

TEXAS STATE BOARD OF EXAMINERS OF PSYCHOLOGISTS



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Texas State Board of Examiners of Psychologists Meeting Agenda

August 18, 2022, 10:00 a.m.

The August 18, 2022 meeting of the Texas State Board of Examiners of Psychologist will be held in-person in the Capitol Extension at the Texas State Capitol located at 1400 Congress Ave., Floor E1, Room #E1-010, Austin, Texas 78701. This location will be open to the public, but seating is limited to first come, first served. The meeting will also be broadcast for live-viewing at <https://house.texas.gov/video-audio/> or by [clicking here](#).

An electronic copy of the agenda and meeting materials will be made available at www.bhec.texas.gov prior to the meeting. A recording of the meeting will be made available on the Council's YouTube channel after the meeting is adjourned. To obtain a copy of the recording, please contact the Council's public information officer at Open.Records@bhec.texas.gov.

For members of the public attending in-person, once the public comment item is reached on the agenda after the meeting convenes, the presiding member will allow those in attendance the opportunity to give public comment. However, due to technological limitations, public comment will not be taken via telephone or the internet at this meeting. Please note that public comment is not intended for a discussion or a question-and-answer session with the Board. Additionally, when making a public comment, please identify yourself and whether you are speaking individually or on behalf of an organization. All public comments will be limited to 3 minutes, unless otherwise directed by the presiding officer. In lieu of providing public comment during the meeting, you may submit written public comments by email through our [Contact Us](#) webpage in advance of the meeting. To submit an email simply click on the "[Email Us](#)" link on that page and select "Submission of Public Comment for Proposed Rule(s) or Open Meeting" from the drop-down menu. Please use the subject line "Public Comment for (enter date of meeting here) Meeting" to ensure your comments are identified as such and directed accordingly. Only those written public comments received by 5pm on the last business day prior to the meeting will be submitted to the council members for their consideration. No written comments received will be read aloud during the meeting.

Please note that the Board may request input during the meeting from any interested parties or members of the public in attendance during its discussion of an agenda item.

If you are planning to attend this meeting and need auxiliary aids, services or materials in an alternate format, please contact the Board at least 5 working days before the meeting date. Phone: (512) 305-7700, TTY/RELAY TEXAS: 711 or 1-800-RELAY TX.

The Board may go into Executive Session to deliberate any item listed on this agenda if authorized under Texas Open Meetings Act, Government Code, Ch. 551.

The Board may discuss and take action concerning any matter on the agenda and in a different order from what it appears herein.

Meeting Agenda for August 18, 2022, 10:00 a.m.

1. Call to Order – Roll Call
2. Public Comments - Public comment is limited to three (3) minutes per individual, unless otherwise directed by the Board Chair. Please note that the Board may not discuss or take action on any matter raised during public comment, except to decide whether to place the matter on the agenda of a future meeting. Limited public comment related to rulemaking may be allowed by the Chair, in his or her sole discretion, prior to the Board taking up any rulemaking topics on the agenda.
3. Chair’s Report
4. Board Administrator Report
 - A. Council Report - FY 2022-Q3 Measures Report
 - B. PSYPACT Update
 - C. ASPPB Update
 - i. Annual Conference October 2022 - Board Voting Delegate*
 - D. ETS Praxis Exam Update for School Psychologist
5. Enforcement Division
 - A. Enforcement Staff:
 - i. Review of Dismissals by Executive Director and Staff
 - ii. Status Reports - FY 2022 – Q3
 - iii. Discussion on ISC Panels*
 - iv. Dismissals for Board ratification*
 - B. Agency Counsel:
 - i. Review of Agreed Orders Approved by Executive Director
 - ii. Agreed Orders for Board Ratification*
 - iii. Review of Contested Cases from the State Office of Administrative Hearings (SOAH)*
6. Committee Reports
 - A. Applications Committee
 - i. Appeal of Application Denial* (Per 22 TAC 882.3(b))
 - ii. Application(s) for Licensure*
 - B. Compliance Committee
 - i. Review of Compliance with Agreed Orders
 - C. Jurisprudence Examination Committee
 - D. Rules Committee

7. Rulemaking
 - A. New Rules or Proposed Rule Changes Being Considered for Recommendation to the Executive Council*
 - i. Rule 463.8, Licensed Psychological Associate
 - ii. Rule 463.9, Licensed Specialist in School Psychology
 - iii. Rule 463.11, Supervised Experience Required for Licensure as a Psychologist
 - iv. Rule 463.35, Professional Development
 - v. Discussion on TASP's Petition for Rulemaking for Rule 465.38(d), Psychological Services for Schools, concerning use of title for Licensed Specialist in School Psychology
 - B. Rules Published in the Texas Register and Awaiting Adoption Recommendations*
8. Discussion on workplace violence for healthcare workers
9. Discussion on EPPP Passage Rate for Texas Academic Programs and Doctoral Reports
10. Discussion on TSBEP Insights Over Lunch potential dates and topics.
11. Recommendations for agenda items for the next Board meeting
12. Adjournment

**3rd QUARTER PERFORMANCE MEASURES
FISCAL YEAR 2022**

Submitted to the
Governor's Office of Budget and Planning
and the Legislative Budget Board

by

**Texas Behavioral Health Executive
Council**

June 27, 2022


Executive Director


Date

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Output Measures

1-1-1 LICENSING

1 # NEW LICENSEES ISSUED

Quarter 1	7,800.00	2,544.00	2,544.00	32.62 % *	1,560.00 - 2,340.00
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Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that it would issue 7,800 new licenses per fiscal year, or 1,950 per quarter. During the first quarter of FY 22, the agency exceeded its target by 8%, issuing 2,544 new licenses.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

The number of new licenses issued during the first quarter of FY 21 was 1,789. This number has now increased to 2,544, all in the scope of one year, due to the dedication and efficiency of the licensing staff and the significant workforce shortage of behavioral health providers. The Council believes that its initial projection was too low, and will make adjustments during the next LAR.

* Varies by 5% or more from target.

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022	2022	2022	Percent of Annual Target	Target Range
	Target	Actual	YTD		
Output Measures					
1 # NEW LICENSEES ISSUED					
Quarter 2	7,800.00	2,205.00	4,749.00	60.88 % *	3,510.00 - 4,290.00

Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that it would issue 7,800 new licenses per fiscal year, or 1,950 per quarter. During the second quarter of FY 22, the agency exceeded its target by issuing 2,205 for the quarter, for a total of 4,749 YTD new licenses.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

The number of new licenses issued during the second quarter of FY 21 was 1,997. This number has now increased to 2,205 all in the scope of one year, due to the dedication and efficiency of the licensing staff and the significant workforce shortage of behavioral health providers. The Council believes that its initial projection was too low, and will make adjustments during the next LAR.

* Varies by 5% or more from target.

Efficiency/Output Measures with Cover Page and Update Explanation
 87th Regular Session, Performance Reporting
 Automated Budget and Evaluation System of Texas (ABEST)

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Output Measures					
1 # NEW LICENSEES ISSUED					
Quarter 3	7,800.00	2,314.00	7,063.00	90.55 % *	5,460.00 - 6,240.00

Explanation of Variance: FACTORS CAUSING THE VARIANCE:
 In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that it would issue 7,800 new licenses per fiscal year, or 1,950 per quarter. During the third quarter of FY 22, the agency exceeded its target by issuing 2,314 for the quarter, for a total of 7,063 YTD new licenses.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:
 The number of new licenses issued each quarter continue to average around 2,350 due to the dedication and efficiency of the licensing staff and the significant workforce shortage of behavioral health providers. The Council believes that its initial projection was too low, and will make adjustments during the next LAR.

2 # LICENSE RENEWALS

* Varies by 5% or more from target.

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Output Measures					
2 # LICENSE RENEWALS					
Quarter 1	42,000.00	7,564.00	7,564.00	18.01 % *	8,400.00 - 12,600.00

Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that it would renew 42,000 licenses per fiscal year, or 10,500 per quarter. During the first quarter of FY 22, the agency fell short of its target by 7%, renewing 7,564 licenses.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

All license renewals are required to be submitted online and are approved automatically by the online licensing system, unless they are under audit or the agency hasn't received their fingerprint criminal history results. Licensing staff have little control over how many licensees will choose to renew their license, and therefore how many renewals get processed. The Council believes that its initial projection was too high, and will make adjustments during the next LAR.

* Varies by 5% or more from target.

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Output Measures

2 # LICENSE RENEWALS					
Quarter 2	42,000.00	6,751.00	14,315.00	34.08 % *	18,900.00 - 23,100.00

Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that it would renew 42,000 licenses per fiscal year, or 10,500 per quarter. During the second quarter of FY 22, the agency fell short of its target, renewing 6,751 licenses.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

All license renewals are required to be submitted online and are approved automatically by the online licensing system, unless they are under audit or the agency hasn't received their fingerprint criminal history results. Licensing staff have little control over how many licensees will choose to renew their license, and therefore how many renewals get processed. The Council believes that its initial projection was too high, and will make adjustments during the next LAR.

* Varies by 5% or more from target.

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Output Measures

2 # LICENSE RENEWALS					
Quarter 3	42,000.00	6,833.00	21,148.00	50.35 % *	29,400.00 - 33,600.00

Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that it would renew 42,000 licenses per fiscal year, or 10,500 per quarter. During the third quarter of FY 22, the agency fell short of its target, renewing 6,833 licenses.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

All license renewals are required to be submitted online and are approved automatically by the online licensing system, unless they are under audit or the agency hasn't received their fingerprint criminal history results. Licensing staff have little control over how many licensees will choose to renew their license, and therefore how many renewals get processed. The Council believes that its initial projection was too high, and will make adjustments during the next LAR.

2-1-1 ENFORCEMENT

1 COMPLAINTS RESOLVED

* Varies by 5% or more from target.

Efficiency/Output Measures with Cover Page and Update Explanation
 87th Regular Session, Performance Reporting
 Automated Budget and Evaluation System of Texas (ABEST)

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Output Measures					
1 COMPLAINTS RESOLVED					
Quarter 1	1,000.00	195.00	195.00	19.50 % *	200.00 - 300.00

Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that it would resolve 1,000 complaints per fiscal year, or 250 per quarter. During the first quarter of FY 22, the agency fell short of this measure by 5%, resolving 195 complaints.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

The number of complaints resolved during the first quarter of FY 21 was 104. This number has now increased to 195, due to the dedication and efficiency of the enforcement and legal staff. The Council believes that its initial projection was correct, and that its target will be met or exceeded by the end of the fiscal year, assuming the Council is able to maintain full or close-to-full staffing levels. However, the Council will monitor this target to determine if adjustments need to be made during the next LAR.

* Varies by 5% or more from target.

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Output Measures

1 COMPLAINTS RESOLVED

Quarter 2	1,000.00	89.00	284.00	28.40 % *	450.00 - 550.00
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Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that it would resolve 1,000 complaints per fiscal year, or 250 per quarter. During the second quarter of FY 22, the agency fell short of this measure by resolving 89 complaints.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

At the beginning of FY 21, the agency inherited over 1,300 pending complaints. Due to the dedication and efficiency of the enforcement and legal staff, the pending complaints at the end of the second quarter of FY22 is down to 594. Additionally, the agency is projecting to receive around 500 complaints this year. Due to these two factors, the Council believes that its initial projection to resolve 1,000 complaints per year was too high for FY22, and will make adjustments during the next LAR.

* Varies by 5% or more from target.

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Output Measures					
1 COMPLAINTS RESOLVED					
Quarter 3	1,000.00	226.00	510.00	51.00 % *	700.00 - 800.00

Explanation of Variance: FACTORS CAUSING THE VARIANCE:
 In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that it would resolve 1,000 complaints per fiscal year, or 250 per quarter. During the third quarter of FY 22, the agency was within 9% of this target by resolving 226 complaints.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:
 At the beginning of FY 21, the agency inherited over 1,300 pending complaints. Due to the dedication and efficiency of the enforcement and legal staff, the pending complaints at the end of the third quarter of FY22 is down to 532. Additionally, the agency is projecting to receive around 500 complaints this year. Due to these two factors, the Council believes that its initial projection to resolve 1,000 complaints per year was too high for FY22, and will make adjustments during the next LAR.

2 COMPLAINTS PENDING

* Varies by 5% or more from target.

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Output Measures					
2 COMPLAINTS PENDING					
Quarter 1	1,000.00	579.00	579.00	57.90 % *	950.00 - 1,050.00

Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs. This was based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that there would be 1,000 complaints pending during FY 2022. During the first quarter of FY 22, the agency exceeded this measure by only having 579 complaints pending.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

The number of complaints pending at the beginning of FY 21 was 1,379. This number has now decreased to 579, all in the scope of one year, due to the dedication and efficiency of the enforcement and legal staff. The Council believes that its initial projection was too high, and will make adjustments during the next LAR.

* Varies by 5% or more from target.

Efficiency/Output Measures with Cover Page and Update Explanation
 87th Regular Session, Performance Reporting
 Automated Budget and Evaluation System of Texas (ABEST)

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Output Measures

2 COMPLAINTS PENDING					
Quarter 2	1,000.00	594.00	594.00	59.40 % *	950.00 - 1,050.00

Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs. This was based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that there would be 1,000 complaints pending during FY 2022. During the second quarter of FY 22, the agency exceeded this measure by only having 594 complaints pending.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

The number of complaints pending at the beginning of FY 21 was over 1,300. This number has now decreased to 594, all in the scope of one year, due to the dedication and efficiency of the enforcement and legal staff. Additionally, the agency is projecting to only receive around 500 complaints this year. Due to these two factors, the Council believes that its initial projection of 1,000 complaints pending is too high for FY22, and will make adjustments during the next LAR.

* Varies by 5% or more from target.

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Output Measures					
2 COMPLAINTS PENDING					
Quarter 3	1,000.00	532.00	532.00	53.20 % *	950.00 - 1,050.00

Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs. This was based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected that there would be 1,000 complaints pending during FY 2022. During the third quarter of FY 22, the agency bested this measure by only having 532 complaints pending.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

The number of complaints pending at the beginning of FY 21 was over 1,300. This number has now decreased to 532, all in the scope of one year, due to the dedication and efficiency of the enforcement and legal staff. Additionally, the agency is projecting to only receive around 500 complaints this year. Due to these two factors, the Council believes that its initial projection of 1,000 complaints pending is too high for FY22, and will make adjustments during the next LAR.

Efficiency Measures

1-1-1 LICENSING	
1 AVG TIME TO PROCESS APP (DAYS)	

* Varies by 5% or more from target.

Efficiency/Output Measures with Cover Page and Update Explanation
 87th Regular Session, Performance Reporting
 Automated Budget and Evaluation System of Texas (ABEST)

6/27/2022 10:31:21AM

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Efficiency Measures

1 AVG TIME TO PROCESS APP (DAYS)

Quarter 1	60.00	54.39	54.39	90.65 % *	57.00 - 63.00
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Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected the average issuance time for licenses would be 60 days. During the first quarter of FY 22, the agency exceeded this measure by having an average license issuance time of only 55 days.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

The average time for license issuance during the first quarter of FY 21 was 78 days. This number has now decreased to 55 days, all in the scope of one year, due to the dedication and efficiency of the licensing staff. The Council believes that its initial projection was correct, and that its target will continue to be met or exceeded assuming the Council is able to maintain full or close-to-full staffing levels. However, the Council will monitor this target to determine if adjustments need to be made during the next LAR.

* Varies by 5% or more from target.

Efficiency/Output Measures with Cover Page and Update Explanation
 87th Regular Session, Performance Reporting
 Automated Budget and Evaluation System of Texas (ABEST)

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Efficiency Measures

1 AVG TIME TO PROCESS APP (DAYS)					
Quarter 2	60.00	47.74	51.26	85.43 % *	57.00 - 63.00

Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected the average issuance time for licenses would be 60 days. In the second quarter of FY 22, the agency exceeded this measure by having an YTD average license issuance time of only 48 days.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

The average time for license issuance specific to the second quarter of FY 21 was 95 days. This number has now decreased to 48 days, all in the scope of one year, due to the dedication and efficiency of the licensing staff. The Council believes that its initial projection was correct, and that its target will continue to be met or exceeded assuming the Council is able to maintain full or close-to-full staffing levels. However, the Council will monitor this target to determine if adjustments need to be made during the next LAR.

* Varies by 5% or more from target.

Efficiency/Output Measures with Cover Page and Update Explanation
 87th Regular Session, Performance Reporting
 Automated Budget and Evaluation System of Texas (ABEST)

6/27/2022 10:31:21AM

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
Efficiency Measures					
1 AVG TIME TO PROCESS APP (DAYS)					
Quarter 3	60.00	40.13	47.58	79.30 % *	57.00 - 63.00
<u>Explanation of Variance:</u> FACTORS CAUSING THE VARIANCE:					
In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs, based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected the average issuance time for licenses would be 60 days. In the third quarter of FY 22, the agency bested this measure by having an YTD average license issuance time of only 48 days.					
HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:					
The average time for license issuance specific to the third quarter of FY 21 was 76 days. This number has now decreased to 41 days, all in the scope of one year, due to the dedication and efficiency of the licensing staff. The Council believes that its initial projection was correct, and that its target will continue to be met or beat assuming the Council is able to maintain full or close-to-full staffing levels. However, the Council will monitor this target to determine if adjustments need to be made during the next LAR.					
2-1-1 ENFORCEMENT					
1 AVG TIME/COMPLAINT RESOLUTION					
Quarter 1	750.00	783.16	783.16	104.42 %	712.50 - 787.50
Quarter 2	750.00	681.26	751.23	100.16 %	712.50 - 787.50

* Varies by 5% or more from target.

Efficiency/Output Measures with Cover Page and Update Explanation
 87th Regular Session, Performance Reporting
 Automated Budget and Evaluation System of Texas (ABEST)

6/27/2022 10:31:21AM

Agency code: 510 Agency name: Behavioral Health Executive Council

Type/Strategy/Measure	2022 Target	2022 Actual	2022 YTD	Percent of Annual Target	Target Range
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Efficiency Measures

1 AVG TIME/COMPLAINT RESOLUTION					
Quarter 3	750.00	542.53	658.75	87.83 % *	712.50 - 787.50

Explanation of Variance: FACTORS CAUSING THE VARIANCE:

In its 2022-2023 LAR, the Council had to project targets that were representative of all four regulatory programs. This was based on limited information from the three HHSC programs, as these programs had no performance measures to account for under HHSC. For this specific measure, the Council projected the average processing time for complaints would be 750 days. In the third quarter of FY 22, the agency bested this measure by having an YTD average processing resolution time of 659 days.

HOW THE AGENCY PLANS TO DEAL WITH THE VARIANCE:

The average time for complaint resolution specific to the third quarter of FY 21 was 837 days. This number has now decreased to 543 days, all in the scope of one year, due to the dedication and efficiency of the enforcement and legal staff. The Council believes that its initial projection for FY 22 was reasonably accurate, and that this target will continue to be met or beat assuming the Council is able to maintain full or close-to-full staffing levels. However, the Council will monitor this target to determine if adjustments need to be made during the next LAR.

* Varies by 5% or more from target.

TEXAS BEHAVIORAL HEALTH EXECUTIVE COUNCIL
3rd QUARTER MEASURES
FY 2022

Number of Licenses Renewed (from ald12)

LSSP	423
LIC	602
LPA	105
LPC	2624
MFTA	38
MFT	327
LBSW	412
LMSW	1126
LCSW	1156
AP	20

Total 6833

Number of Licenses Issued (from ald11 and BO)

LPA	12
PLP	105
LIC	72
LSSP	23
LPCA	467
LPC	148
LPC Upgrade	411
MFTA	72
MFT	82
MFT Upgrade	44
LBSW	49
LMSW	411
LCSW	199
AMEC Upgrade	0
LMSW Upgrade	11
LCSW Upgrade	204
TEMP SW	4

Total 2314

TEXAS BEHAVIORAL HEALTH EXECUTIVE COUNCIL
3rd QUARTER MEASURES
FY 2022

Number of Complaints Resolved (from BO report)

LP/LPA	33
LSSP	0
LPC	136
MFT	20
SW	37
Total	226

Percent of Complaint Resolved Within Six Months (from BO report)

1 st Qtr	52/195 =	27%
2 nd Qtr	23/89 =	26%
3 rd Qtr	56/226 =	25%
4 th Qtr		
YTD	131/510 =	26%

Percent of Complaints Resolved resulting in Disciplinary Action (from BO report)

1 st Qtr	15/195 =	8%
2 nd Qtr	9/89 =	11%
3 rd Qtr	25/226 =	11%
4 th Qtr		
YTD	49/510 =	10%

Average Time for Complaint Resolution (from BO report)

1 st Qtr	152,716 days to resolve 195 complaints =	783.16 days
2 nd Qtr	60,632 days to resolve 89 complaints =	681.26 days
3 rd Qtr	122,612 days to resolve 226 complaints =	542.53 days
4 th Qtr		
YTD	335,960 days to resolve 510 complaints =	658.75 days

Average Time for Application Processing (from BO report) (**Bold averages only**)

1 st Qtr	130,155 days to process 2,393 applications =	54.39 days
2 nd Qtr	102,066 days to process 2,138 applications =	47.74 days
3 rd Qtr	89,892 days to process 2,240 applications =	40.13 days
4 th Qtr		
YTD	322,113 days to process 6,771 applications =	47.58 days

Calculations reviewed by: _____

Date: _____

LPA Initial	678 days to process 15 applications =	45.20
LPA Final	4,043 days to process 12 applications =	336.92
Old LIC Final	1,798 days to process 3 applications =	599.34
LIC Initial	3,931 days to process 102 applications =	38.54
LIC Final	10,280 days to process 72 applications =	142.78
LSSP	972 days to process 23 applications =	42.26
LPC Initial	12,262 days to process 147 applications =	83.42
LPCA Initial	19,589 days to process 466 applications =	42.04
LPC Upgrade	1,494 days to process 411 applications =	3.64
MFTA Exam	16,049 days to process 100 applications =	160.49
MFT License	7,532 days to process 82 applications =	91.86
MFTA License	5,122 days to process 72 applications =	71.14
MFTA Upgrade	728 days to process 44 applications =	16.55
SW License	15,549 days to process 371 applications =	41.92
SW OOS License	18,303 days to process 288 applications =	63.56
SW Upgrade	3,219 days to process 215 applications =	14.98
Temp SW License	513 days to process 4 applications =	128.25

- Those in **BOLD** are the applications we have more control over (i.e. we are not waiting for them to take and pass a national exam).

**TEXAS BEHAVIORAL HEALTH EXECUTIVE COUNCIL
ANNUAL MEASURES
FY 2022**

Number of Jurisdictional Complaints Received (from BO report)	162
Number of Complaints Pending (from BO report)	532
Closed	39
Investigation Completed	152
Under Investigation	341

Percent of Licensees With No Recent Violations

Total 373 disciplinary actions
Less duplicates -75 duplicates

Total unduplicated 298 disciplinary actions

Number of individuals (unduplicated) licensed as of 8/31/2021: 71,662

$$71,662 - 298 = 71,364$$

$$71,364/71,662 = 99.59\%$$

Recidivism Rate

Individuals with disciplinary actions FY 19 – FY 21 298
Individuals with 2 or more disciplinary actions 49

$$49/298 = 16.45\%$$

Calculation Reviewed by: _____

Date: _____



Reducing Regulatory Barriers. Increasing Access to Mental Health Care.

Statement of the Psychology Interjurisdictional Compact Commission Regarding Emotional Support Animal Letters Issued by American Service Pets

The Psychology Interjurisdictional Compact Commission (“PSYPACT Commission”) has been made aware of letters purportedly issued by psychologists affiliated with American Service Pets (ASP). These letters, which appear to all be substantially similar in form and content, state that the individual to whom the letter is directed has a qualifying disability under the ADA, the Fair Housing Act, and the Rehabilitation Act of 1973, and recommends an emotional support animal (ESA) for the individual. In some cases, these letters appear to be signed by a psychologist who purports to be practicing under “Authority to Practice Interjurisdictional Telepsychology (APIT) Granted by the PSYPACT Commission.”

The PSYPACT Commission has been presented with these letters by landlords and others asking for verification of the letters.

The PSYPACT Commission has absolutely no way to verify these letters and does not issue any such verifications of such letters, the conditions of the individuals bearing the letters or their eligibility for an ESA under any applicable laws.

The PSYPACT Commission has reviewed the ASP website, which claims that licensed psychologists review a questionnaire prepared by the individual applicant. There is no indication that any telepsychology services are provided at any point prior to the issuance of the ESA letters described above. Absent any provision of telepsychology services, the psychologists purportedly signing these letters are not practicing interjurisdictional telepsychology and therefore the PSYPACT practice privilege is not applicable to the issuance of these letters.

Accordingly, any individuals or entities presented with such letters are cautioned not to rely upon representations of psychologists purporting to issue such letters under the Authority to Practice Interjurisdictional Telepsychology (APIT) issued by the PSYPACT Commission, as such authority does not extend to the issuance of ESA letters without the prior provision of telepsychology services provided in a state participating in PSYPACT.

Individuals wishing to verify the licensing status of an individual psychologist should check with the state licensing authority (such as the state board of psychology) in the individual state(s) in which the psychologist is licensed. While the PSYPACT Commission can verify whether an individual holds an APIT under PSYPACT, we again caution that the issuance of these letters is not authorized under PSYPACT privileges where such letters are issued without a prior telepsychology consult between the psychologist and the individual who is in a state participating in PSYPACT.

Psychology Interjurisdictional Compact (PSYPACT)

210 Market Road Suite D • Tyrone, Georgia • 30290 • (678) 216-1175

• www.psypact.org

July 2022

Volume 3, Issue 2

Reducing regulatory barriers. Increasing access to mental healthcare.

A Message from the Chair Don Meck

This has been a great year and we are continuing to grow and meet the mental health needs of those who previously had no access to necessary psychological services. Indiana and Idaho have joined and will be effective on July 1 of this year. Connecticut will be effective October 1 and on June 9, Washington became effective. In addition, South Carolina and Rhode Island have enacted legislation, but no effective date has been determined yet by the executive board. It is great that the qualified psychologists in these new member states will soon be able to expand their practices and provide psychological services into other PSYPACT states. Let us continue to have a great year and thank you for your involvement in PSYPACT.

Donald S. Meck, Ph.D., J.D., ABPP
Chair, PSYPACT Commission

Upcoming Meetings

- July 14, 2022 - PSYPACT Commission Mid-Year Meeting
- July 25, 2022 - PSYPACT Elections Committee
- August 5, 2022 - PSYPACT Requirements Review Committee
- August 15, 2022 - PSYPACT Finance Committee
- August 17, 2022 - PSYPACT Rules Committee
- August 24, 2022 - PSYPACT Training and Public Relations Committee
- August 29, 2022 - PSYPACT Compliance Committee
- September 8, 2022 - PSYPACT Executive Board
- November 17, 2022 - PSYPACT Commission Annual Meeting

PSYPACT Commissioners

Lori Rall <i>Alabama</i>	Gary Lenkeit <i>Nevada</i>
Heidi Paakkonen <i>Arizona</i>	Deborah Warner <i>New Hampshire</i>
Lisa Fitzgibbons <i>Arkansas</i>	To Be Named <i>New Jersey</i>
Nate Brown <i>Colorado</i>	Susan Hurt <i>North Carolina</i>
To Be Named <i>Connecticut (*Effective 10/1/2022)</i>	Ronald Ross <i>Ohio</i>
Shauna Slaughter <i>Delaware</i>	Teanne Rose <i>Oklahoma</i>
LaTrice Herndon <i>District of Columbia</i>	Christina Stuckey <i>Pennsylvania</i>
Don Meck <i>Georgia</i>	To Be Named <i>Rhode Island (*effective date to be determined by PSYPACT Commission)</i>
Katie Stuart <i>Idaho</i>	To Be Named <i>South Carolina (*effective date to be determined by PSYPACT Commission)</i>
Cecilia Abundis <i>Illinois</i>	Mark Fleming <i>Tennessee</i>
To Be Named <i>Indiana</i>	Patrick Hyde <i>Texas</i>
David Fye <i>Kansas</i>	Jennifer Falkenrath <i>Utah</i>
Brenda Nash <i>Kentucky</i>	Jaime Hoyle <i>Virginia</i>
Jayne Boulos <i>Maine</i>	Leslie Cohn <i>Washington</i>
Lorraine Smith <i>Maryland</i>	Scott Fields <i>West Virginia</i>
Robin McLeod <i>Minnesota</i>	Daniel Schroeder <i>Wisconsin</i>
Pam Groose <i>Missouri</i>	Mariann Burnetti-Atwell <i>ASPPB</i>
Kris Chiles <i>Nebraska</i>	



IMPORTANT ANNOUNCEMENT



The PSYPACT Commission is now active on social media sites.

We invite you to follow us on our Facebook, Twitter and LinkedIn pages. Please click the links to be taken to our pages. We look forward to connecting with you!



Updates from the Committees

Finance Committee: The Finance Committee met on May 3, 2022 and reviewed the 2022 1st Quarter Financials along with other updates for the Executive Board. The Finance Committee will meet again on August 15, 2022 at 11 AM EST.

Rules Committee: The Rules Committee met on May 12, 2022 and presented the Executive Board with recommendations for consideration and referral to the full Commission. The Rules Committee will meet again on August 17, 2022 at 3 PM EST.

Compliance Committee: The Compliance Committee met on April 25, 2022 and June 7, 2022. The committee reviewed the PSYPACT Governance Documents to identify areas of Compliance. The Committee made recommendations to report to the Executive Board. The next meeting of this committee is set for August 29, 2022 at 10 AM EST.

Training and Public Relations Committee: The Training and Public Relations Committee met June 16, 2022. The committee reviewed the new PSYPACT Website updates as well as discussed ideas for additional updates to come. The next PSYPACT Training and Public Relations Committee meeting is scheduled for August 24, 2022 at 3 PM EST.

Executive Board: A meeting for the PSYPACT Executive Board was held on June 17, 2022. During the meeting minutes from the February 2, 2022 meeting were approved and are available on the PSYPACT website. Additionally, PSYPACT Executive Director, Janet Orwig provided updates to the Executive Board. The PSYPACT Executive Board also approved reports from the Finance Committee, Rules Committee, Compliance Committee and the Training and Public Relations Committee. The next PSYPACT Commission Executive Board meeting will be held on September 8, 2022 at 10 AM EST.

2022 PSYPACT Executive Board

Chair	Don Meck
Vice Chair	Pam Goose
Treasurer	Teanne Rose
Member at Large	Gary Lenkeit
Member at Large	Patrick Hyde
Ex Officio Member	Mariann Burnetti-Atwell

Committee Members

Rules Committee

Don Meck
Pam Goose
Deborah Warner
Patrick Hyde
Susan Hurt

Training and Public Relations Committee

Heidi Paakkonen
Lori Rall
Mariann Burnetti-Atwell

Elections Committee

Jayne Boulos
Daniel Schroeder
Jaime Hoyle

Finance Committee

Teanne Rose
Jaime Hoyle
Heidi Paakkonen

Requirements Review Committee

Gary Lenkeit
Christina Stuckey
Ron Ross

Compliance Committee

Scott Fields
Lisa Fitzgibbons
Jaime Hoyle

New Commissioner Welcome

The PSYPACT Commission would like to officially welcome Dr. Daniel Schroeder as the newly appointed commissioner for the state of Wisconsin, Ms. Katie Stuart as the newly appointed commissioner for the state of Idaho and Dr. Leslie Cohn as the newly appointed commissioner for the state of Washington.

Verification of PSYPACT Credentials

Available at www.verifypsypact.org, users of the site can search for all licensed psychologists who currently hold an active APIT or TAP.

Executive Director's Report

Janet Orwig

Officially welcome to Summer! With the 2022 legislative year winding down, I wanted to provide a summary of our legislative year so far. We had 7 bills introduced this year with 7 being enacted. We still have 4 bills with active legislation.

Recently, PSYPACT staff conducted our first training sessions with PSYPACT member board staff utilizing the training materials created by the PSYPACT Training and Public Relations Committee. These trainings were conducted over 4 days to provide several options for attendance. The sessions had a good turnout and were attended by 33 staff members from 21 of the PSYPACT member states. We hope the attendees found the sessions helpful and look forward to providing these trainings to new states as they join PSYPACT.

As always, I cannot thank you enough for all you do for PSYPACT.

Janet P. Orwig, MBA, CAE
PSYPACT Executive Director

Communications Update



Interest in PSYPACT continues to grow! We hear daily from psychologists interested in learning more about the compact and how they can participate and use an email listserv to provide periodic updates about important application updates and information as new states introduce and enact PSYPACT legislation. To date, we have over 6,000 participants in the PSYPACT listserv. To sign up, email us at info@psypact.org or visit <https://psypact.org/page/Listserv>.

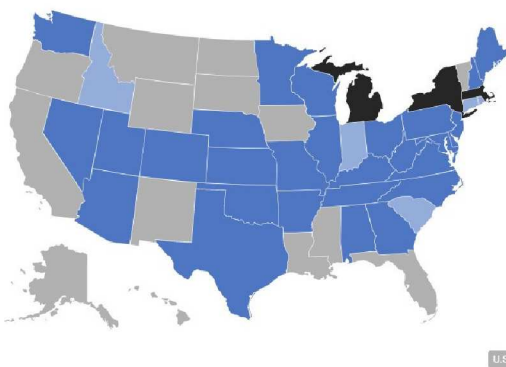


Did you know?

PSYPACT is available to host webinars and provide presentations for psychologists in your state to learn more about PSYPACT and how it works. If you are interested, contact us at info@psypact.org. Additional training materials can also be found on the PSYPACT website at www.psypact.org.

Legislative Activity

2022 Legislative Session Update



Currently, 34 states participate in PSYPACT including Alabama, Arizona, Arkansas, Colorado, Delaware, District of Columbia, Georgia, Idaho, Illinois, Indiana, Kansas, Kentucky, Maine, Maryland, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, Ohio, Oklahoma, Pennsylvania, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Connecticut (effective October 1, 2022), South Carolina and Rhode Island (effective after review of state law by PSYPACT Executive Board). As the 2022 legislative sessions began we saw legislation introduced in 7 states, we had carryover legislation in 4 states and enacted legislation in 7 states. We currently have legislation introduced in, Commonwealth of the Northern Mariana Islands as CNMI HB 22-80 and New York as NY S 9234. We also have carryover legislation in Massachusetts as MA S 2542, Michigan as MI H 5489.

Staff Contact Information

Janet Orwig
PSYPACT Executive Director
jorwig@asppb.org

Jessica Cheaves
PSYPACT Coordinator
jcheaves@asppb.org

Magan Spearing
PSYPACT Specialist
mspearing@asppb.org

PSYPACT by the Numbers

TELEPSYCHOLOGY

6845

ASPPB
E. Passports
Issued

6215

PSYPACT
APITs
Issued

TEMPORARY PRACTICE

386

ASPPB
IPCs Issued

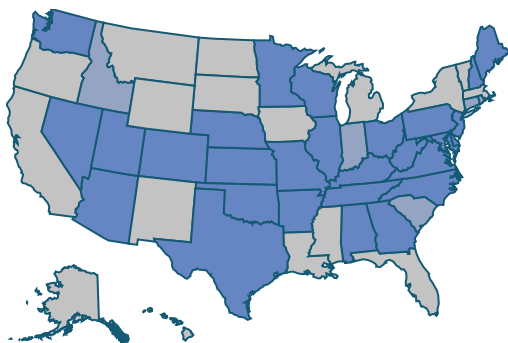
257

PSYPACT
TAPs Issued

STATE LEVEL BREAKDOWN

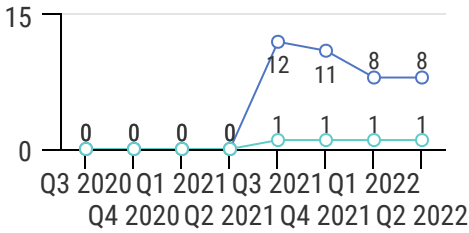
State	APITs	TAPs	State	APITs	TAPs
ALABAMA	39	4	NEVADA	93	7
ARIZONA	206	15	NEW HAMPSHIRE	87	5
ARKANSAS	12	2	NEW JERSEY	296	6
COLORADO	372	12	NORTH CAROLINA	292	7
CONNECTICUT	N/A	N/A	OHIO	239	6
DELAWARE	101	1	OKLAHOMA	55	3
DISTRICT OF COLUMBIA	220	7	PENNSYLVANIA	686	18
GEORGIA	316	17	RHODE ISLAND	N/A	N/A
IDAHO	N/A	N/A	SOUTH CAROLINA	N/A	N/A
ILLINOIS	624	21	TENNESSEE	99	5
INDIANA	N/A	N/A	TEXAS	666	42
KANSAS	50	4	UTAH	149	18
KENTUCKY	41	1	VIRGINIA	504	21
MAINE	32	1	WASHINGTON	7	1
MARYLAND	576	14	WEST VIRGINIA	15	2
MINNESOTA	137	3	WISCONSIN	26	1
MISSOURI	223	10			
NEBRASKA	52	3			

Numbers current as of 06/30/2022



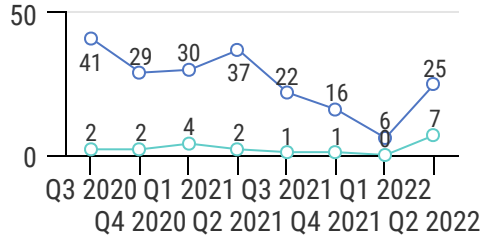
Looking at PSYPACT State Trends

Alabama



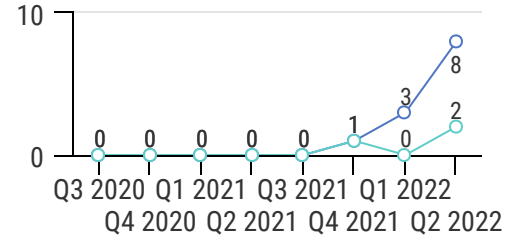
APIT TAP

Arizona



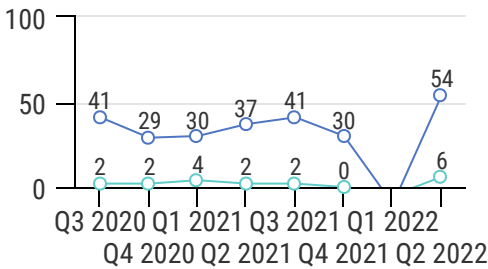
APIT TAP

Arkansas



APIT TAP

Colorado

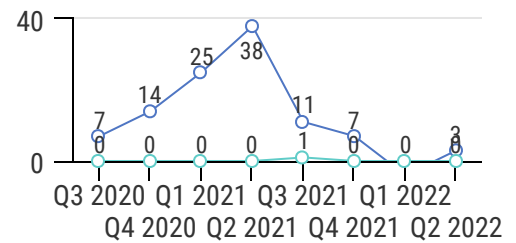


APIT TAP

Connecticut

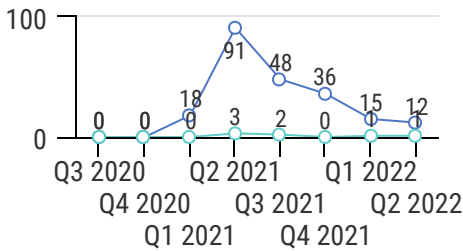
N/A

Delaware



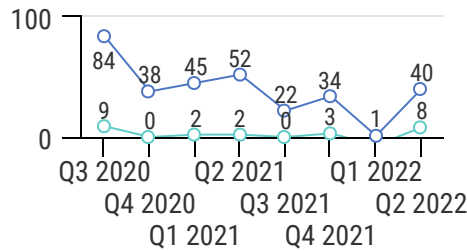
APIT TAP

District of Columbia



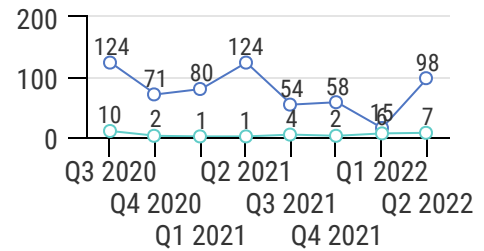
APIT TAP

Georgia



APIT TAP

Illinois



APIT TAP

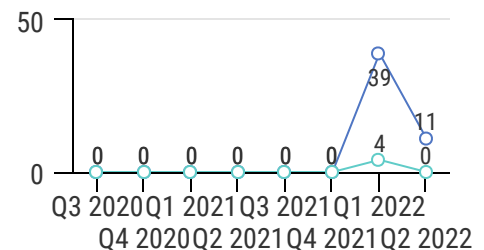
Idaho

N/A

Indiana

N/A

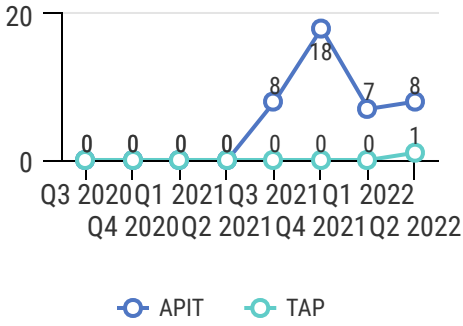
Kansas



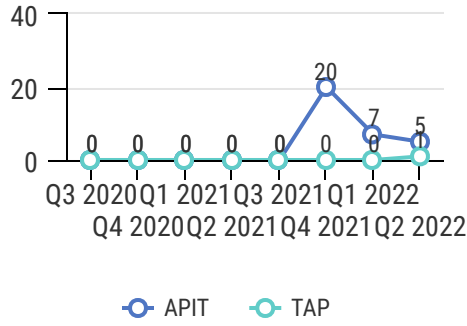
APIT TAP

Looking at PSYPACT State Trends

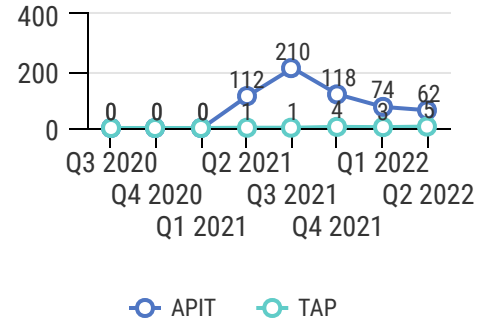
Kentucky



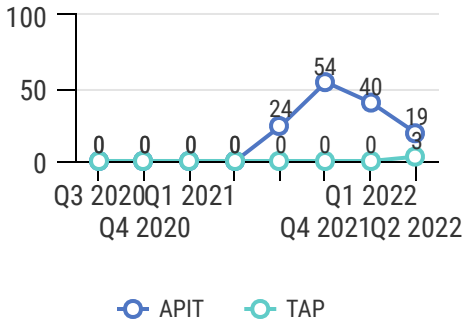
Maine



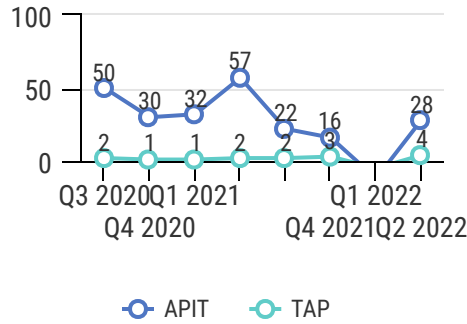
Maryland



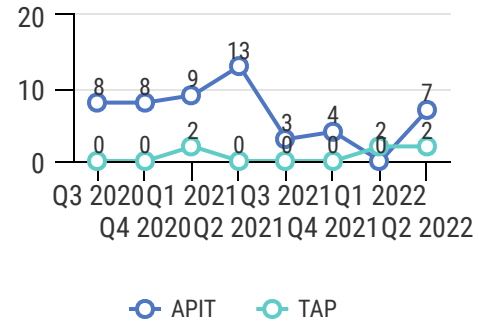
Minnesota



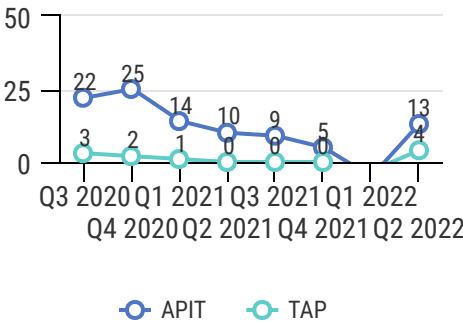
Missouri



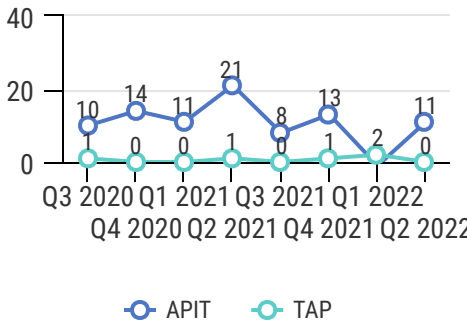
Nebraska



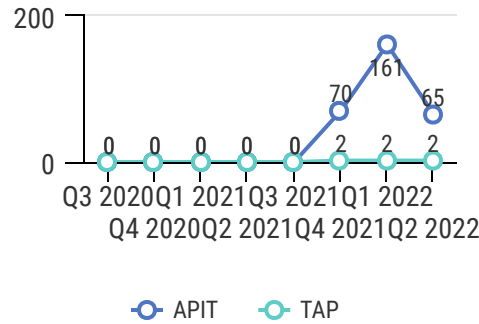
Nevada



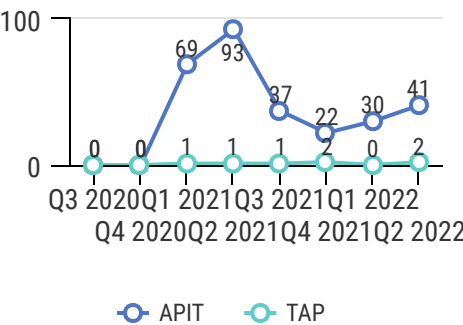
New Hampshire



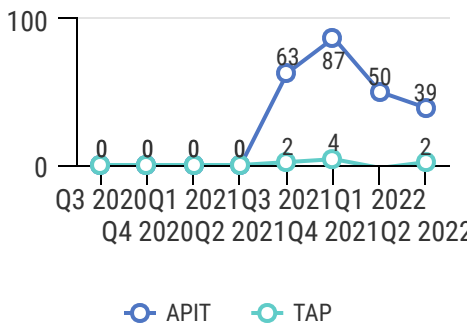
New Jersey



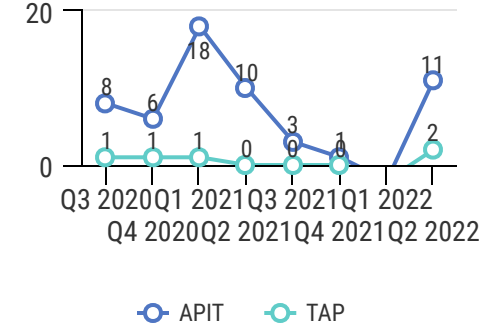
North Carolina



Ohio

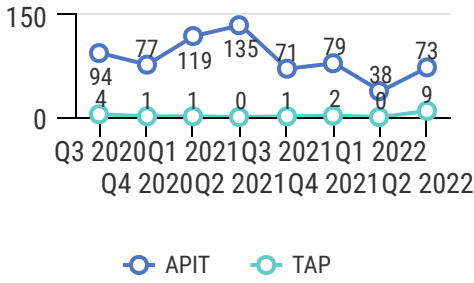


Oklahoma



Looking at PSYPACT State Trends

Pennsylvania



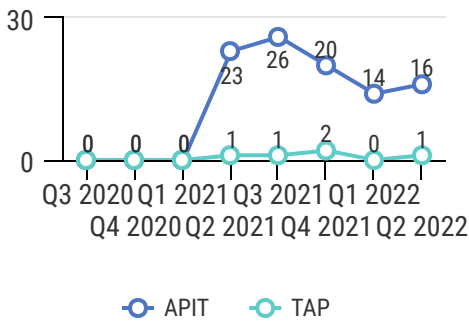
Rhode Island

N/A

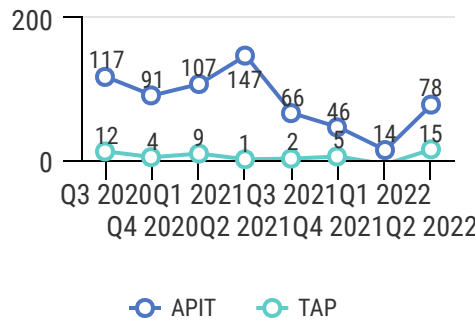
South Carolina

N/A

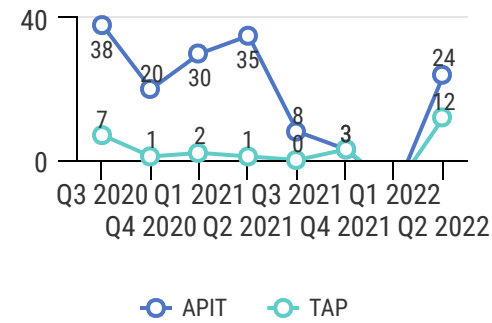
Tennessee



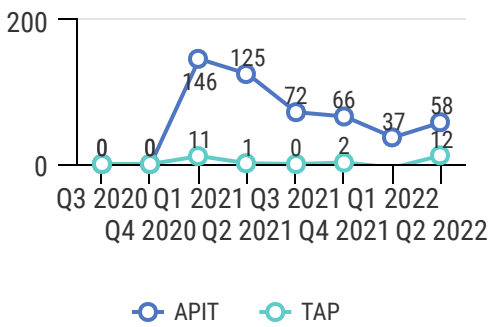
Texas



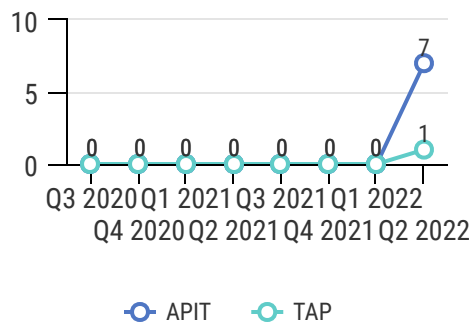
Utah



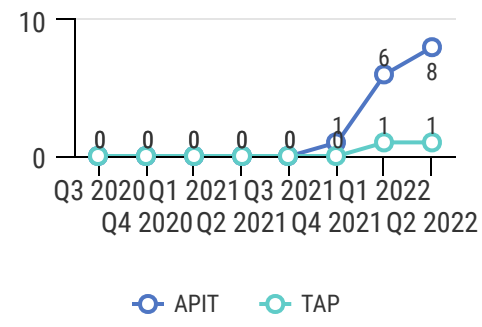
Virginia



Washington



West Virginia



Wisconsin



Meetings & Events

ASPPB's 36th Midyear Meeting was held this past April in New Orleans, Louisiana, and we are happy to announce that it was a huge success! This year's theme was

The More You Know: Current Trends in

Licensure, and there were speakers from across the United States and Canada discussing multiple topics pertaining to current licensure trends. We had an amazing turnout with great representation from our member jurisdictions. The Meetings and Events department would like to thank everyone who attended the event as our meeting attendees are what truly make our meetings amazing. The Continuing Education Certificates (CEC) for this event have been sent via email, and they were sent to the email addresses that were used at the time of registration. If you attended this meeting but have not yet received your CEC, please contact John Mickley at jmickley@asppb.org and he will gladly look into this for you!



If you were not able to attend our Midyear Meeting, or for those attendees who would like access to a concise summary of the Meeting, the link to the summary and PowerPoint presentations is asppb.net/page/2022MYM.

This fall, ASPPB will be holding their **62nd Annual Meeting of Delegates in National Harbor, Maryland from October 26th – October 30th**. The theme for this meeting will be A New Day: No More Business as Usual, and it is gearing up to be another amazing meeting! More information pertaining to this meeting will be coming out soon, so please be on the lookout for that. However, if you have any questions, please feel free to contact John at jmickley@asppb.org and he will be happy to assist in any way that he can.



Examination Stakeholder Technical Advisory Group (ESTAG)

ASPPB is committed to creating a fair and valid examination and is constantly evaluating, updating, and improving the EPPP processes and content. In keeping with this commitment of continuous quality improvement, one relatively new group has formed.

The Examination Stakeholder Advisory Group (ESTAG) was created as a collaborative effort to involve regulators and the training community in the examination process and enhance communication with stakeholders. Eleven representatives were selected to participate in this group which has been charged to:

- Identify examination related issues/questions raised by the training community and collaborate on methods to address such issues.
- Identify questions from the community relevant to examination policies and suggest potential policy changes to be considered by the Examination for Practice in Professional Psychology (EPPP) Committees and the BOD
- Review research on the EPPP and other licensing examinations in order to suggest potential research projects related to the EPPP

The current members are:

John Hunsley, PhD (chair)	Psychologist Member
Matt Turner, PhD	Psychologist Member
Robin McLeod, PhD	Psychologist/Regulatory Member
Dan Schroeder, PhD	Regulatory Member
Tammy Hughes, PhD, ABPP	Training Community
Brian Sharpless, PhD	Training Community
Mark Shermis, PhD	Training Community
Danielle Keenan-Miller, PhD	Training Community
Timothy Strauman, PhD	Training Community
Delon Isom, PhD	Applied Training Community
Chad Buckendahl, PhD	Licensure and Certification Representative



PSYPACT June 2022 Update

Greetings from PSYPACT! We have had an active 2022 legislative session. This session we have had legislation introduced in 7 states, carryover legislation from the 2021 session in 4 states 2 of which are still active (Massachusetts and Michigan) and enacted PSYPACT Legislation in 7 states; Connecticut, Idaho, Indiana, Rhode Island, South Carolina, Washington and Wisconsin. There is currently active legislation in Commonwealth of the Northern Mariana Islands as CNMI HB 22-80 and New York as NY SB 9234. We are very hopeful for the 2023 session.

Enacted and Effective

Alabama	Nebraska
Arkansas	Nevada
Arizona	New Hampshire
Colorado	New Jersey
Delaware	North Carolina
District of Columbia	Ohio
Georgia	Oklahoma
Idaho	Pennsylvania
Indiana	Tennessee
Illinois	Texas
Kansas	Utah
Kentucky	Virginia
Maine	Washington
Maryland	West Virginia
Minnesota	Wisconsin
Missouri	

Legislation Introduced

Commonwealth of the Northern Mariana Islands
Massachusetts
Michigan
New York

Enacted not yet Effective

Connecticut
South Carolina
Rhode Island

The PSYPACT Commission continues to issue authorizations to practice under PSYPACT. As of March 30, 2022, 5,591 Authority to Practice Interjurisdictional Telepsychology (APITs) have been issued and 229 Temporary Authorizations to Practice (TAPs) have also been issued by the PSYPACT Commission.

We look forward to sharing additional updates with you as new states introduce and enact PSYPACT legislation. For more information about PSYPACT, please visit www.psypact.org or email us at info@psypact.org with any questions.



Learn about Licensure Requirements: ASPPB InFocus 2021 and the Centre for Data Analysis on Psychology Licensure (Centre)

The Centre for Data and Analysis on Psychology Licensure

The primary purpose for the Centre for Data and Analysis on Psychology Licensure (the Centre) is to support psychology licensing boards in making informed licensure decisions through consistent data gathering, analysis and reporting. As part of the Centre's primary initiatives, ASPPB presented the first edition of the ASPPB InFocus 2020, an annual report providing information on trending data regarding the number of licensees, jurisdictional licensure requirements, licensure portability and the interjurisdictional utilization of telepsychology.

ASPPB has entered into the final stages of completing the ASPPB InFocus 2021 publication and updating the Centre website. The updates are expected to be available in the next coming weeks. Each participating jurisdiction's information will be featured in aggregate data as well as individual jurisdictional snapshot pages and data summary pages. We look forward to sharing this information and hope you find it useful.

To learn more about the Centre for Data Analysis, please visit www.asppb.org.

Questions? Email Stacey Camp: scamp@asppb.org



The Centre for Data and Analysis on Psychology Licensure is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under Grant Number H1MRH24096 for Licensure Portability Program. Any information, content, or conclusions on this website are those of the authors and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.



A Closer Look ~ Update on the EPPP and Town Hall Meetings



I am pleased to take this opportunity to update you on the work that has been undertaken over the past several years with respect to the EPPP (Part 2-Skills). Since 2018 the ASPPB Board of Directors (BOD) and staff have undertaken an extensive review. This was prompted by a number of developments including jurisdictional responses to the rollout of this exam. As many of you will recall, the Board of Directors removed the requirement to include the EPPP (Part 2-Skills) and instead made it optional. Seven jurisdictions subsequently signed on as early adopters of the EPPP (Part 2-Skills). Since that time data has been gathered, and extensive/ongoing dialogue has been held between ASPPB and its stakeholders and member jurisdictions. In addition, the BOD hired a consultant to undertake a “deep dive” into ASPPB’s operations, its mission, the processes, and where improvements can be made.

Dr. Matt Turner (ASPPB Senior Director of Examination Services) presented a variety of highlights including the activities of the Examination Stakeholder Technical Advisory Group (ESTAG), the Item Review Committee, and ongoing meetings that have been held with interested jurisdictions, with an opportunity at the conclusion of this presentation for questions and comments. Attendees were also encouraged to submit any further questions or comments they had during the following 2-week comment period.

On June 23rd, 2022 a third town hall meeting was held with other community psychology stakeholder groups, including those with a liaison relationship with ASPPB, members of state and provincial psychological associations, as well as representatives from a variety of American and Canadian ethnic and minority psychological associations.

It is the intention of the Board of Directors to review the feedback from all three town hall meetings at its upcoming meeting in August. At that time, further decisions will be made around next steps to take with this portion of the examination, bearing in mind all of the feedback received. On behalf of the ASPPB BOD and staff, Dr. Turner and I wish to thank you very much for your invaluable feedback and participation in these meetings. In addition, we encourage you to make others aware of these Townhall meetings, as a recording of Dr. Turner’s presentation will be made available on the regulatory side of the ASPPB website in the next few weeks. **Finally, we look forward to sharing further developments with you at the upcoming Annual Meeting of the membership (October 26th-30th, 2022) in National Harbor, Maryland.**

As always please feel free to email us with any questions or comments you have regarding this ongoing and iterative review process.

Respectfully,
Alan Slusky, Ph.D., C. Psych.
President, ASPPB BOD



**Over 80 representatives
from our member
jurisdictions attended...**

asppb.org

Those of you who have attended membership meetings have been kept up-to-date on the progress we have made through this diagnostic review, and work continues there to make ASPPB an organization that is more responsive to its member jurisdictions and their needs. In the course of doing so and in fulfilling the commitment of the BOD to review the examination in 2022, three town halls have been held. These were designed to inform member jurisdictions and stakeholders of the progress that has been made on the EPPP (Part 2-Skills), and to solicit further feedback from you all on this work.

The first two meetings were held May 16th and 17th, 2022. Over 80 representatives from our member jurisdictions attended, representing over 85% of the licensed/registered psychologists in the United States and Canada. During these meetings those in attendance were brought up to date on the steps that the BOD and staff have taken to examine the EPPP (Part 2-Skills) and most importantly listen to those with a vested interest in ensuring that ASPPB creates a valid, reliable, unbiased, and legally defensible examination.



Follow us! ASPPB's Social Media Campaigns

In an effort to connect with the wider psychology community, ASPPB has launched two new social media campaigns. The first, **FAQ Friday**, will highlight a frequently asked question from one of our departments; PSYPACT or Examination Services for example.

The second is called **'Where In the World is ASPPB?'** Our first photo came from the balcony overlooking the French Quarter in New Orleans during the Mid-Year Meeting this past April. The second photo was taken by our Events Manager, John Mickley, at a local historical site near our offices. We'd love to see more photos! If you have some ASPPB swag, and a local landmark, snap a pic and send it to **asppbsocial@asppb.org**. Just let us know how to credit the photo (your name/title, anonymous member, your board, etc), and we'll include it in our next post.

If you're not following ASPPB, you're missing out. Check out the links below to follow us on LinkedIn and Twitter!

FAQ Friday:

What is PsyPact?

PSYPACT is an interstate compact designed to allow licensed psychologists to practice telepsychology and conduct temporary in-person face-to-face practice of psychology across state boundaries legally and ethically without necessitating that an individual become licensed in every state to practice.

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2022 ASPPB Board of Directors

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ASPPB

Association of State and
Provincial Psychology Boards



ASPPB's 62nd Annual Meeting of Delegates
*A New Day:
No More Business as Usual*



PAST **FUTURE**
National Harbor, Maryland
October 26-30, 2022

REGISTRATION COMING SOON

ASPPB is excited to see all of you in National Harbor, Maryland, for our 62nd Annual Meeting of Delegates, to be held October 26-30, 2022! Registration for the meeting will be open soon so please watch out for an email with that information.

Jurisdictional Financial Assistance (JFA)

All jurisdictions have \$500 per year (up to \$1,000 if not used the previous year) available to use to offset travel or hotel costs, payable to the board or the attendee. To apply, reach out to Jennifer Vetter at jvetter@asppb.org.

MEETING INFORMATION

The theme of this year's meeting, "A New Day: No More Business as Usual" will look at changing population and psychology workforce demographics and the ethical and regulatory implications of those changes. Sessions will cover such topics as:

- Emerging service delivery types and ensuring public protection
- Maintaining standards for licensure amid changing workforce demands
- Using workforce information to aid regulatory boards in identifying jurisdictional needs
- The role of psychology regulation in social justice

IMPORTANT HOTEL INFORMATION



Gaylord National Hotel and Convention Center

193 Waterfront St, Oxon Hill, MD 20745

Special ASPPB Room Block Rate:

Information:

\$249.00 Per night

More to come!

Tax rate: 18%

Room Block

ASPPB's room block will open soon!

CONTACT US

Meeting Contact Info:

John Mickley 678-961-2469
meetinghelpdesk2@asppb.org
jmickley@asppb.org

Account Login & JFA Contact Info:

Jennifer Vetter
jvetter@asppb.org

We look forward to seeing you in October!

Our mailing address is:

P.O. Box #849
Tyrone, GA 30290

Main ASPPB Phone Number:

678-216-1175

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You can [update your preferences](#) or [unsubscribe from this list](#).

3rd Quarter Dismissals for TSBEP Board

Complaints Dismissed by Staff	Classification	Reason for Dismissal
1. 2020-00023	Standard of Care	Insufficient Evidence
2. 2020-00076	Confidentiality	Insufficient Evidence
3. 2020-00116	Unprofessional Conduct	Insufficient Evidence
4. 2020-00132	General Forensic	Insufficient Evidence
5. 2021-00082	General Therapy	Insufficient Evidence
6. 2021-00231	Advertising	Corrective Action Taken
7. 2022-00019	General Forensic	Insufficient Evidence
8. 2022-00038	Advertising	Corrective Action Taken
9. 2022-00039	Bribery	Insufficient Evidence
10. 2022-00087	Unprofessional Conduct	Lack of Jurisdiction
11. 2022-00090	Unprofessional Conduct	Lack of Jurisdiction
12. 2022-00098	Unprofessional Conduct	Lack of Jurisdiction
13. 2022-00103	Standard of Care	Insufficient Evidence
14. 2022-00105	General Forensic	Insufficient Evidence
15. 2022-00109	Confidentiality	Insufficient Evidence
16. 2022-00111	Confidentiality	Insufficient Evidence
17. 2022-00115	Unlicensed Person	Corrective Action Taken
18. 2022-00143	Unprofessional Conduct	Lack of Jurisdiction
19. 2022-00160	Sexual Misconduct	Insufficient Evidence
20. 2022-00169	Standard of Care	Lack of Jurisdiction
21. 2022-00171	General Forensic	Insufficient Evidence
22. 2022-00172	Record Keeping	Insufficient Evidence
23. 2022-00173	Failure to Report	Lack of Jurisdiction
24. 2022-00182	Standard of Care	Untimely
25. 2022-00191	Standard of Care	Insufficient Evidence
26. 2022-00212	Child Custody	Insufficient Evidence
27. 2022-00222	Record Keeping	Untimely
28. 2022-00229	Not Related to Licensed Activity	Lack of Jurisdiction
29. 2022-00233	Not Related to Licensed Activity	Lack of Jurisdiction

<p align="center">STATUS REPORT 3rd Quarter</p>	<p align="center">3Q FY22 Mar 1, 2022 to May 31, 2022</p>	<p align="center">2Q FY22 Dec 1, 2021 to Feb 28, 2022</p>	<p align="center">1Q FY22 Sep 1, 2021 to Nov 30, 2021</p>	<p align="center">4Q FY21 Jun 1, 2021 to Aug 31, 2021</p>	
Number of Pending Complaints	532	594	579	634	
Pending Complaints per Member Board	TSBEP-235 TSBSWE-181 TSBEMFT-43 TSBEP-73	TSBEP-291 TSBSWE-171 TSBEMFT-54 TSBEP-78	TSBEP-266 TSBSWE- 191 TSBEMFT-54 TSBEP-68	TSBEP-283 TSBSWE- 229 TSBEMFT-59 TSBEP-63	
Number of New Complaints Received	164	105	148	128	
Pending Priority 1 Cases (Imminent Physical Harm)	1 TSBEP-0 TSBSWE-1 TSBEMFT-0 TSBEP-0	4 TSBEP-2 TSBSWE-1 TSBEMFT-1 TSBEP-0	6 TSBEP-2 TSBSWE-3 TSBEMFT-1 TSBEP-0	18	
Pending Priority 2 Cases (Sexual Misconduct)	57 TSBEP-28 TSBSWE-26 TSBEMFT-0 TSBEP-3	52 TSBEP-25 TSBSWE-24 TSBEMFT-1 TSBEP-3	52 TSBEP-24 TSBSWE-24 TSBEMFT-2 TSBEP-2	57	
Pending Priority 3 Cases (Applicants)	12 TSBEP-4 TSBSWE-8 TSBEMFT-0 TSBEP-0	15 TSBEP-4 TSBSWE-8 TSBEMFT-1 TSBEP-2	11 TSBEP-1 TSBSWE-6 TSBEMFT-2 TSBEP-2	11	
Cases Resolved this Quarter	228	89	197	308	
Agreed Orders Signed	25	9	15	53	
Cases Dismissed by Staff	203	80	182	255	
Cases Dismissed by member Boards	0	0	0	0	
Cases Reviewed at an ISC this Quarter	16	3	19	24	
Pending Cases by Fiscal Year					
FY2015	0 going to SOAH	1	1	2	5
FY2016	3 going to SOAH	3	3	5	11
FY2017	1 going to SOAH	4	8	11	21
FY2018	1 going to SOAH	2	6	8	16
FY2019	3 going to SOAH	14	35	56	81
FY2020	5 going to SOAH	82	167	199	263
FY2021	6 going to SOAH	111	153	163	227
FY2022	0 going to SOAH	315	221	135	
Total		532	594	579	634

Informal Settlement Conference Panel List

<i>Conference Date:</i>	<i>Conference Panel:</i>	
On Call June 1- August 31, 2023	???????????????????? ???????????????????? ????????????????????	(Future)
On-Call March 1 – May 31, 2023	Mark Cartwright, Ph.D. Herman Adler, M.A. John Bielamowicz	(Future)
On-Call Dec 1 – Feb 28, 2023	Mark Cartwright, Ph.D. Andoni Zagouris, M.A. Ryan T. Bridges	(Future)
On-Call Sept 1 – Nov 30, 2022	Roxana Lambdin, Ph.D. Herman Adler, M.A. Jeanette Das Calhoun, Ph.D.	(Future)
ISC On-Call June 1 – August 31, 2022	Sangeeta Singg, Ph.D. Andoni Zagouris, M.A John Bielamowicz	(Current)
On-Call March 1 – May 31, 2022	Jamie Becker, Ph.D. Herman Adler, M.A.* Ryan T. Bridges	
On-Call Dec 1 – Feb 28, 2022	Jamie Becker, Ph.D. Herman Adler, M.A. John Bielamowicz	
On-Call Sept 1 -Nov 30,2021	Susan Fletcher, Ph.D. Andoni Zagouris, M.A. Jeanette Deas Calhoun, Ph.D.	
August 10-11, 2021	Ronald Palomares, Ph.D. Herman B. Adler, M.A. Ryan T. Bridges	
May 11-12, 2021	Susan Fletcher, Ph.D. Andoni Zagouris, M.A. John Bielamowicz	

Rule: 463.8. Licensed Psychological Associate

Action: Proposed Amendments

Comment: Current proposed changes - The proposed amendments correct typographical errors in subsections (a)(3), (b)(3), and (c)(3); subsection (g) extends a grandfathering provision for degrees in psychology that began before August 31, 2019; and subsection (h) creates a way for applicants with deficiencies to petition for permission to remediate certain areas of deficiency.

463.8. Licensed Psychological Associate.

- (a) Licensure Requirements. An applicant for licensure as a psychological associate must:
- (1) hold a graduate degree in psychology from a regionally accredited institution of higher education;
 - (2) provide documentation of at least six (6) semester credit hours of practicum, internship or other structured experience within the applicant's graduate degree program under the supervision of a licensed psychologist or a licensed specialist in school psychology;
 - (3) pass all examinations required by the Council and meet each of the criteria listed in §501.2525(a)(~~2~~)(3)-(9) of the Occupations Code; and
 - (4) demonstrate graduate level coursework in each of the following areas:
 - (A) Psychological Foundations:
 - (i) the biological bases of behavior;
 - (ii) the acquired or learned bases of behavior, including learning, thinking, memory, motivation and emotion;
 - (iii) the social, cultural, and systemic bases of behavior;
 - (iv) the individual or unique bases of behavior, including personality theory, human development, and abnormal behavior;
 - (B) Research and Statistics:

- (i) the methodology used to investigate questions and acquire knowledge in the practice of psychology;
 - (ii) coursework in research design and methodology, statistics, critical thinking, and scientific inquiry;
 - (C) Applied Psychology:
 - (i) the history, theory, and application of psychological principles;
 - (ii) the application of psychological theories to individuals, families, and groups;
 - (D) Assessment:
 - (i) intellectual, personality, cognitive, physical, and emotional abilities, skills, interests, and aptitudes;
 - (ii) socio-economic, including behavioral, adaptive, and cultural assessment;
 - (E) Interventions:
 - (i) the application of therapeutic techniques;
 - (ii) behavior management;
 - (iii) consultation; and
 - (F) Scientific and Professional, Legal, and Ethical Issues.
- (b) Degree Requirements.
- (1) For purposes of this rule:
 - (A) a graduate degree in psychology means the name of the candidate's major or program of studies contains the term "psychology;"
 - (B) a specialist degree shall be treated as a graduate degree; and
 - (C) one semester credit hour equals one and one-half quarter credit hours.

- (2) A degree utilized to meet the requirements of this rule must consist of at least sixty (60) semester credit hours, with no more than twelve (12) semester credit hours of practicum, internship, or structured experience being counted toward the total degree hour requirement.
- (3) Applicants must demonstrate proof of the graduate level coursework required in subsection (a)(2) and ~~(a)~~(4) of this section by identifying which courses or training listed on their transcripts satisfy the required areas of study. Applicants may be required to provide the Council with an official course catalogue or description from their university or training program to verify whether a course meets the requirements of this rule.

(c) Supervision Requirements.

- (1) A licensed psychological associate must practice under the supervision of a licensed psychologist and may not practice independently.
- (2) Notwithstanding paragraph (1) of this subsection and subject to the limitations set out in paragraph (3) of this subsection, a licensed psychological associate may practice independently if:
 - (A) the licensee can demonstrate at least 3,000 hours of post-graduate degree experience in the delivery of psychological services under the supervision of one or more licensed psychologists;
 - (B) the supervised experience was obtained in not less than 24 consecutive months, but not more than 48 consecutive months, and in not more than three placements; and
 - (C) the licensee submits an application for independent practice evidencing proof of the required supervised experience.
- (3) A licensed psychological associate meeting the requirements of paragraph (2) of this subsection shall be approved for independent practice, but remains subject to all Council rules, including Council rule §465.9 (relating to Competency).
- (4) Applicants shall not utilize any supervised experience obtained from a psychologist with a restricted license or to whom they are related within the second degree of affinity or consanguinity to satisfy the requirements of this rule.

- (5) Applicants licensed as specialists in school psychology or as a provisionally licensed psychologist may utilize experience acquired under that license if the experience was supervised by a licensed psychologist.
- (d) ~~Notwithstanding subsection (c)(3) of this section, an application for independent practice may be denied if a gap of more than two years exists between the completion of the supervised experience required for independent practice and the date of application for independent practice. The rules governing the waiver of gaps related to supervised experience found in Council rule §463.11 shall govern any request for a waiver under this rule.~~
- (e) The correct title for a person licensed under this rule shall be "licensed psychological associate" or "psychological associate."
- (f) A licensed psychological associate authorized to practice independently under this rule must inform all patients and clients as part of the informed consent process, whether the licensee holds a master's, specialist or doctoral degree, and provide the patient with a current copy of any informational pamphlet or brochure published by the Council describing the differences between the levels of training and education received in master's, specialist, and doctoral degree programs. In lieu of providing each patient or client with a copy of the required pamphlet or brochure, licensees may publish in a conspicuous manner, the pamphlet or brochure on their website or provide a link to the pamphlet or brochure on the Council's website.
- (g) Continuation of Prior Law.
- (1) Notwithstanding subsection (b)(2) of this section, a person who began a graduate program before August 31, 2019, leading to a degree in psychology, that otherwise meets the requirements of subsection (a)(1) of this section, shall be considered to have met the requirements of subsection (b)(2) if the individual has completed 42 semester credit hours.
- (2) Applicants with degrees consisting of less than 42 semester credit hours may utilize a maximum of 12 semester credit hours from another graduate degree program in psychology to achieve the total of 42 semester credit hours to meet the requirement of subsection (g)(1) of this section.
- ~~(1) Notwithstanding subsection (b)(1)(A) of this section, a person who begins a graduate program leading to a degree required by subsection (a)(1) of this section before August 31, 2019, shall be~~

~~considered to have met the requirements of that subsection if the individual's degree is primarily psychological in nature. This subsection expires on August 31, 2021.~~

~~(2) Notwithstanding subsection (b)(2) of this section, a person who begins a graduate program leading to a degree required by subsection (a)(1) of this section before August 31, 2019, shall be considered to have met the requirements of that subsection if the individual has completed 42 semester credit hours with at least 27 of those hours in psychology. Applicants with degrees consisting of less than 42 semester credit hours may utilize a maximum of 12 semester credit hours from another graduate degree program in psychology to achieve the total of 42 semester credit hours. This subsection expires on August 31, 2021.~~

(h) Remedy for Incomplete Licensure Requirements.

(1) An applicant who has completed a graduate degree in psychology, from a regionally accredited institution of higher education, that consists of at least sixty (60) semester credit hours, or meets the requirements of subsection (g) of this section, and who does not meet all of the qualifications for licensure set out in subsection (a)(2) and (4) of this section may petition for permission to remediate an area of deficiency. An applicant may not however, petition for the waiver or modification of the requisite degree or passage of the requisite examinations.

(2) The Council may allow an applicant to remediate a deficiency identified in paragraph (1) of this subsection if the applicant can demonstrate:

(A) the prerequisite is not mandated by federal law, the state constitution or statute, or 22 TAC Part 41; and

(B) the remediation would not adversely affect the public welfare.

(3) The Council may approve or deny a petition under this subsection, and in the case of approval, may condition the approval on reasonable terms and conditions designed to ensure the applicant's education, training, and experience provide reasonable assurance that the applicant has the knowledge and skills necessary for entry-level practice as a licensed psychological associate.

Rule: 463.9. Licensed Specialist in School Psychology.

Action: Proposed Rule

Comment:

463.9 Licensed Specialist in School Psychology.

- (a) License Requirements. An applicant for licensure as a specialist in school psychology must:
 - (1) hold an appropriate graduate degree;
 - (2) provide proof of specific graduate level coursework;
 - (3) provide proof of an acceptable internship;
 - (4) provide proof of passage of all examinations required by the Council; and
 - (5) meet the requirements imposed under §501.2525(a)(3) - (9) of the Occupations Code.
- (b) Applicants who hold active certification as a Nationally Certified School Psychologist (NCSP) are considered to have met all requirements for licensure under this rule except for passage of the Jurisprudence Examination. Applicants relying upon this subsection must provide the Council with their NCSP certification number.
- (c) Applicants who graduated from a training program accredited or approved by the National Association of School Psychologists or accredited in School Psychology by the American Psychological Association are considered to have met all training and internship requirements for licensure under this rule. Applicants relying upon this subsection must submit an official transcript indicating the degree and date the degree was awarded or conferred.
- (d) Appropriate Graduate Degrees.
 - (1) Applicants who do not hold active NCSP certification, or who did not graduate from a training program accredited or approved by the National Association of School Psychologists or accredited in School Psychology by the American Psychological Association, must have completed a graduate degree in psychology from a regionally accredited institution of higher education. For purposes of this rule, a graduate degree in psychology means the name of the candidate's major or program

of study is titled psychology.

- (2) Applicants applying under this subsection must have completed, either as part of their graduate degree program or after conferral of their graduate degree, at least 60 graduate level semester credit hours from a regionally accredited institution of higher education. A maximum of 12 internship hours may be counted toward this requirement. ~~For purposes of this rule, a graduate degree in psychology means the name of the candidate's major or program of studies is titled psychology.~~
 - (3) An applicant who holds a graduate degree that does not qualify under subsection (d)(1) but meets the requirements of subsection (d)(2) is considered to have an appropriate graduate degree if the applicant holds a certificate of completion from a graduate-level training course designed to train individuals from related disciplines in the practice of school psychology.
- (e) Applicants applying under subsection (d) of this section must submit evidence of graduate level coursework as follows:
- (1) Psychological Foundations, including:
 - (A) biological bases of behavior;
 - (B) human learning;
 - (C) social bases of behavior;
 - (D) multi-cultural bases of behavior;
 - (E) child or adolescent development;
 - (F) psychopathology or exceptionalities;
 - (2) Research and Statistics;
 - (3) Educational Foundations, including any of the following:
 - (A) instructional design;
 - (B) organization and operation of schools;
 - (C) classroom management; or

- (D) educational administration;
 - (4) Assessment, including:
 - (A) psychoeducational assessment;
 - (B) socio-emotional, including behavioral and cultural, assessment;
 - (5) Interventions, including:
 - (A) counseling;
 - (B) behavior management;
 - (C) consultation;
 - (6) Professional, Legal and Ethical Issues; and
 - (7) A Practicum.
- (f) Applicants applying under subsection (d) of this section must have completed an internship with a minimum of 1200 hours and that meets the following criteria:
- (1) At least 600 of the internship hours must have been completed in a public school.
 - (2) The internship must be provided through a formal course of supervised study from a regionally accredited institution of higher education in which the applicant was enrolled; or the internship must have been obtained in accordance with Council §463.11(d)(1) and (d)(2)(C) of this section.
 - (3) Any portion of an internship completed within a public school must be supervised by a Licensed Specialist in School Psychology, and any portion of an internship not completed within a public school must be supervised by a Licensed Psychologist.
 - (4) No experience which is obtained from a supervisor who is related within the second degree of affinity or consanguinity to the supervisee may be utilized.
 - (5) Unless authorized by the Council, supervised experience received from a supervisor practicing with a restricted license

may not be utilized to satisfy the requirements of this rule.

- (6) Internship hours must be obtained in not more than two placements. A school district, consortium, and educational co-op are each considered one placement.
 - (7) Internship hours must be obtained in not less than one or more than two academic years.
 - (8) An individual completing an internship under this rule must be designated as an intern.
 - (9) Interns must receive no less than two hours of supervision per week, with no more than half being group supervision. The amount of weekly supervision may be reduced, on a proportional basis, for interns working less than full-time.
 - (10) The internship must include direct intern application of assessment, intervention, behavior management, and consultation, for children representing a range of ages, populations and needs.
- (g) Provision of psychological services in the public schools by unlicensed individuals.
- (1) An unlicensed individual may provide psychological services under supervision in the public schools if:
 - (A) the individual is enrolled in an internship, practicum or other site based training in a psychology program in a regionally accredited institution of higher education; or
 - (B) the individual has completed an internship that meets the requirements of this rule, and has submitted an application for licensure as a Licensed Specialist in School Psychology to the Council that has not been denied or returned.
 - (2) An unlicensed individual may not provide psychological services in a private school setting unless the activities or services provided are exempt under §501.004 of the Psychologists' Licensing Act.
 - (3) An unlicensed individual may not engage in the practice of psychology under paragraph (1)(B) of this subsection for

more than forty-five days following receipt of the application by the Council.

- (4) The authority to practice referenced in paragraph (1)(B) of this subsection is limited to the first or initial application filed by an individual under this rule, but is not applicable to any subsequent applications filed under this rule.

Rule: 463.11. Supervised Experience Required for Licensure as a Psychologist.

Action: Proposed Rule

Comment:

463.11 Supervised Experience Required for Licensure as a Psychologist.

- (a) Required Supervised Experience. In order to qualify for licensure, an applicant must submit proof of a minimum of 3,500 hours of supervised experience, at least 1,750 of which must have been obtained through a formal internship that occurred within the applicant's doctoral degree program and at least 1,750 of which must have been received as a provisionally licensed psychologist (or under provisional trainee status under prior versions of this rule).
 - (1) A formal internship completed after the doctoral degree was conferred, but otherwise meeting the requirements of this rule, will be accepted for an applicant whose doctoral degree was conferred prior to September 1, 2017.
 - (2) The formal internship must be documented by the Director of Internship Training. Alternatively, if the Director of Internship Training is unavailable, the formal internship may be documented by a licensed psychologist with knowledge of the internship program and the applicant's participation in the internship program.
 - (3) Following conferral of a doctoral degree, 1,750 hours obtained or completed while employed in the delivery of psychological services in an exempt setting, while licensed or authorized to practice in another jurisdiction, or while practicing as a psychological associate or specialist in school psychology in this state may be substituted for the minimum of 1,750 hours of supervised experience required as a provisionally licensed psychologist if the experience was obtained or completed under the supervision of a licensed psychologist. Post-doctoral supervised experience obtained without a provisional license or trainee status prior to September 1, 2016, may also be used to satisfy, either in whole or in part, the post- doctoral supervised experience required by this rule if the experience was obtained under the supervision of a licensed psychologist.
- (b) Satisfaction of Post-doctoral Supervised Experience with Doctoral Program Hours.
 - (1) Applicants who received their doctoral degree from a degree program accredited by the American Psychological Association (APA), the Canadian Psychological Association (CPA), Psychological Clinical Science Accreditation System (PCSAS), or a substantially equivalent degree program, may

count the following hours of supervised experience completed as part of their degree program toward the required post-doctoral supervised experience:

- (A) hours in excess of 1,750 completed as part of the applicant's formal internship; and
- (B) practicum hours certified by the doctoral program training director (or the director's designee) as meeting the following criteria:
 - (i) the practicum training is overseen by the graduate training program and is an organized, sequential series of supervised experiences of increasing complexity, serving to prepare the student for internship and ultimately licensure;
 - (ii) the practicum training is governed by a written training plan between the student, the practicum training site, and the graduate training program. The training plan must describe how the trainee's time is allotted and assure the quality, breadth, and depth of the training experience through specification of the goals and objectives of the practicum, the methods of evaluation of the trainee's performance, and reference to jurisdictional regulations governing the supervisory experience. The plan must also include the nature of supervision, the identities of the supervisors, and the form and frequency of feedback from the agency supervisor to the training faculty. A copy of the plan must be provided to the Council upon request;
 - (iii) the supervising psychologist must be a member of the staff at the site where the practicum experience takes place;
 - (iv) at least 50% of the practicum hours must be in service-related activities, defined as treatment or intervention, assessment, interviews, report-writing, case presentations, and consultations;
 - (v) individual face-to-face supervision shall consist of no less than 25% of the time spent in service-related activities;
 - (vi) at least 25% of the practicum hours must be devoted to face-to-face patient or client contact;
 - (vii) no more than 25% of the time spent in supervision may be provided by a licensed allied mental health professional or a psychology intern or post-doctoral fellow; and
 - (viii) the practicum must consist of a minimum of 15

hours of experience per week.

- (2) Applicants applying for licensure under the substantial equivalence clause must submit an affidavit or unsworn declaration from the program's training director or other designated leader familiar with the degree program, demonstrating the substantial equivalence of the applicant's degree program to an APA, PCSAS, or CPA accredited program at the time of the conferral of applicant's degree.
 - (3) An applicant and the affiant or declarant shall appear before the agency in person to answer any questions, produce supporting documentation, or address any concerns raised by the application if requested by a council or board member or the Executive Director. Failure to comply with this paragraph shall constitute grounds for denial of substantial equivalency under this rule.
- (c) General Requirements for Supervised Experience. All supervised experience for licensure as a psychologist, including the formal internship, must meet the following requirements:
- (1) Each period of supervised experience must be obtained in not more than two placements, and in not more than 24 consecutive months.
 - ~~(2) Gaps Related to Supervised Experience.~~
 - ~~(A) Unless a waiver is granted by the Council, an application for a psychologist's license will be denied if a gap of more than seven years exists between the date an applicant's doctoral degree was officially conferred and the date of the application.~~
 - ~~(B) The Council shall grant a waiver upon a showing of good cause by the applicant. Good cause shall include, but is not limited to:~~
 - ~~(i) proof of continued employment in the delivery of psychological services in an exempt setting as described in §501.004 of the Psychologists' Licensing Act, during any gap period;~~
 - ~~(ii) proof of professional development, which at a minimum meets the Council's professional development requirements, during any gap period;~~
 - ~~(iii) proof of enrollment in a course of study in a regionally accredited institution or training facility designed to prepare the individual for the profession of psychology during any gap period;~~
~~or~~
 - ~~(iv) proof of licensure as a psychologist and continued employment in the delivery of psychological services in another jurisdiction.~~
 - (3) A formal internship with rotations, or one that is part of a

consortium within a doctoral program, is considered to be one placement. A consortium is composed of multiple placements that have entered into a written agreement setting forth the responsibilities and financial commitments of each participating member, for the purpose of offering a well-rounded, unified psychology training program whereby trainees work at multiple sites, but obtain training from one primary site with some experience at or exposure to aspects of the other sites that the primary site does not offer.

- (4) The supervised experience required by this rule must be obtained after official enrollment in a doctoral program.
 - (5) All supervised experience must be received from a psychologist licensed at the time supervision is received.
 - (6) The supervising psychologist must be trained in the area of supervision provided to the supervisee.
 - (7) Experience obtained from a psychologist who is related within the second degree of affinity or consanguinity to the supervisee may not be utilized to satisfy the requirements of this rule.
 - (8) All supervised experience obtained for the purpose of licensure must be conducted in accordance with all applicable Council rules.
 - (9) Unless authorized by the Council, supervised experience received from a psychologist practicing with a restricted license may not be utilized to satisfy the requirements of this rule.
 - (10) The supervisee shall be designated by a title that clearly indicates a supervisory licensing status such as "intern," "resident," "trainee," or "fellow." An individual who is a Provisionally Licensed Psychologist or a Licensed Psychological Associate may use that title so long as those receiving psychological services are clearly informed that the individual is under the supervision of a licensed psychologist. An individual who is a Licensed Specialist in School Psychology may use that title so long as the supervised experience takes place within a school, and those receiving psychological services are clearly informed that the individual is under the supervision of an individual who is licensed as a psychologist and specialist in school psychology. Use of a different job title is permitted only if authorized under §501.004 of the Psychologists' Licensing Act, or another Council rule.
- (d) Formal Internship Requirements. The formal internship hours must be satisfied by one of the following types of formal internships:
- (1) The successful completion of an internship program accredited by the American Psychological Association (APA) or Canadian Psychological Association (CPA), or which is a member of the Association of Psychology Postdoctoral and

- Internship Centers (APPIC); or
- (2) The successful completion of an organized internship meeting all of the following criteria:
 - (A) It must constitute an organized training program which is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose of the program must be to assure breadth and quality of training.
 - (B) The internship agency must have a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and who is actively licensed/certified by the licensing board of the jurisdiction in which the internship takes place and who is present at the training facility for a minimum of 20 hours a week.
 - (C) The internship agency must have two or more full-time licensed psychologists on the staff as primary supervisors.
 - (D) Internship supervision must be provided by a staff member of the internship agency or by an affiliate of that agency who carries clinical responsibility for the cases being supervised.
 - (E) The internship must provide training in a range of assessment and intervention activities conducted directly with patients/clients.
 - (F) At least 25% of trainee's time must be in direct patient/client contact.
 - (G) The internship must include a minimum of two hours per week of regularly scheduled formal, face-to-face individual supervision. There must also be at least four additional hours per week in learning activities such as: case conferences involving a case in which the intern was actively involved; seminars dealing with psychology issues; co-therapy with a staff person including discussion; group supervision; additional individual supervision.
 - (H) Training must be post-clerkship, post-practicum and post-externship level.
 - (I) The internship agency must have a minimum of two full-time equivalent interns at the internship level of training during applicant's training period.
 - (J) The internship agency must inform prospective interns about the goals and content of the internship, as well as the expectations for quantity and quality of trainee's work, including expected competencies; or
 - (3) The successful completion of an organized internship program

in a school district meeting the following criteria:

- (A) The internship experience must be provided at or near the end of the formal training period.
- (B) The internship experience must require a minimum of 35 hours per week over a period of one academic year, or a minimum of 20 hours per week over a period of two consecutive academic years.
- (C) The internship experience must be consistent with a written plan and must meet the specific training objectives of the program.
- (D) The internship experience must occur in a setting appropriate to the specific training objectives of the program.
- (E) At least 600 clock hours of the internship experience must occur in a school setting and must provide a balanced exposure to regular and special educational programs.
- (F) The internship experience must occur under conditions of appropriate supervision. Field- based internship supervisors, for the purpose of the internship that takes place in a school setting, must be licensed as a psychologist and, if a separate credential is required to practice school psychology, must have a valid credential to provide psychology in the public schools. The portion of the internship which appropriately may take place in a non-school setting must be supervised by a psychologist.
- (G) Field-based internship supervisors must be responsible for no more than two interns at any given time. University internship supervisors shall be responsible for no more than twelve interns at any given time.
- (H) Field-based internship supervisors must provide at least two hours per week of direct supervision for each intern. University internship supervisors must maintain an ongoing relationship with field-based internship supervisors and shall provide at least one field- based contact per semester with each intern.
- (I) The internship site shall inform interns concerning the period of the internship and the training objectives of the program.
- (J) The internship experience must be systematically evaluated in a manner consistent with the specific training objectives of the program.
- (K) The internship experience must be conducted in a manner consistent with the current legal- ethical standards of the profession.

- (L) The internship agency must have a minimum of two full-time equivalent interns at the internship level during the applicant's training period.
- (M) The internship agency must have the availability of at least two full-time equivalent psychologists as primary supervisors, at least one of whom is employed full time at the agency and is a school psychologist.
- (e) Notwithstanding subsection (d) above, if the internship occurs in a rural mental health discipline Health Professional Shortage Area (HPSA), identified by the U.S. Health Resources & Services Administration (HRSA), then the requirement of two full-time interns and two full-time supervisors does not apply.
- (f) Industrial/Organizational Requirements. Individuals from an Industrial/Organizational doctoral degree program are exempt from the formal internship requirement but must complete a minimum of 3,500 hours of supervised experience, at least 1,750 of which must have taken place after conferral of the doctoral degree and in accordance with subsection (a) of this section. Individuals who do not undergo a formal internship pursuant to this paragraph should note that Council rules prohibit a psychologist from practicing in an area in which they do not have sufficient training and experience, of which a formal internship is considered to be an integral requirement.
- (g) Licensure Following Respecialization.
 - (1) In order to qualify for licensure after undergoing respecialization an applicant must demonstrate the following:
 - (A) conferral of a doctoral degree in psychology from a regionally accredited institution of higher education prior to undergoing respecialization;
 - (B) completion of a formal post-doctoral respecialization program in psychology which included at least 1,750 hours in a formal internship;
 - (C) ~~completion of respecialization within the two year period preceding the date of application for licensure under this rule;~~ and
 - (D) upon completion of the respecialization program, at least 1,750 hours of supervised experience obtained as a provisionally licensed psychologist (or under provisional trainee status under prior versions of this rule).
 - (2) An applicant meeting the requirements of this subsection is considered to have met the requirements for supervised experience under this rule.
 - (3) ~~The rules governing the waiver of gaps related to supervised experience shall also govern any request for waiver of a gap following respecialization.~~
- (h) Remedy for Incomplete Supervised Experience.

- (1) An applicant who has completed at least 1,500 hours of supervised experience in a formal internship, 1,500 hours of supervised experience following conferral of a doctoral degree, and who does not meet all of the supervised experience qualifications for licensure set out in subsections (a), (c), and (d) of this section or §465.2 of this title (relating to Supervision), may petition for permission to remediate an area of deficiency. An applicant may not however, petition for the waiver or modification of the requisite doctoral degree or passage of the requisite examinations.
- (2) The Council may allow an applicant to remediate a deficiency identified in paragraph (1) of this subsection if the applicant can demonstrate:
 - (A) the prerequisite is not mandated by federal law, the state constitution or statute, or 22 TAC Part 41; and
 - (B) the remediation would not adversely affect the public welfare.
- (3) The Council may approve or deny a petition under this subsection, and in the case of approval, may condition the approval on reasonable terms and conditions designed to ensure the applicant's education, training, and experience provide reasonable assurance that the applicant has the knowledge and skills necessary for entry-level practice as a licensed psychologist.

Rule: 463.35. Requirements for Professional Development.

Action: Proposed New Rule

Comment: This proposed new rule is intended to streamline all the continuing education into a rule formatted similarly to the other Boards under the Executive Counsel. Additionally, this rule adds and changes some of the requirements for each renewal cycle. For example, licensees will be able to carry forward up to ten hours from the previous cycle if they were not used, licensees can opt to take the jurisprudence examination for one hour of ethics credit, and lastly licensees can now claim up to one hour of self-study continuing education credit.

§465.35. Requirements for Professional Development.

(a) Minimum Professional Development Hours Required

(1) A licensee must complete 40 hours of professional development during each renewal period that they hold a license. The 40 hours of professional development must include 6 hours in ethics and 6 hours in cultural diversity or competency.

(2) A licensee may carry forward to the next renewal period, a maximum of 10 hours accrued during the current renewal period if those hours are not needed for renewal.

(b) Acceptable ethics hours include, but are not limited to professional development on:

(1) state or federal laws, including agency rules, relevant to the practice of psychology;

(2) practice guidelines established by local, regional, state, national, or international professional organizations;

(3) training or education designed to demonstrate or affirm the ideals and responsibilities of the profession; and

(4) training or education intended to assist licensees in determining appropriate decision-making and behavior, improve consistency in or enhance the professional delivery of services, and provide a minimum acceptable level of practice.

(c) Acceptable cultural diversity or competency hours include, but are not limited to professional development regarding age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socio-economic status.

(d) Acceptable Professional Development Activities.

- (1) All professional development hours must have been received during the renewal period unless allowed under subsection (a)(2) of this section, and be directly related to the practice of psychology;
- (2) The Council shall make the determination as to whether the activity claimed by the licensee is directly related to the practice of psychology;
- (3) Except for hours claimed under subsection (g), all professional development hours obtained must be designated by the provider in a letter, email, certificate, or transcript that displays the licensee's name, topic covered, date(s) of training, and hours of credit earned; and
- (4) Multiple instances or occurrences of a professional development activity may not be claimed for the same renewal period.

(e) Licensees must obtain at least fifty percent of their professional development hours from one or more of the following providers:

- (1) an international, national, regional, state, or local association of medical, mental, or behavioral health professionals;
- (2) public school districts, charter schools, or education service centers;
- (3) city, county, state, or federal governmental entities;
- (4) an institution of higher education accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation, the Texas Higher Education Coordinating Board, or the United States Department of Education;
- (5) religious or charitable organizations devoted to improving the mental or behavioral health of individuals; or
- (6) any provider approved or endorsed by a provider listed herein.

(f) Licensees shall receive credit for professional development activities according to the number of hours designated by the provider, or if no such designation, on a one-for-one basis with one credit hour for each hour spent in the professional development activity.

(g) Notwithstanding subsection (e) above, licensees may claim professional development credit for each of the following activities:

(1) Passage of the jurisprudence examination. Licensees who pass the jurisprudence examination may claim 1 hour of professional development in ethics.

(2) Preparing and giving a presentation at a professional development activity. The maximum number of hours that may be claimed for this activity is 5 hours.

(3) Authoring a book or peer reviewed article. The maximum number of hours that may be claimed for this activity is 5 hours.

(4) Teaching or attending a graduate level course. The maximum number of hours that may be claimed for this activity is 5 hours.

(5) Self-study. The maximum number of hours that may be claimed for this activity is 1 hour.

(6) Successful completion of a training course on human trafficking prevention described by §116.002 of the Occupations Code. Licensees who complete this training may claim 1 hour of professional development credit.

(7) Providing psychological services in the form of direct contact (e.g., telehealth or in-person) to individuals residing in a rural mental health discipline Health Professional Shortage Area (HPSA) identified by the U.S. Health Resources & Services Administration (HRSA). Notwithstanding any other subsections under this rule, licensees may satisfy all of their professional development requirements under this subsection, including ethics and cultural diversity or competency hours.

OR

(7) Providing psychological services in the form of direct contact (e.g., telehealth or in-person) to individuals residing in a rural mental health discipline Health Professional Shortage Area (HPSA) identified by the U.S. Health Resources & Services Administration (HRSA). The maximum number of hours that may be claimed for this activity is 28.

(8) Providing supervision to supervisees delivering psychological services to individuals residing in a rural mental health discipline Health Professional Shortage Area (HPSA) identified by the U.S.

Health Resources & Services Administration (HRSA).
Notwithstanding any other subsections under this rule, licensees
may satisfy all of their professional development requirements
under this subsection, including ethics and cultural diversity or
competency hours.

OR

(8) Providing supervision to supervisees delivering psychological
services to individuals residing in a rural mental health discipline
Health Professional Shortage Area (HPSA) identified by the U.S.
Health Resources & Services Administration (HRSA). The
maximum number of hours that may be claimed for this activity is
28.

- (h) The Council does not pre-evaluate or pre-approve professional
development providers or hours.
- (i) Licensees shall maintain proof of professional development
compliance for a minimum of 3 years after the applicable renewal
period.

August 8, 2022

Texas State Board of Examiners of Psychologists
333 Guadalupe, Suite 2-450
Austin, Texas 78701

Diane Moore
Board Administrator
Texas State Board of Examiners of Psychologists

The Texas Association of School Psychologists (TASP) would like to propose revision to the following rule:

465.38 Psychological Services for Schools

(d) The correct title for an individual ~~holding a specialist in school psychology license~~ **providing psychological services in the schools** is ~~Licensed Specialist in School Psychology or LSSP~~ **School Psychologist**. ~~An LSSP~~ **A school psychologist** who has achieved certification as a Nationally Certified School Psychologist (NCSP) may use this credential along with the license title of ~~LSSP~~ **School Psychologist**.

In every state but Texas and Arkansas, school psychologists can practice in schools using the title “school psychologist.” The historical, legal (federal and state), and publicly accepted understanding of what specialist and doctoral level school psychologists do in everyday practice is inextricably tied to the use of the title “school psychologist.” Texas Education Code 21.003(b) specifically uses the term “school psychologist” when discussing who can be employed in Texas school districts. The title of “school psychologist” is commonly used in public literature, thus the use of less common alternative titles, such as Licensed Specialist in School Psychology (LSSP) for professionals fulfilling the role of a school psychologist is likely to lead to confusion. TSBEP’s mission is to protect the public. The title of LSSP is confusing not only to school personnel that interact with LSSPs daily, but also to families and community members. Imagine families where English is not their first language asking for the Licensed Specialist in School Psychology vs School Psychologist when trying to access services. In fact, we would argue that the title of LSSP creates an unforeseen barrier for children and youth accessing services.

The LSSP law and TSBEP rules went into effect on September 1, 1996. A liberal grandparenting provision was written into the TSBEP rules that allowed current practitioners to obtain the LSSP. After September 1, 1996, the entry-level for the practice of school psychology in Texas was raised to equal the specialist-level, which is a minimum of 60 graduate hours. Prior to 1995, the entry level of training was the TEA “Associate School Psychologist” credential, which only required 30 hours of graduate training. With the creation of the LSSP, the entry-level training

standards were significantly elevated which has improved the quality of services provided to the state's school children, their parents, and teachers.

Texas is currently facing a shortage of mental health professionals. One in five youth have a mental health disorder and most receive those services only in the public-school setting. Many families are unaware of the unique skillset that school psychologists provide in their own child's school building when seeking access to mental health care. Many psychological services, such as evaluations and counseling, are obtained outside of the school setting costing families hundreds of dollars, where the provision of these services in the public-school setting is mandated to be free by federal law (IDEIA). LSSPs with their highly specialized advanced graduate training in education and psychology, are better able to ensure an appropriate educational experience for all students.

- The change will not remove or undermine the authority of health professionals practicing psychology in or outside schools.
- The change will not change the requirements on how to become a school psychologist in Texas.
- The change will not have a fiscal note on the state or on school districts.
- The change will not increase our authority or contract rights or salary.
- The change will not increase or decrease our scope of duties.

Thank you for your time in seriously considering this matter,

Ashley Arnold
TASP Historian

Attached:

National Association of School Psychologists. (2018). Necessary Use of the Title "School Psychologist" [Position statement]. Bethesda, MD: Author

Necessary Use of the Title “School Psychologist”

The National Association of School Psychologists (NASP) advocates that all school psychologists practicing in schools under a credential awarded by their state education agencies or entities that have credentialing authority, whether trained at the doctoral or specialist level¹, use the established title “school psychologist” as their professional designation. In 48 of 50 states (96%) school psychologists are able to practice in schools using the title “school psychologist.” The historical, legal (federal and state), and publicly accepted understanding of what specialist and doctoral level school psychologists do in everyday practice is inextricably tied to the use of the title “school psychologist.” The title of “school psychologist” is commonly used in public literature, thus the use of less common alternative titles for professionals fulfilling the role of a school psychologist is likely to lead to confusion.

After receiving advanced graduate education through recognized school psychology programs, school psychologists are typically credentialed through state departments of education. As highly qualified professionals with advanced graduate education at the specialist or doctoral level, school psychologists deliver a continuum of evidence-based academic and school mental health services to children, families, schools, and community agencies.

Specialist-level graduate education consists of 3 years of full-time graduate study in a recognized school psychology program, the accrual of 60 or more graduate credits, and the completion of a minimum of 1 academic year (minimum of 1,200 hours, of which at least 600 hours must be in a school setting) of supervised internship experience (*Standards for Graduate Preparation of School Psychologists*; NASP, 2010c). Those trained at the doctoral level complete additional graduate education requirements beyond the specialist level. This position statement will review (a) the historical use of the title “school psychologist,” (b) federal and state use of the title, (c) the public use of the title, and (d) the role of the school psychologist.

HISTORICAL USE OF THE TITLE “SCHOOL PSYCHOLOGIST”

- The earliest use of the term “school psychologist” dates back to the late 19th Century (Munsterburg, 1898). The term’s use as an official practitioner’s title dates to the professional work of Dr. Arnold Gesell, a psychologist and pediatrician in Connecticut, who used the title “school psychologist” in his professional work during the years 1915–1919 (Fagan, 1987).
- The title “school psychologist” gained greater recognition with the founding of a graduate education program in the School of Education at New York University in 1929, which included the BS, MA, and PhD degrees in school psychology. Although practitioners of school psychology provided school psychological services under several different titles, and increasingly as full-time

¹ “Specialist-level” graduate preparation for a school psychologist is defined as 60 graduate semester hours or the equivalent in school psychology, resulting in institutional documentation of various types. The following are examples of specialist-level documentation: 60+ Master’s degree; Master’s degree plus Certificate of Advanced Study totaling 60 hours (e.g., CAS, CAGS); an Educational Specialist (EdS) degree; or Psychology Specialist (PsyS) degree.

school district employees prior to this time, the concept and title of “school psychologist” was clearly discernible by the late 1930s.

- State recognition of the title “school psychologist” was augmented by the certification standards adopted in New York and Pennsylvania during the mid-1930s (Cornell, 1941).
- National recognition of the title was conferred by the reorganized American Psychological Association (APA) that established the first national organization with this title, the Division of School Psychologists (Division 16) in 1945.
- School psychologists (at the doctoral and specialist levels) have long been specifically designated as qualified users of psychological and educational assessments. For example, the 1949 Wechsler Intelligence Scale for Children (WISC) manual (Wechsler, 1949) identified school psychologists as qualified users of the instrument at a time when very few practitioners held doctoral degrees.
- The Thayer Conference, convened in 1954 to clarify the role, function, and credentialing of school psychologists, gave further recognition to the title (Cutts, 1955; Fagan, 2003). The Thayer recommendation that the title “school psychologist” be reserved for those credentialed at the doctoral level was not widely adopted. Instead, more and more states credentialed school psychologists at the specialist level in the decades following the conference.
- NASP was founded in 1969 to support the work of school psychologists as they promote educationally and psychologically healthy environments for all children and students. At the time of NASP’s founding, there were numerous titles, but that of school psychologist was increasingly prominent (Farling & Hoedt, 1971). By the late 1970s, NASP and affiliated state associations had brought the title “school psychologist,” at both the doctoral and specialist levels, to national prominence and respect.
- NASP developed and approved *Guidelines for Training Programs in School Psychology* in 1972, *Principles for Professional Ethics* in 1974, and *Credentialing Standards and Practice Guidelines* in 1978. NASP revised these professional standards in 1984, 1994, and 2000. NASP’s current standards, approved in March 2010, include the *Model for Comprehensive and Integrated School Psychological Services* (NASP, 2010a), *Principles for Professional Ethics* (NASP, 2010b), *Standards for Graduate Preparation of School Psychologists* (NASP, 2010c), and *Standards for the Credentialing of School Psychologists* (NASP, 2010d).
- NASP developed the Nationally Certified School Psychologist (NCSP) credential in 1989 to recognize school psychologists who meet national standards for professional preparation in school psychology (Batsche & Curtis, 2003). The creation of the NCSP represented a significant milestone for school psychology as a field and for NASP as a professional association. As of 2017, 31 states recognize the NCSP as one alternative to demonstrate eligibility for the state credential in school psychology. As of June 30, 2017, 14,536 school psychologists held the NCSP.

FEDERAL AND STATE USE OF THE TITLE “SCHOOL PSYCHOLOGIST”

Support for the use of the title “school psychologist” is found in both federal and state law. This title is commonly used for those who are appropriately educated and credentialed as school psychologists. Almost all of the states use the title “school psychologist” in their credentialing and educator licensing language.

- The most recent reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA, 2004) mandates the use of scientifically based instruction for all students. The advanced training of school psychologists at both the specialist and doctoral levels includes skills and a specialized knowledge base consistent with the implementation and evaluation of scientifically based practices.

- IDEA (2004) Code of Federal Regulations (CFR) specifically uses the title “school psychologist” in Section 300.308(b) when describing the professional designation of individuals who are allowed to conduct evaluations as, “At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech–language pathologist, or remedial reading teacher.”
- The Every Student Succeeds Act (ESSA) was signed into law December 10, 2015 and is the most recent reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). This Act includes two important definitions that reference school psychologists by title: “School Based Mental Health Services Provider” and “Specialized Instructional Support Personnel.”
 - ESSA defines a “School Based Mental Health Services Provider” as “a State-licensed or State-certified school counselor, school psychologist, school social worker, or other State-licensed or certified mental health professional qualified under State law to provide mental health services to children and adolescents.”
 - ESSA defines a “specialized instructional support personnel” provider as “(i) school counselors, school social workers, and school psychologists”; and “(ii) other qualified professional personnel, such as school nurses, speech language pathologists, and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401)) as part of a comprehensive program to meet student needs.”
 - *Specialized instructional support personnel* (SISP) is a new term introduced in ESSA that replaces “pupil services personnel,” and is intended to reflect the similarities between pupil services (as defined in ESEA) and related services (as defined by IDEA), and the professionals that provide these services to children in general and special education. ESSA explicitly references (and in some cases mandates) SISP and services more than 40 times in policies regarding state and district school improvement plans; identifying and supporting students most at risk of school failure; improving student literacy; addressing school climate and school safety; supporting the mental and behavioral health of students, among others. (<https://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/policy-priorities/the-every-student-succeeds-act/details-of-essa>)
- The U.S. Department of Labor (2017), in its most recent publication on occupational outlook, describes school psychologists by title noting that “school psychologists need an advanced degree and certification or licensure to work. The advanced degree is most commonly the education specialist degree (EdS), which typically requires a minimum of 60 graduate semester credit hours and a 1,200-hour supervised internship. Some school psychologists may have a doctoral degree in school psychology or a master’s degree. School psychologists’ programs include coursework in both education and psychology because their work addresses education and mental health components of students’ development.”
- The Social Security Administration specifically designates school psychologists by title as “acceptable medical sources” whose opinions can be considered when making disability claims (Federal Register, 2006, 20 CFR 404.1502).

PUBLIC USE OF THE TITLE “SCHOOL PSYCHOLOGIST”

Additional support for the use of the title “school psychologist” can be found in documents used by allied agencies such as credentialing bodies, higher education institutions, and coalitions.

- The Council for Accreditation of Educator Preparation (CAEP), recognized by the Council for Higher Education Accreditation as the designated accrediting agency for schools, colleges, and departments of education who meet rigorous national standards, has adopted the *NASP Standards for Graduate Preparation of School Psychologists* (NASP, 2010c) as its national graduate education accreditation standards. As such, CAEP specifically endorses the graduate education of school psychologists at the specialist level (e.g., minimum of 60 graduate semester hours, academic year internship), including the use of the professional title “school psychologist.”
- The most current data available from the 2015–2016 academic year indicated that there were 247 known institutions offering a graduate education program in school psychology either at the specialist level, doctoral level, or both. Across all known institutions, there are 321 programs; 220 at the specialist level and 101 at the doctoral level.

These programs specifically prepare school psychologists and can be identified as distinct from graduate education programs in other specialties of health service psychology, such as clinical or counseling psychology practice.

- Evidence for the strong job outlook and critical functions played by school psychologists can be found in widely disseminated national reports about top future careers. For example, in the 2017 summary of occupational outlooks, school psychologists are described as one of the fastest growing social services jobs (U.S. Department of Labor, 2017).
- NASP is a member of the National Alliance of Specialized Instructional Support Personnel, which includes 20 national organizations such as the National Educational Association, the American Federation of Teachers, the National Association of State Directors of Special Education, the National Association of Pupil Services Administrators, and the Council for Exceptional Children. NASP leaders and staff hold key positions in the coalition’s leadership.
- School psychologists are commonly referred to by title when national and local news outlets report on the services they deliver to students and the school community.

ROLE OF THE SCHOOL PSYCHOLOGIST

The goal of school psychologists is to promote an optimal learning environment for the success of all students. Use of the title “school psychologist” is essential to accurately represent their credentials to the public as they fulfill the varied responsibilities of this critical role. These responsibilities include:

- facilitating the delivery of evidence-based practices to meet the learning, behavior, and mental health needs of students aligned with the *NASP Practice Model Implementation Guide* (Skalski, Minke, Rossen, Cowan, Kelly, Armistead, & Smith, 2015);
- collaborating with families and other mental health and education professionals to ensure that all students receive an appropriate education;
- leading a multitiered continuum of services ranging from prevention-oriented, population-based services to the provision of intensive supports to small groups or individual students (NASP, 2016);
- drawing from a knowledge base in both psychology and education to promote educationally and psychologically healthy environments for all children and students (NASP, 2010a); and
- supporting the compliance of schools and related agencies with federal, state, and local mandates.

The role of the school psychologist is comprehensively described in the *Model for Comprehensive and Integrated School Psychological Services* (NASP, 2010a) and multiple NASP position statements, including but

not limited to “Integrated Model of Academic and Behavior Supports”; “Early Childhood Services: Promoting Positive Outcomes for Young Children”; “Mental and Behavioral Health Services for Children and Adolescents”; the “Provision of School Psychological Services to Bilingual Students”; and “Prevention and Wellness Promotion.”

SUMMARY

It is the position of NASP that doctoral- and specialist-level school psychologists whose graduate preparation merit a state-level credential of school psychologist, and who practice in schools under that credential, should use the title “school psychologist” as their professional designation. NASP supports the significant work that school psychologists do to meet the many learning and mental health needs of students in the United States. The use of the title “school psychologist” currently supports the daily work of practicing school psychologists, whose numbers have been estimated at more than 42,000 (Castillo, Curtis, & Tan, 2014). These school psychologists, with their highly specialized advanced graduate training in education and psychology, are better able to ensure an appropriate educational experience for all students. Over the last 100 years, a clear historical, legal, and larger public precedent has been established for the use of the title “school psychologist,” resulting in clearly documented public good.

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2017
Psychology Licensing Exam Scores
by Doctoral Program



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Foreword

The Association of State and Provincial Psychology Boards (ASPPB) is pleased to present the twenty-third edition of *Psychology Licensing Exam Scores by Doctoral Program*. It includes graduate training programs accredited by the American Psychological Association or Canadian Psychological Association, or designated by the Association of State and Provincial Psychology Boards and the Council for the National Register of Health Service Providers in Psychology (ASPPB/NR Designated). *Since 2015, this report has been presented in a different format from previous editions in that only first time test takers are reported instead of all test events. The data includes all candidates who took the exam for the first time during the period from February 2015 to March 21, 2017. The start date coincides with the transition to ASPPB's new testing vendor and the data for future editions will include expanded date ranges.*

The list of Doctoral Programs in Psychology is accompanied by statistical information on the performance of candidates for licensure by graduate program on the Examination for Professional Practice in Psychology (EPPP). ASPPB considers a passing point for independent practice equal to a scaled score of 500. The statistical information for candidates includes, where the number is five or greater, the number of candidates testing from the program, the pass rate, and percent scores by content area. Where the number of candidates tested per program is four or fewer, neither number tested nor pass rate is shown. This is done to protect the privacy of candidates who come from programs with low numbers of graduates. Pass rate information in this report is presented on the basis of the number of candidates with a scaled score of 500 or more (e.g., an "ASPPB Pass Score"). Responsibility for actual pass/fail decisions rests with individual licensing jurisdictions.

Please note that care should be exercised if comparisons across schools are made. If performance on the EPPP is seen as an outcome measure of those objectives, it should be viewed as only one such measure.

The program data presented are based solely on information supplied by candidates when they apply to sit for the EPPP.

We believe that those who train psychologists and those who examine them for licensure must maintain an ongoing dialogue if candidates for licensure and the consumers of psychological services are to be well served. Our intent is to make *Psychology Licensing Exam Scores by Doctoral Program* a document that will inform and influence individuals selecting a doctoral program, educators of psychologists, and the developers of the EPPP. To that end, we encourage your comments and suggestions. Correspondence should be sent to the ASPPB central office at the address below.

We sincerely hope that this document will prove useful to faculty members and students of psychology. We very much appreciate your interest in licensure and the EPPP.

Don Meck, Ph.D.,
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The Purposes of the Examination

The Examination for Professional Practice in Psychology (EPPP), developed and owned by the Association of State and Provincial Psychology Boards (ASPPB), is provided to state and provincial boards of psychology to assist them in their evaluation of the qualifications of applicants for licensure and certification. This standardized examination is administered continuously in computerized delivery format through the Pearson network of computer testing centers with the support of state and provincial psychology boards acting collectively through ASPPB.

The resources of individual psychologists, ASPPB, and contracted test development professionals are used in the ongoing development and improvements to the Examination Program. These combined resources are greater than those available to any individual board. The EPPP is only one part of the evaluation procedure used by state and provincial boards. In order to determine candidates' competence to practice the profession of psychology, most boards supplement the EPPP with other requirements and/or assessment procedures.

The EPPP is intended to evaluate the knowledge that the most recent practice analysis has determined as foundational to the competent practice of psychology. Most candidates taking the EPPP have obtained a doctoral degree in psychology, a year of supervised experience, and appropriate postdoctoral experience. Such candidates are expected to have acquired a broad basic knowledge of psychology, regardless of individual specialties. This knowledge and the candidate's ability to apply it are assessed through the candidate's responses to objective, multiple-choice questions representative of the field at large. The average pass rate of doctoral level candidates who are taking the test for the first time exceeds 80% in the most recent sample years.

ASPPB and member boards cannot send copies of past examinations to applicants.

Test Construction

The ASPPB Examination Committee (ExC) is responsible for the construction of the EPPP. ExC members are appointed by the Board of Directors of ASPPB and are chosen for their outstanding credentials and exceptional

achievements in their respective specialties.

The examination development process is intended to maximize the content validity of

the examination. The ASPPB Item Development Committee (IDC) is also appointed by the ASPPB Board of Directors and charged to oversee the item writing process. Members of the IDC are chosen for their expertise and credentials in the specific domains that comprise the content of the EPPP.

A brief outline of the item development and test construction process follows:

1. Individuals with expertise in specific domains of the EPPP are selected as item writers. Members of the IDC train item writers on how to write questions for the EPPP and on how to use online tools for securely submitting questions to be considered for the EPPP item bank.
2. Item writers develop questions and submit them for review. A process of validation occurs between the item writer and a subject---matter expert on the IDC. Items are evaluated for style, format, subject matter accuracy, relevance to practice, professional level of mastery, contribution to public protection, and freedom from bias.
3. Once judged by the IDC subject--matter expert to be of sufficient quality, items then receive an additional level of editorial and psychometric review by editorial staff to ensure conformity to established psychometric principles and EPPP Style Guidelines.
4. Items that are approved by IDC subject--- matter experts and by editorial staff are then entered into the EPPP item bank.

5. A draft examination is constructed on the basis of a content outline derived from a job analysis and role delineation study of the profession of psychology (see below). At a meeting of the ExC, the preliminary draft is reviewed item by item. Items are reviewed, validated, and/or replaced with bank items in accordance with the test specifications and the ExC's expert judgment. This draft is made up only of items with known psychometric properties.
6. A final form of the examination is constructed on the basis of the ExC's review and comments. The final form of the examination is then uploaded into the network for delivery at local test centers. The finalized form of the examination is supplemented with 50 items for pre-testing. The purpose of the pre-testing is two-fold: 1. To gather psychometric data on newly developed items which ensures that they are performing within acceptable statistical parameters before the item is used as a scored item on an exam. 2. To collect statistical information used to equate exams which ensures that every candidate receives an exam of equitable difficulty. These pre-test items are randomly distributed throughout the examination and are not counted as part of a candidate's score.

Members of ExC and the IDC are listed in the "EPPP Exam Information" section of the ASPPB website at <http://www.asppb.net>.

A flowchart of this process can be found in Table 1

Test Content and Administration

The examination covers eight content areas: biological bases of behavior; cognitive-affective bases of behavior; social and cultural bases of behavior; growth and lifespan development; assessment and diagnosis; treatment, intervention, prevention and supervision; research methods and statistics; and ethical, legal, and professional issues. The percent of the examination devoted to each of the topics and specific sub-areas to be tested are provided in detail in **Table 2** (administrations from April 1, 1997 through July 31, 2011) and **Table 3** (administrations from August 1, 2011 forward). The examination consists of objective multiple choice questions covering knowledge essential to the professional practice of psychology. Each form of the examination contains 225 items, of which 175 are scored and 50 are pre-test items. (The pre-test items do not count in a candidate's final score.)

Each item has four possible responses, only one of which is the correct answer. The total number of correct responses determines a candidate's score. Therefore, it is to the candidate's advantage to answer every item even when uncertain of the

correct response. There is no additional penalty for incorrect answers. The candidate should choose the single best answer to each item.

The EPPP is administered under standardized conditions by Computer Based Test centers. Only candidates approved by a state or provincial board as applicants for licensure are allowed to take the EPPP. EPPP scores are reported as scaled scores, with a range from 200 to 800. ASPPB considers the passing point for independent practice equal to a scaled score of 500. The statistical information for candidates includes:

- Where the number is five or greater, the number of candidates testing from the program, the pass rate, and percent scores by content area.
- Where the number of candidates tested per program is four or fewer, neither number tested nor pass rate is shown. This is done to protect the privacy of candidates who come from programs with low numbers of graduates.

Content Outline of the EPPP

For EPPP Administrations through July 31, 2011

At the completion of an extensive Practice Analysis study in 1995, the test specifications for the EPPP were revised. These specifications, included herein in **Table 2**, were implemented for the first time with the development and administration of the April 1997 EPPP. Eight, rather than five, content domains were identified as being related to current practice. In 2003, a Practice Analysis Update was conducted to refine the delineation of roles and responsibilities performed by psychologists and

the content areas and knowledge required in practice. In keeping with changes in contemporary practice, special focus was placed on newer areas of the profession that have received empirical support.

The EPPP performance of students in the various doctoral programs through July 31, 2011 has been summarized in **Table 4** of this report, and is based on the test specifications shown in Table 2.

EPPP Administrations from August 1, 2011 Forward

In 2010 at the completion of a 24 month long validation study entitled *An Analysis of Professional Practice with a Focus on the Validation and Assessment of Competencies*, the test specifications for the EPPP were again revised. These specifications, which are included herein as **Table 3**, were implemented for the first time with the development and administration of the August 2011 EPPP.

The practice analysis resulted in the identification and validation of underlying professional competencies; the identification of Assessment methods to best measure underlying professional competencies; and revised test specifications for the Examination for Professional Practice in Psychology (EPPP) updating the knowledge base and integrating additional relevant competencies. The full practice analysis report, as well as an executive summary report, is available at www.asppb.net/practiceanalysis.

Data provided in this version of this report is based on the test specifications in Table 3.

In 2015, ASPPB began testing with a new examination vendor. The information presented in this report includes only data collected since that vendor transition. Each year, additional data will be added to the report until five years of data are available. After five years of data are reported, each subsequent report will include only the most recent five year window of candidate score information.

As stated in the Foreword, prior to the 2015 vendor transition, scores were reported for all test administrations. Scores are now reported for **first time test takers** only. This is a more common method of reporting pass rate data.

Further Information

To obtain more information about:

ASPPB and the EPPP Examination Program, its policies and procedures: call ASPPB toll--- free at 1---800---448---4069 between the hours of 8:30 am and 5:00 pm EST;

Requirements for licensure/certification in the various jurisdictions: access ASPPB's *Handbook of Licensing and Certification Requirements for Psychologists in North America* for no charge at www.asppb.net/Handbook;

Procedures and requirements for licensure and board approval for taking the EPPP: contact the psychology licensing or certification board in the state or province in which licensure or certification is being sought. A listing of addresses of state and provincial boards is available from the ASPPB website at: www.asppb.net/ContactLicensingBoards

Table 1. Item Development and Test Construction Flowchart

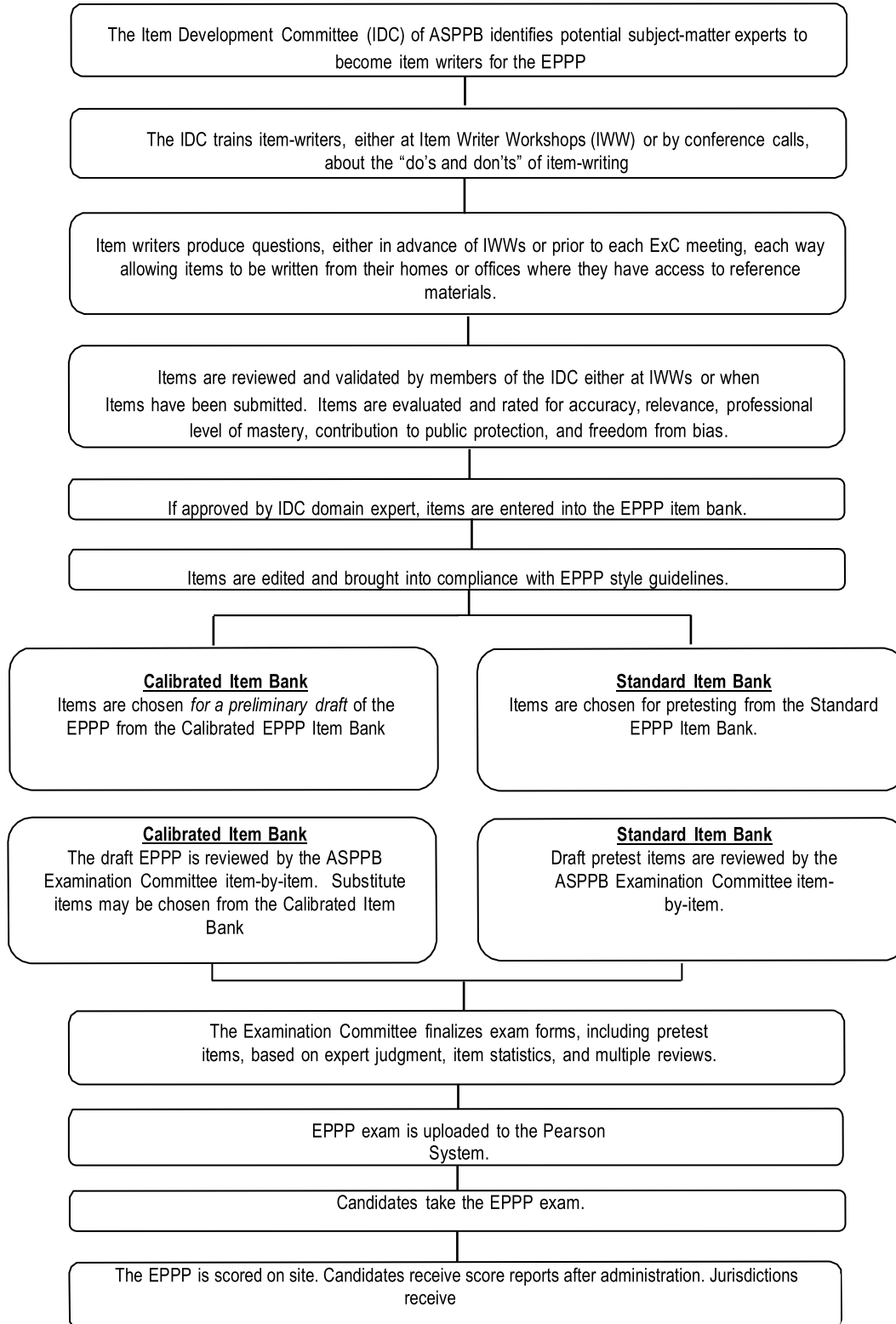


Table 2. Content Outline of the EPPP for Administrations from April 1, 1997 through July 31, 2011

Rubric	Content Area	Percent of the Exam*
01	Biological Bases of Behavior — knowledge of (a) biological and neural bases of behavior, (b) psychopharmacology, and (c) methodologies supporting this body of knowledge	11%
02	Cognitive-Affective Bases of Behavior — knowledge of (a) cognition & its neural bases, (b) theories & empirical bases of learning, memory, motivation, affect, emotion, & executive function, & (c) factors that influence cognitive performance and/or emotional experience & their interaction	13%
03	Social and Multicultural Bases of Behavior — knowledge of (a) intrapersonal, interpersonal, intragroup, & intergroup processes and dynamics, (b) theories of personality, & (c) issues in diversity	12%
04	Growth and Lifespan Development — knowledge of (a) age-appropriate development across the life span, (b) atypical patterns of development, & (c) the protective & risk factors that influence developmental outcomes for individuals	13%
05	Assessment and Diagnosis — knowledge of (a) psychometrics, (b) assessment models & instruments, (c) assessment methods for initial status of & change by individuals, couples, families, groups, & organizations/systems, and (d) diagnostic classification systems & their limitations	14%
06	Treatment, Intervention, and Prevention — knowledge of (a) individual, couple, family, group, organizational, or community interventions for specific concerns/disorders in diverse populations, (b) intervention & prevention theories, (c) best practices, & (d) consultation models & processes	15%
07	Research Methods and Statistics — knowledge of (a) research design, methodology, & program evaluation, (b) instrument selection & validation, and (c) statistical models, assumptions, and procedures	7%
08	Ethical/Legal/Professional Issues — knowledge of (a) codes of ethics, (b) professional standards for practice, (c) legal mandates and restrictions, (d) guidelines for ethical decision-making, and (e) professional training and supervision	15%

*As approved by the ASPPB Board of Directors on June 21, 2003

Table 3. Content Outline of the EPPP for Administrations from August 1, 2011 Forward

Rubric	Content Area	Percent of the Exam*
01	Biological Bases of Behavior — knowledge of (a) biological and neural bases of behavior, (b) psychopharmacology, and (c) methodologies supporting this body of knowledge	12%
02	Cognitive-Affective Bases of Behavior — knowledge of (a) cognition, (b) theories and empirical bases of learning, memory, motivation, affect, emotion, and executive function, and (c) factors that influence cognitive performance and/or emotional experience and their interaction	13%
03	Social and Cultural Bases of Behavior — knowledge of (a) interpersonal, intrapersonal, intergroup, and intragroup processes and dynamics, (b) theories of personality, and (c) diversity issues	12%
04	Growth and Lifespan Development — knowledge of (a) development across the full life span, (b) atypical patterns of development, and (c) the protective and risk factors that influence developmental trajectories of individuals	12%
05	Assessment and Diagnosis — knowledge of (a) psychometrics, (b) assessment models and instruments, (c) assessment methods for initial status of and change by individuals, couples, families, groups, and organizations/systems, and (d) diagnostic classification systems and their limitations	14%
06	Treatment, Intervention, Prevention, and Supervision — knowledge of (a) individual, couple, family, group, organizational, or community interventions for specific problems/disorders in diverse populations, (b) intervention and prevention theories, (c) best practices and practice guidelines, (d) consultation and supervision models, and (e) evidence supporting efficacy and effectiveness of interventions	14%
07	Research Methods and Statistics — knowledge of (a) research design, methodology, and program evaluation, (b) instrument selection and validation, (c) statistical models, assumptions, and procedures, and (d) dissemination methods	8%
08	Ethical/Legal/Professional Issues — knowledge of (a) codes of ethics, (b) professional standards for practice, (c) legal mandates and restrictions, (d) guidelines for ethical decision-making, and (e) professional training and supervision	15%

6. ** Approved by the ASPPB Board of Directors on November 24, 2009

Psychology Licensing Exam Scores by Doctoral Program, February 1, 2015 - February 28, 2017

This report includes first time test takers from February 1, 2015 - February 28, 2017

NOTE: The table below contains self-report information on EPPP candidates who were first time test takers between February 1, 2015 and February 28, 2017. Only doctoral programs that are APA/CPA accredited or have met ASPPB/National Register Joint Designation criteria are listed individually by name in the table. Programs who lost their accreditation/designation status during the previous year will no longer be available for selection in the online application. All data for individual programs are shown when there are 5 or more graduates who tested from February 1, 2015 to February 28, 2017. When there are 4 or fewer candidates who tested, neither the exact number nor the passrates are shown. These omissions serve to protect the privacy of individual candidates. The data include first time test taker pass rates for candidates who took the exam during that period, not all administrations. The pass rates included in this table are based on the ASPPB passing score of 500 for independent practice.

DESIGNATED DOCTORAL PROGRAMS IN PSYCHOLOGY				EPPP PERFORMANCE		PERCENT CORRECT BY CONTENT AREA							
JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				NUM	PASSRATE								
		Doctoral Program Not Listed		1007	53.53%	64.58%	65.99%	62.46%	64.78%	60.55%	62.70%	52.15%	70.61%
		Masters Degree Only		1186	53.12%	62.98%	65.70%	62.43%	64.42%	60.06%	63.25%	52.22%	70.48%
		All Designated & Accredited Doctoral Programs		7354	80.81%	71.03%	75.07%	72.43%	71.98%	69.77%	72.70%	63.85%	77.42%
AB	U. of Alberta	Dept of Educ Psych	Counseling-PhD	6	83.33%	68.17%	73.83%	64.33%	64.33%	69.83%	67.67%	60.67%	78.17%
AB	U. of Calgary	Dept of Psych	Clinical-PhD	8	87.50%	70.63%	72.38%	66.25%	71.13%	68.50%	76.50%	70.50%	75.75%
AB	U. of Calgary	Grad Progs in Educ	Counseling-PhD	5	80.00%	59.80%	79.20%	58.00%	64.60%	63.40%	65.80%	61.60%	68.40%
AK	U. of Alaska-Fairbanks, Anchorage	Dept of Psych	Clinical-PhD	5	60.00%	63.60%	62.80%	70.40%	60.80%	61.60%	65.00%	52.80%	72.00%
AL	Auburn U.	Dept of Psych	Clinical-PhD	13	92.31%	77.54%	77.31%	75.69%	76.77%	80.92%	81.69%	72.08%	78.85%
AL	Auburn U.	Dept of Special Ed, Rehabilitation & Counseling	Counseling-PhD	8	75.00%	62.38%	76.75%	70.25%	69.63%	65.50%	70.75%	59.75%	77.25%
AL	U. of Alabama Birmingham	Dept of Psych	Clinical/Medical-PhD	12	100.00%	77.42%	82.25%	76.67%	82.08%	74.25%	83.17%	80.50%	80.33%
AL	University of Alabama at Tuscaloosa	Dept of Psych	Clinical-PhD	18	100.00%	74.00%	81.89%	76.94%	72.50%	76.78%	79.22%	70.56%	78.44%
AL	University of South Alabama	Dept of Psych and Dept of Prof Studies	Combined, Clinical-Counseling Psychology-PhD	10	90.00%	72.80%	73.10%	67.10%	74.30%	71.90%	72.80%	66.40%	77.20%
AR	U. of Arkansas	Dept of Psych	Clinical-PhD	7	100.00%	72.00%	85.86%	79.57%	79.00%	75.86%	84.71%	79.57%	78.14%
AR	U. of Central Arkansas	Dept of Psych & Couns	Counseling-PhD	*		66.75%	72.75%	74.00%	69.00%	65.00%	75.00%	66.00%	78.75%
AR	U. of Central Arkansas	Dept of Psych & Couns	School-PhD	*		76.00%	78.00%	67.00%	52.00%	64.00%	54.00%	86.00%	88.00%

DESIGNATED DOCTORAL PROGRAMS IN PSYCHOLOGY				EPPP PERFORMANCE		PERCENT CORRECT BY CONTENT AREA							
JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				NUM	PASSRATE								
AZ	Arizona School of Professional Psychology at Argosy University, Phoenix	Dept of Psych	Clinical-PsyD	36	69.44%	64.22%	71.61%	66.39%	66.58%	65.50%	67.69%	48.64%	77.28%
AZ	Arizona State U.	Counseling and Counseling Psychology	Counseling-PhD	7	85.71%	74.71%	79.00%	79.57%	79.71%	69.43%	75.71%	76.71%	82.14%
AZ	Arizona State U.	Dept of Psych	Clinical-PhD	15	100.00%	79.73%	84.33%	79.27%	80.60%	77.87%	85.47%	85.80%	83.33%
AZ	Arizona State U.	Mary Lou Fulton Teachers College	School-PhD	5	100.00%	73.20%	81.80%	73.20%	76.40%	80.60%	78.40%	88.60%	84.60%
AZ	Midwestern U.	Dept of Clin Psych	Clinical-PsyD	17	76.47%	69.94%	71.59%	71.65%	72.18%	62.82%	72.00%	50.41%	79.76%
AZ	Northern Arizona U.	Cntr for Excellence in Educ	Educational-PhD	7	57.14%	61.86%	68.86%	64.00%	68.71%	72.29%	69.86%	62.14%	70.29%
AZ	U. of Arizona	Department of Disability and Psychoeducational Studies	School-PhD	9	88.89%	70.44%	78.22%	70.33%	68.00%	69.00%	72.33%	64.33%	73.78%
AZ	U. of Arizona	Dept of Psych	Clinical-PhD	10	100.00%	79.50%	82.70%	79.40%	80.00%	78.00%	78.50%	82.10%	77.70%
BC	Simon Fraser U.	Dept of Psych	Clinical-PhD	12	100.00%	80.08%	85.92%	81.33%	81.67%	80.25%	83.17%	82.17%	83.00%
BC	U. of British Columbia	Dept of Educ, Couns Psych & Special Ed.	Counseling-PhD	12	100.00%	76.83%	74.08%	80.00%	75.08%	71.50%	75.83%	63.58%	79.08%
BC	U. of British Columbia	Dept of Psych	Clinical-PhD	8	100.00%	83.25%	86.38%	82.00%	82.88%	85.50%	84.00%	82.38%	85.00%
BC	U. of British Columbia	School Psychology		5	80.00%	66.60%	77.40%	64.80%	69.60%	73.20%	72.60%	70.00%	68.80%
BC	U. of Victoria	Dept of Psych	Clinical-PhD	11	100.00%	80.45%	80.64%	77.82%	80.09%	77.82%	84.09%	80.00%	83.09%
CA	Alliant I.U.-Fresno	CSPP	Clinical-PhD	22	59.09%	63.41%	70.18%	62.91%	64.27%	63.86%	61.73%	51.64%	74.09%
CA	Alliant I.U.-Fresno	CSPP	Clinical-PsyD	31	35.48%	57.61%	57.58%	58.13%	63.61%	55.42%	58.39%	42.10%	69.68%
CA	Alliant I.U.-Hong Kong	CSPP	Clinical-PsyD	*		63.33%	81.00%	71.33%	70.00%	68.00%	66.67%	50.00%	71.67%
CA	Alliant I.U.-Los Angeles	CSPP	Clinical-PhD	46	71.74%	69.67%	73.87%	65.59%	68.46%	63.13%	68.33%	57.87%	73.30%
CA	Alliant I.U.-Los Angeles	CSPP	Clinical-PsyD	113	49.56%	62.40%	67.81%	61.97%	63.16%	59.98%	62.11%	51.42%	68.73%
CA	Alliant I.U.-Sacramento	CSPP	Clinical-PsyD	10	50.00%	71.50%	62.60%	60.90%	65.60%	59.50%	58.10%	49.30%	72.50%
CA	Alliant I.U.-San Diego	CSPP	Clinical-PhD	57	77.19%	73.51%	72.25%	70.70%	69.00%	66.86%	70.96%	63.21%	77.93%
CA	Alliant I.U.-San Diego	CSPP	Clinical-PsyD	83	50.60%	61.33%	66.80%	65.47%	65.90%	60.51%	63.90%	50.43%	72.61%
CA	Alliant I.U.-San Francisco	CSPP	Clinical-PhD	37	83.78%	69.27%	72.84%	71.16%	67.65%	67.95%	71.03%	65.81%	76.22%
CA	Alliant I.U.-San Francisco Bay	CSPP	Clinical-PsyD	102	63.73%	65.83%	69.23%	66.79%	65.54%	64.10%	63.44%	49.49%	72.24%

DESIGNATED DOCTORAL PROGRAMS IN PSYCHOLOGY				EPPP PERFORMANCE		PERCENT CORRECT BY CONTENT AREA							
JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				NUM	PASSRATE								
CA	American School of Professional Psychology at Argosy University, San Francisco Bay Area	Clinical Psychology Program, Argosy University San Francisco Bay Area	Clinical-PsyD	41	31.71%	59.10%	60.00%	55.88%	62.17%	55.41%	56.63%	43.95%	67.37%
CA	Argosy U. - Orange County	School of Prof Psych	Clinical-PsyD	42	61.90%	65.36%	70.69%	68.07%	67.88%	60.02%	66.76%	49.88%	73.29%
CA	Azusa Pacific U.	Dept of Grad Psych	Clinical-PsyD	48	77.08%	67.65%	72.75%	70.02%	71.69%	65.29%	69.21%	57.17%	78.44%
CA	Biola U.	Rosemead School of Psych	Clinical-PhD	21	100.00%	67.24%	77.00%	76.10%	73.86%	73.90%	74.43%	71.00%	79.90%
CA	Biola U.	Rosemead School of Psych	Clinical-PsyD	24	83.33%	69.33%	75.88%	71.29%	74.67%	67.79%	71.58%	59.21%	79.67%
CA	California Lutheran University	PsyD Program in Clinical Psychology	Clinical-PsyD	*		76.00%	80.50%	78.50%	76.50%	62.00%	67.00%	61.00%	82.50%
CA	Fuller Theological Seminary	Grad School of Psych	Clinical-PhD	40	87.50%	71.63%	77.33%	75.70%	74.70%	75.63%	71.55%	67.38%	78.33%
CA	Fuller Theological Seminary	Grad School of Psych	Clinical-PsyD	28	89.29%	67.14%	76.36%	72.89%	72.96%	65.29%	72.57%	60.96%	77.39%
CA	John F. Kennedy U.	College of Graduate and Professional Studies	Clinical-PsyD	22	63.64%	66.50%	66.82%	72.09%	65.59%	60.14%	66.36%	56.14%	70.05%
CA	Loma Linda U.	Dept of Psych	Clinical-PhD	12	75.00%	78.58%	74.50%	67.33%	71.50%	69.42%	71.25%	66.17%	76.75%
CA	Loma Linda U.	Dept of Psych	Clinical-PsyD	12	83.33%	74.17%	72.08%	74.17%	67.92%	70.58%	69.67%	60.17%	76.50%
CA	Lutheran University	Grad School of Psych	Clinical-PsyD	*		76.00%	75.33%	69.67%	76.00%	72.00%	71.00%	52.33%	79.33%
CA	Palo Alto U.	PGSP-Dept of Clinical Psych	Clinical-PhD	120	75.83%	70.66%	72.52%	70.92%	72.13%	67.04%	71.34%	59.43%	77.54%
CA	Palo Alto U.	PGSP-SUMSC Consortium	Clinical-PsyD	51	96.08%	77.65%	78.55%	78.78%	76.88%	73.61%	78.47%	63.94%	82.86%
CA	Pepperdine U.	Psychology Division	Clinical-PsyD	42	85.71%	72.57%	78.19%	72.31%	69.02%	72.05%	74.95%	59.48%	77.57%
CA	San Diego State U. - U. of California-San Diego Joint Program	Joint Doctoral Program in Clinical Psychology	Clinical-PhD	28	96.43%	80.93%	84.57%	78.93%	74.18%	80.36%	79.43%	82.39%	82.21%
CA	The Fielding Graduate U.	Dept of Psych	Clinical-PhD	64	64.06%	66.64%	68.73%	64.81%	65.05%	65.38%	67.00%	56.09%	73.84%
CA	The Wright Institute	Grad School of Psych	Clinical-PsyD	107	82.24%	71.76%	75.54%	74.02%	72.63%	66.79%	70.56%	55.56%	75.48%
CA	U. of California-Berkeley	Dept of Psych	Clinical-PhD	10	80.00%	72.90%	77.60%	72.20%	76.30%	73.40%	74.20%	75.90%	80.50%
CA	U. of California-Berkeley	Grad School of Educ	School-PhD	*		72.67%	75.33%	74.33%	69.67%	73.33%	69.67%	71.67%	78.33%
CA	U. of California-Los Angeles	Dept of Psych	Clinical-PhD	21	100.00%	78.67%	85.90%	84.33%	79.81%	81.29%	86.86%	84.48%	84.19%
CA	U. of California-Riverside	Grad School of Educ	School-PhD	*		95.00%	87.00%	71.00%	90.00%	76.00%	84.00%	71.00%	92.00%

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JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				NUM	PASSRATE								
CA	U. of California-Santa Barbara	Dept of Couns, Clin & School Psych	Comb Clin/Coun/School-PhD	20	100.00%	75.00%	81.30%	73.05%	75.75%	74.15%	75.45%	71.85%	80.40%
CA	U. of La Verne	Psych Dept	Clinical/Community-PsyD	30	76.67%	64.13%	72.67%	70.53%	69.60%	67.93%	67.63%	54.57%	79.60%
CA	U. of Southern California	Dept of Psych	Clinical-PhD	16	93.75%	81.19%	80.06%	79.88%	76.81%	78.19%	74.75%	83.13%	80.50%
CO	Colorado State U.	Dept of Psych	Counseling-PhD	14	100.00%	77.36%	78.43%	81.36%	74.29%	75.36%	78.21%	64.79%	80.14%
CO	U. of Colorado-Boulder	Dept of Psych	Clinical-PhD	*		73.75%	71.75%	77.25%	70.50%	65.00%	78.00%	78.75%	83.50%
CO	U. of Colorado-Colorado Springs	Dept of Psych	Clinical-PhD	*		76.00%	84.75%	70.25%	73.25%	69.00%	85.50%	80.75%	82.50%
CO	U. of Denver	Dept of Psych	Child Clinical-PhD	6	100.00%	68.33%	79.00%	72.83%	73.33%	76.83%	79.33%	79.67%	75.50%
CO	U. of Denver	Dept of Psych	Clinical Psychology-PhD	7	100.00%	72.86%	83.14%	76.14%	80.71%	76.86%	79.86%	74.71%	73.29%
CO	U. of Denver	School of Educ	Counseling-PhD	11	90.91%	74.00%	75.55%	79.64%	74.18%	70.36%	75.09%	65.55%	83.82%
CO	U. of Denver	School of Prof Psych	Clinical-PsyD	66	81.82%	69.32%	75.48%	74.09%	72.02%	69.98%	71.56%	59.82%	78.74%
CO	U. of Northern Colorado	Department of Applied Psychology and Counselor Education	Counseling-PhD	12	100.00%	74.17%	81.50%	77.33%	71.75%	73.08%	79.08%	76.92%	80.25%
CO	U. of Northern Colorado	Department of School Psychology	School-PhD	*		59.00%	85.33%	69.67%	84.33%	75.33%	75.00%	71.33%	76.00%
CT	U. of Connecticut	Dept of Educ Psych	School-PhD	7	100.00%	74.57%	86.43%	73.29%	85.00%	80.57%	75.14%	70.43%	86.29%
CT	U. of Connecticut	Dept of Psych	Clinical-PhD	17	100.00%	78.88%	79.88%	80.53%	76.00%	76.06%	79.82%	79.59%	84.35%
CT	U. of Hartford	Dept of Psych	Clinical-PsyD	51	72.55%	70.25%	72.14%	69.04%	68.88%	64.47%	70.00%	50.98%	74.22%
CT	Yale U.	Dept of Psych	Clinical-PhD	9	100.00%	82.56%	87.22%	80.89%	87.11%	86.67%	81.22%	85.00%	85.00%
DC	American U.	Dept of Psych	Clinical-PhD	17	100.00%	78.76%	85.18%	83.29%	79.29%	81.82%	79.94%	73.18%	82.47%
DC	Catholic U.	Dept of Psych	Clinical-PhD	10	100.00%	76.10%	80.60%	79.50%	81.80%	74.80%	81.50%	75.80%	86.90%
DC	Gallaudet U.	Dept of Psych	Clinical-PhD	5	100.00%	77.20%	73.00%	80.00%	68.20%	70.40%	70.60%	61.40%	78.20%
DC	George Washington U.	Center for Prof Psych	Clinical-PsyD	66	89.39%	70.79%	78.64%	76.09%	74.09%	72.80%	72.55%	62.83%	77.33%
DC	George Washington U.	Dept of Psych	Clinical-PhD	10	60.00%	65.20%	76.10%	73.30%	72.80%	67.30%	71.40%	67.10%	77.00%
DC	Howard U.	Dept of Psych	Clinical-PhD	9	100.00%	72.00%	78.33%	68.11%	72.00%	71.44%	68.33%	73.11%	76.67%
DC	Howard U.	School of Education	Counseling-PhD	8	0.00%	48.00%	46.63%	48.25%	40.88%	43.50%	47.88%	42.00%	57.63%
DE	U. of Delaware	Dept of Psych	Clinical-PhD	7	100.00%	71.43%	86.86%	79.57%	77.57%	80.86%	75.86%	86.00%	72.86%
FL	Argosy U. - Tampa	School of Prof Psych	Clinical-PsyD	30	66.67%	69.03%	72.40%	65.83%	65.90%	62.47%	69.23%	48.80%	74.73%

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JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				NUM	PASSRATE								
FL	Carlos Albizu U./ Miami	Dept of Psych	General Clinical-PsyD	62	38.71%	66.66%	64.24%	58.40%	59.81%	58.73%	58.77%	47.03%	69.44%
FL	Florida Institute of Technology	School of Psych	Clinical-PsyD	34	73.53%	74.76%	72.79%	72.74%	68.26%	66.56%	70.09%	51.12%	76.65%
FL	Florida State U.	Dept of Ed Psych & Learning	Counseling/School-PhD	15	93.33%	74.13%	80.33%	71.07%	70.80%	76.73%	71.80%	63.73%	79.87%
FL	Florida State U.	Dept of Psych	Clinical-PhD	15	93.33%	72.60%	79.40%	79.60%	73.87%	80.60%	79.27%	73.87%	79.93%
FL	Nova Southeastern U.	Center for Psychological Studies	Clinical-PhD	33	84.85%	71.12%	73.12%	70.97%	71.15%	70.30%	71.82%	59.73%	74.64%
FL	Nova Southeastern U.	Center for Psychological Studies	Clinical-PsyD	136	78.68%	72.82%	71.73%	68.95%	68.93%	68.40%	71.55%	55.58%	76.68%
FL	U. of Central Florida	Dept of Psych	Clinical-PhD	5	100.00%	76.00%	81.80%	76.20%	76.20%	78.40%	81.60%	82.80%	79.80%
FL	U. of Florida	College of Education	School-PhD	10	90.00%	68.60%	72.30%	69.40%	72.70%	72.70%	69.20%	66.30%	76.70%
FL	U. of Florida	Dept of Clinical & Health Psych	Clinical-PhD	25	96.00%	80.32%	79.28%	72.00%	73.80%	76.00%	80.56%	76.28%	78.04%
FL	U. of Florida	Dept of Psych	Counseling-PhD	8	100.00%	70.25%	79.38%	74.25%	72.63%	71.88%	72.50%	67.88%	81.13%
FL	U. of Miami	Dept of Educ & Psych Studies	Counseling-PhD	10	100.00%	71.70%	80.10%	81.30%	77.30%	73.50%	81.20%	70.00%	81.10%
FL	U. of Miami	Dept of Psych	Clinical-PhD	21	100.00%	78.86%	82.67%	78.14%	79.76%	78.38%	78.48%	80.05%	82.33%
FL	U. of South Florida	Dept of Education and Psychological Studies	School-PhD	8	100.00%	70.88%	80.00%	69.50%	67.13%	77.38%	67.00%	71.38%	78.38%
FL	U. of South Florida	Dept of Psych	Clinical-PhD	14	100.00%	78.21%	81.07%	79.43%	76.86%	82.50%	82.86%	84.93%	79.64%
GA	Argosy U. - Atlanta	Georgia School of Prof Psych	Clinical-PsyD	41	90.24%	73.93%	71.41%	70.46%	75.61%	68.34%	72.63%	55.00%	77.61%
GA	Emory U.	Dept of Psych	Clinical-PhD	6	100.00%	75.33%	84.00%	87.17%	78.67%	76.83%	77.83%	76.33%	82.33%
GA	Georgia Southern U.	Dept of Psych	Clinical-PsyD	8	87.50%	75.00%	78.25%	77.25%	68.00%	68.38%	72.00%	65.13%	79.75%
GA	Georgia State U.	Dept of Couns & Psych Services	Counseling-PhD	*		45.00%	65.00%	55.00%	59.50%	64.00%	67.00%	57.00%	76.50%
GA	Georgia State U.	Dept of Couns & Psych Services	School-PhD	5	80.00%	65.80%	73.00%	77.20%	76.20%	63.80%	65.20%	71.60%	78.60%
GA	Georgia State U.	Dept of Psych	Clinical-PhD	10	100.00%	80.20%	81.70%	80.00%	75.90%	72.80%	81.00%	73.70%	84.90%
GA	U. of Georgia	Dept of Couns & Human Development Services	Counseling-PhD	13	69.23%	65.92%	73.08%	76.15%	64.00%	69.23%	72.69%	57.77%	75.62%

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JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				NUM	PASSRATE								
GA	U. of Georgia	Dept of Educ Psych	School-PhD	*		57.00%	68.33%	76.00%	62.00%	71.33%	69.67%	61.67%	73.67%
GA	U. of Georgia	Dept of Psych	Clinical-PhD	10	100.00%	76.20%	79.20%	75.30%	76.00%	77.90%	76.70%	77.80%	83.40%
HI	Hawaii School of Professional Psychology at Argosy	Psychology	Clinical-PsyD	49	65.31%	69.02%	66.04%	66.55%	67.98%	58.59%	68.10%	48.90%	75.10%
HI	U. of Hawaii - Manoa	Dept of Psych	Clinical-PhD	10	100.00%	76.60%	79.30%	75.50%	73.30%	74.30%	79.40%	71.50%	79.80%
IA	Iowa State U.	Dept of Psych	Counseling-PhD	6	83.33%	62.67%	81.33%	78.67%	76.83%	72.33%	82.17%	85.67%	84.50%
IA	U. of Iowa	Dept of Psych	Clinical-PhD	5	100.00%	85.60%	81.00%	79.80%	80.20%	86.40%	78.40%	85.80%	86.80%
IA	U. of Iowa	Dept of Psych & Quant Foundations	Counseling-PhD	19	84.21%	72.84%	76.05%	74.58%	69.63%	73.63%	74.16%	69.89%	82.63%
IA	U. of Iowa	Dept of Psych & Quant Foundations	School-PhD	6	83.33%	65.17%	74.67%	72.00%	67.33%	75.67%	75.50%	65.17%	79.50%
ID	Idaho State U.	Dept of Psych	Clinical-PhD	10	100.00%	83.80%	90.50%	82.80%	80.90%	79.50%	84.70%	81.50%	83.00%
IL	Adler School of Prof Psych	School of Prof Psych	Clinical-PsyD	121	66.12%	69.16%	69.67%	69.02%	71.03%	65.26%	68.24%	49.97%	75.39%
IL	Chicago School of Professional Psychology - Chicago Campus	Clinical Psychology (Clinical PsyD)	Clinical-PsyD	180	70.00%	68.27%	70.36%	69.71%	69.59%	65.04%	69.57%	56.82%	75.93%
IL	DePaul U.	Dept of Psych	Clinical-PhD	15	86.67%	68.87%	76.27%	75.60%	71.80%	72.20%	76.07%	71.47%	76.40%
IL	Illinois Institute of Tech	Dept of Psych	Clinical-PhD	16	93.75%	79.38%	78.38%	67.88%	74.75%	73.56%	75.69%	68.75%	76.44%
IL	Illinois School of Prof Psych at Argosy - Chicago	Psychology	Clinical-PsyD	115	60.00%	65.59%	66.14%	66.74%	67.49%	61.68%	65.35%	48.33%	74.10%
IL	Illinois School of Prof Psych at Argosy - Schaumburg	Psychology	Clinical-PsyD	62	61.29%	63.71%	64.94%	64.26%	67.50%	61.00%	63.19%	45.87%	74.27%
IL	Illinois State U.	Dept of Psych	School-PhD	8	100.00%	72.00%	79.38%	68.38%	63.63%	69.75%	68.75%	68.00%	75.13%
IL	Loyola U. of Chicago	Dept of Couns & Educ Psych	Counseling-PhD	9	88.89%	64.44%	71.22%	75.67%	70.78%	71.67%	71.00%	70.00%	73.78%
IL	Loyola U. of Chicago	Dept of Psych	Clinical-PhD	11	100.00%	72.27%	78.73%	79.09%	80.09%	76.00%	76.64%	77.36%	82.55%
IL	Loyola U. of Chicago	School Psych/School of Educ	School Psych-PhD	*		69.00%	77.25%	78.50%	68.75%	59.75%	72.00%	58.75%	79.00%
IL	Midwestern U.	College of Health Sciences	Clinical-PsyD	27	55.56%	65.44%	68.00%	62.22%	62.15%	55.96%	59.59%	50.07%	70.11%
IL	Northern Illinois U.	Dept of Psych	Clinical-PhD	10	90.00%	71.30%	81.00%	75.20%	77.50%	76.60%	82.60%	78.00%	80.40%
IL	Northern Illinois U.	Dept of Psych	School-PhD	*		80.50%	83.00%	81.00%	67.00%	68.00%	73.00%	75.00%	61.00%

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				NUM	PASSRATE								
IL	Northwestern U.	Dept of Psych	Clinical-PhD	*		67.00%	70.00%	86.00%	67.00%	88.00%	88.00%	71.00%	77.00%
IL	Northwestern University Feinberg School of Medicine	Department of Psychiatry and Behavioral Sciences	Clinical-PhD	11	100.00%	82.27%	86.27%	80.09%	81.45%	77.27%	79.82%	71.91%	85.45%
IL	Roosevelt U.	Dept of Psych	Clinical-PsyD	25	96.00%	73.84%	78.60%	75.04%	71.32%	73.08%	78.40%	61.64%	79.24%
IL	Rosalind Franklin U. of Medicine & Science	Dept of Psych	Clinical-PhD	19	94.74%	79.79%	78.05%	71.58%	70.74%	74.95%	78.21%	73.37%	80.95%
IL	Southern Illinois U.- Carbondale	Dept of Psych	Clinical-PhD	15	86.67%	75.93%	78.07%	76.13%	79.87%	76.20%	78.93%	81.53%	79.93%
IL	Southern Illinois U.- Carbondale	Dept of Psych	Counseling-PhD	8	87.50%	71.25%	81.13%	78.50%	72.63%	69.25%	80.50%	69.63%	75.88%
IL	U. of Illinois-Champaign- Urbana	Dept of Ed Psych	Counseling-PhD	6	66.67%	67.50%	67.50%	74.67%	70.33%	64.00%	68.17%	65.50%	78.17%
IL	U. of Illinois-Champaign- Urbana	Dept of Psych	Clinical-PhD	6	100.00%	78.50%	82.67%	80.17%	81.67%	76.67%	80.67%	88.17%	75.17%
IL	U. of Illinois-Chicago	Dept of Psych	Clinical-PhD	12	91.67%	76.00%	76.83%	75.75%	76.42%	81.58%	75.08%	77.92%	82.92%
IL	Wheaton College	Dept of Psych	Clinical-PsyD	26	80.77%	69.23%	76.31%	73.58%	78.04%	69.81%	74.38%	60.38%	79.50%
IN	Ball State U.	Dept of Couns Psych & Guidance	Counseling-PhD	19	84.21%	71.00%	74.68%	82.95%	76.47%	69.89%	76.68%	71.53%	78.32%
IN	Ball State U.	Dept of Ed Psych	School-PhD	5	80.00%	71.40%	72.20%	72.20%	77.20%	75.00%	67.80%	62.80%	69.80%
IN	Indiana State U.	Dept of Comm. Disorders and Counseling, School and Ed Psych	Counseling-PhD	*		55.00%	58.50%	71.00%	67.50%	50.00%	64.50%	28.50%	72.50%
IN	Indiana State U.	Dept of Ed & School Psych	School-PhD	*		59.50%	76.00%	81.00%	71.00%	63.50%	64.50%	71.50%	87.00%
IN	Indiana State U.	Dept of Psych	Clinical-PsyD	20	95.00%	78.10%	79.20%	79.15%	73.45%	79.30%	74.35%	68.60%	81.05%
IN	Indiana U.	Dept of Couns & Ed Psych	Counseling-PhD	10	80.00%	59.40%	66.10%	68.90%	63.00%	69.50%	73.40%	66.40%	73.60%
IN	Indiana U.	Dept of Couns & Ed Psych	School-PhD	9	66.67%	65.44%	71.11%	71.44%	72.56%	65.11%	63.00%	63.44%	75.00%
IN	Indiana U.	Dept of Psychological and Brain Science	Clinical-PhD	*		81.00%	87.00%	76.00%	81.00%	84.00%	79.00%	#####	88.00%
IN	Indianapolis Purdue U.	Dept of Psychology	Clinical-PhD	*		73.50%	80.50%	81.00%	71.50%	88.00%	66.50%	93.00%	88.50%
IN	Purdue U.	Dept of Educ Studies	Counseling-PhD	8	100.00%	74.38%	79.00%	82.75%	81.13%	75.88%	77.25%	70.75%	82.00%

DESIGNATED DOCTORAL PROGRAMS IN PSYCHOLOGY				EPPP PERFORMANCE		PERCENT CORRECT BY CONTENT AREA							
JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				NUM	PASSRATE								
IN	Purdue U.	Dept of Psych Sciences	Clinical-PhD	*		77.25%	80.50%	75.00%	78.50%	76.50%	76.25%	78.50%	83.50%
IN	U. of Indianapolis	Dept of Psych Sciences	Clinical-PsyD	44	97.73%	74.89%	80.50%	78.18%	74.73%	72.64%	79.61%	64.23%	81.52%
IN	U. of Notre Dame	Dept of Psych	Clinical-PhD	5	100.00%	71.60%	79.00%	85.40%	82.00%	79.80%	80.00%	78.80%	84.80%
KS	U. of Kansas	Departments of Psychology and Applied Behavioral Science	Child-Clinical-PhD	9	88.89%	74.89%	79.33%	77.11%	80.33%	80.11%	78.44%	73.89%	84.22%
KS	U. of Kansas	Dept of Educational Psychology	Counseling-PhD	7	71.43%	67.86%	67.14%	72.71%	68.43%	66.43%	71.43%	63.29%	79.57%
KS	U. of Kansas	Dept of Educational Psychology	School-PhD	*		73.00%	80.00%	81.00%	84.33%	80.00%	75.00%	88.33%	86.00%
KS	U. of Kansas	Dept of Psych	Clinical-PhD	18	100.00%	83.22%	84.06%	78.17%	78.78%	74.28%	85.83%	75.78%	80.72%
KY	Spalding U.	College of Health and Natural Sciences	Clinical-PsyD	20	60.00%	64.30%	68.65%	68.75%	66.30%	64.90%	70.60%	55.75%	77.25%
KY	U. of Kentucky	Dept of Educ, School & Couns Psych	Counseling-PhD	9	77.78%	58.67%	71.67%	77.78%	64.11%	65.22%	69.67%	69.00%	74.67%
KY	U. of Kentucky	Dept of Educ, School & Couns Psych	School-PhD	5	60.00%	57.00%	67.00%	66.60%	61.80%	67.80%	61.00%	64.20%	74.00%
KY	U. of Kentucky	Dept of Psych	Clinical-PhD	8	100.00%	76.75%	84.75%	82.13%	79.25%	77.00%	80.38%	78.63%	81.63%
KY	U. of Louisville	Dept of Educ & Couns Psych	Counseling-PhD	5	100.00%	74.40%	86.20%	88.60%	73.20%	82.20%	77.80%	74.40%	86.00%
KY	U. of Louisville	Dept of Psych & Brain Sciences	Clinical-PhD	8	87.50%	75.63%	87.00%	81.25%	75.63%	80.75%	78.75%	74.25%	75.13%
LA	Louisiana State U.	Dept of Psych	Clinical-PhD	18	100.00%	74.06%	83.28%	79.67%	76.39%	81.44%	78.56%	76.22%	79.56%
LA	Louisiana State U.	Dept of Psych	School-PhD	5	100.00%	76.40%	85.20%	71.40%	80.80%	85.60%	83.20%	81.40%	87.40%
LA	Louisiana Tech U.	Dept of Psych & Behav Sci	Counseling-PhD	9	88.89%	66.11%	68.56%	71.89%	70.78%	63.44%	72.67%	65.89%	78.22%
LA	Tulane U.	Dept of Psych	School-PhD	8	87.50%	78.38%	88.50%	80.13%	74.50%	78.63%	79.75%	80.50%	81.25%
MA	Boston College	Div of Couns, Developmental & Educ Psych	Counseling-PhD	13	84.62%	73.08%	77.08%	76.46%	72.92%	69.69%	73.69%	64.69%	80.23%
MA	Boston U.	Dept of Psych	Clinical-PhD	22	95.45%	77.00%	80.27%	80.36%	77.77%	77.50%	76.36%	75.27%	79.32%
MA	Boston U.	School of Educ	Counseling-EdD	*		67.00%	65.00%	76.00%	76.00%	58.00%	63.00%	36.00%	78.00%
MA	Clark U.	F.L. Hyatt School of Psych	Clinical-PhD	6	100.00%	74.50%	82.67%	80.83%	74.50%	79.33%	79.33%	72.50%	73.50%
MA	Harvard U.	Dept of Psych	Clinical-PhD	*		71.00%	57.00%	67.00%	64.00%	68.00%	79.00%	71.00%	76.00%

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JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				NUM	PASSRATE								
MA	Mass. School of Prof. Psychology		Clinical-PsyD	108	87.04%	70.83%	76.66%	72.78%	73.36%	65.76%	72.53%	60.80%	77.63%
MA	Northeastern U.	Dept of Couns & Applied Educ Psych	Combined Prof/Scientific Counseling/School-PhD	*		62.00%	78.00%	71.33%	74.67%	69.33%	68.00%	66.33%	77.00%
MA	Northeastern U.	Dept of Couns & Applied Educ Psych	Counseling-PhD	*		84.00%	79.67%	88.67%	85.67%	84.00%	89.00%	85.67%	86.00%
MA	Northeastern U.	Dept of Couns & Applied Educ Psych	School-PhD	*		67.00%	59.00%	74.00%	64.00%	74.00%	69.50%	78.50%	74.50%
MA	Suffolk U.	Dept of Psych	Clinical-PhD	21	80.95%	70.90%	77.10%	71.90%	72.48%	72.10%	75.48%	67.38%	77.33%
MA	U. of Mass-Amherst	Dept of Psych	Clinical-PhD	10	90.00%	75.10%	80.40%	74.20%	77.00%	75.10%	76.80%	68.70%	81.30%
MA	U. of Mass-Amherst	Dept of Student Dev	School-PhD (formerly Combined Prof-Scientific)	*		73.00%	79.67%	79.33%	80.67%	74.33%	67.00%	73.67%	81.00%
MA	U. of Mass-Boston	Dept of Psych	Clinical-PhD	11	81.82%	60.09%	74.36%	76.27%	64.09%	68.36%	72.00%	73.27%	74.55%
MA	William James College	Dept of Psych	Clinical-PhD	38	60.53%	63.16%	66.84%	69.74%	70.89%	64.37%	68.68%	55.18%	74.24%
MB	U. of Manitoba	Dept of Psych	Clinical-PhD	7	100.00%	76.00%	84.57%	83.00%	75.29%	82.71%	82.29%	78.57%	77.57%
MD	Loyola College in Maryland	Dept of Psych	Clinical-PsyD	28	96.43%	77.64%	79.29%	76.00%	71.46%	74.43%	78.89%	69.11%	79.75%
MD	U. of Maryland-Baltimore County	Dept of Psych	Applied Developmental-PhD	*		66.50%	67.50%	57.00%	67.50%	62.00%	58.50%	53.50%	76.00%
MD	U. of Maryland-Baltimore County	Dept of Psych	Clinical-PhD	16	100.00%	77.81%	80.69%	78.81%	80.31%	74.63%	80.00%	81.75%	83.75%
MD	U. of Maryland-College Park	Dept of Couns, Higher Ed and Special Ed.	School-PhD	5	80.00%	72.40%	76.80%	78.00%	69.40%	78.00%	68.60%	72.80%	77.20%
MD	U. of Maryland-College Park	Dept of Psych	Clinical-PhD	8	100.00%	81.88%	83.00%	82.63%	80.88%	80.88%	80.75%	86.75%	85.63%
MD	U. of Maryland-College Park	Dept of Psych & Couns	Counseling-PhD	10	90.00%	68.50%	78.80%	83.70%	80.00%	75.60%	79.30%	79.40%	82.60%
MD	Uniformed Services U. of the Health Sciences	Dept of Med Psych	Clinical-PhD	13	92.31%	75.46%	79.08%	74.69%	75.69%	75.46%	76.92%	74.23%	78.00%
ME	U. of Maine	Dept of Psych	Clinical-PhD	10	100.00%	69.30%	75.20%	78.10%	79.80%	76.80%	79.50%	72.80%	84.50%

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				NUM	PASSRATE								
MI	Andrews U.	Dept of Educ & Couns Psych	Counseling-PhD	*		68.33%	59.33%	71.67%	57.00%	72.00%	68.00%	59.67%	78.33%
MI	Central Michigan U.	Dept of Psych	Clinical-PhD	8	100.00%	85.00%	86.38%	79.75%	79.88%	82.25%	88.13%	75.88%	84.75%
MI	Central Michigan U.	Dept of Psych	School-PhD	5	40.00%	67.60%	74.60%	69.20%	68.60%	73.60%	67.00%	71.40%	65.80%
MI	Eastern Michigan U.	Dept of Psych	Clinical-PhD	10	100.00%	73.80%	77.00%	81.00%	73.80%	76.90%	78.30%	76.50%	81.00%
MI	Michigan School of Professional Psychology	Dept of Psych	Clinical-PsyD	23	56.52%	62.26%	66.04%	63.70%	66.22%	57.65%	63.26%	49.87%	70.09%
MI	Michigan State U.	Dept of Couns, Educ Psych & Spec Ed	School-PhD	5	80.00%	68.40%	61.00%	74.20%	76.20%	67.80%	71.60%	71.40%	77.20%
MI	Michigan State U.	Dept of Psych	Clinical-PhD	6	100.00%	83.33%	79.83%	81.00%	80.00%	85.17%	82.00%	78.67%	85.33%
MI	U. of Detroit Mercy	Dept of Psych	Clinical-PhD	11	72.73%	66.91%	70.91%	68.91%	70.73%	67.27%	68.36%	59.73%	70.73%
MI	U. of Michigan	Dept of Psych	Clinical-PhD	6	83.33%	67.33%	76.83%	77.67%	76.17%	74.67%	78.83%	83.50%	80.50%
MI	Wayne State U.	Dept of Psych	Clinical-PhD	11	100.00%	77.09%	80.64%	72.27%	77.18%	79.18%	78.00%	72.09%	76.82%
MI	Wayne State U.	Division of Theoretical & Behavioral Studies	Educational-PhD	11	81.82%	71.00%	72.73%	66.64%	75.45%	63.00%	66.55%	57.18%	74.00%
MI	Western Michigan U.	Dept of Couns Ed & Couns Psych	Counseling-PhD	12	50.00%	58.67%	69.67%	68.92%	65.50%	62.25%	63.92%	48.25%	71.67%
MI	Western Michigan U.	Dept of Psych	Clinical-PhD	5	100.00%	73.20%	80.80%	81.00%	72.40%	69.40%	84.20%	69.80%	73.80%
MN	Minnesota School of Professional Psychology at Argosy University	Dept of Psych	Clinical-PsyD	48	75.00%	72.63%	71.63%	70.58%	72.81%	67.81%	72.63%	59.10%	76.48%
MN	Saint Marys University of MN	Dept of Health and Human Services	Counseling-PsyD	*		48.00%	48.00%	48.00%	57.00%	64.00%	58.00%	29.00%	50.00%
MN	U. of Minnesota	College of Ed. & Human Development	School-PhD	6	83.33%	66.67%	74.67%	78.33%	73.17%	72.50%	72.33%	73.83%	81.33%
MN	U. of Minnesota	Dept of Educ Psych	Counseling-PhD	14	78.57%	71.71%	78.43%	74.64%	73.79%	70.14%	71.50%	74.00%	77.64%
MN	U. of Minnesota	Dept of Psych	Clinical Science-PhD	15	100.00%	81.53%	81.13%	81.20%	83.47%	82.53%	83.67%	83.00%	84.07%
MN	U. of Minnesota	Dept of Psych	Counseling-PhD	6	83.33%	68.67%	83.33%	79.83%	78.83%	79.67%	82.67%	78.67%	77.50%
MN	U. of St. Thomas	Grad School of Prof Psych	Counseling-PsyD	27	70.37%	66.63%	74.33%	73.11%	72.89%	65.85%	71.81%	54.78%	76.37%
MO	Forest Institute of Professional Psych	Inst of Prof Psych	Clinical-PsyD	74	75.68%	71.22%	72.24%	70.07%	68.09%	68.20%	69.57%	57.05%	77.62%
MO	St Louis U.	Dept of Psych	Clinical-PhD	11	100.00%	74.09%	84.27%	75.27%	76.91%	75.36%	79.55%	68.91%	84.82%

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				NUM	PASSRATE								
MO	U. of Missouri- Columbia	Dept of Educ, School & Couns Psych	Counseling-PhD	10	80.00%	60.00%	78.80%	76.60%	68.20%	66.80%	70.00%	60.80%	75.20%
MO	U. of Missouri- Columbia	Dept of Educ, School & Couns Psych	School-PhD	6	83.33%	59.33%	71.00%	69.00%	67.33%	57.33%	65.17%	62.83%	76.33%
MO	U. of Missouri- Columbia	Dept of Psych Sciences	Clinical-PhD	*		73.50%	71.50%	81.00%	81.00%	78.00%	77.00%	89.50%	79.00%
MO	U. of Missouri- KC	Dept of Psych	Clinical-PhD	5	80.00%	67.60%	62.80%	66.40%	66.60%	71.60%	69.20%	65.60%	78.00%
MO	U. of Missouri- KC	Dept of Psych	Counseling Psych-PhD	14	78.57%	62.14%	71.43%	69.29%	69.43%	67.79%	66.43%	67.36%	73.21%
MO	U. of Missouri- St Louis	Dept of Psych	Clinical-PhD	7	100.00%	82.29%	82.14%	82.29%	77.29%	78.14%	80.43%	82.71%	78.14%
MO	Washington U.	Dept of Psych	Clinical-PhD	8	87.50%	73.63%	78.75%	78.00%	72.75%	77.50%	78.75%	76.13%	79.25%
MS	Jackson State U.	Dept of Psych	Clinical-PhD	7	42.86%	56.43%	59.57%	58.57%	64.71%	50.43%	65.57%	47.14%	69.29%
MS	Mississippi State U.	Dept of Couns & Educ Psych	School-PhD	*		65.00%	69.67%	60.33%	65.33%	58.67%	69.33%	57.00%	73.33%
MS	U. of Mississippi	Dept of Psych	Clinical-PhD	15	100.00%	79.60%	82.33%	81.47%	81.60%	76.87%	77.93%	79.13%	81.13%
MS	U. of Southern Mississippi	Dept of Psych	Clinical-PhD	9	88.89%	71.89%	79.33%	80.33%	71.89%	74.56%	79.44%	77.78%	82.22%
MS	U. of Southern Mississippi	Dept of Psych	Counseling-PhD	10	90.00%	72.60%	72.20%	72.70%	71.00%	75.20%	77.40%	65.00%	81.50%
MS	U. of Southern Mississippi	Dept of Psych	School-PhD	*		62.00%	80.50%	67.00%	69.00%	62.00%	75.50%	64.00%	82.50%
MT	U. of Montana	Dept of Psych	Clinical-PhD	10	100.00%	80.90%	80.40%	80.60%	75.60%	73.80%	77.10%	67.80%	80.00%
MT	U. of Montana	School Psychology Graduate Training Program	School-PhD	*		86.00%	96.00%	86.00%	86.00%	80.00%	88.00%	79.00%	92.00%
NB	U. of New Brunswick	Dept of Psych	Clinical-PhD	12	100.00%	79.67%	85.58%	82.92%	80.00%	75.67%	83.50%	82.92%	81.00%
NC	Duke U.	Dept of Psych & Neuroscience	Clinical-PhD	15	100.00%	74.60%	80.40%	76.20%	77.07%	80.27%	79.33%	79.07%	80.80%
NC	East Carolina U.	Dept of Psych-Health Psych	Clinical-PhD	13	100.00%	79.00%	78.00%	74.77%	70.46%	77.38%	81.69%	75.31%	78.69%
NC	North Carolina State U.	Dept of Psych	School-PhD	*		59.50%	74.00%	62.00%	81.00%	70.00%	56.00%	82.50%	72.50%
NC	U. of North Carolina- Chapel Hill	Dept of Psych	Clinical-PhD	13	92.31%	72.85%	81.00%	80.15%	78.08%	80.77%	82.92%	86.38%	86.31%
NC	U. of North Carolina- Chapel Hill	School of Education	School-PhD	*		69.00%	72.75%	79.75%	75.00%	71.75%	74.00%	73.25%	77.75%
NC	U. of North Carolina- Greensboro	Dept of Psych	Clinical-PhD	6	100.00%	69.00%	80.50%	73.00%	66.83%	73.17%	78.67%	76.33%	85.17%
NC	U. of North Carolina- Charlotte	Health Psychology, Clinical Track	Clinical-PhD	*		62.00%	83.00%	76.00%	76.00%	72.00%	79.00%	57.00%	81.00%
ND	U. of North Dakota	Dept of Couns	Counseling-PhD	10	80.00%	65.70%	74.40%	75.10%	66.00%	62.90%	65.90%	57.80%	82.10%

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				NUM	PASSRATE								
ND	U. of North Dakota	Dept of Psych	Clinical-PhD	18	88.89%	79.39%	81.06%	76.06%	76.44%	76.89%	78.44%	77.78%	83.28%
NE	U. of Nebraska- Lincoln	Dept of Educ Psych	Counseling-PhD	9	44.44%	62.89%	61.56%	69.22%	65.11%	59.11%	64.89%	57.22%	70.44%
NE	U. of Nebraska- Lincoln	Dept of Educ Psych	School-PhD	8	87.50%	64.88%	74.63%	70.75%	74.50%	74.25%	77.75%	64.13%	79.88%
NE	U. of Nebraska- Lincoln	Dept of Psych	Clinical-PhD	18	83.33%	68.72%	80.28%	75.61%	73.00%	78.89%	77.56%	79.56%	79.94%
NH	Antioch/New England Graduate School	Dept of Clinical Psych	Clinical-PsyD	56	73.21%	70.21%	73.77%	71.50%	73.45%	66.75%	70.79%	59.41%	74.36%
NJ	Fairleigh Dickinson U. Teaneck-Hackensack	School of Psych	Clinical-PhD	42	80.95%	70.33%	76.29%	70.69%	69.38%	67.52%	71.83%	64.29%	76.12%
NJ	Kean U.	Dept of Psych	School & Clin-PsyD	5	100.00%	71.60%	77.40%	78.20%	78.20%	82.20%	74.20%	74.20%	84.80%
NJ	Rutgers U.	GSAPP-Dept of Applied Psych	School-PsyD	21	80.95%	70.24%	79.90%	73.90%	70.19%	72.29%	73.71%	71.76%	79.43%
NJ	Rutgers U.	GSAPP-Dept of Clinical Psych	Clinical-PsyD	43	95.35%	77.14%	82.81%	79.21%	79.19%	76.70%	82.84%	72.44%	80.00%
NJ	Rutgers U.-New Jersey	Dept of Psych	Clinical Psych-PhD	6	100.00%	83.00%	89.00%	84.00%	82.50%	84.50%	84.17%	88.17%	84.83%
NJ	Seton Hall U.	Dept of Prof Psych and Family Therapy	Counseling-PhD	18	61.11%	65.39%	65.00%	67.72%	60.56%	60.00%	64.28%	54.72%	71.44%
NM	New Mexico State U.	Dept of Couns and Ed Psych	Counseling-PhD	16	62.50%	64.88%	62.06%	69.44%	65.00%	61.06%	65.81%	56.69%	69.31%
NM	U. of New Mexico	Dept of Psych	Clinical-PhD	10	100.00%	74.70%	80.10%	84.20%	78.20%	79.30%	80.20%	75.70%	83.30%
NS	Dalhousie U.	Dept of Psych	Clinical-PhD	15	100.00%	81.80%	85.47%	80.00%	85.40%	84.93%	83.13%	82.40%	86.33%
NV	U. of Nevada-Las Vegas	Dept of Psych	Clinical-PhD	10	90.00%	80.90%	83.50%	76.60%	80.50%	74.80%	84.20%	73.60%	86.20%
NV	U. of Nevada-Reno	Dept of Psych	Clinical-PhD	13	100.00%	73.54%	80.77%	77.62%	73.92%	73.85%	82.54%	65.77%	79.69%
NY	Adelphi U.	The Derner Institute	Clinical-PhD	33	63.64%	67.76%	70.58%	67.85%	69.91%	64.09%	66.61%	63.18%	70.12%
NY	Alfred U.	Graduate School	School-PsyD	*		58.25%	79.50%	74.75%	77.25%	63.00%	65.50%	60.75%	76.00%
NY	Columbia U. Teachers College	Dept of Couns & Clin Psych	Clinical-PhD	14	92.86%	69.36%	77.71%	78.50%	77.00%	75.07%	69.43%	70.43%	72.64%
NY	Columbia U. Teachers College	Dept of Couns & Clin Psych	Counseling-PhD	12	83.33%	64.33%	70.67%	73.67%	69.58%	70.08%	66.00%	61.25%	75.75%
NY	Columbia U. Teachers College	Dept of Health & Behavior Studies - Applied Educational Psych	School-EdD	9	100.00%	79.89%	85.56%	78.22%	76.89%	79.56%	77.00%	68.33%	82.33%
NY	CUNY City College	The Graduate Center	Clinical-PhD	16	100.00%	73.81%	84.56%	83.19%	78.75%	73.56%	78.56%	75.94%	79.88%

DESIGNATED DOCTORAL PROGRAMS IN PSYCHOLOGY				EPPP PERFORMANCE		PERCENT CORRECT BY CONTENT AREA							
JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional issues
				NUM	PASSRATE								
NY	CUNY Queens College	Dept of Psych	Clinical Neuropsychology PhD	19	94.74%	88.32%	84.68%	77.68%	76.11%	76.11%	79.00%	77.11%	79.16%
NY	CUNY, Graduate Center	Graduate School and University Center	School Psychology-PhD	11	54.55%	62.09%	67.27%	70.64%	71.45%	63.91%	60.18%	58.45%	66.00%
NY	CUNY-John Jay College	J.J. College of Criminal Justice	Clinical Forensic-PhD	13	92.31%	71.77%	84.69%	80.85%	74.31%	80.08%	77.85%	79.15%	82.00%
NY	Fordham U.	Dept of Psych	Clinical-PhD	24	95.83%	77.79%	80.38%	79.29%	74.17%	76.04%	81.92%	67.88%	80.71%
NY	Fordham U.	Division of Psych & Educ Svcs	Counseling-PhD	17	100.00%	70.53%	79.12%	76.18%	74.82%	76.41%	77.35%	65.06%	81.53%
NY	Fordham U.	Division of Psych & Educ Svcs	School-PhD	17	88.24%	73.29%	79.76%	69.94%	73.76%	65.82%	68.41%	61.35%	74.18%
NY	Hofstra U.	Dept of Psych	Clinical-PhD	28	96.43%	75.50%	80.36%	71.79%	75.21%	69.04%	74.00%	68.11%	80.00%
NY	Hofstra U.	Dept of Psych	School-PsyD	23	69.57%	68.13%	72.35%	71.35%	70.00%	67.26%	68.26%	58.43%	74.83%
NY	Long Island U.	Dept of Psych	Clinical(Brooklyn Campus)-PhD	30	86.67%	77.97%	76.37%	77.93%	72.80%	72.83%	77.67%	72.63%	77.70%
NY	Long Island U.	Dept of Psych	Clinical(CW Post Campus)-PsyD	31	83.87%	71.10%	77.16%	76.58%	72.61%	70.19%	75.58%	63.10%	76.71%
NY	New York U.	Dept of Applied Psych	Counseling-PhD	11	63.64%	60.91%	69.27%	75.64%	64.45%	61.18%	69.36%	61.09%	79.82%
NY	Pace U.	Dept of Psych	School/Clinical-PsyD	53	83.02%	72.40%	79.64%	73.87%	76.98%	70.43%	73.11%	67.26%	76.79%
NY	St John's U.	Dept of Psych	Clinical-PhD	20	90.00%	74.20%	82.40%	75.80%	74.50%	75.35%	78.85%	75.75%	78.90%
NY	St John's U.	Dept of Psych	School-PsyD	27	85.19%	65.59%	77.59%	68.89%	71.56%	70.96%	70.63%	63.74%	75.30%
NY	State U. of NY at Albany	Dept of Educ & Couns Psych	Counseling-PhD	12	91.67%	67.83%	80.08%	79.92%	71.08%	74.75%	73.58%	75.17%	80.17%
NY	State U. of NY at Albany	Dept of Educ & Couns Psych	School-PsyD	6	100.00%	62.50%	70.33%	77.83%	68.50%	70.50%	76.50%	59.33%	77.50%
NY	State U. of NY at Albany	Dept of Psych	Clinical-PhD	10	100.00%	78.50%	86.60%	80.40%	83.40%	79.50%	82.10%	81.60%	78.20%
NY	State U. of NY at Binghamton	Dept of Psych	Clinical-PhD	8	100.00%	74.88%	79.50%	76.75%	75.63%	79.25%	78.13%	72.38%	79.00%
NY	State U. of NY at Buffalo	Dept of Couns & Educ Psych	Combined School/Counseling-PhD	26	92.31%	67.69%	78.27%	74.65%	74.35%	73.73%	74.27%	67.08%	79.85%
NY	State U. of NY at Buffalo	Dept of Psych	Clinical-PhD	*		77.25%	81.50%	65.75%	77.50%	83.00%	90.00%	80.25%	85.25%
NY	State U. of NY at Stony Brook	Dept of Psych	Clinical-PhD	13	92.31%	72.46%	81.62%	78.38%	76.92%	79.92%	82.23%	77.00%	84.08%

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JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				NUM	PASSRATE								
NY	Syracuse U.	Dept of Psych	Clinical-PhD	*		81.00%	77.00%	66.67%	73.00%	71.67%	69.67%	76.33%	76.00%
NY	Syracuse U.	Dept of Psych	School-PhD	*		76.00%	85.00%	64.50%	74.50%	70.00%	77.00%	60.50%	78.00%
NY	The New School	Dept of Psych	Clinical-PhD	39	89.74%	71.23%	77.67%	76.79%	75.23%	73.74%	74.72%	69.54%	74.08%
NY	U. of Rochester	Dept of Clin & Soc Sciences in Psych	Clinical-PhD	8	100.00%	79.00%	83.63%	78.50%	80.00%	83.38%	80.00%	80.50%	83.75%
NY	Yeshiva U.	Ferkauf Graduate School of Psych	Clinical-PsyD	53	94.34%	75.49%	80.68%	77.94%	78.40%	74.70%	76.96%	67.83%	77.83%
NY	Yeshiva U.	Ferkauf Graduate School of Psych	Combined, Clinical-School Psychology	43	88.37%	73.07%	76.79%	72.49%	73.28%	71.37%	73.72%	66.21%	77.65%
NY	Yeshiva U.	Ferkauf Graduate School of Psych	Health Clinical PhD	37	83.78%	76.03%	75.78%	71.70%	72.68%	70.86%	71.65%	67.03%	76.57%
OH	Bowling Green State U.	Dept of Psych	Clinical-PhD	10	100.00%	71.00%	71.90%	78.90%	75.60%	77.60%	75.20%	74.20%	79.90%
OH	Case Western Reserve U.	Dept of Psych	Clinical-PhD	10	100.00%	84.20%	85.60%	73.20%	80.30%	77.90%	81.30%	73.70%	84.20%
OH	Cleveland State U.	Dept of Couns, Admin, Sup & Adult Learning	Counseling-PhD	8	75.00%	67.38%	68.75%	72.63%	65.75%	60.88%	64.75%	52.75%	70.63%
OH	Kent State U.	Dept of Psych	Clinical-PhD	25	88.00%	76.00%	80.04%	72.40%	71.68%	78.12%	73.32%	75.48%	80.52%
OH	Miami U.	Dept of Psych	Clinical-PhD	12	100.00%	71.67%	82.92%	78.58%	79.42%	74.08%	77.17%	71.42%	80.33%
OH	Ohio State U.	Dept of Psych	Clinical-PhD	15	100.00%	80.87%	86.93%	79.27%	80.33%	80.20%	80.20%	85.33%	81.07%
OH	Ohio U.	Dept of Psych	Clinical-PhD	17	94.12%	75.24%	76.24%	76.35%	71.53%	72.94%	75.24%	66.82%	77.24%
OH	U. of Akron	Depts of Psych, Couns & Special Educ	Counseling-PhD	6	83.33%	65.83%	78.17%	73.83%	75.33%	68.00%	72.33%	75.17%	77.33%
OH	U. of Cincinnati	Dept of Psych	Clinical-PhD	7	85.71%	78.14%	77.57%	72.14%	65.43%	76.57%	78.71%	75.43%	82.14%
OH	U. of Toledo	Dept of Psych	Clinical-PhD	12	91.67%	73.75%	79.42%	74.17%	77.25%	75.08%	75.25%	73.83%	80.08%
OH	Union Institute & University	Dept of Psych	Clinical-PsyD	6	16.67%	52.33%	49.33%	54.50%	53.17%	53.50%	55.17%	39.50%	58.50%
OH	Wright State U.	School of Prof Psych	Clinical-PsyD	43	69.77%	68.77%	71.12%	68.49%	67.00%	63.84%	70.77%	52.47%	76.28%
OH	Xavier U.	Dept of Psych	Clinical-PsyD	26	96.15%	75.92%	78.88%	75.08%	74.54%	73.73%	79.04%	66.50%	86.88%
OK	Oklahoma State U.	Dept of Psych	Clinical-PhD	9	100.00%	79.89%	77.44%	78.78%	70.89%	79.33%	85.33%	82.67%	80.89%
OK	Oklahoma State U.	School of Applied Health & Educ Psych	Counseling-PhD	16	68.75%	66.56%	66.69%	66.06%	67.56%	68.06%	72.38%	62.88%	77.94%
OK	Oklahoma State U.	School of Applied Health & Educ Psych	School-PhD	11	54.55%	60.00%	68.00%	60.09%	58.64%	67.36%	65.36%	63.00%	71.27%

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				NUM	PASSRATE								
OK	U. of Oklahoma	Dept of Educ Psych	Counseling-PhD	12	100.00%	70.58%	74.33%	80.50%	77.08%	68.17%	75.67%	65.42%	83.67%
OK	U. of Tulsa	Dept of Psych	Clinical-PhD	7	100.00%	73.43%	75.86%	73.43%	71.43%	76.29%	78.14%	77.57%	79.14%
ON	Lakehead University	Dept of Psych	Clinical-PhD	9	88.89%	68.22%	79.00%	72.11%	73.22%	78.22%	72.78%	63.56%	81.89%
ON	Queens U.	Dept of Psych	Clinical-PhD	6	83.33%	78.50%	74.00%	75.33%	70.00%	77.00%	72.33%	68.83%	78.00%
ON	Ryerson	Dept of Psych	Clinical-PhD	13	92.31%	75.69%	83.31%	77.31%	76.62%	76.85%	79.92%	74.85%	79.77%
ON	U. of Guelph	Dept of Psych	Clinical-PhD	*		67.75%	74.00%	79.50%	81.00%	88.00%	77.25%	84.00%	81.75%
ON	U. of Ottawa	School of Psych	Clinical-PhD	28	92.86%	75.96%	78.54%	75.61%	80.11%	75.25%	79.32%	69.68%	81.00%
ON	U. of Toronto	Dept of Adult Ed & Couns Psych	Counseling-PhD	15	86.67%	73.47%	79.33%	71.53%	74.40%	72.80%	75.60%	65.67%	80.40%
ON	U. of Toronto	Ont Inst for Stud in Ed	School & Child Clinical-PhD	17	100.00%	76.00%	85.41%	77.76%	83.41%	76.12%	79.24%	75.29%	85.65%
ON	U. of Waterloo	Dept of Psych	Clinical-PhD	11	90.91%	77.91%	84.18%	82.73%	77.09%	75.18%	80.18%	74.73%	80.55%
ON	U. of Western Ontario	Dept of Psych	Clinical-PhD	8	100.00%	81.38%	88.13%	86.25%	88.63%	86.38%	86.63%	86.75%	84.13%
ON	U. of Windsor	Dept of Psych	Clinical-PhD	18	100.00%	81.17%	87.22%	84.33%	82.50%	79.89%	82.61%	79.06%	83.28%
ON	York U.	Grad Program in Psych	Clinical-Developmental-PhD	18	88.89%	72.39%	76.11%	77.17%	78.22%	75.11%	78.50%	76.17%	79.11%
ON	York U.	Grad Program in Psych	Clinical-PhD	10	100.00%	79.90%	77.90%	78.10%	73.60%	80.40%	78.70%	71.50%	77.50%
OR	George Fox College	School of Behavioral & Health Sciences	Clinical-PsyD	29	86.21%	71.38%	72.93%	72.69%	72.66%	65.17%	73.55%	54.38%	78.97%
OR	Pacific U.	School of Prof Psych	Clinical-PsyD	91	91.21%	70.02%	78.60%	73.51%	71.95%	71.54%	75.18%	63.38%	81.35%
OR	U. of Oregon	Dept of Couns Psych & Human Services Couns	Counseling-PhD	17	88.24%	68.94%	75.06%	77.29%	67.00%	62.82%	72.41%	66.29%	77.47%
OR	U. of Oregon	Dept of Psych	Clinical-PhD	*		79.50%	77.25%	84.75%	81.00%	74.75%	69.75%	76.75%	77.00%
OR	U. of Oregon	Dept of Special Ed & Clin Sciences	School-PhD	*		73.75%	81.50%	72.75%	76.00%	73.00%	74.25%	78.50%	79.75%
PA	Bryn Mawr College	Dept of Psych	Clinical Developmental-PhD	11	100.00%	70.55%	83.91%	77.45%	83.45%	78.73%	74.27%	73.45%	79.27%
PA	Carlow Univ.	Dept of Psychology & Counseling	Counseling-PsyD	11	81.82%	68.18%	73.91%	70.18%	73.09%	67.09%	65.82%	61.73%	79.36%
PA	Chatham University	Graduate Psychology	Counseling Psychology	5	40.00%	68.60%	58.20%	60.80%	69.40%	52.00%	66.00%	49.00%	73.20%
PA	Chestnut Hill College	Dept. of Prof Psych	Clinical-PsyD	26	76.92%	68.96%	73.88%	70.42%	71.69%	67.46%	70.15%	57.19%	76.23%
PA	Drexel U.	Dept of Psych	Clinical-PhD	28	100.00%	79.96%	85.79%	78.18%	81.86%	77.07%	82.75%	81.79%	84.36%

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				NUM	PASSRATE								
PA	Duquesne U.	Couns Psych & Sp Ed	School-PhD	9	55.56%	64.00%	69.11%	57.11%	67.56%	64.67%	64.22%	57.89%	72.22%
PA	Duquesne U.	Dept of Psych	Clinical-PhD	10	90.00%	74.70%	80.90%	78.90%	73.10%	68.00%	77.20%	67.80%	84.00%
PA	Immaculata College	Dept of Grad Psych	Clinical-PsyD	36	55.56%	63.50%	67.17%	61.39%	66.56%	60.44%	65.83%	53.36%	73.14%
PA	Indiana Univ of Pennsylvania	Dept of Psych	Clinical-PsyD	25	100.00%	77.20%	80.24%	78.56%	73.28%	72.68%	79.16%	74.00%	83.40%
PA	LaSalle U.	Dept of Psych	Clinical-PsyD	37	89.19%	73.95%	81.51%	78.32%	73.68%	74.30%	76.78%	67.08%	81.46%
PA	Lehigh U.	Dept of Educ & Human Services	Counseling-PhD	8	62.50%	58.25%	69.13%	66.50%	68.38%	70.13%	66.50%	56.25%	71.38%
PA	Lehigh U.	Dept of Educ & Human Services	School-PhD	12	100.00%	73.42%	72.92%	75.75%	74.92%	70.58%	74.75%	79.75%	74.17%
PA	Marywood U.	Dept of Psych & Couns	Clinical-PsyD	16	68.75%	67.25%	67.25%	73.13%	72.06%	64.44%	70.06%	54.44%	76.44%
PA	Pennsylvania State U.	Dept of Ed Psych, Couns & Special Ed	Counseling-PhD	6	83.33%	62.50%	72.50%	74.83%	64.17%	65.33%	77.17%	76.17%	80.00%
PA	Pennsylvania State U.	Dept of Ed Psych, Couns & Special Ed	School-PhD	6	83.33%	73.00%	76.67%	71.33%	79.50%	74.50%	78.67%	76.17%	85.00%
PA	Pennsylvania State U.	Dept of Psych	Clinical-PhD	13	100.00%	79.46%	82.31%	78.69%	80.46%	81.08%	82.31%	89.08%	81.31%
PA	Philadelphia College of Osteopathic Medicine	Dept of Psych	Clinical-PsyD	41	78.05%	68.85%	70.88%	66.73%	69.24%	65.51%	70.20%	58.98%	74.05%
PA	Philadelphia College of Osteopathic Medicine	Dept of Psych	School-PsyD	11	45.45%	63.55%	61.36%	61.45%	62.09%	60.00%	65.73%	55.73%	68.00%
PA	Temple U.	Dept of Psych	Clinical-PhD	27	100.00%	80.00%	84.04%	77.74%	78.22%	80.85%	82.37%	83.22%	82.37%
PA	Temple U.	Dept of Psych Studies in Educ	School-PhD	11	90.91%	71.55%	79.09%	73.91%	73.18%	70.00%	69.55%	63.00%	75.36%
PA	U. of Pennsylvania	Dept of Psych	Clinical-PhD	*		86.75%	84.75%	79.50%	78.50%	83.00%	81.25%	89.50%	80.75%
PA	U. of Pittsburgh	Dept of Psych	Clinical-PhD	8	100.00%	75.13%	78.75%	79.00%	77.63%	75.38%	82.13%	79.50%	77.75%
PA	Widener U.	Institute for Grad Clinical Psych	Clinical-PsyD	63	93.65%	76.87%	80.46%	74.48%	73.60%	71.95%	74.03%	63.40%	79.35%
PR	Carlos Albizu U./ San Juan	Center for Advanced Studies	Clinical-PhD	19	26.32%	56.42%	57.26%	53.68%	53.63%	51.74%	54.74%	45.95%	59.26%
PR	Carlos Albizu U./ San Juan	Center for Advanced Studies	Clinical-PsyD	25	12.00%	52.28%	48.88%	48.08%	47.92%	47.48%	52.00%	34.04%	57.44%
PR	Ponce School of Medicine	Clin Psych Doctoral Program	Clinical-PsyD	34	26.47%	61.97%	62.21%	49.12%	59.03%	53.38%	57.26%	41.21%	62.09%

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				NUM	PASSRATE								
PR	Ponce School of Medicine	Dept of Psych	Clinical-PhD	13	15.38%	49.92%	51.85%	44.77%	54.23%	51.15%	48.85%	41.23%	57.62%
QC	Concordia U.	Dept of Psych	Clinical-PhD	12	91.67%	79.67%	79.67%	76.25%	78.67%	75.58%	78.67%	81.00%	81.33%
QC	McGill U.	Dept of Educ & Couns Psych	Counseling-PhD	*		67.00%	96.00%	76.00%	62.00%	75.00%	79.00%	71.00%	93.00%
QC	McGill U.	Dept of Educ & Couns Psych	School/Applied Child-PhD	6	83.33%	73.67%	81.83%	73.00%	75.00%	71.00%	76.67%	70.00%	77.50%
QC	McGill U.	Dept of Psych	Clinical-PhD	*		74.00%	87.00%	81.00%	67.00%	68.00%	69.00%	78.50%	83.00%
QC	U. of Montreal	Dept of Psych	Clinical Neuropsychology PhD	*		95.00%	78.00%	90.00%	86.00%	88.00%	88.00%	#####	85.00%
QC	U. of Montreal	Dept of Psych	Clinical-PsyD	*		55.00%	76.00%	76.50%	69.00%	68.00%	58.00%	50.00%	79.00%
QC	U. of Montreal	Dept of Psych	Research & Intervention-Clin-PhD	*		83.00%	74.00%	74.00%	78.50%	76.00%	88.00%	57.00%	80.50%
RI	U. of Rhode Island	Dept of Psych	Clinical-PhD	12	83.33%	68.75%	75.25%	76.42%	74.83%	73.50%	69.92%	71.42%	80.58%
RI	U. of Rhode Island	Dept of Psych	School-PhD	5	80.00%	76.00%	79.20%	66.60%	78.80%	75.80%	65.20%	71.60%	80.20%
SC	U. of South Carolina	Dept of Psych	Clinical-PhD	10	100.00%	69.40%	81.80%	75.50%	72.30%	75.10%	76.40%	80.20%	78.50%
SC	U. of South Carolina	Dept of Psych	School-PhD	5	80.00%	72.40%	86.20%	75.20%	78.20%	72.80%	76.80%	78.60%	82.00%
SD	U. of South Dakota	Dept of Psych	Clinical-PhD	12	91.67%	70.58%	74.33%	79.33%	69.08%	75.08%	72.25%	69.17%	76.33%
SK	U. of Regina	Dept of Psych	Clinical-PhD	9	88.89%	66.22%	68.56%	64.00%	66.11%	64.33%	72.22%	72.22%	69.33%
SK	U. of Saskatchewan	Dept of Psych	Clinical-PhD	5	100.00%	76.20%	75.80%	70.40%	71.80%	75.20%	76.00%	78.80%	78.80%
TN	East Tennessee State University	Dept of Psych	Clinical-PhD	7	100.00%	82.86%	78.29%	81.57%	69.43%	73.71%	83.57%	71.43%	78.57%
TN	Tennessee State U.	Dept of Psych	Counseling-PhD	9	44.44%	56.11%	58.89%	62.89%	61.33%	60.67%	63.11%	54.78%	73.33%
TN	Tennessee State U.	Dept of Psych	School-PsyD	*		48.00%	35.00%	33.00%	43.00%	64.00%	29.00%	29.00%	50.00%
TN	U. of Memphis (formerly Memphis State U.)	Dept of Couns, Educ Psych & Research	Counseling-PhD	21	71.43%	61.33%	73.24%	73.76%	70.43%	63.67%	68.10%	59.48%	76.33%
TN	U. of Memphis (formerly Memphis State U.)	Dept of Psych	Clinical-PhD	9	88.89%	73.56%	75.56%	74.56%	75.00%	70.67%	74.11%	71.56%	79.11%
TN	U. of Memphis (formerly Memphis State U.)	Dept of Psych	School-PhD	6	100.00%	71.50%	76.83%	72.17%	76.83%	74.00%	79.17%	65.50%	79.00%
TN	U. of Tennessee	Dept of Ed Psych & Couns	School-PhD	*		76.00%	96.00%	52.00%	64.00%	64.00%	71.00%	64.00%	72.00%
TN	U. of Tennessee	Dept of Psych	Clinical-PhD	15	93.33%	69.93%	80.27%	72.33%	71.27%	75.27%	76.53%	65.13%	79.07%
TN	U. of Tennessee	Dept of Psych	Counseling-PhD	10	100.00%	72.80%	77.90%	74.70%	77.30%	64.60%	70.10%	57.10%	78.50%
TN	Vanderbilt U.	Dept of Psych	Clinical-PhD	11	100.00%	86.09%	89.36%	83.09%	89.18%	80.73%	83.82%	81.91%	85.73%

DESIGNATED DOCTORAL PROGRAMS IN PSYCHOLOGY				EPPP PERFORMANCE		PERCENT CORRECT BY CONTENT AREA							
JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				NUM	PASSRATE								
TX	Argosy U.-Dallas	American School of Prof Psychology	Clinical-PsyD	9	22.22%	61.40%	59.20%	59.00%	55.90%	53.50%	55.70%	35.70%	65.10%
TX	Baylor U.	Dept of Psych & Neuroscienc	Clinical-PsyD	10	100.00%	77.10%	83.90%	79.90%	79.60%	77.40%	80.80%	74.40%	80.30%
TX	Our Lady of the Lake U.	School of Ed & Clinical Studies	Counseling-PsyD	14	50.00%	60.50%	61.14%	63.21%	61.43%	59.64%	62.00%	49.43%	69.79%
TX	Sam Houston State U.	Dept of Psych & Philosophy	Clinical-PhD	15	93.33%	74.07%	79.60%	77.53%	72.93%	77.27%	73.53%	64.33%	82.40%
TX	Southern Methodist U.	Dept of Psych	Clinical-PhD	5	100.00%	85.60%	93.00%	77.80%	76.60%	81.40%	81.00%	86.00%	84.40%
TX	Texas A & M U.	Dept of Educ Psych	Counseling-PhD	10	70.00%	68.10%	74.00%	70.10%	67.30%	69.70%	80.60%	65.70%	76.60%
TX	Texas A & M U.	Dept of Educ Psych	School-PhD	14	78.57%	66.71%	70.36%	70.36%	76.21%	68.43%	65.64%	67.86%	80.43%
TX	Texas A & M U.	Dept of Psych	Clinical-PhD	9	100.00%	77.67%	85.44%	78.22%	80.33%	79.11%	78.78%	79.56%	79.33%
TX	Texas Tech U.	Dept of Psych	Clinical-PhD	10	90.00%	75.70%	81.80%	79.40%	75.80%	74.40%	78.40%	71.50%	80.10%
TX	Texas Tech U.	Dept of Psych	Counseling-PhD	10	100.00%	75.10%	78.80%	80.20%	75.00%	78.70%	76.20%	66.90%	85.00%
TX	Texas Woman's U.	Dept of Psych & Philosophy	Counseling-PhD	11	90.91%	75.73%	80.64%	75.36%	73.27%	67.18%	77.00%	67.55%	78.91%
TX	Texas Woman's U.	Dept of Psych & Philosophy	School-PhD	10	80.00%	76.60%	72.60%	66.60%	71.80%	70.60%	70.60%	55.10%	76.50%
TX	U. of Houston	Dept of Educ Psych	Counseling-PhD	11	72.73%	68.00%	64.55%	70.45%	64.55%	62.18%	67.36%	57.09%	75.55%
TX	U. of Houston	Dept of Educ Psych	School-PhD	6	33.33%	55.67%	61.83%	67.50%	62.83%	59.33%	65.00%	57.00%	73.00%
TX	U. of Houston	Dept of Psych	Clinical-PhD	*		52.00%	70.00%	57.00%	52.00%	56.00%	50.00%	86.00%	77.00%
TX	U. of North Texas	Dept of Psych	Clinical Health Psych/Behavioral Med-PhD	*		82.33%	69.67%	60.33%	66.33%	66.67%	68.33%	66.67%	71.67%
TX	U. of North Texas	Dept of Psych	Clinical-PhD	15	100.00%	76.80%	83.20%	80.20%	73.40%	78.33%	79.93%	81.53%	85.67%
TX	U. of North Texas	Dept of Psych	Counseling-PhD	15	93.33%	72.07%	78.60%	79.20%	72.87%	73.07%	72.93%	66.20%	80.93%
TX	U. of Texas-Austin	Dept of Educ Psych	Counseling-PhD	17	82.35%	70.59%	74.35%	73.59%	73.24%	70.53%	75.24%	66.00%	78.18%
TX	U. of Texas-Austin	Dept of Educ Psych	School-PhD	23	86.96%	68.65%	74.04%	72.04%	70.87%	75.39%	71.48%	71.35%	75.26%
TX	U. of Texas-Austin	Dept of Psych	Clinical-PhD	*		92.00%	78.33%	85.67%	84.00%	83.67%	87.67%	90.67%	88.33%
TX	U. of Texas-SW Med Ctr at Dallas-Grad School of Biomedical Sciences	Division of Psych	Clinical-PhD	19	100.00%	81.84%	80.21%	76.05%	76.79%	77.63%	79.58%	66.84%	81.11%
UT	Brigham Young U.	Dept of Couns Psych & Special Education	Counseling-PhD	9	88.89%	69.89%	69.67%	73.44%	68.33%	73.22%	73.33%	66.67%	81.22%
UT	Brigham Young U.	Dept of Psych	Clinical-PhD	15	93.33%	75.87%	78.87%	71.67%	76.47%	77.47%	77.80%	66.47%	80.27%

DESIGNATED DOCTORAL PROGRAMS IN PSYCHOLOGY				EPPP PERFORMANCE		PERCENT CORRECT BY CONTENT AREA							
JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	* Num = 4 or less		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/ Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				NUM	PASSRATE								
UT	U. of Utah	Dept of Educ Psych	Counseling-PhD	10	90.00%	71.90%	77.10%	69.60%	73.20%	68.00%	73.00%	71.50%	80.80%
UT	U. of Utah	Dept of Educ Psych	School-PhD	7	71.43%	70.00%	82.71%	68.00%	77.71%	71.00%	73.14%	68.43%	82.29%
UT	U. of Utah	Dept of Psych	Clinical-PhD	9	100.00%	76.00%	86.44%	84.56%	83.44%	78.56%	84.33%	79.22%	84.00%
UT	Utah State U.	Dept of Psych	Comb Clin/Coun/School-PhD	9	100.00%	69.56%	78.89%	74.33%	69.89%	74.56%	75.22%	70.89%	86.33%
VA	Amer School of Prof Psych at Argosy U. - Washington DC		Clinical-PsyD	106	60.38%	69.34%	68.29%	65.86%	68.53%	62.51%	69.63%	51.22%	75.30%
VA	George Mason U.	Dept of Psych	Clinical-PhD	8	87.50%	71.38%	81.50%	78.50%	75.38%	71.50%	77.75%	74.13%	81.75%
VA	Inst for the Psychological Sciences	Dept of Psych	Clinical-PsyD	10	90.00%	69.00%	78.80%	75.60%	74.30%	71.40%	74.20%	59.20%	80.60%
VA	James Madison U.	Dept of Grad Psych	Comb Clin/Coun/School-PsyD	12	83.33%	73.58%	81.17%	79.00%	73.83%	70.92%	77.17%	65.42%	80.42%
VA	Radford U.	Dept of Psych	Counseling-PsyD	6	100.00%	70.67%	81.33%	78.33%	78.67%	68.33%	76.67%	65.67%	83.83%
VA	Regent U.	Schl of Psych & Couns	Clinical-PsyD	32	87.50%	73.34%	75.00%	72.97%	73.59%	69.88%	79.41%	63.88%	79.09%
VA	U. of Virginia	Curry School of Educ	Clinical & School-PhD	13	84.62%	74.77%	75.92%	76.54%	78.77%	76.85%	77.31%	75.92%	79.54%
VA	U. of Virginia	Dept of Psych	Clinical-PhD	9	100.00%	76.67%	80.78%	78.78%	75.11%	78.00%	80.67%	81.89%	78.56%
VA	Virginia Commonwealth U.	Dept of Psych	Clinical-PhD	22	100.00%	74.91%	82.23%	80.41%	81.86%	75.59%	80.55%	74.09%	83.45%
VA	Virginia Commonwealth U.	Dept of Psych	Counseling-PhD	9	100.00%	74.44%	82.78%	83.11%	77.22%	77.33%	79.11%	82.56%	85.78%
VA	Virginia Consortium	Prog in Clinical Psych	Clinical-PhD	*		85.50%	86.00%	71.50%	71.50%	75.00%	82.50%	75.00%	82.75%
VA	Virginia Consortium	Prog in Clinical Psych	Clinical-PsyD	9	88.89%	68.78%	79.33%	74.00%	72.89%	78.22%	76.56%	71.44%	79.22%
VA	Virginia Polytechnic Institute & State U.	Dept of Psych	Clinical-PhD	15	93.33%	70.73%	81.93%	74.53%	74.53%	79.80%	82.67%	76.33%	76.33%
VT	U. of Vermont	Dept of Psych	Clinical-PhD	7	100.00%	74.14%	85.29%	71.29%	80.14%	69.57%	84.00%	74.57%	75.14%
WA	Seattle Pacific Univ	Dept of Clinical Psych	Clinical-PhD	19	84.21%	73.84%	73.47%	76.68%	73.42%	71.53%	74.16%	64.26%	82.53%
WA	U. of Washington	College of Educ	School-PhD	7	100.00%	72.14%	74.71%	76.86%	79.14%	73.86%	80.43%	71.14%	82.57%
WA	U. of Washington	Dept of Psych	Clinical-PhD	15	100.00%	70.07%	81.53%	84.07%	73.07%	76.93%	83.13%	79.13%	80.60%
WA	Washington State U.	Dept of Educ Leadership & Couns Psych	Counseling-PhD	8	75.00%	67.25%	73.50%	78.50%	72.50%	66.00%	73.50%	68.63%	73.00%
WA	Washington State U.	Dept of Psych	Clinical-PhD	10	90.00%	78.00%	81.70%	78.40%	77.10%	75.70%	80.90%	70.90%	83.20%
WI	Marquette U.	Dept of Couns & Educ Psych	Counseling-PhD	8	100.00%	77.25%	77.38%	77.38%	74.50%	77.88%	78.88%	70.75%	80.25%

DESIGNATED DOCTORAL PROGRAMS IN PSYCHOLOGY			PERCENT CORRECT BY CONTENT AREA										
JURISDICTION	SCHOOL	DEPARTMENT	PROGRAM	EPPP PERFORMANCE		Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural Bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
				* Num = 4 or less	PASSRATE								
				NUM	PASSRATE								
WI	Marquette U.	Dept of Psych	Clinical-PhD	15	93.33%	74.73%	86.47%	79.60%	77.73%	80.80%	82.67%	79.53%	80.00%
WI	U. of Wisconsin-Madison	Dept of Couns Psych	Counseling-PhD	11	81.82%	67.36%	71.18%	73.45%	70.00%	67.55%	72.91%	65.36%	81.82%
WI	U. of Wisconsin-Madison	Dept of Educ Psych	School-PhD	15	93.33%	67.07%	81.20%	68.87%	75.67%	70.33%	71.93%	67.93%	76.27%
WI	U. of Wisconsin-Madison	Dept of Psych	Clinical-PhD	8	100.00%	76.88%	84.13%	83.13%	71.63%	82.50%	83.88%	85.88%	81.00%
WI	U. of Wisconsin-Milwaukee	Dept of Educ Psych	Counseling-PhD	9	44.44%	60.22%	65.11%	64.00%	64.00%	67.67%	68.22%	54.00%	67.44%
WI	U. of Wisconsin-Milwaukee	Dept of Educ Psych	School-PhD	6	100.00%	69.00%	81.00%	81.83%	78.67%	78.50%	68.83%	77.50%	76.83%
WI	U. of Wisconsin-Milwaukee	Dept of Psych	Clinical-PhD	10	100.00%	77.50%	77.50%	81.20%	79.00%	76.20%	82.40%	80.10%	87.20%
WI	Wisconsin School of Professional Psych	WSPP	Clinical-PsyD	19	63.16%	70.68%	73.95%	66.47%	69.42%	68.26%	66.84%	63.11%	76.95%
WV	Marshall U.	Dept of Psych	Clinical-PsyD	17	100.00%	74.18%	82.18%	78.65%	74.53%	69.53%	80.06%	68.71%	83.53%
WV	West Virginia U.	Dept of Couns, Rehab Couns & Couns Psych	Counseling-PhD	14	64.29%	60.07%	67.43%	66.14%	71.86%	62.21%	74.14%	60.07%	78.29%
WV	West Virginia U.	Dept of Psych	Clinical-PhD	19	100.00%	76.89%	85.68%	81.53%	79.47%	81.58%	78.89%	80.16%	87.42%
WY	U. of Wyoming	Dept of Psych	Clinical-PhD	5	100.00%	80.80%	84.40%	73.20%	78.80%	79.00%	83.40%	84.60%	82.40%

School Name	Degree Program	Number Taken	Pass Rate (%)	Percent Correct by Content Area							
				Biological Bases of Behavior	Cognitive Affective Bases of Behavior	Social and Cultural Bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment and Intervention	Research Methods and Statistics	Ethical Legal Professional Issues
				(in %)	(in %)	(in %)	(in %)	(in %)	(in %)	(in %)	(in %)
Baylor University	Clinical PsyD	***	***	83.5	74	87	81	84	75	79	85.5
University of Houston	Clinical PhD	13	85%	75.69	74.08	73.23	65.85	72.69	69.08	74.38	73.62
University of Houston	Counseling PhD	6	83%	78.67	68.33	66.67	62.83	57.67	64.17	59.83	76.33
University of Houston	School PhD	***	***	***	***	***	***	***	***	***	***
University of North Texas	Clinical PhD	6	100%	89.67	86.33	80.5	73.17	76.17	74.83	59.67	84.67
University of North Texas	Counseling PhD	9	89%	65.33	75.44	71.78	63.33	73	74	68.67	77.67
University of North Texas	Behavioral Med PhD	***	***	72.5	72	78.5	71.5	70	79	79	82
Texas A&M University	Clinical PhD	5	100%	67.8	78.4	78.8	70.4	75	74.8	66.6	76.4
Texas A&M University	Counseling PhD	5	80%	61	69	63.2	64	75.6	67	58.2	82.8
Texas A&M University	School PhD	9	67%	59.78	68.22	63.22	63.44	66.44	65.44	63	76.22
University of Texas-Austin	Clinical PhD	6	100%	84.17	85	79.67	84.67	83.33	79	84.67	79.67
University of Texas-Austin	Counseling PhD	***	***	84.75	88	85.25	70.25	80.25	81.5	72.75	88.5
University of Texas-Austin	School PhD	5	80%	73.4	69.6	70.6	71.4	74.8	73.8	60.2	79.8
University of Texas-SW Med Center	Clinical PhD	11	100%	82.91	77.45	71.18	70.45	73.82	70.91	66.73	80.91
Texas Tech University	Clinical PhD	***	***	69.75	86	84.25	65.25	74	76	72.75	85
Texas Tech University	Counseling PhD	5	100%	72.2	69.6	77	59.8	60.8	71.4	58.4	78.4
Texas Woman's University	Counseling PhD	5	80%	71	77.4	76.8	70.6	62	73	60.2	80.6
Texas Woman's University	School PhD	***	***	68.67	57.67	59.33	60	55	64.33	61	68
Our Lady of the Lake University	Counseling PsyD	***	***	74.75	68.5	71.25	65.5	66	70.25	50	76.75
Sam Houston State University	Clinical PhD	6	67%	74	79	78	73	73.33	69.17	67.83	84
Southern Methodist University	Clinical PhD	8	100%	83.38	84.38	80.88	75	77.25	85	87.5	82.25
University of Houston-Clear Lake	Clinical & School PsyD	***	***	57	60.5	55	62	62.5	67.25	56.25	65.25
Texas A&M Univ., Psych& Brain Sciences	PhD	***	***	***	***	***	***	***	***	***	***

This data contains self-reported information on EPPP candidates who were first-time test takers between June 01, 2021, and June 01, 2022. Only doctoral programs that are APA/CPA accredited or have met ASPPB/National Register Joint Designation criteria are listed individually by name in the data. All data for individual schools is shown when there are 5 or more graduates who tested in your data timeframe. When there were 4 or fewer candidates who tested, neither the exact number nor the pass rates are shown. These omissions serve to protect the privacy of individual candidates. The data include first-time test taker pass rates for candidates who took the exam during that period, not all administrations. The pass rates included in the data are based on the ASPPB passing score of 500 for independent practice.

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