumer-centered resources or additional engagement opportunities would be most helpful in explaining these roles? (Multiple answers are acceptable)

Answer Choices	Responses	
Plain-language explanations	76.51%	619
FAQs	49.32%	399
Side-by-side comparison charts	79.85%	646
Short explainer videos	25.96%	210
Flowcharts (“Who does what”)	36.09%	292
Examples or scenarios illustrating when to seek each type of provider	49.69%	402
Working groups or stakeholder meetings	4.20%	34
Other (please specify)	7.17%	58
	Answered	**809**
	Skipped	**12**