

SCHOOL PSYCHOLOGY PROGRAM ADVISORY COMMITTEE (SPPAC)

01-22-18

ULV BARKLEY BLDG 27

1. Greetings/Welcome

- a. SPAC Protocol/ group Norms
 - Listen, seek understanding and respect all opinions
 - Approach with humor and good will towards all
 - Provide reciprocal support and participation
 - Follow a goal driven process (as appropriate to meeting content)
- b. Volunteer to take meeting minutes

2. Semester Re-Cap/Updates

- a. Fall Semester summary
 - Student affairs (Commendations/Concerns?)
 - First-year
 - Second-year
- b. Spring Semester info/updates
- c. Program Admissions

3. Program Information/Updates

- a. Regional Campus – School Psychology Program in Bakersfield
- b. Hiring of new full-time faculty
- c. Cohort Student Updates and Information
- d. Summer/Fall 2018 course schedule
- e. Book Orders
- f. ULV/LFCE Program Web page – Suggested modifications

4. 11th Annual Symposium 03-10-18

- a. Symposium changes (discussed @ SPPAC 04-21-17)
- b. Educational Support Services Personnel Symposium (ESSPS)
- c. 2 keynote speakers – Schl. Psych. and Ed. Counseling
- d. Graduate Panel (mixed vs. separate)

5. Program Modification Discussion – Actions Taken

- a. CBEST Requirement (catalog)
- b. Spring 2018 Admissions

6. Certification Discussion

- a. Syllabus Uniformity
- b. Course Signature Assessment

7. Agenda Additions/Other Items

- a.
- b.

Upcoming Conferences/Academic Dates

First Day of Spring Semester 02-05-18	CASP Spring Conference 03-22 to 03-24-18
NASP Conference 02-12 to 02-16-18	Last Day of Semester 06-03-18
Presidents Holiday 02-19-18	Grades Due 06-11-18
Symposium 03-10-18	Summer School Starts 06-11-18
Spring Break 03-19 to 03-25-18	

UPCOMING SPPAC MEETING DATES:

March 16th 2018

May 18th 2018

UNIVERSITY OF LA VERNE SPPAC MEETING MINUTES

School Psychology Program Advisory Committee Meeting (SPPAC)

Date: 01-22-18

Members Present:

Emily Pantoja	Sheri Frost
LaTasha Cooper	Amy Alfonso
Barbara Fraley	Veronica Runnels
Tuwesha Mitchell	

Members Absent:

Jackie Allen	Mini DiBlasi
Sam Bouman	Samantha Pellitteri
Keith Belton	
Colin Hackett	

Topics:

- Semester Re-Cap/Updates
- Program Information/Updates
- 11th Annual Symposium 03-10-18
- Program Modification Discussion – Actions Taken
- Certification Discussion
- Additional Agenda item

Discussion: Semester Re-Cap/Updates

- Reviewed governing rules in conducting our meetings
- Minutes are taken by volunteers to be rotated each meeting
- Concerns about students not returning work in a timely manner was discussed.
- Currently there is one student on Academic probation
- Program Students with disabilities who receive accommodations are responsible for providing a letter from Disabled Student Services to the instructor
- FYI, Due to university enrollment, there are classroom facilities concerns about space so we may not always get classroom that accommodate our instructional needs. If this is the case, contact Veronica and she will notify the registrar. There are no guarantees that you will get the room changed but, the request can be made.
- Large class sizes will be considered when determining the number of sections of a course to be offered. If the size of the incoming cohort is large, and in order to maintain pedagogical/instructional integrity, it is possible that more than one section of a course be offered. This will address the needs of students and teaching modality. The college has particular minimum/maximum class size guidelines that are utilized when scheduling classes.

Future SPPAC Meeting(s): March 16th 2018 and May 18th 2018

UNIVERSITY OF LA VERNE

SPPAC MEETING MINUTES

Discussion: Program Information/Updates

- Spring, Summer and Fall semester schedules were given out. Additionally, an updated student roster was handed out.
- Three students were admitted for Spring. They will only be taking the general education courses ASCD 503/550 and then become part of the Fall 2018 cohort.
- 25 students are projected to be admitted for the Fall 18-19 School Year
- Program continues to be diverse in terms of culture/ethnicity and age.
- Regional Campus-Bakersfield update: Currently 8 perspective students are in the process of being interviewed by Jackie for admission. The goal is to obtain 12-15 students. Bakersfield is on 10-week term not 16 week semester.
- Currently the program is in the process of Hiring a new full-time faculty: Dr. Runnels will be attending NASP and recruiting at the convention being held in Chicago in February 2018. Candidate must have a doctorate, can also have a PsyD. Specialization needs to be in School Psychology. Recent graduate doctoral students will be considered as well. They must have a promising research agenda as well as the other qualifications listed on the job posting. The posting for the position is on both the NASP and CASP career boards as well as other psychology related sites.
- Cohort Students:
 - Third year students are doing well. Most have internships and have completed their first 600+ hours.
 - Second year cohort: coming along. Large group, strong class
- Book Orders: The College is attempting to streamline the process in ordering textbooks. Unless you notify Veronica otherwise regarding text books for the course, the book store will continue to order the text that is on file in their records.
 - If you plan to change a course text for the Summer or Fall semester, contact Veronica.
- ULV/LFCE School Psych Public Web page: revisions are being made to the LFCE webpage and to each respective program's tab on the page. A draft of the re-write for the program's tab was handed out and reviewed by Faculty. Recommendations were shared and will be included. (see attached). Ideas to be included are as follows;
 - Strength of our program having faculty who are current practitioners
 - Diversity of students in our program
 - Practical experience. Application of Scholar/practitioner model via Action Research project.
- During the coming academic year the group is going to engage in discussions regarding the necessity to emphasize and more deeply embed/include diversity in our program and our teaching practices. Our syllabi need to be reflective of this. This is based upon the direction in which LFCE is moving within the context of the College's Mission, Vision statement and current dispositions.

Future SPPAC Meeting(s): March 16th 2018 and May 18th 2018

UNIVERSITY OF LA VERNE

SPPAC MEETING MINUTES

Discussion: 11th Annual Symposium 03-10-18

- Per discussions that took place at prior SPPAC meeting, the Symposium this year will be held conjointly with the Educational counseling department. It will be retitled as the Educational Support Personnel Symposium (ESPS)
- Two keynote speakers have been selected. Coordinator of SPED from San Bernardino City Unified and an Educational Counselor.
- As in the past, the Symposium will be open to both current and prospective students.
- Future plans for the Symposium: Connect the symposium to the community at large; to include practicing professionals and include opportunities for CEU's. Also to utilize the Symposium as a way to generate funds that could be utilized for student scholarships and/or program needs. This is a long term goal that will be worked on with the Dean and chairs of both Ed. Counseling and School Psychology programs.

Discussion: Program Modification Discussion – Actions Taken

- Changes to the catalog have been made that address the following
 - CBEST requirement
 - Directions/question for the Statement of Purpose essay
 - Explicit statement/verbiage that indicates “Conditional” admission based upon GPA and/or issues with their writing.

Discussion: State Certification Discussion

- LFCE and each program within the unit will be going up for state re-certification. In an effort to get ready we will be reviewing all course syllabi within the program and making them more uniform (i.e., necessary elements to include in syllabus etc..)
- Similarly, we need to begin utilizing TASK stream as a means to gather assessment data regarding student performance within the program. Ideally, utilization of TASK Stream will begin Fall 2018 is the goal.
 - Information regarding the Signature Assessment for each course is needed by or before Feb 29th
 - Assignment for faculty to develop and submit signature assignment See the attached sheet regarding the requirements for gathering this information **Due by February 29th**
 - If you have any questions, contact Veronica via e-mail or phone (909-448-4387)

Additional Discussion:

- It was shared by Emily Pantoja (new adjunct) that during the HR orientation she explained a University initiative:
 - University has professional a growth incentive \$500 to attend conferences and/or workshops. Veronica to follow up and share findings.

Meeting Adjourned at 6:25pm

Future SPPAC Meeting(s): March 16th 2018 and May 18th 2018

UNIVERSITY OF LA VERNE

SPPAC MEETING MINUTES

School Psychology Program Advisory Committee Meeting

Date: Friday, September 22, 2017

Members Present:

Veronica Runnels	Sheri Frost	Keith Belton
Amy Alfonso	Sam Bouman	Jackie Allen

Members Absent:

Jocelyn Gonzales	Colin Hackett	Mimi DiBlasi
Desiree Peich	Tuwesha Mitchell	Samantha Pellitteri
Barbara Fraley		

Topics:

Program Updates
SPPAC Meeting Dates
Program Modification
Semester Updates
Group Work on CAEP

Discussion:

Program Updates

- A. Bakersfield Opening (October 16th)
 - Switching counseling students over to psych program
 - Planning for winter start (need 8-12 students to start)
 - Have applications for faculty
- B. New Faculty Hiring – Restarted search (hopefully by Fall 2018)
- C. Student Cohort Update – student drops (4 from 1st year cohort; 1 from 2nd year cohort)
- D. Spring course schedule reviewed (future classes may be scheduled later in the day (the 7:00 pm slot) to increase enrollment)

Discussion:

SPPAC Meeting Dates

- A. group opted to continue to meet on Fridays

ACTION: Veronica will look into Skype or other tele-meeting forums to facilitate SPPAC meeting participation

Discussion:

Program Modification

- A. CBEST requirement – should passage of CBEST prior to admission be new requirement for Fall 2019? Jackie reported that the Counseling Dept. made that requirement and saw a reduction in enrollment the first year it was instituted. The

number of students who haven't passed the CBEST are small, but still a lingering issue for each cohort.

- B. Student interview process – should this process be group (group of candidates meet with group of program representatives) instead of individual to have more “eyes” on potential candidates? Veronica explained how some students have been admitted and only later issues come up, such as group interaction, expectation of rigor, etc., that might get teased out in a group interview process. Jackie asked if there would still be an individual interview – yes. Amy asked if that process could reduce (through weeding out) enrollment? Possibly, but those that might be identified would be counseled about concerns.
- C. Reconsidering Spring admissions – problem in the past is that Spring admissions were low (need a minimum of 8 to run a class). Veronica proposed if students were admitted in the Spring, they would only take GE courses in Spring to get used to back-to-school work load and then join Fall cohort. Veronica proposes to give it try this year.

Discussion:

Semester Updates/Continuous Improvement – College is pushing to track data via TASK Stream. Long-term benefit is that it will help with NASP accreditation. Key SPSY courses would have a rubric uploaded into TASK stream and instructor would enter scores on TASK stream to build database and track students. What courses would be appropriate to include as key assessment areas? Need to demonstrate students' mastery of application, internalization and synthesis of core school psychology areas.

Possible TASK Stream Training dates: Saturday 10/14, 10/21, 10/28 or 11/4 from 10-12

Discussion:

Group Work on CAEP – elements/learning outcomes to include as part of program assessment/TASK stream. Keep Learning Outcomes 1-4.

Team recommended adding goals/assessments in the areas of FBA/Behavior, Counseling/Mental Health and Consultation

Dates to Save- Mark Your Calendars

End of Fall Semester: 12-17-17

Last Day to Submit Grades: 12-26-17

First Day of Spring Semester: 2-5-18

CASP Conference: 10-5 to 10-7-17

Symposium: 3-10-18

Spring Break: 3-19 to 3-25-17

Next SPPAC Meetings:

12-8-17

3-16-18

5-18-18

*** Need judges for Mock IEPs on December 2nd, 2017

Proposed Verbiage for the LFCE Website

Master of Science in School Psychology With Pupil Personnel Services Credential

The University of LaVerne Master of Science in School Psychology program prepares culturally responsive school psychologists who advocate for equitable, safe, and diverse learning environments where all children can thrive. Our program equips candidates to utilize expertise in mental health, assessment, prevention, and intervention to partner with school administrators, teachers, and families to enrich the academic, social, and emotional lives of children

Rooted in the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services and domains of professional school psychology practice, our program trains candidates to advocate for and collaborate with families, other educators and the community to lower barriers to student achievement and effectively deliver school psychological services that support students ability learn and teachers' ability to teach.

Graduates of this program will be equipped with the range of knowledge and skills that school psychologists require to meet the comprehensive needs and increasingly diverse populations of the youth, families, schools, and communities we serve.

Program Goals

- Advance innovative leaders who actively employ educational equity, social justice, and collaborative practices in working with administrators, classroom teachers, parents, and community to create safe, healthy, supportive learning environments.
- Develop reflective leaders who can effectively articulate and engage in culturally responsive psychoeducational practices in Pre-K to 12 educational settings.
- Integrate course work and field work experiences to provide candidates with the necessary foundation, professional knowledge, skills, and abilities to be successful school psychology practitioners. Assignments are relevant, rigorous, and directly applicable to the real work of school psychologists in Pre-K to 12 school settings.
- Develop practitioner scholars who are critical consumers of research and utilize research to employ data-based educational interventions that will meet the diverse academic and socio-emotional learning needs of all students.

Resources Tab (to the left)

- National association of School Psychologists (NASP)
<http://www.nasponline.org/>
- NASP Model for Comprehensive and Integrated School Psychological Services:
Improving Outcomes for Students and Schools
<https://www.nasponline.org/standards-and-certification/nasp-practice-model>
- California Association of School Psychologists (CASP)
www.casponline.org

Navigation Tab (to the left) The information below should be present

Curriculum tab: List of program courses/curriculum. Currently, there is nothing included under this tab for the program. The info here should be the same as the info listed in the current catalog.

Admissions Requirements

Add the Admissions requirements tab and include the information that is listed within the current catalog.

DRAFT

SPPAC MEETING 01-22-18

In light of the discussion regarding uniformity of syllabi and our movement toward utilizing TASK stream for assessment purposes, information regarding the course “Signature Assignment” is needed.

The signature assignment represents the project completed by students in your course that displays/represents the knowledge they gained. Although you may utilize a final exam, we need the project that you use to assess final student acquisition of course objectives.

Please provide the following information:

1. Name of the Signature Assignment (e.g., Legal Case Presentation, Culminating Psychoeducational Rprt., Immersion Experience Rprt., etc...)
2. Explanation/Summary of the assignment. What is the student required to do?
 - a. Include criteria for assignment
3. Include the rubric used to grade the assignment

Compile this information and e-mail to me by or before February 29th

SCHOOL PSYCHOLOGIST INTERVIEW PAPER

As a future School Psychologist, it is practical to obtain knowledge and a functional view of the profession through the eyes of a practitioner. This assignment will give you the opportunity to identify and describe different perspectives on the profession of school psychology. It will also help you to synthesize what you have read in the text compared to the “on-the-ground” daily experience of the school psychologist. The following is the required criteria to successfully complete the paper.

Assignment Specifications:

1. Interview a practicing School Psychologist
 - Pre-K, Elementary, Middle, or High school level
 - Private agency (Day treatment facility, Licensed Ed. Psych.)
2. Conduct two observations -With or without the school psychologist
 - 1 General Education classroom setting
 - 1 Special Education classroom setting
3. Locate, read/review information pertinent to understanding the role of the school Psychologist
 - Information from class text
 - Research article from a peer reviewed journal (e.g. SchoolPsychReview)
 - Additional resources as appropriate (internet, etc.)
4. Develop your interview questions & organize your paper with the following headings:
 - **Abstract (Include demographic information)**
 - **Law & Ethics**
 - **Assessment & Intervention**
 - **Consultation/Collaboration (Families, teachers, administrators)**
 - **General Education Involvement /Special Education Involvement**
 - **Cultural Responsiveness/Cultural Competence**
 - **Personal Factors/Practice Beliefs**
 - **Conclusion (You can use first-person “I” here)**

In this portion of the paper you will reflect on and compare your thoughts/opinions/experience regarding the role of the school psychologist and how it has or has not changed in light of your initial impressions; a) prior to beginning the program & this course and b) now that you have completed this assignment and shadowed a school psychologist at your Practicum.
 - **Reference Page (reference course text or other sources used)**
5. Paper formatting requirements:
 - **MUST** complete the paper in **APA STYLE**
 - Title Page (correct running head, pagination, margins)
 - You **MUST** use above (see #4) headings for each section of your paper
 - Length of paper 4-6 pages
 - The abstract & reference page are **NOT** included in the page count
 - 12 point font no smaller or larger
 - Use of graduate level spelling/grammar, sentence structure, & syntax
 - **Do not use** of the first-person singular “I” in your paper. **ONLY** in the **Conclusion**

Grading:

- See Rubric. Additionally, you will be graded on your ability to address the following:
- Appropriate information & Topic relevance in each section of the paper

School Psychologist Interview/Observation Paper

Category	Not Present (1)	Developing (2)	Effective (3)	Highly Effective (4)	Score
Organization of Paper	Student did not effectively communicate interview findings. Structure & organization of paragraphs is deficient & connections between presented ideas are ineffective. Many required sections of the paper were absent.	Student satisfactorily communicated interview findings. Structuring & organization of paragraphs is sufficient with fair connections & transitions between presented ideas. Some required sections of the paper were absent	Student adequately communicated interview findings through good structuring & general organization of paragraphs with good connections & adequate transitions between presented ideas. All required section of paper were present	Student appropriately & creatively communicated their interview findings through effective structuring & logical organization of paragraphs with strong connections & smooth transitions between presented ideas. All required sections of paper were present	
Support for Topic	Student does not seem to understand the topic well & information gathered has little to do with the main topic.	Student shows a fair understanding of the topic & information gathered relates to the main topic (includes no supporting details/examples)	Student shows a good understanding of the topic & information gathered clearly relate to the main topic (includes at least 2 supporting details/examples).	Student shows a full understanding of the topic & information gathered clearly relate to the main topic (includes 3 or more supporting details/examples).	
Synthesis of Information	Student did not clearly synthesize gathered interview/observation information & did not connect it to the reflections presented in the conclusion.	Student made an effort to synthesize gathered interview/observation information & demonstrated a satisfactory effort in connecting it to the reflections presented in the conclusion.	Student generally synthesized gathered interview/observation information & demonstrated a good effort in connecting it to the reflections presented in the conclusion.	Student thoughtfully synthesized gathered interview/observation information & demonstrated a concerted effort in connecting it to the reflections presented in the conclusion.	
Voice/Content Of Paper	Content has an inconsistent voice. Presentation of interview information and other data lacks cohesion & is vague.	Content has an appropriate voice. Presentation of interview/observation information and other data is appropriate.	Content has a clear & consistent voice. Presentation of interview/observation information and other data is coherent & relevant.	Content has a strong, clear & consistent voice. Presentation of interview/observation information and other data is coherent & precise.	
Conclusion	Conclusion did not offer any information regarding insight gained from interview/observation.	Conclusion offers only cursory information regarding insight student gained from interview/observation.	Conclusion offers relevant information regarding insight student gained from interview/observation.	Conclusion offers salient and detailed information regarding insight student gained from interview/observation.	
APA Style Usage	The paper's errors in APA margins, spacing, layout, title page &/or pagination are extensive & do not follow APA format.	The paper contains multiple errors in following APA guidelines for margins, spacing, layout, title page &/or pagination	The paper contains a few errors in following APA guidelines for margins, spacing, layout, title page & /or pagination.	The paper precisely follows APA guidelines for margins, spacing, layout, title page, & pagination.	

Mechanics (Grammar/Syntax & Spelling)	The paper contains numerous (over 5) grammatical, spelling, syntax &/or punctuation errors.	The paper contains multiple (4 or more) grammatical spelling, syntax, &/or punctuation errors.	The paper contains many (3-4) grammatical, spelling syntax &/or punctuation errors	The paper contains few (1-2) grammatical, spelling, syntax &/or punctuation errors.	
Separate Category	Demographic Data Not Integrated or Included (1)	Demographic Data Appropriately Integrated and Included (2)			Score
Demographic Data	The paper did not include descriptive or demographic data about the site.	The paper included descriptive and demographic data regarding the site.			

Total Score _____
(30 Points Possible)

Comments:

SPRING 2018 SCHOOL PSYCHOLOGY PROGRAM COURSE SCHEDULE

COURSE	INSTRUCTOR	DAY & TIME	RM#
SPSY 535 Child Psychopathology	Barbara Fraley	Tues. 4:00-6:25 pm	FH 212
SPSY 560 Behavioral Intervention	Keith Belton	Sat. 11:00-4:30pm	LEO 112
SPSY 572 Group Counseling	Sam Bouman	Mon. 4:00-6:25 pm	LEO 208
SPSY 572 Group Counseling	Sam Bouman	Mon. 6:50-9:15 pm	SSAP B101
SPSY 573 Multiculturalism	Veronica Runnels	Thurs. 4:00-6:25 pm	LEO 112
SPSY 577 Individual Assessment	Veronica Runnels	Wed. 6:50-9:15 pm	LEO 204
SPSY 577 Individual Assessment	Veronica Runnels	Thurs. 6:50-9:15 pm	LEO 130
SPSY 579 Alternative Assessment	Veronica Runnels	Tues 4:00-6:25 pm	COG 131
SPSY 579 Alternative Assessment	Sheri Frost	Tues 6:50-9:15pm	COG 123
SPSY 580 Adv. Assmnt. Neurology	Jacquelyn Allen	Thurs. 4:00-6:25pm	LEO 204
SPSY 586 B Practicum- II	Amy Alfonso	Tues. 6:50-9:15 pm	MIL 208
SPSY 586 B Practicum -II	Tuwesha Mitchell	Tues. 6:50-9:15 pm	LEO 107
SPSY 587 B Practicum -IV	Marta Pellitteri	Thurs. 6:50-9:15 pm	BB 30
SPSY 587 B Practicum - IV	Mini Diblasi	Thurs. 6:50-9:15 pm	FH 216
SPSY 589 B Fieldwork II	Jacquelyn Allen	Wed. 6:50-9:15 pm	MCL 101

SPSY 589 B Fieldwork II	Veronica Runnels	Wed 6:50-9:15 pm	LEO 120
SPSY 598 Graduate Seminar	Jacquelyn Allen	Wed. 4-6:25 pm	TBA

SUMMER 2018 SCHOOL PSYCHOLOGY PROGRAM COURSE SCHEDULE

COURSE TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
5:00-8:50 PM		SPSY 564- Instruction and Intervention M. Mitchell	SPSY 547- Introduction to School Psychology V. Runnels	
6:00-9:50 PM	SPSY 561- Foundations and Principles of Applied Behavior K. Belton			SPSY 567- Crisis Prevention and Intervention B. Fraley

FALL 2018 SCHOOL PSYCHOLOGY PROGRAM COURSE SCHEDULE

COURSE TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<p>4:00-6:25 PM</p>	<p>SPSY 571- Individual Counseling in Schools S. Bouman</p>	<p>SPSY 547- Intro to School Psych. V. Runnels</p> <p>SPSY 578- Advanced Assmnt. J. Allen</p>	<p>SPSY 549- Counseling & Psych. Theories B. Fraley</p> <p>SPSY 598 – Graduate Seminar J. Allen</p>	<p>SPSY 548- Program Plan. & Eval. V. Runnels</p> <p>SPSY 571- Individual Counseling in Schools S. Bouman</p> <p>SPSY 502- Learn. Dis. & Neuro. J. Allen</p>
	<p>6:50-9:15 PM</p> <p>SPSY 574- Consultation in School Psych. S. Bouman</p>	<p>SPSY 578- Advanced Assmnt. C. Hackett</p> <p>SPSY 586 A- Practicum A-T. Mitchell</p> <p>SPSY 586 A- Practicum A-A. Alfonso</p>	<p>SPSY 589 A- Supervised Field Work V. Runnels</p> <p>SPSY 589 A- Supervised Field Work J. Allen</p> <p>SPSY 549- Counseling & Psych. Theories B. Fraley</p>	<p>SPSY 587 B- Practicum IV M. DiBlasi</p> <p>SPSY 587 B- Practicum-IV S. Pellitteri</p>

**ULV SCHOOL PSYCHOLOGY PROGRAM
STUDENT ROSTER 2018-2019**

	A	B	C	D	E
1	INCOMING COHORTS				
2	Gonzalez, Angel				
3	Kado, Carrie				
4	Rickman, Christin				
5	FIRST YEAR COHORT			Student Count- 20	
6	Bogarin, Elizabeth				
7	Couch, Amy				
8	Cox, Nikiya				
9	Forsyth, Amanda				
10	Geiss, Cari				
11	Gonzalez, Diana				
12	Herrera, Alexandra				
13	Ibarra, Arlene				
14	Jimenez, Alejandra				
15	Lashin, Madisson				
16	Mclean, Taunya				
17	Montoya, Armando				
18	Ortiz, Ashley				
19	Romero, Chelsea				
20	Shields, Charde				
21	Stratton, Melissa				
22	Taylor, Dawn				
23	Tey, Sharleen				
24	Valdez, Amanda				
25	Waite, Melissa				
26	SECOND YEAR COHORT			Student Count- 21	
27	Alamillo, Corrie				
28	Averil, Megan				
29	Cervantes, Michelle				
30	Chowdhury, Rola				
31	Cruz, Cathy				
32	Fitzgerald, Samantha				
33	Gassner, Alena				
34	Geenen, Taite				
35	Guerrero, Jessica				
36	Hedlund, Dayna				
37	Hendertilo, Rachel				
38	Hernandez, Anthony				
39	Jung, Chris				
40	Leslie, Marlayna				

**ULV SCHOOL PSYCHOLOGY PROGRAM
STUDENT ROSTER 2018-2019**

	A	B	C	D	E
41	Oate, Jaime				
42	Parks, Jennifer				
43	Ramos, Karla				
44	Santa Cruz, Cliana				
45	Singh, Eileen				
46	Tapia, Mariana				
47	Ziapour, Ladan				
48	THIRD YEAR COHORT			Student Count-17	
49	Almanza, Gracie				
50	Alvizo, Eva				
51	Beltran, Carina				
52	Bautista, Mario				
53	Cardenas, Carlos				
54	Contreras, Hugo				
55	Cora, Chelsea				
56	Euan, Juliana				
57	Gamboa, Yvette				
58	Hernandez, Jackelyn				
59	Jauregui, Jessica				
60	Jimenez, Beatrice				
61	Lobiana, Jessica				
62	Luna, Cynthia				
63	Lynch, Tijerra				
64	Marnell, Kimberly				
65	Mubbashir, Fatima				
66	Out OF SEQUENCE				
67	Fortune, Joelle				
68					
69	Graduates 2016 Winter/Spring				
70	Bird, Ryan				
71	Cervantes-Juarez, Silvia				
72	Chon, Christy				
73	Martinez, Vanessa				
74	Palacios, Vanessa				
75	Rivera, Pamela				
76	Rodriguez, Sandra				
77	Saito, Allyson				
78	Willis, Eric				
79	Willis, Lilia				
80	Graduates 2017 - Wnter/Spring				

**ULV SCHOOL PSYCHOLOGY PROGRAM
STUDENT ROSTER 2018-2019**

	A	B	C	D	E
81	Abrams, Matthew				
82	Aure, Catherine				
83	Beauchamp, Elvia				
84	Ceja, Adrian				
85	Contreras, Jocelyn				
86	Davila, Felix				
87	Esparza, Sable				
88	Estrada, Lauren				
89	Lindsey, Katima				
90	O'Neal, Natalie				
91	Poirier, Kristen				
92	Varughese, Shweta				
93	Williams, Tasha				
94	Graduates 2018- Winter/Spring				
95	Aguirre, Diana				
96	Cabrera, Vanessa				
97	Guitierrez, Aisha				