

**LICENSURE COMMITTEE TELECONFERENCE MEETING
Notice and Agenda**

Friday, January 30, 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
Sandra Monterrubio, Assistant Executive Officer
Stephanie Cheung, Licensing Manager
Cynthia Whitney, Central Services Manager
Mai Xiong, Licensing/BreEZe Coordinator
Troy Polk, CPD/Renewals Coordinator
Susan Hansen, Examination Coordinator

Legal Counsel

Shelley Ganaway

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 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:
[Board of Psychology Licensure Committee Meeting 1.30.26](#)

If joining using the link above

Webinar number: 2495 065 4014

Webinar password: BOP130

If joining by phone

+1-415-655-0001 US Toll
Access code: 2495 065 4014
Passcode: 267130

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., Mendocino Room (2nd Floor, South #210)
Sacramento, CA 95834

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

12803 Pimperl 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 January 23, 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, January 30, 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: August 8, 2025
5. Staff Reports
 - a. Licensing Report (M. Xiong)
 - b. Continuing Education/Professional Development and Renewals Report (T. Polk)
 - c. Examination Report (S. Hansen)
6. EPPP Update (J. Burke)
7. Stakeholder Meeting Preparation: Update (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 Qualifications 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

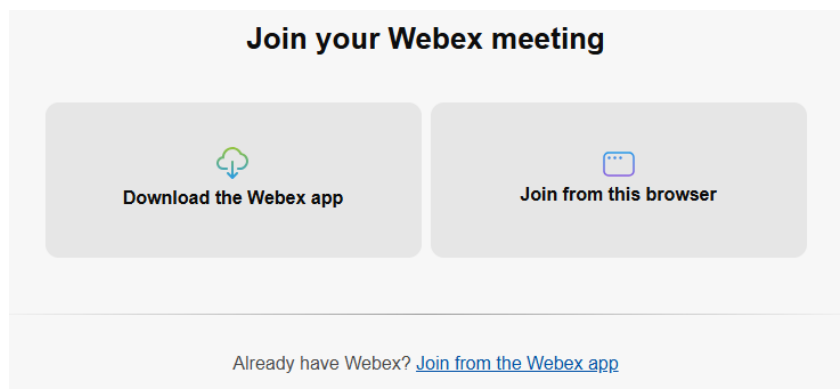
The goal of this committee is to create and maintain a clear and efficient framework for licensure, examination processes, and continuing professional development through the Board's statutes and regulations to ensure licensees meet the qualifications necessary to practice safely and ethically. The Committee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

Recommended: Join using the meeting link.

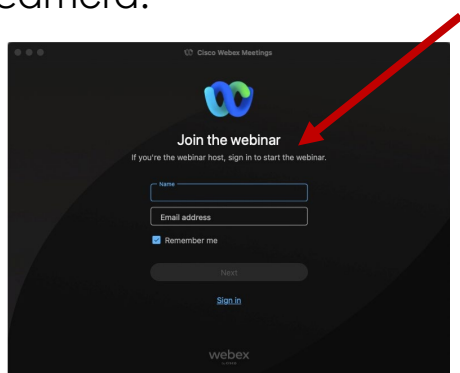
- 1 Click on the meeting link. This can be found in the meeting notice you received and is on the meeting agenda.
- 2 If you already have Webex on your device, click the bottom instruction, "Join from the Webex app."

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.



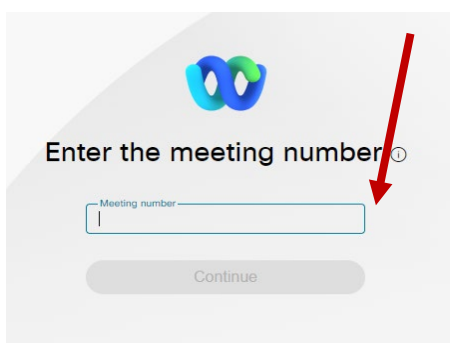
*Members of the public are not obligated to provide their name or personal information and may provide a unique identifier such as their initials or another alternative as well as a fictitious email address like in the following sample format: XXXXX@mailinator.com.

Alternative 1. Join from Webex.com

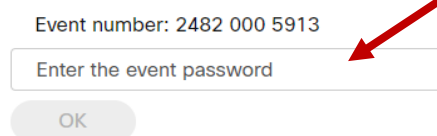
- 1 Click on “Join a Meeting” at the top of the Webex window.



- 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.



To view more information about the event, enter the event password.



- 3 The meeting information will be displayed. Click “Join Event.”

< Back to List

Meeting Name

Jones, Shelly@DCA | 9:45 AM - 9:55 AM | Thursday, Oct 14 2021 |
(UTC-07:00) Pacific Time (US & Canada)



Join Event



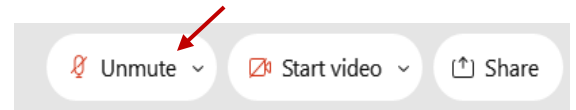
OR

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.

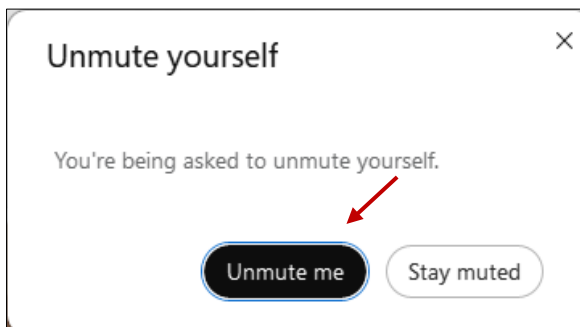
Note: Only panelists can mute/unmute their own microphones. Attendees will remain muted unless the moderator invites them to unmute their microphone.

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

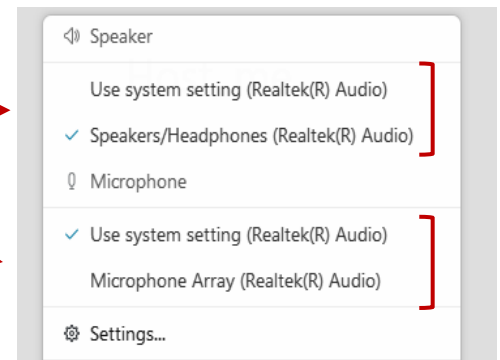
Click on the bottom facing arrow located on the Mute/Unmute button at the bottom of the Webex window.



2

From the drop-down menu, select different:

- Speaker options if you can't hear participants.
- Microphone options if participants can't hear you.

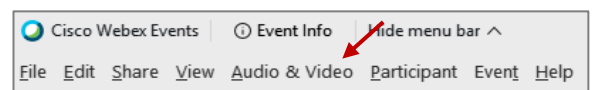


Continue to Experience Issues?

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.

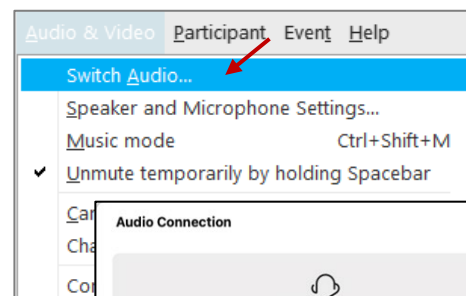
1

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



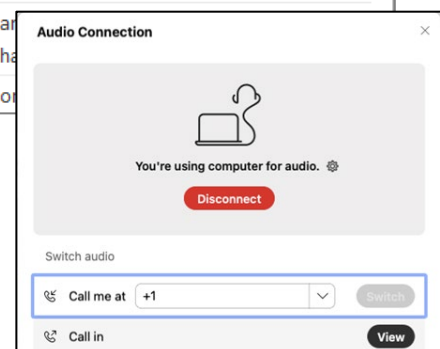
2

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)



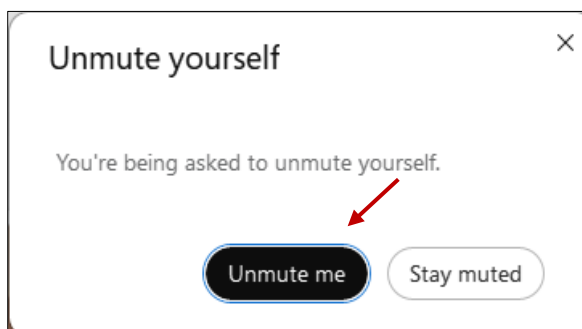
Press *3 to raise or lower your hand.

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.

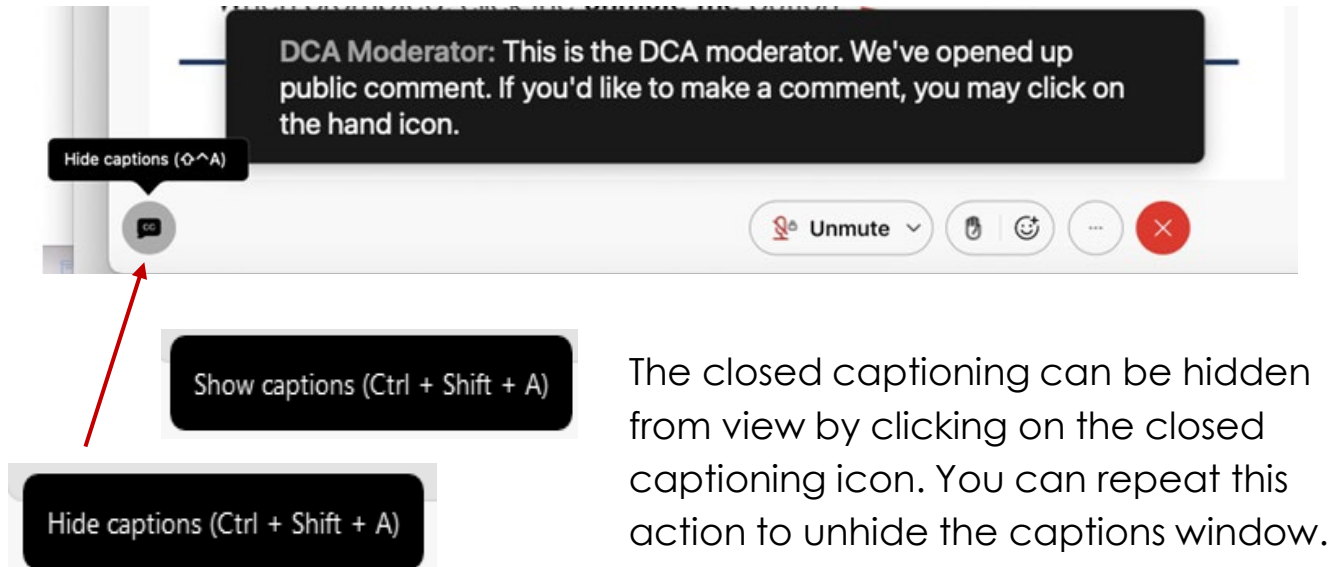


Joined via Telephone (Call-in User/Audio Only)

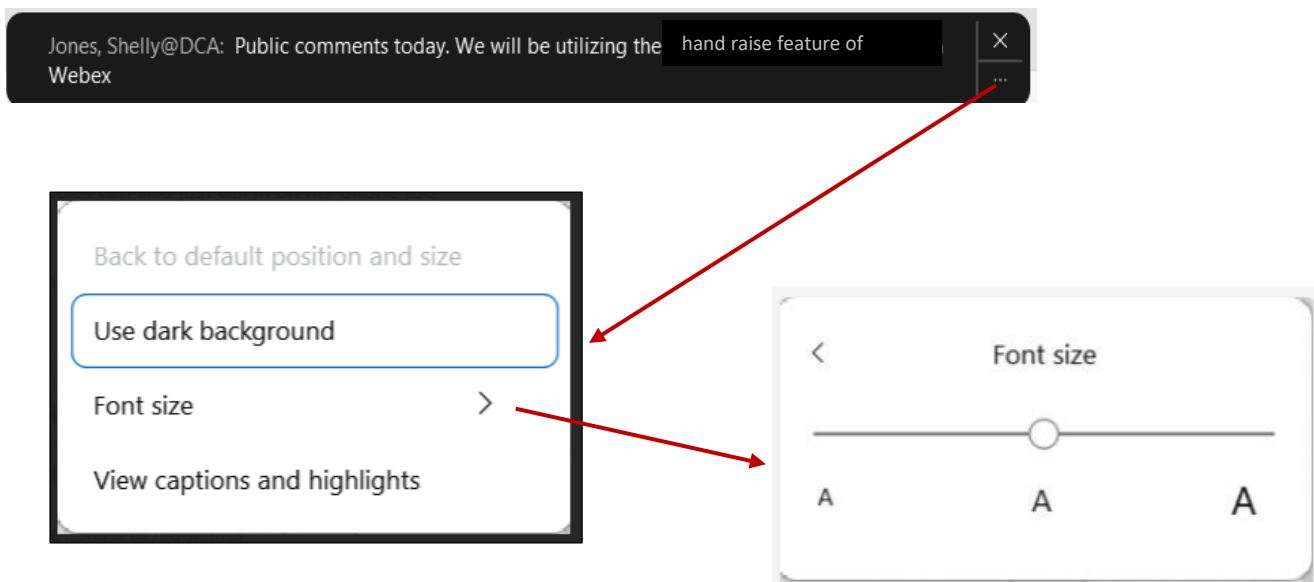


1. When you are asked to unmute yourself, press *6.
2. When you are finished speaking, press *6 to mute yourself again.

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.



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.



From: [Tamim Mohammad](#)
To: bopmail@DCA
Subject: Written Public Comment for Jan. 30 Licensure Committee Meeting [REDACTED]
Date: Wednesday, January 21, 2026 10:24:32 AM
Attachments: [Mohammad E PublicComment BOP LicensureCommittee 2026-01-21.pdf](#)

This Message Is From an External Sender

WARNING: This email originated from outside of the organization! Do not click links, open attachments, or reply, unless you recognize the sender's email.

[Report Suspicious](#)

Dear Licensure Committee Staff,

Please accept the attached written public comment for inclusion in the January 30, 2026 Licensure Committee meeting record. The attachment,

“Mohammad E PublicComment BOP LicensureCommittee 2026-01-21.pdf,” [REDACTED]

[REDACTED]. The comment addresses broader statewide issues involving alignment between licensure-based responsibilities, supervision standards, and public-safety functions in large behavioral-health systems.

I appreciate the Committee’s ongoing work to support safe and ethical practice in California.

Respectfully,

Dr. Esroruleh T. Mohammad, Ph.D.
[REDACTED]

On Fri, Jan 16, 2026 at 3:48 PM Psychology Board <00000013d0ed399d-dmarc-request@subscribe.dcalists.ca.gov> wrote:

Good afternoon,

The Licensure Committee of the Board of Psychology will meet on Friday, January 30th at 9:00 a.m., via WebEx and at in-person locations.

Agenda topics include an update on the status of the Examination for the Professional Practice of Psychology (EPPP), and further discussion about preparation for a Stakeholders Meeting.

To access the agenda, please do so at the below link:

https://psychology.ca.gov/about_us/meetings/index.shtml

Attending this Licensure Committee meeting will earn CPD credit under CPD Category #1 - Attendance at a California Board of Psychology Meeting.

Sincerely,

The Board of Psychology

Unsubscribe from the PSYCH-LICENSEES List:

<http://subscribe.dcalists.ca.gov/cgi-bin/wa?SUBED1=PSYCH-LICENSEES&A=1>

PUBLIC COMMENT

California Board of Psychology – Licensure Committee

Date: January 30, 2026

Public Comment – California Board of Psychology Licensure Committee

Thank you for the opportunity to provide comment.

I would like to highlight a statewide issue relevant to the Committee’s mandate to ensure safe and ethical psychological practice: the growing misalignment between the essential functions of licensed psychologists and the duties assigned within large public behavioral-health systems. Across multiple California counties, psychologists report inconsistent supervision practices, administrative reassignment of clinical responsibilities, and uncertainty regarding how core functions—such as suicide-prevention communication, postvention coordination, and interdepartmental consultation—are being defined.

These patterns have significant implications for public protection. Interruptions in postvention or suicide-prevention communication, displacement of licensed clinical duties into administrative roles, and duty statements that do not reflect licensure-based obligations affect psychologists’ ability to meet statutory requirements and APA Ethical Standards. Psychologists in public systems may also encounter challenges when supervision structures do not fully support duties required under licensure, particularly in high-risk or postvention contexts. Clarity in role definition and supervision structure is foundational to competent practice and public safety.

In light of these concerns, I respectfully suggest that future agenda items consider whether statewide guidance or clarification may be beneficial in the following areas:

- identifying essential functions of licensed psychologists in public behavioral-health systems
- ensuring that supervision models support required postvention and suicide-prevention responsibilities
- reviewing how duty-statement revisions within large agencies align with licensure standards and public-safety mandates

Thank you for considering these issues as the Committee continues its work to support regulatory clarity, professional integrity, and public safety.

MEMORANDUM

DATE	January 13, 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: August 8, 2025

Background:

Attached are the draft minutes of the August 8, 2025, Licensure Committee Meeting.

Action Requested:

Review and approve the minutes of the August 8, 2025, Licensure Committee Meeting.

MINUTES OF LICENSURE COMMITTEE MEETING
AUGUST 8, 2025

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 Pimperl 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
Troy Polk, CPD/Renewals Coordinator
Mai Xiong, Licensing/BreEZe Coordinator
Susan Hansen, Examination Coordinator
Shelley Ganaway, Board Counsel

Friday, August 8, 2025

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

Dr. Harb Sheets called the meeting to order at 10:00 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.

45 Dr. Harb Sheets called for public comment.

46
47 No public comment was offered.

48
49 **Agenda Item #3: Public Comment for Items Not on the Agenda**

50
51 Dr. Harb Sheets called for public comment.

52
53 No public comment was offered.

54
55 **Agenda Item #4: Review and Possible Approval of Licensure Committee Meeting**
56 **Minutes: January 31, 2025**

57
58 It was (M)Tate(S)Nystrom(C) to adopt the January 31, 2025, Licensure Committee
59 meeting minutes.

60
61 Dr. Harb Sheets called for public comment.

62
63 No public comment was offered.

64
65 Votes

66 3 ayes (Harb Sheets, Nystrom, Tate), 0 noes

67
68 **Agenda Item #5: Staff Reports**

69
70 **a. Licensing Report**

71
72 Dr. Harb Sheets introduced Ms. Xiong to provide the Licensing Unit report, starting on
73 page 18 of the meeting materials.

74
75 Dr. Harb Sheets called for Committee comment.

76
77 No Committee comment was offered.

78
79 Dr. Harb Sheets called for public comment.

80
81 Three commenters requested clarification on where to access the meeting materials,
82 and were given guidance.

83
84 No further public comment was offered.

85
86 **b. Continuing Professional Development (CPD) and Renewals Report**

87
88 Dr. Harb Sheets introduced Mr. Polk to provide the update on this item, starting on page
89 28 of the meeting materials.

90

91 Dr. Harb Sheets commented that it would be interesting to compare this year and last to
92 illustrate the various channels through which people were obtaining CPD.

93
94 Dr. Harb Sheets called for Committee comments.

95
96 No Committee comment was offered.

97
98 Dr. Harb Sheets called for public comment.

99
100 Dr. Zyanya Mendoza commented that, though she had been selected for an audit, and
101 had successfully completed it, she did point out that the PDF form was difficult to use,
102 and that it somewhat hindered the input of the requested information.

103
104 Dr. Harb Sheets concurred that the form was difficult to use, and staff were working to
105 make it more user-friendly.

106
107 Dr. Adrian Casadaban asked for clarification on the audit process, and whether every
108 licensee was audited.

109
110 Mr. Polk explained the process, clarifying that staff audits approximately 2% of all
111 approved renewals. He added that the aforementioned PDF form is merely offered as a
112 convenience, and is not required to be submitted as part of the audit process.

113
114 Dr. Leslie Snyder commented that she appreciated the move from the Continuing
115 Education (CE) model to CPD, adding that she expects it will help increase her own
116 involvement in Board business.

117
118 No further public comment was offered.

119
120 c. Examination Report

121
122 Dr. Harb Sheets introduced Ms. Hansen to provide the update on this item, starting on
123 page 34 of the meeting materials.

124
125 Dr. Harb Sheets called for Committee comment.

126
127 No Committee comment was offered.

128
129 Dr. Harb Sheets called for public comment.

130
131 Dr. Dertsakyan expressed concern about the pass rate of the Examination for the
132 Professional Practice of Psychology (EPPP), adding that she and many of her
133 colleagues struggle to pass the exam. She asked whether there were anything the
134 Board could do to provide a better outcome.

135

Dr. Harb Sheets commented that there was concern among Board Members that the difficulty many test-takers have in passing the examination could potentially point to it being a barrier to licensure.

Dr. Araceli Lopez-Arenas agreed with the previous speaker.

Dr. Harb Sheets commented that she herself had the same difficulties in passing, and that the Board was taking a look at the matter. She recommended asking California Psychological Association (CPA) for professional guidance.

Dr. Jose Corena asked whether there was currently discussion about extending the six-year limit to complete the examination process for licensure.

Mr. Burke commented that no such discussion was currently taking place.

Dr. Jason Frye commented on his own repeated attempts to pass the EPPP, and that for him and others, the six-year limit to complete the exam raises the possibility of losing employment since the examination is so difficult to pass.

Dr. Sarah Roche commented that she had herself recently passed the EPPP, but noted that the very format of the test makes it so difficult. She added that even highly competent people struggle with the examination because of the lack of clarity in many of the questions themselves.

No further public comment was offered.

Agenda Item #6: EPPP Update

Dr. Harb Sheets provided the update on this item, starting on page 36 of the meeting materials. She asked Mr. Burke to speak about the Association of State and Provincial Psychology Boards (ASPPB) town hall meeting scheduled for September 18, 2025.

Mr. Burke commented that staff would launch an outreach campaign regarding current ASPPB actions. The town hall meeting on the 18th is directed to students and license certification candidates to explain what is new, what to expect, as well as a portion for questions and answers. He added that this information would be on social media, too.

Dr. Harb Sheets asked Mr. Burke to share information about the Board's earlier efforts to craft an alternative to the EPPP.

Mr. Burke explained that several years ago, the Board had studied the feasibility of developing a statewide examination as an alternative to the EPPP. However, given the high development costs, as well as the potential impacts on license portability and reciprocity, the Board decided not to pursue this process further.

Dr. Harb Sheets commented that there was also a concern that there might be a year or so during which time no licenses would be issued. She added that ASPPB had just recently sent out a survey to licensees asking for their input.

Mr. Burke commented that the email survey that ASPPB sent out arrived too late to be included in the meeting materials, but that more would be known for the August 22, 2025, Board Meeting. He explained that ASPPB was conducting a job task analysis survey, and is asking all the various boards to assist in distributing this survey to licensees. He said that more would be posted on social media.

Dr. Harb Sheets called for Committee comment.

Dr. Tate referenced the meeting materials, pointing out the Board's recent letter to ASPPB regarding the EPPP.

Dr. Harb Sheets commented that the Board is engaged and aware of the concerns of its candidates regarding EPPP pass rates, even if the Board's efforts are not always seen.

Mr. Burke commented that while the letter has only recently reached ASPPB, he has already had a productive discussion with Dr. Mariann Burnetti-Atwell, Chief Executive Officer of ASPPB, about implementation concerns that were specific to California, including the challenge of getting everything in place for the relatively short regulatory and legislative timeframes ahead of a 2027 implementation.

Dr. Harb Sheets called for public comment.

Dr. Araceli Lopez-Arenas asked how stakeholders might obtain this information outside of the Board's social media or email subscriber list.

Mr. Burke provided information on how to subscribe to receive emails from the Board detailing upcoming meetings and other critical developments. He also pointed to the Board's newsletters, released quarterly and found on the Board's website under the Publications tab.

Commenter Janelle spoke of her own unsuccessful attempts to pass the EPPP and concurred with an earlier comment about the examination itself being structurally flawed and often incomprehensible. She expressed concerns about ASPPB controlling all aspects of an examination that consistently yields such a low passing rate.

Dr. Roxanne Upah Crenshaw expressed concern that the EPPP acted as a gatekeeper to licensure in that it was preventing qualified candidates from practicing based on their training. She commented that the purpose of licensure was to protect the public, but that EPPP does not serve that purpose.

Dr. Janet Farrell requested that the Committee recommend to the full Board that Mr. Burke be delegated to communicate with the Executive Officer of the Texas State Board of Examiners regarding an alternative to the EPPP. She requested that the Board

develop specific questions for Mr. Burke to bring up in those discussions. She commented that this interaction could lead to reciprocity between California and Texas, and alleviate the shortage of licensed practitioners.

Dr. Jessica Silsby concurred with previous comments about having a dialogue with Texas about alternatives to the EPPP, and increasing the opportunities for reciprocity.

Dr. Jason Frye commented on statistics showing a dramatic decrease in EPPP pass rates between 2012 and 2023.

Dr. John K. Roberts asked about the EPPP pass rate in California as compared to other states. He also commented that he would like to see a way for long-time licensees to be grandfathered in if they need to apply for relicensure, so as not to have to take the EPPP at a late stage in their life and career.

Ms. Hansen provided statistics on recent pass rates.

Dr. Chanel Batiste echoed previous comments about reaching out to other state boards to develop an alternative to the EPPP.

Dr. Anna McCarthy commented that the EPPP was poorly constructed, with questions that were needlessly vague or overly specific, having little bearing on the practice of psychology.

The next commenter spoke about the administration of the EPPP, and expressed concern that the emphasis was on content rather than the process of taking and passing the examination.

Peter Fernandez asked for clarification on whether the current discussion involved the EPPP or the EPPP2.

Dr. Harb Sheets directed Mr. Fernandez to the meeting materials for historical background and status of the examinations.

Dr. Jennifer Callahan echoed concerns from previous comments about the dramatic decrease in EPPP pass rates since 2012. She commented that it was important to understand how trends in teaching practices have evolved over time to be able to understand this decline.

Dr. Kent Coleman concurred with Dr. Callahan about the need for metrics to understand the change in pass rates.

Dr. Charles Pilavian commented that the key question at the heart of this discussion is whether the EPPP demonstrates a clinician's knowledge, or their potential competence as a practitioner.

No further public comments were offered.

Agenda Item #7: Barriers to Telehealth Survey Follow-Up: Telehealth Best Practice – Reference Document

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

Dr. Harb Sheets called for Committee comment.

No Committee comment was offered.

Dr. Harb Sheets called for public comment.

No public comment was offered.

Agenda Item #8: Stakeholder Meeting Preparation: Update

Ms. Cheung provided the update on this item.

Dr. Harb Sheets called for Committee comment.

Dr. Tate commented appreciation that the meeting had been delayed, thus allowing adequate time to prepare for a fruitful discussion.

Ms. Nystrom concurred with Dr. Tate's comment.

Dr. Harb Sheets called for public comment.

No public comment was offered.

Agenda Item #9: Recommendations for Agenda Items for Future Licensure Committee Meetings

This item was not taken up.

CPD Credit for Meeting Attendance

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

Agenda Item #10: 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

322 Closed session commenced at 11:51 a.m.

323

324 **ADJOURNMENT**

325

326 The meeting adjourned at 1:15 pm without reconvening open session.

327

DRAFT

MEMORANDUM

DATE	January 13, 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**
Psychologist*	20,024	20,580	21,116	22,005	22,218	22,289	22,611	22,744	23,559	23,833
Psychological Associate***	1,446	1,446	1,361	1,344	1,348	1,450	1,744	1,827	1,810	1,879
Psychological Testing Technician****	N/A	N/A	N/A	N/A	N/A	N/A	N/A	24	107	127
Research Psychoanalyst*****	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	74	71
Student Research Psychoanalyst*****	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22	22

*Includes licensees who are in Current, Inactive, Retired, Military Inactive, and Military Active status

**As of January 13, 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.

BreEZe Update:

As part of Senate Bill (SB) 775 implementation, the online application for out-of-state psychologists seeking temporary practice authorization in California under Section 2912 of the Business and Professions Code (BPC) became available on BreEZe as of January 6, 2026. For your reference, Section 2912 of the BPC allows licensed psychologists from other U.S. states or Canada to temporarily provide psychological services in California for up to 30 consecutive days per calendar year, if specific requirements are met.

Licensing Population Report:

As of January 16, 2026, there are 23,833 licensed psychologists, 1,879 registered psychological associates, 127 registered psychological testing technicians, 71 research psychoanalysts, and 22 student research psychoanalysts that are overseen by the Board. The Licensing Population Report (Attachment A) provides a snapshot of the number of psychologists, psychological associates, psychological testing technicians,

research psychoanalysts, and student research psychoanalysts in each status at the time it was generated.

Application Workload Reports:

The attached reports provide statistics from July 2025 through December 2025 on the application status by month for psychologist license and psychological associate 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

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 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 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, there is an increase of 96 psychologist applications, 26 psychological associate applications, 24 psychological associate notifications, 18 psychological testing technician applications, and 28 psychological testing technician notifications.

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 January 13, 2026
- B. Application Workload Reports July 2025 – December 2025 as of January 13, 2026
- C. Applications and Notifications Received January 2025 – December 2025 as of January 13, 2026
- D. Average Application Processing Timeframes – July 2025 to December 2025 as of January 13, 2026

Action:

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



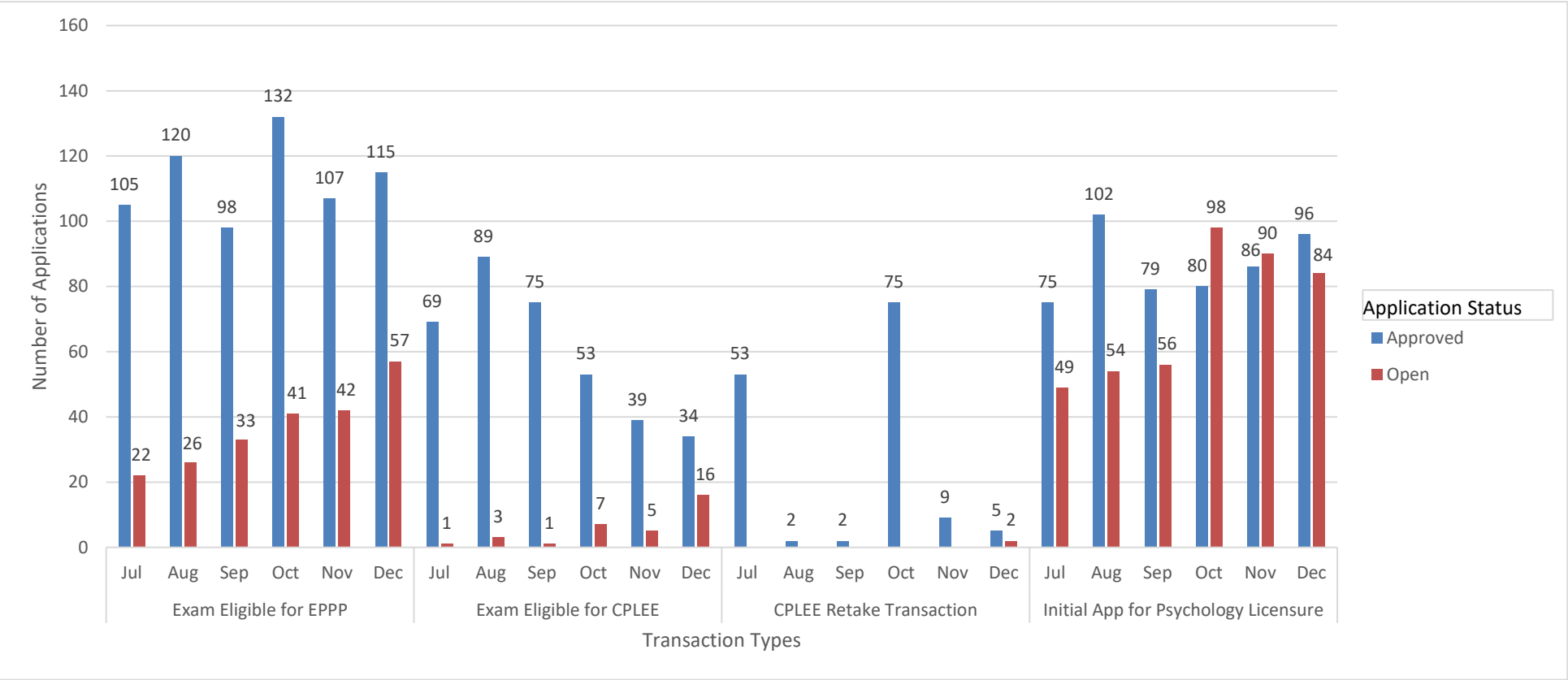
STATE DEPARTMENT OF CONSUMER AFFAIRS
BREEZE SYSTEM



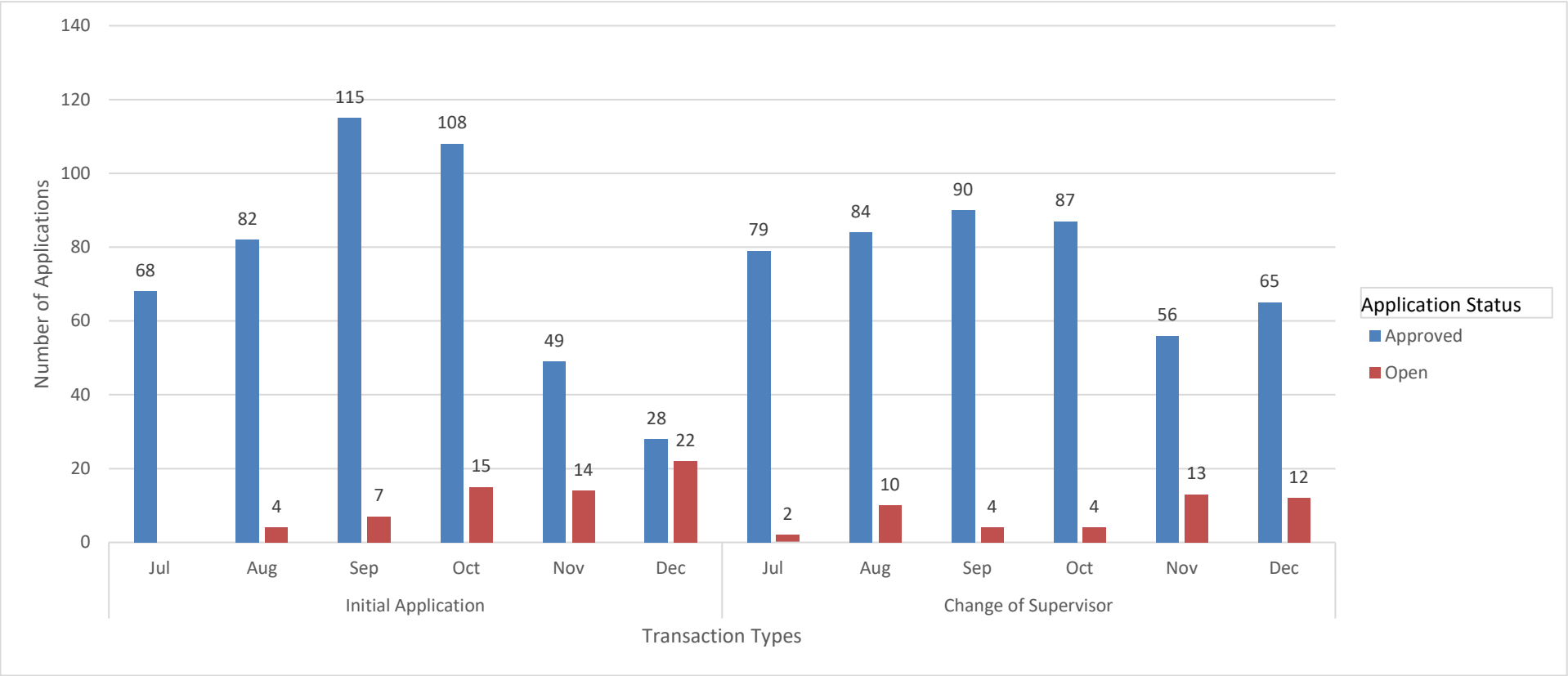
LICENSING POPULATION REPORT
BOARD OF PSYCHOLOGY
AS OF 1/13/2026

License Type	License Status											Total
	Licensing								Enforcement			
	Current	Inactive	Military Inactive	Military Active	Delinquent	Cancelled	Retired	Deceased	Surrendered	Revoked	Revoked, Stayed, Probation	
Psychologist	21,153	1,772	2	0	1,387	8,984	906	1,102	281	168	127	35,882
Psychological Associate	1,818	61	0	0	76	25,344	0	8	16	8	20	27,351
Psychological Testing Technician	127	0	0	0	5	44	0	0	0	0	0	176
Research Psychoanalyst	71	0	0	0	18	29	0	5	0	1	0	124
Student Research Psychoanalyst	22	0	0	0	10	39	0	0	0	0	0	71
Total	23,191	1,833	2	0	1,496	34,440	906	1,115	297	177	147	63,604

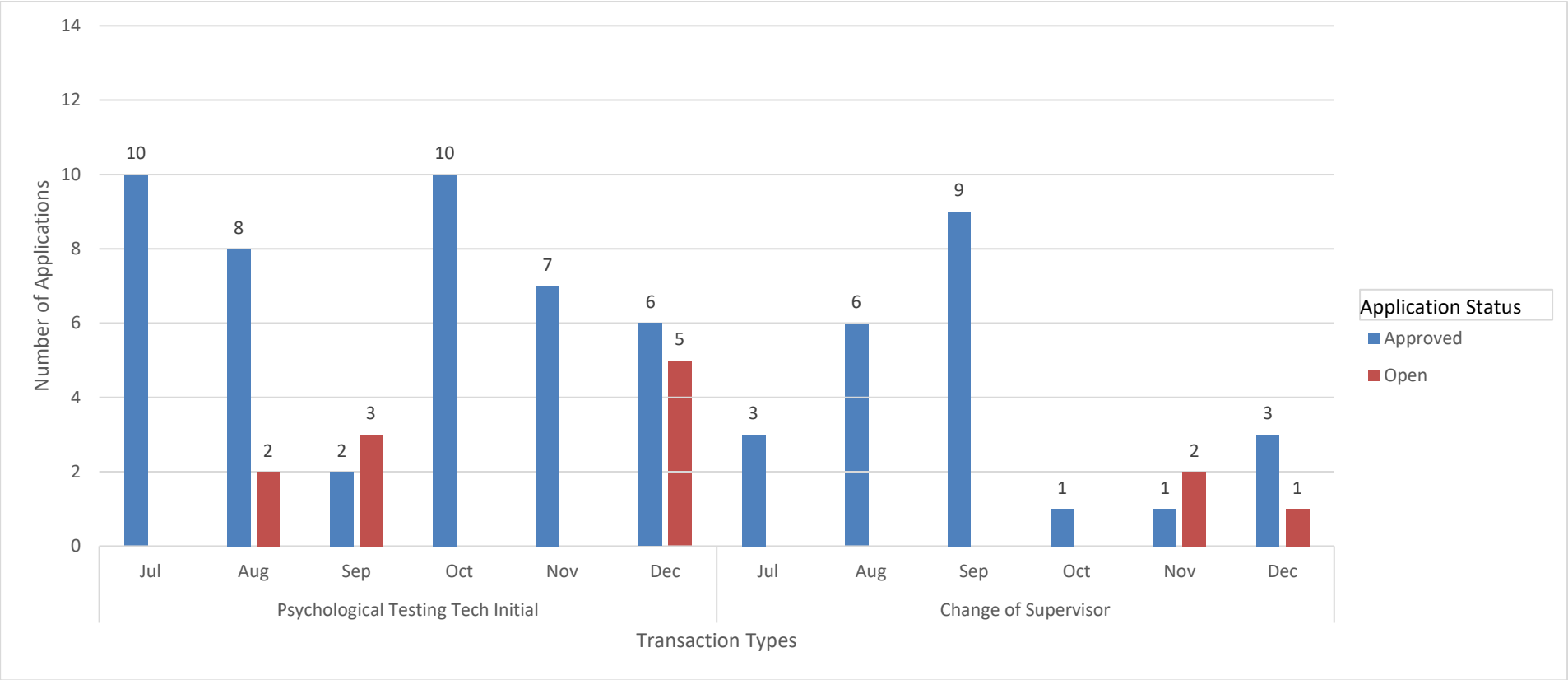
Psychologist Application Workload Report
July 1, 2025 to December 31, 2025
As of January 13, 2026



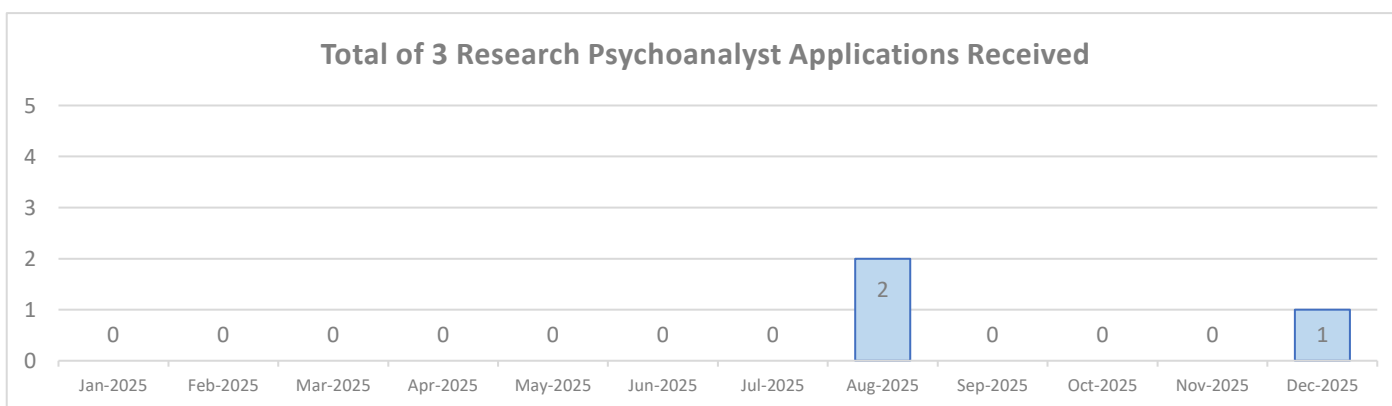
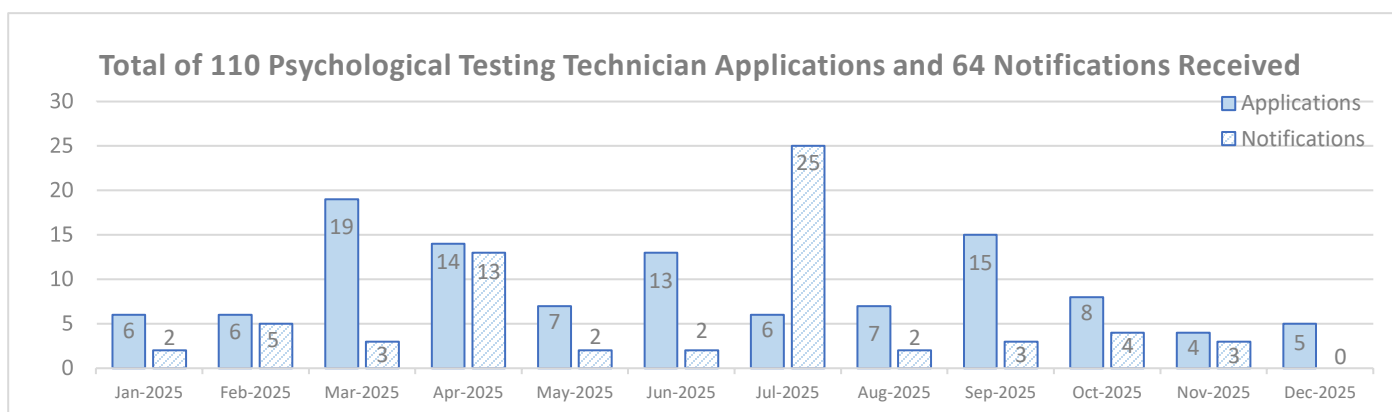
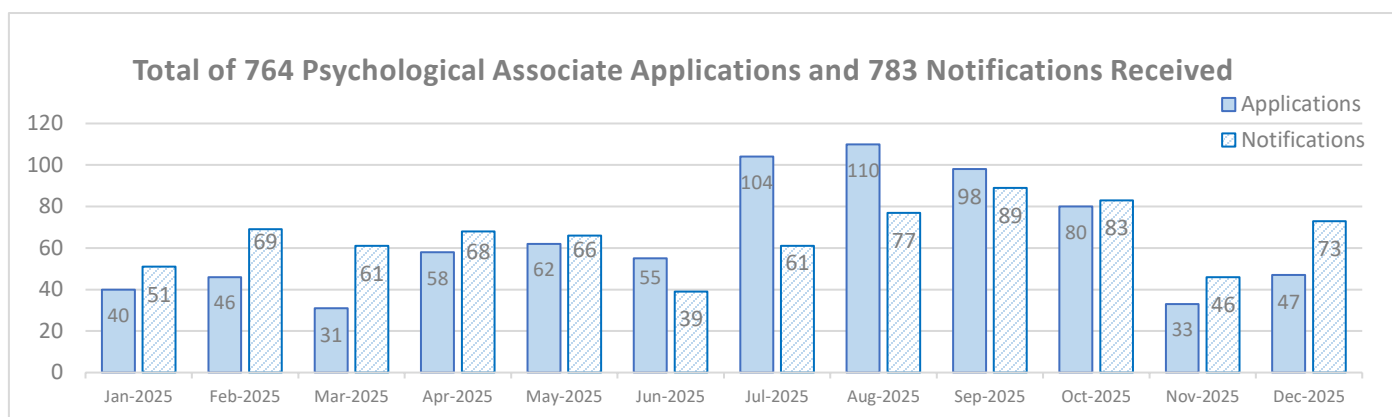
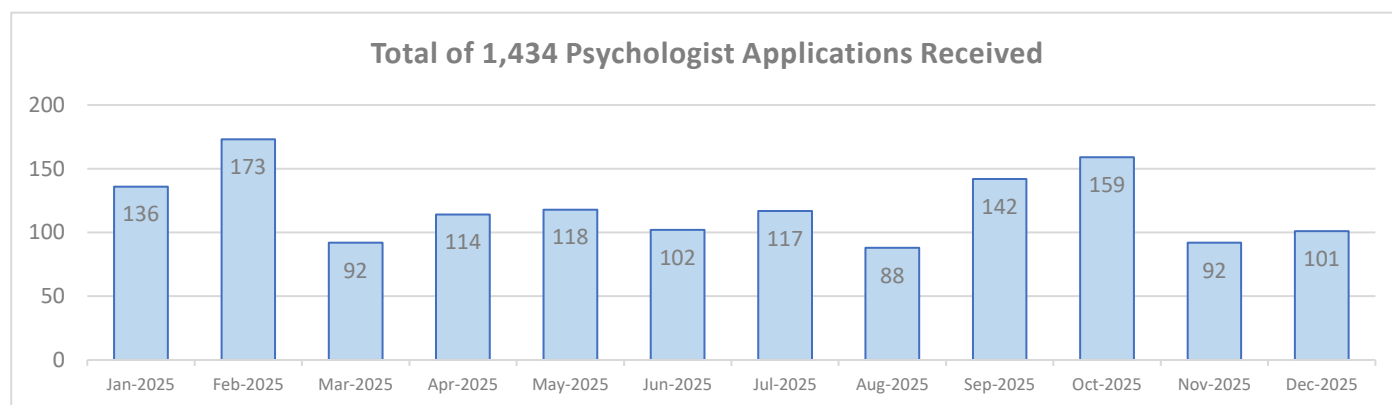
Psychological Associate Application Workload Report
July 1, 2025 to December 31, 2025
As of January 13, 2026



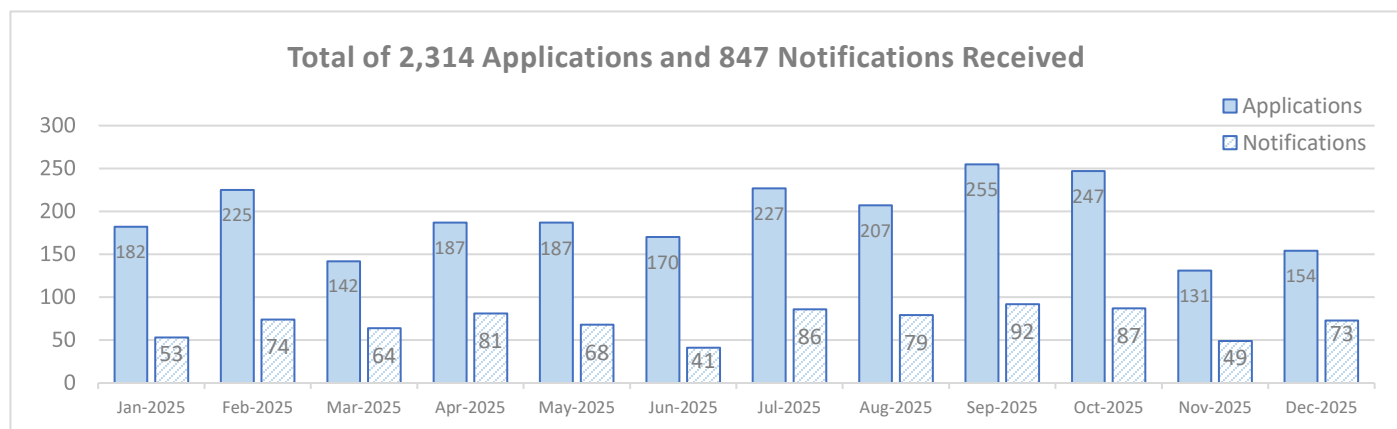
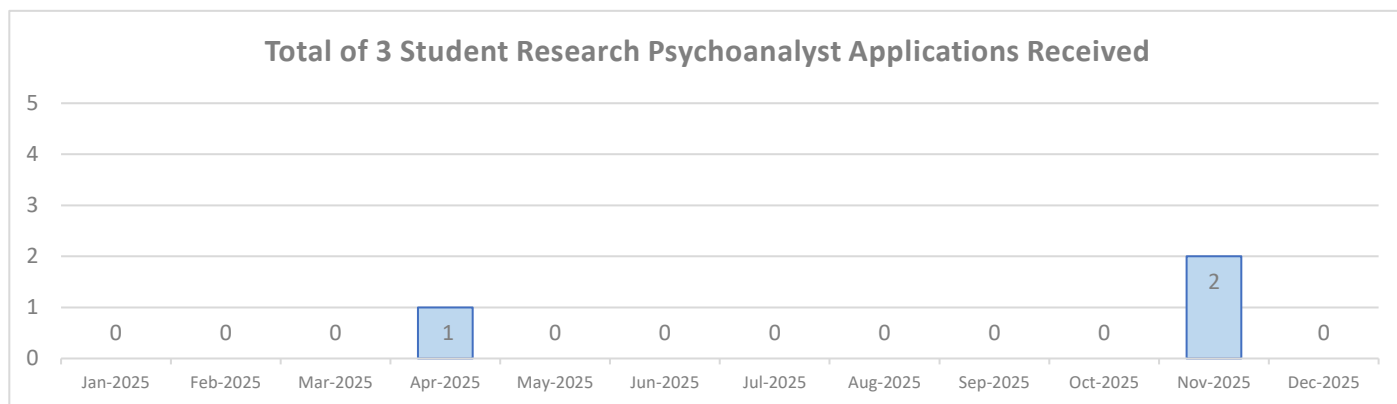
Psychological Testing Technician Application Workload Report
July 1, 2025 to December 31, 2025
As of January 13, 2026



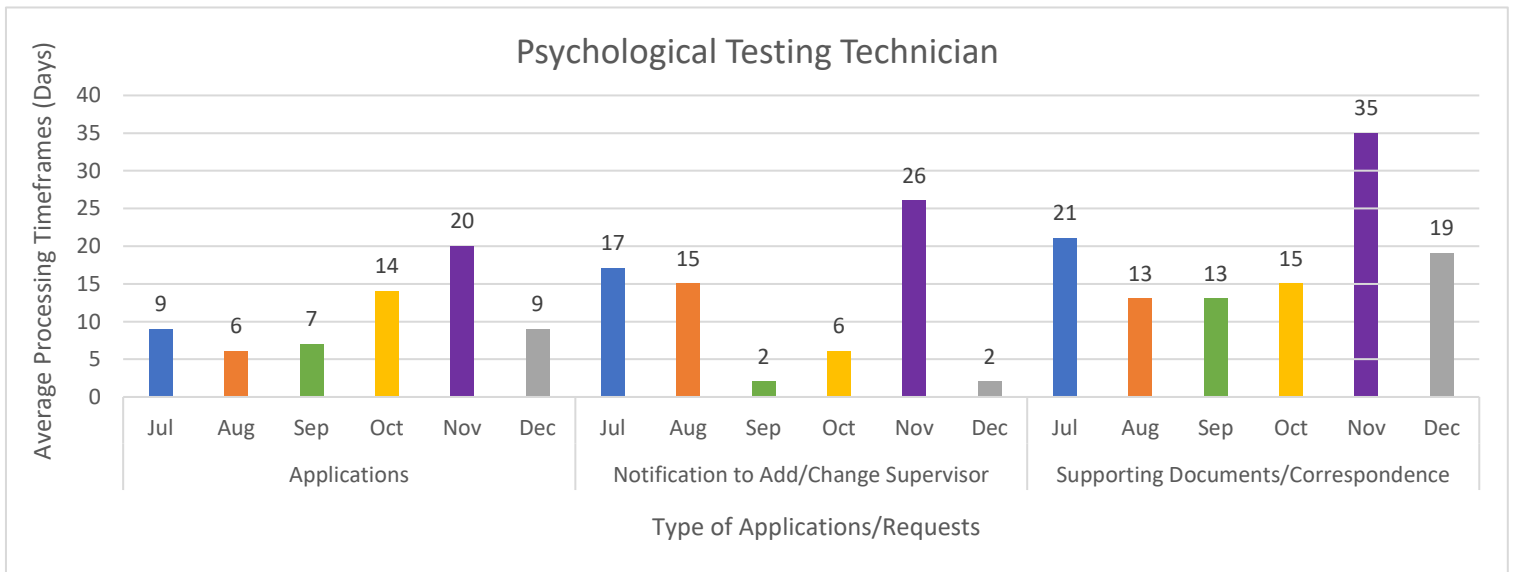
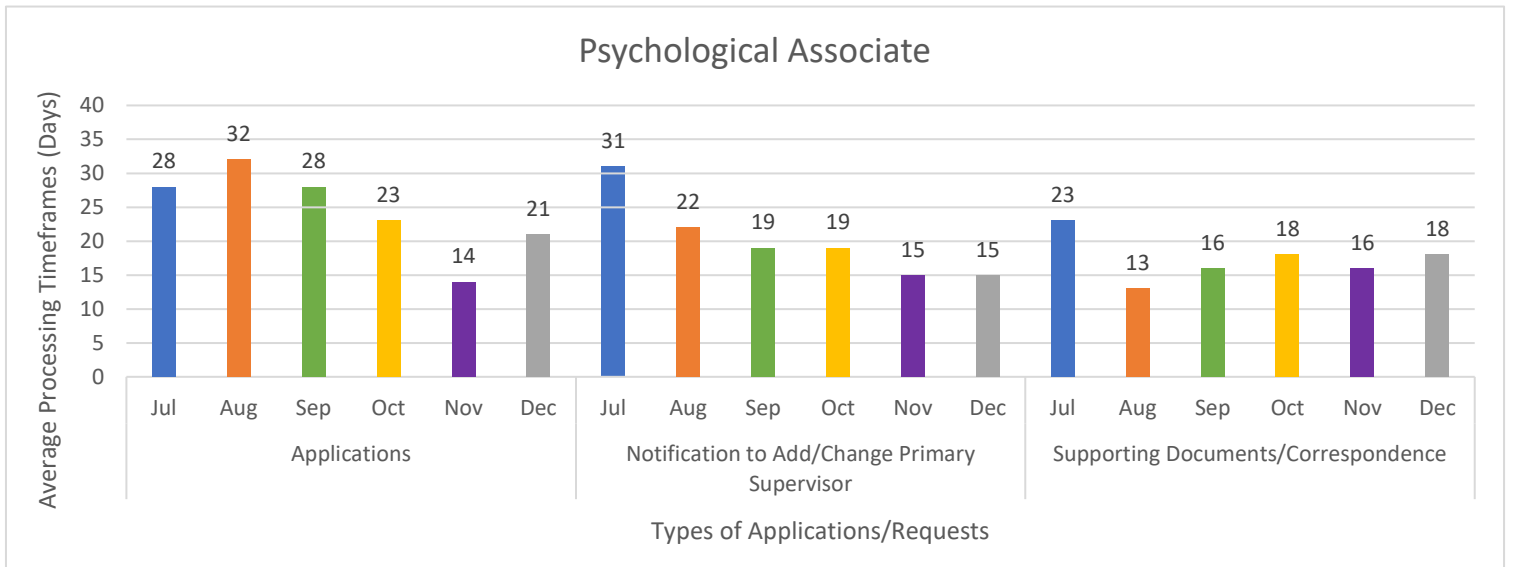
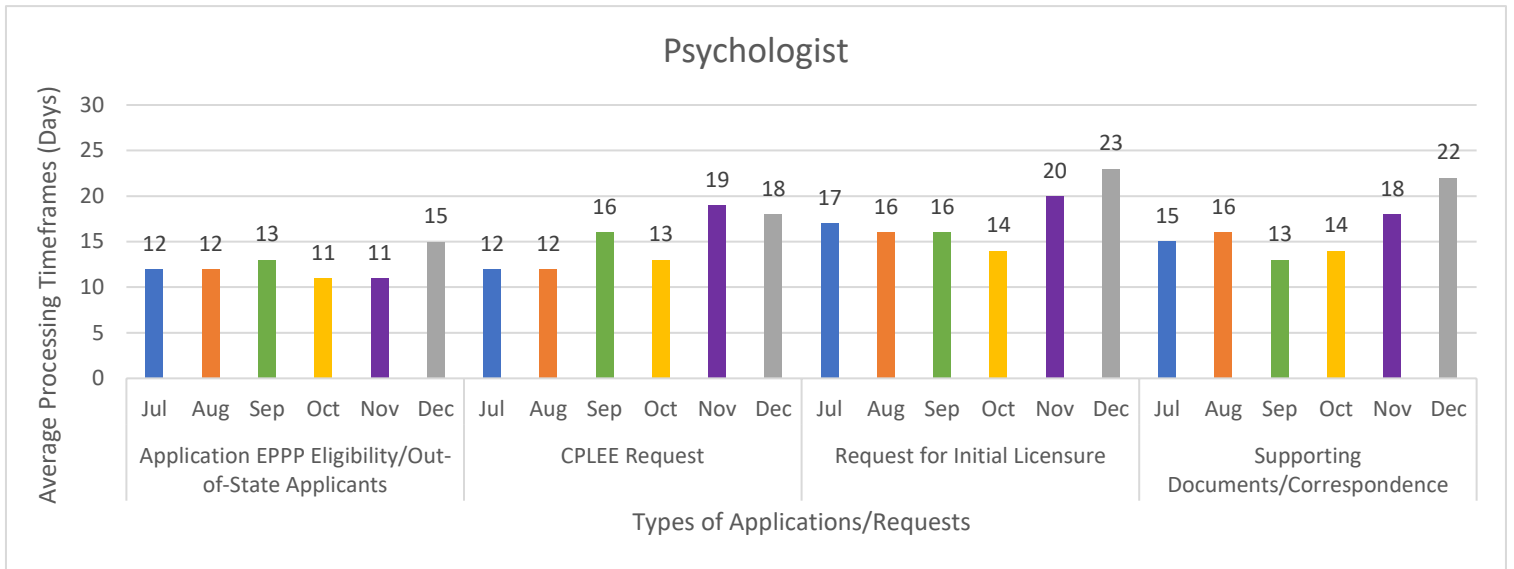
**Applications and Notifications Received from January 2025 to December 2025
As of January 13, 2026**



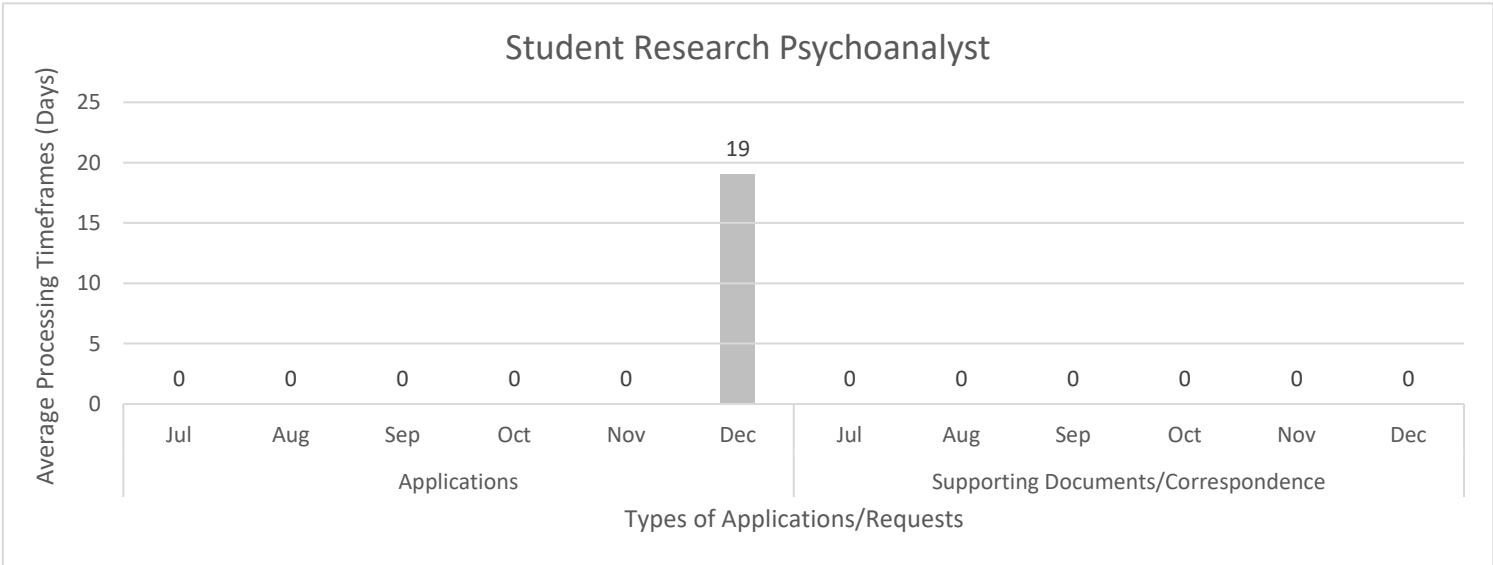
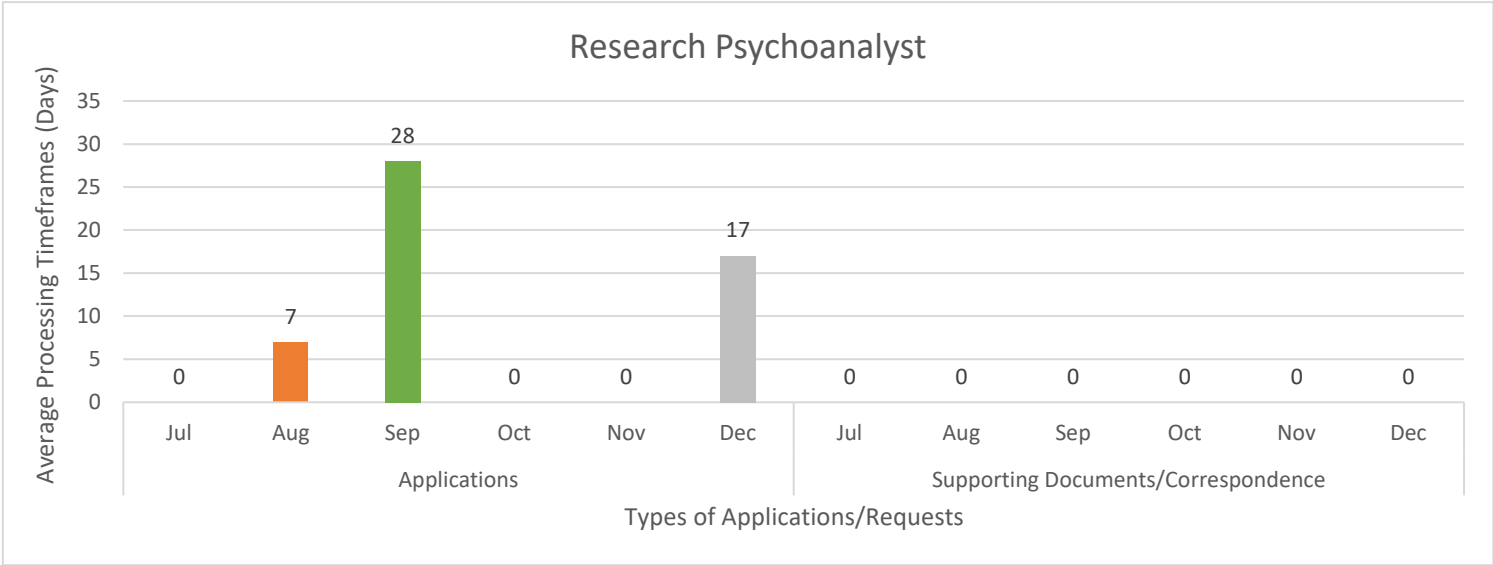
Applications and Notifications Received from January 2025 to December 2025
As of January 13, 2026



Average Application Processing Timeframes from July 2025 to December 2025
As of January 13, 2026



Average Application Processing Timeframes from July 2025 to December 2025
As of January 13, 2026



MEMORANDUM

DATE	January 30, 2026
TO	Licensure Committee Members
FROM	Troy Polk, CPD/Renewals Coordinator
SUBJECT	Agenda Item 5b – Continuing Professional Development (CPD) and Renewals Report

In 2025, approximately 94 percent of Psychologists and Registered Psychological Associates renewed online using the online application through the BreZE system. Approximately 78 percent of Psychologists renewed as Active. The retirements count for approximately 2 percent of the monthly applications processed. Registered Psychological Associates account for 11 percent of the monthly applications. Psychological Testing Technicians, Research Psychoanalysts and Student Research Psychoanalysts account for approximately 1 percent of renewals.

CPD audits were sent out for January 2025 through October 2025. A total of 199 audits were sent out. The current pass rate is 80 percent with 8 percent of those audits still waiting on submission of CPD documentation, and 9 percent are pending review of CPD documentation. Currently, 1 percent of the audits have failed.

In reviewing the completed and passed audits for January 2025 through October 2025, the most used activities to complete the CPD requirements are Sponsored Continued Education and Peer Consultation, followed by Self-Directed Learning.

The Board will be holding an informational webinar on the CPD requirements and activities. The informational webinar is currently scheduled to be held on March 27, 2026.

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 2025 – December 2025)

Attachment B: Renewal Applications Processed: January 2025– December 2025

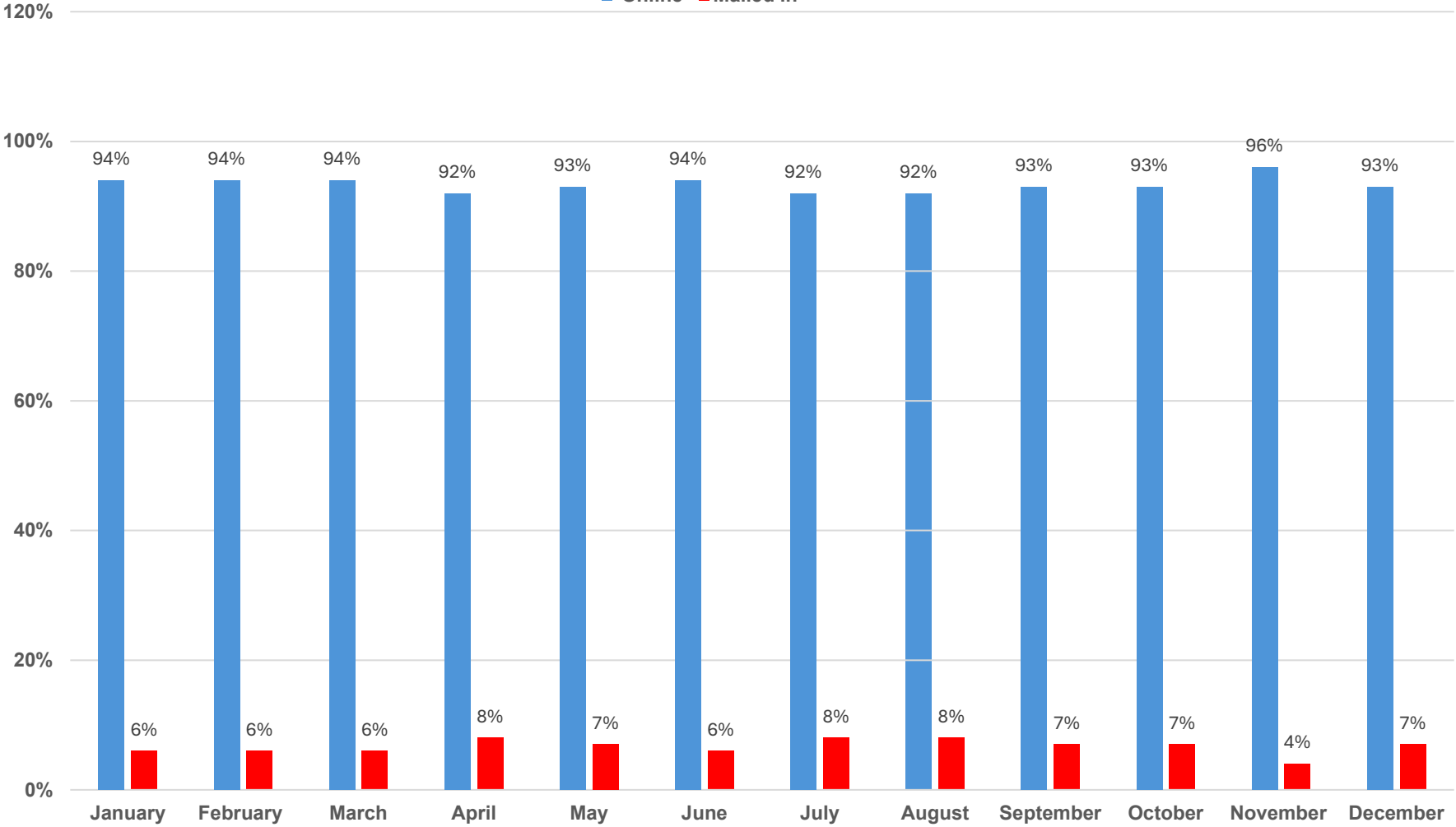
Attachment C: CPD Audits: January 2025 – October 2025

Attachment D: Passed audits (January 2025 – October 2025) Categories

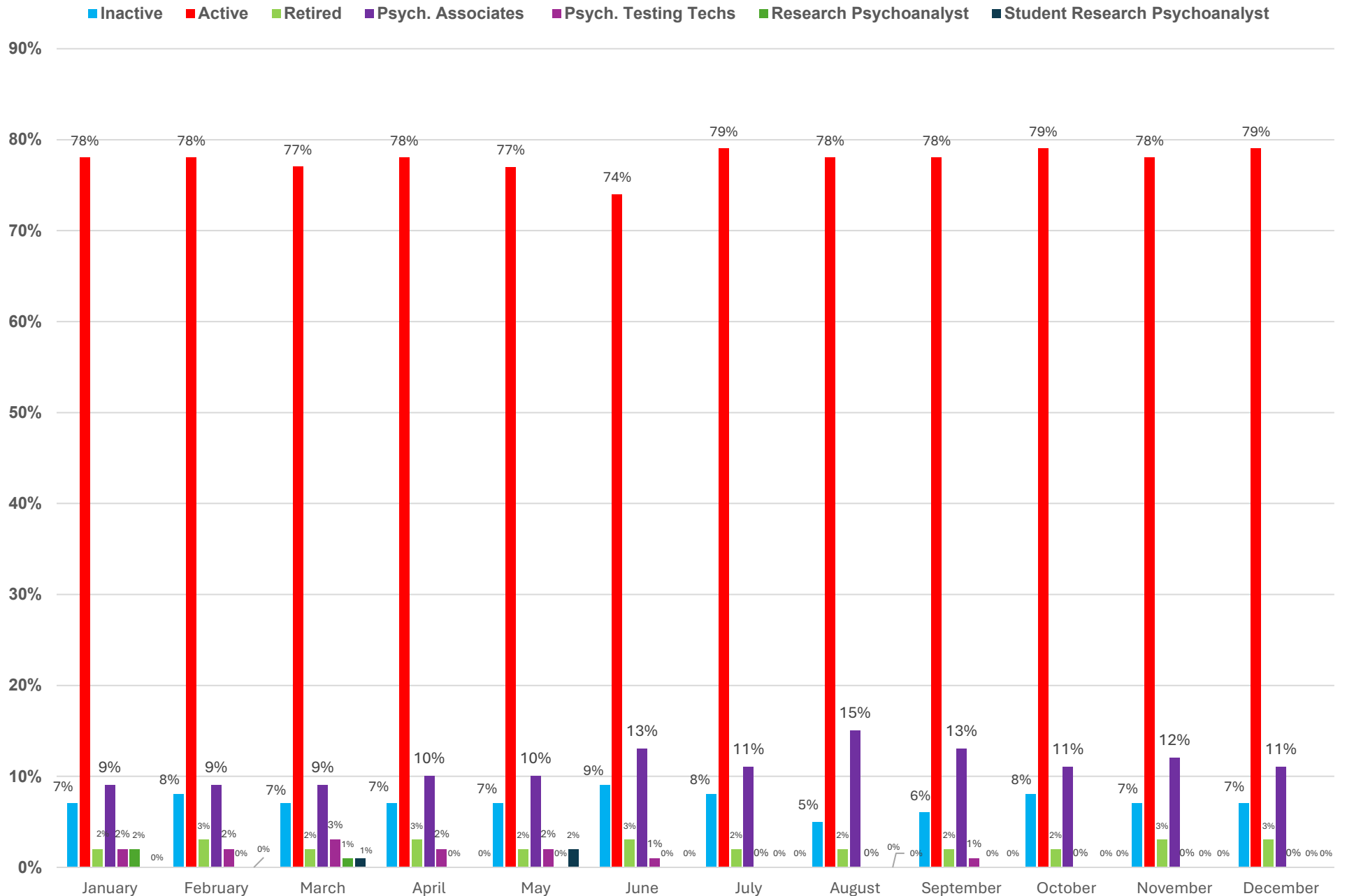
Attachment A

Online vs. Mailed In Renewals
January 2025 - December 2025

■ Online ■ Mailed In



Renewal Applications Processed January 2025 - December 2025



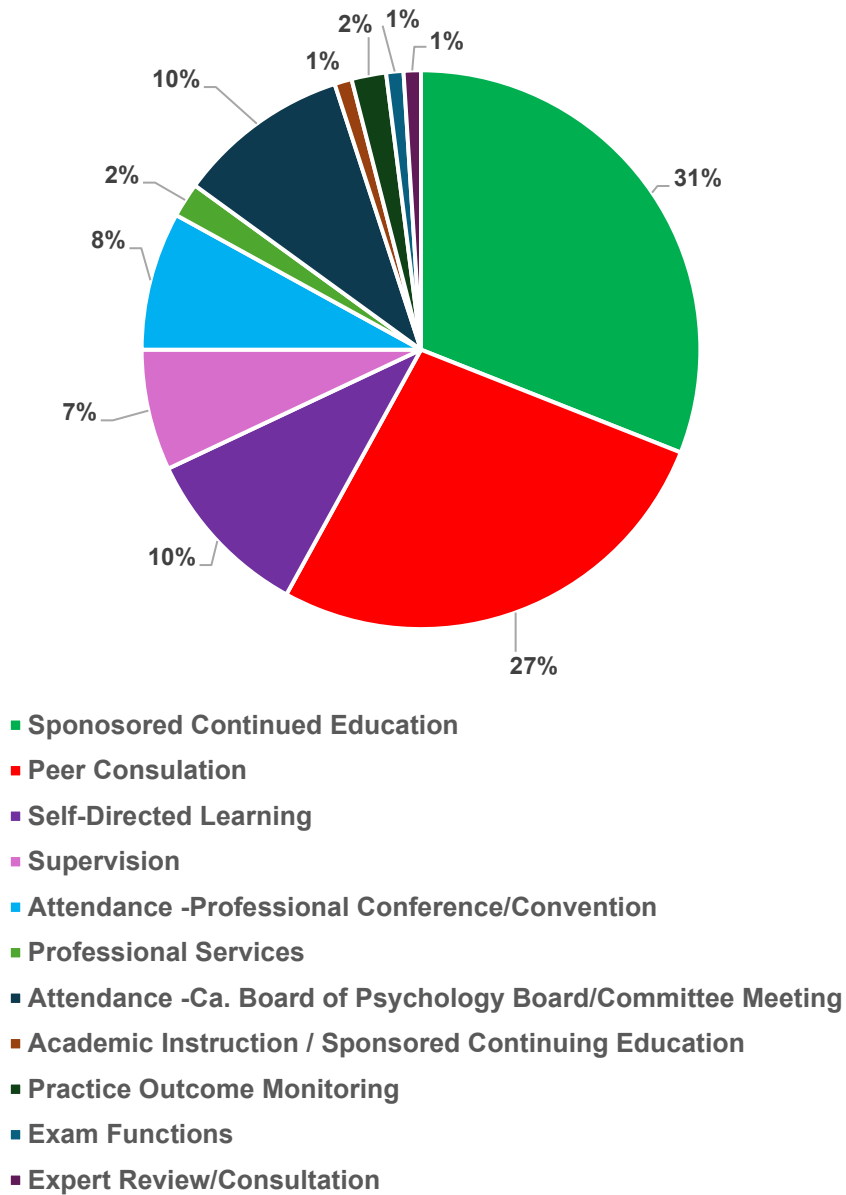
**Continuing Professional Development Audits
January 2025 – October 2025**

Month	Total # of Licensees Selected for Audit:	% Passed:	% Deficient	% Pending Review:	% Not Yet Received	% Failed:
January	19	100%	0%	0%	0%	0%
February	24	100%	0%	0%	0%	0%
March	22	100%	0%	0%	0%	0%
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	73%	15%	0%	6%	6%
September	15	27%	7%	60%	6%	0%
October	14	0%	0%	36%	64%	0%
Totals:	199	80%	2%	9%	8%	1%

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

Of the of 199 audits sent out; the current pass rate is 80%. 9% of the audits are pending review of the documentation received. 8% of the audits have not been received, and 1% of the audits have failed after the full review was completed.

Passed CPD Audits January 2025- October 2025 - Categories



MEMORANDUM

DATE	January 13, 2026
TO	Board Members
FROM	Susan Hansen Examinations Coordinator
SUBJECT	Agenda Item 5c Examinations Report

Examination Statistics

EPPP Monthly California Examination Statistics for January through December 2025

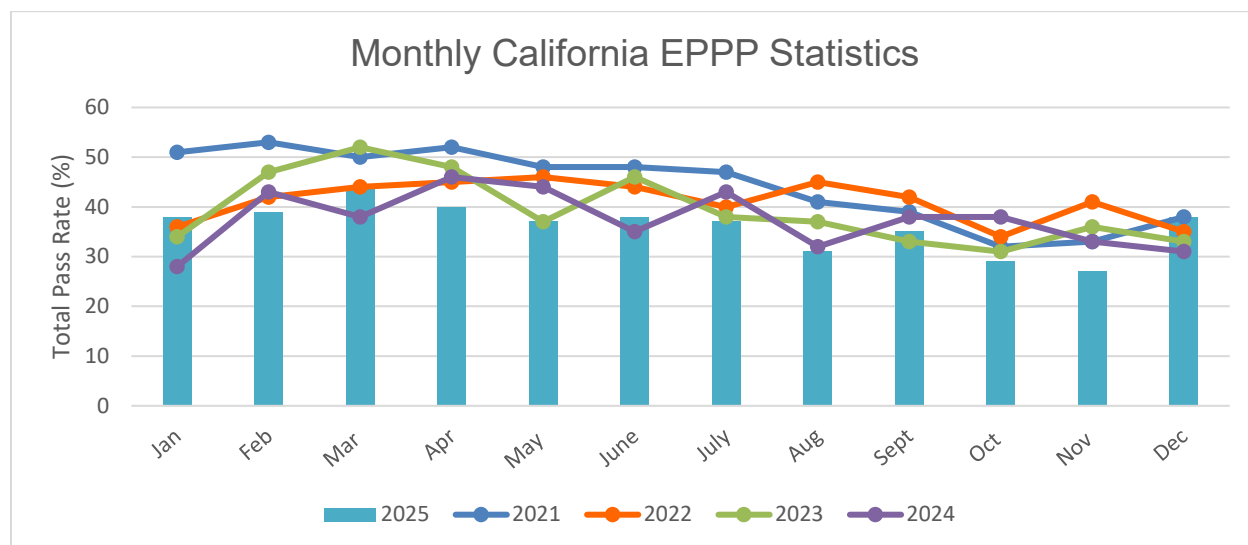
The Examination for Professional Practice in Psychology (EPPP) is the national exam developed by the Association for Provincial and Psychology Boards (ASPPB) and administered by Pearson Vue. The exam tests candidates' general knowledge in psychology. EPPP is one of the required exams for licensure in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

Currently, the overall pass rate is 36.5%, with an overall first-time pass rate of 58.7%. First time pass rates tend to be higher than overall pass rates.

2025 Monthly California EPPP Examination Statistics

Month	# of Candidates	# Passed	% Passed	Total First Timers	First Time Passed	% First Time Passed
January	128	48	37.50%	57	38	66.67%
February	140	55	39.29%	68	42	61.76%
March	152	67	44.08%	74	46	62.16%
April	211	85	40.28%	108	71	65.74%
May	167	62	37.13%	67	42	62.69%
June	165	63	38.18%	73	44	60.27%
July	223	83	37.22%	103	54	52.43%
August	143	44	30.77%	57	28	49.12%
September	136	47	34.56%	57	27	47.37%
October	167	48	28.74%	49	28	57.14%
November	106	29	27.36%	38	23	60.53%
December	171	65	38.01%	68	37	54.41%
Overall - Total	1,909	696	36.46%	819	480	58.61%

The chart below depicts pass rate statistics of the California EPPP for the past four years compared with the statistics for 2025. Pass rates are trending lower in 2025 than previous years.



CPLEE Monthly Examination Statistics for January through December 2025

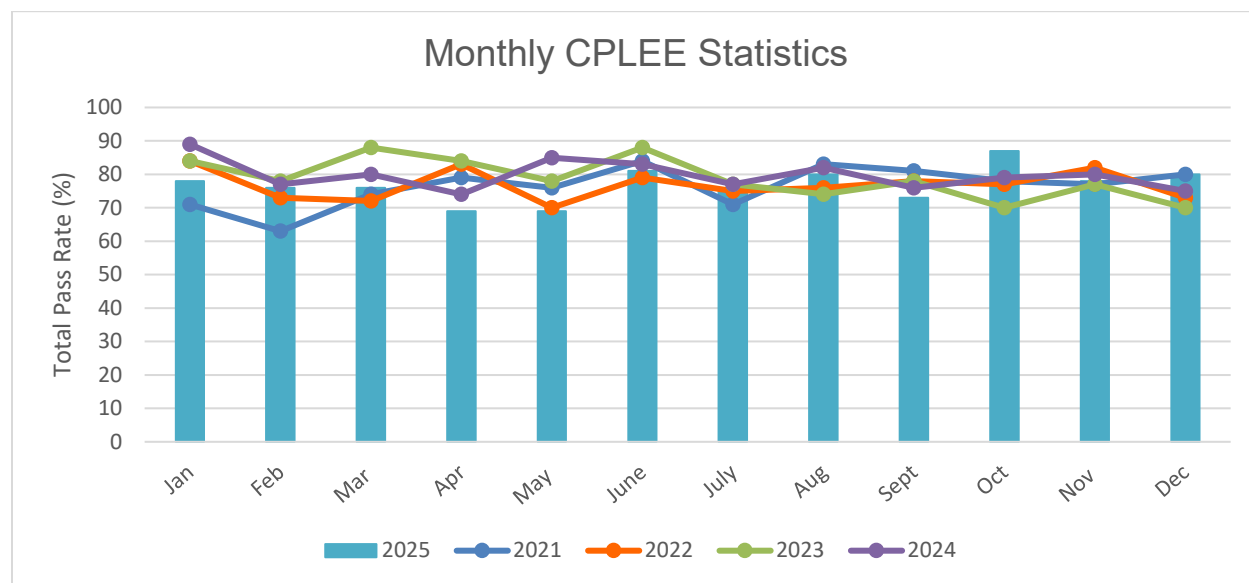
The California Psychology Laws and Ethics Exam (CPLEE) is a state-owned exam developed by the Department of Consumer Affairs, Office of Professional Examination Services (OPES) and administered by PSI, Inc. The exam tests candidates on their knowledge of APA Code of Conduct and the Board's laws and regulations.

Currently, the overall pass rate is averaging 77.2% in 2025, with the overall first-time pass rate of 79.2%.

2025 Monthly CPLEE Examination Statistics

Month	# of Candidates	# Passed	% Passed	Total First Timers	First Time Passed	% First Time Passed
January	73	57	78.08%	52	42	80.77%
February	67	51	76.12%	48	37	77.08%
March	111	84	75.68%	88	66	75.00%
April	58	40	68.97%	33	23	69.70%
May	83	57	68.67%	54	38	70.37%
June	113	92	81.42%	94	79	84.04%
July	107	80	74.77%	84	64	76.19%
August	114	91	79.82%	83	70	84.34%
September	150	110	73.33%	139	106	76.26%
October	107	93	86.92%	65	56	86.15%
November	74	58	78.38%	58	48	82.76%
December	102	82	80.39%	85	70	82.35%
Overall - Total	1,159	895	77.22%	883	699	79.16%

The chart below depicts pass rate statistics of the CPLEE for the past four years compared with the statistics for 2025. The CPLEE pass rate is consistent with no major deviation.



Action:

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

MEMORANDUM

DATE	January 14, 2026
TO	Committee Members
FROM	Stephanie Cheung Licensing Manager
SUBJECT	Agenda Item 7 Stakeholder Meeting Preparation: Update

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, 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 were going through Sunset review in 2025, the meeting was postponed to July 2026 accordingly.

To support planning for the stakeholder meeting, Board staff are requesting 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 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 survey is intended as an initial information-gathering tool. It is not a substitute for stakeholder meetings or other forms of engagement. Instead, it will help identify themes and areas of need so that any future discussion can be more focused and productive.

The draft survey is included in the meeting materials for the Committee's review and input. (See Attachment)

Attachment:

Draft Survey

Action Requested:

1. Direct staff to focus stakeholder engagement efforts on how to best inform consumer regarding the roles of licensed psychologists, LEPs, and PPS credential holders,
2. Review and provide input on the draft stakeholder survey, and
3. Recommend that 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.

Survey Introduction

This survey is intended to assess whether publicly available information clearly explains the roles of licensed psychologists, licensed educational psychologists (LEP), and pupil personnel services credential holders in California, and to identify what additional consumer-centered resources may be helpful. This survey is for informational purposes only and does not address policy, licensure authority, or scope of practice. Please do not include any personal identifiable information in your responses.

1. Which best describes you?

(Multiple Choice, Single Answer)

- Consumer/client
- Licensed psychologist
- Licensed educational psychologist
- Pupil personnel services credential holder
- Other mental health or educational professional (please specify)
- Other (please specify)

2. In what context are you most familiar with licensed Psychologists, Licensed Educational Psychologists (LEPs), or Pupil Personnel Services (PPS) credential holders?

(Multiple Choice, Single Answer)

- Seeking services
- Providing services
- School setting
- Clinical or private practice setting
- Other (please specify)

3. Based on your experience as a consumer/client or from questions you have received from consumers/clients, how clear do you think the public's understanding is of the differences between licensed Psychologists, LEPs, or PPS credential holders in California?

(Multiple Choice, Single Answer)

- Very clear
- Somewhat clear
- Somewhat unclear
- Very unclear
- Unsure

4. Based on your experience as a consumer/client or from questions you have received, which aspects of licensed Psychologists, Psychologists, LEPs, or PPS credential holders seem most confusing?

(Multiple Choice, Multiple Answer)

- Professional titles
- Differences between licenses or credentials
- Types of services offered
- Practice settings (schools vs. private practice)

- Who is qualified to provide certain services
- How to verify a license or credential
- I have not observed confusion

5. Based on your experience, where do people most often look for information about providers who are licensed Psychologists, Psychologists, LEPs, or PPS credential holders?

(Multiple Choice, Multiple Answer)

- Board or agency websites
- Internet search
- Referrals (school, doctor, employer)
- Directly from the provider
- Other (please specify)
- Unsure

6. From your experience as a consumer/client or when assisting consumers/clients, what general questions about the licenses or credentials related to related to licensed Psychologists, LEPs, or PPS credential holders are most commonly asked?

(Open Text — general responses only; no case-specific examples)

7. Based on your experience as a consumer/client or when assisting consumers/clients, are there terms, titles, or credentials related to licensed Psychologists, LEPs, or PPS credential holders that are commonly misunderstood?

(Multiple Choice, Single Answer)

- Yes
 - *(If yes) Please specify (open text)*
- No
- Unsure

8. From your perspective, are current publicly available resources sufficient to help people understand the roles and credentials of licensed Psychologists, LEPs, or PPS credential holders?

(Multiple Choice, Single Answer)

- Yes
- Somewhat
- No
- Unsure

9. Which information about the roles or credentials of licensed Psychologists, LEPs, or PPS credential holders is the hardest to find or understand?

(Multiple Choice, Multiple Answer)

- Plain-language explanations
- Comparisons between licenses or credentials
- Practice settings and limitations

- How to file questions or complaints
- How to verify credentials
- Other (please specify)

10. Which types of consumer-centered resources would be most helpful in explaining the roles of licensed Psychologists, LEPs, or PPS credential holders?

(Multiple Choice, Multiple Answer)

- Plain-language summaries
- FAQs
- Side-by-side comparison charts
- Short explainer videos
- Flowcharts ("Who does what")
- Other (please specify)

11. Where would people most likely look for information about licensed Psychologists, LEPs, or PPS credential holders?

(Multiple Choice, Multiple Answer)

- Board websites
- School district websites
- Health care provider websites
- Search engines
- Other (please specify)

12. Do you believe written input like this survey is sufficient to inform the development of clearer consumer-centered information about licensed Psychologists, LEPs, or PPS credential holders?

(Multiple Choice, Single Answer)

- Yes
- Yes, with an opportunity to review draft materials
- No, additional discussion would be helpful
- Unsure

13. If additional discussion would be helpful, which format would you prefer?

(Multiple Choice, Multiple Answer)

- Written follow-up
- Focused working group
- Stakeholder meeting
- Unsure