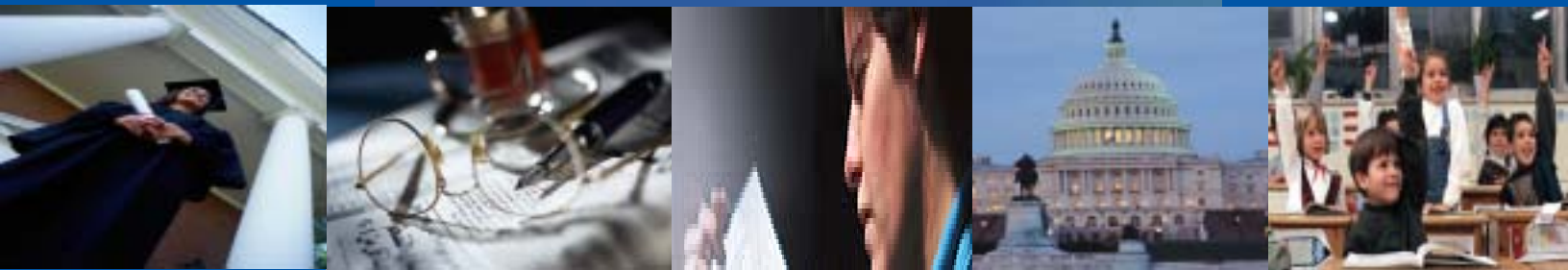
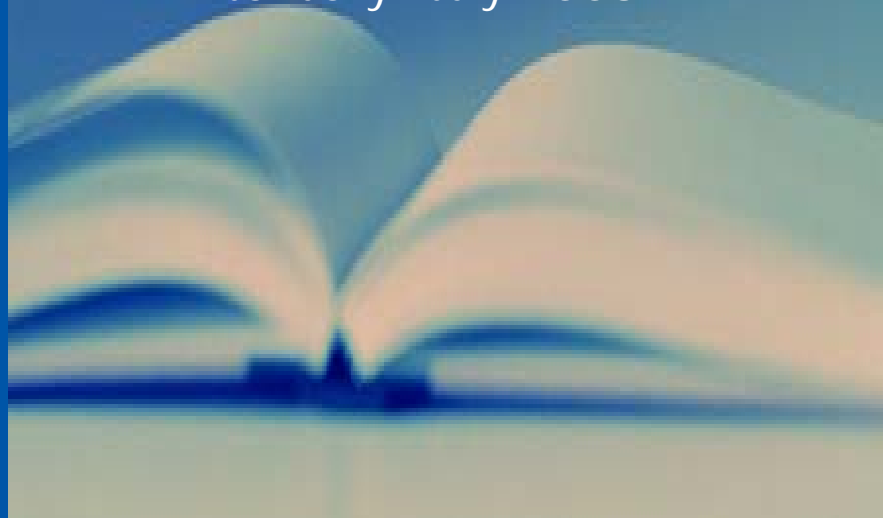


American Psychological Association



Education Directorate  
Cynthia D. Belar, PhD ❖ Executive Director  
January - July 2003



# MISSION



The APA Education Directorate advances education in psychology and psychology in education for the benefit of the public. It seeks to enhance the education and training of psychologists, the teaching of psychology, and the application of psychology to education.

The Education Directorate completed its reorganization stimulated by the 2002 budget problems. Offices and programs were reorganized to manage workflow changes created by the permanent loss of 5 full time employees, including two senior staff positions. The Directorate was facilitated in this process by priority-setting exercises held by a number of its governance groups. In this context it is noted that many of the functions of the Directorate are not discretionary (accreditation, continuing education, CE sponsor approval, grant commitments) and thus continued to demand a high level of support and service. In addition, staff remained highly productive related to governance initiatives, and continued to examine how to best maximize our effectiveness and efficiency. One such advance this year was the use of a web-based format for the agenda and meeting materials of the Board of Educational Affairs this spring. Another was the reorganization of aspects of the Directorate's website, the homepage of which has received 31,842 visits thus far this year.

# EDUCATION DIRECTORATE





## Education Directorate Major Initiatives

### Executive Summary

#### Advocacy and Public Policy

Appropriations for the Graduate Psychology Education (GPE) program increased from \$2 million to \$4.5 million for FY2003, including \$1.5 million for training in geropsychology. FY2004 has been the most difficult budget cycle to date, yet funding has been maintained through both the House and Senate appropriations process. Language is being sought in the reauthorization of the Bureau of Health Professions that will strengthen the authority and promote permanence for the GPE program.

In the reauthorization of the Higher Education Act (HEA), staff have worked to ground the definition of teaching skills in psychological science, promote the integration of psychology in teacher training, expand mental health services on campuses, extend loan forgiveness programs to psychologists working in the public interest, and include psychology as a science in the HEA science programs.

The Federal Education Advocacy Coordinators (FEDAC) grassroots network continued their primary goal to grow the network by recruiting psychology Campus/Training Representatives at all major institutions within their region.

#### Enhancement of Education in Psychology and Psychology in Education

Directorate staff worked with its numerous governance groups and other directorates to enhance resources for the promotion of education in psychology and psychology in education including the following:

- ❖ Staffed APA President Robert Sternberg's Initiative on Psychology in Education: *The Other 3 R's: Reasoning, Resilience, and Responsibility*. A grant submitted to the James S. McDonnell Foundation to support related teacher training was funded for \$467,300.
- ❖ Staffed a newly established task force to develop a strategic plan for conducting a workforce analysis in psychology. This task force has membership from other governance boards plus external consultants with expertise in workforce analysis.



## Education Directorate Major Initiatives

### *Executive Summary*

- ❖ Developed proposals for the establishment of an undergraduate psychology alumni membership group and departmental memberships in APA.
- ❖ Completed *Psychology's Role in the Education and Care of Young Children*, a report focused on social, psychological and educational concerns related to early education and care for children ages 2-5 (<http://www.apa.org/ed/cpse/edcareyoung.pdf>).
- ❖ Worked with the Commission on the Recognition of Specialties and Proficiencies on its review of its policies and procedures, and its review of a petition for the renewal of recognition of Clinical Neuropsychology as a specialty.
- ❖ Hosted a coalition of divisions and groups in psychology interested in promoting the application of psychology to education and psychology's role in education reform.
- ❖ Collected and edited information for the next revision of *Graduate Study in Psychology*, available on-line at <http://www.apa.org/gradstudy>.
- ❖ Submitted a grant to National Science Foundation to request funding to create a National Psychology Digital Library
- ❖ Completed a needs assessment of psychology teachers in community colleges.
- ❖ Further developed and promoted the TOPSS Psychology Awareness Initiative <http://www.apa.org/ed/topss/psychaware.html>.
- ❖ Initiated planning for the development of a database of undergraduate departmental profiles.
- ❖ Conducted workshops for teachers of psychology, accreditation site visitors, and training program directors.
- ❖ Developed unit lesson plans for Teachers of Psychology in Secondary Schools
- ❖ Managed the G. Stanley Hall lectures and APA activities at regional meetings.
- ❖ Conducted workshops for school personnel on prevention of health risks and promotion of health for lesbian, gay and bisexual youth.
- ❖ Managed communications such as the *Psychology Teachers' Network* and *Gifted Dialogue*.
- ❖ Maintained a website for curriculum resources, including the newly posted *Assessment Cyberguide for Learning Goals and Outcomes in Undergraduate Psychology Major*. <http://www.apa.org/ed/guidehomepage.html>.
- ❖ Managed APA's participation in the Intel International Science and Engineering Fair.

- ❖ Developed an award for innovative practices in graduate education in psychology.
- ❖ Managed the selection of 57 workshops and 180 convention sessions approved for CE at the 2003 APA convention.
- ❖ Initiated development of 15 new independent study programs.

**Quality Assurance in Education and Training**

The first round of governance review was conducted on the draft document *Developing and Evaluating Standards and Guidelines Related to Education and Training in Psychology: Context, Procedures and Criteria*.

The Board of Educational Affairs (BEA) appointed the Advisory Council on Accreditation, which will review the composition of the Committee on Accreditation and make recommendations to BEA.

During this period, there were 849 accredited programs in professional psychology: 357 doctoral programs, 471 internship programs, and 21 postdoctoral residency programs. All accredited programs are now required to submit their annual report data via the Internet.

Proposed revisions to the Continuing Education Sponsor Approval System Criteria were sent out for feedback from governance, sponsors and the public. On-line comment at <http://www.apa.org/ce/standardhome.html> will be accepted until September 3, 2003.

The Continuing Professional Education Committee approved 26 new organizations as sponsors, for a total of 735 APA approved sponsors of continuing education for psychologists.

The first revision of the *National Standards for the Teaching of High School Psychology* is underway.  $\Psi$



## Office of Governance & Communications

### Governance

#### Board of Educational Affairs (BEA)

At its March 2003 meeting the Board of Educational Affairs (BEA) experimented with providing the agenda and other meeting materials to BEA members and liaisons via the APA website. Providing these documents electronically greatly reduced printing and mailing costs related to the BEA meeting and most of the meeting participants were satisfied with the new methods. BEA plans to continue providing agenda materials electronically although the delivery method will probably be on CD ROM rather than via the web.

BEA also communicates regularly via e-mail to address pressing issues. BEA's Executive Committee holds monthly conference calls to address ongoing issues and communicates via e-mail on a regular basis.

Some of the most notable among BEA's accomplishments since our last report are:

- ❖ Completion of the first round of reviews of the draft document *Developing and Evaluating Standards and Guidelines Related to Education and Training in Psychology: Context, Procedures, and Criteria*, which is currently undergoing revision and is expected to be brought to Council for approval in February 2004.
- ❖ Appointment of the BEA Advisory Council on Accreditation, which will review the entire composition of CoA and make recommendations to BEA regarding how that structure may require change given the current state of education and training in psychology. The Advisory Council has requested comment from all individuals and organizations with an interest in accreditation of psychology education and training programs and will receive input from many of these groups at the 2003 Education Leadership Conference (ELC).
- ❖ Establishment of the BEA Workforce Analysis Task Force, which will meet to outline a plan of action for developing a workforce analysis of psychology education and training.

## Education Directorate Semiannual Report

### Communications

#### Outreach Initiatives

- ❖ Staff redesigned three program area websites: Center for Gifted Education Policy (CGEP), Teachers of Psychology in Secondary Schools (TOPSS), and the Office of Precollege and Undergraduate Education (PCUE).
- ❖ Staff worked closely with the Office of Continuing Education in Psychology to create a new logo to reflect its name change and to graphically capture the essence of the change.
- ❖ Staff worked with the Office of Program Consultation & Accreditation to create an on-line beta test version of the Self Study Instructions for internship, doctoral, and postdoctoral programs.
- ❖ Staff designed and posted electronically a report entitled *Psychology's Role in the Education and Care of Young Children* for the BEA Task Force on Psychology in Early Education and Care. The document is available at <http://www.apa.org/ed/cpse/edcareyoung.pdf>.
- ❖ Staff updated the state and alphabetical listing of the APA Approved Sponsors of Continuing Professional Education available on-line at <http://www.apa.org/ce/sponappr.html>.
- ❖ Staff assisted the Office of Graduate and Postgraduate Education and Training with the state listing of graduate school openings for 2003. The public list provides information about graduate departments that have openings available to students who have not accepted an offer for graduate study beginning in the Fall 2003. The list is available on-line at <http://www.apa.org/ed/graduate/usagradopen03.html>.



## Office of Graduate & Postgraduate Education & Training

The mission of the Office of Graduate and Postgraduate Education and Training is to advance the quality and public understanding of graduate and postdoctoral education and training in preparation for careers in teaching, research, and applications of psychology as a scientific discipline and profession.

### Governance Committees, Task Forces and Working Groups

- ❖ Staff supported the annual meeting of the Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) in May 2003. During the meeting, CRSPPP completed its review of a petition for the renewal of recognition of Clinical Neuropsychology as a specialty. CRSPPP recommended renewal of recognition at the August 2003 session of the Council of Representatives. In addition, CRSPPP reviewed the comments received regarding proposed changes in the CRSPPP policy documents. After considerable discussion, CRSPPP reconsidered the plan to move forward with proposed changes in the policy documents at this time, and has advised governance committees and groups external to the APA about its decision.
- ❖ Staff supported the work of the Board of Educational Affairs (BEA) subcommittee on standards and guidelines related to education and training in psychology. The subcommittee met to discuss and outline a working draft related to defining terms, criteria for evaluation, and procedures for review of proposed standards and guidelines. The draft document, *Developing and Evaluating Standards and Guidelines Related to Education and Training in Psychology: Context, Procedures, and Criteria*, is available for comment and review and is posted at the APA website at [http://www.apa.org/ed/graduate/bea\\_form.html](http://www.apa.org/ed/graduate/bea_form.html). It will have another pass for comment through governance in the Fall 2003.
- ❖ Staff supported the work of the BEA task force to develop a strategic plan for conducting a workforce analysis of psychology education and training. Task force membership includes representation from the Board of Professional Affairs (BPA), the Board for the Advancement of Psychology in the Public Interest (BAPPI), and the Board of Scientific Affairs (BSA), in addition to the BEA. The task force also includes two external consultants with expertise in conducting workforce analysis. The task force held a conference call to discuss its mission and objectives, and to develop a timeline and plan of action.
- ❖ Staff supported the work of the BEA Advisory Council on Accreditation. The purpose of the Advisory Council is to review the composition of the Committee on Accreditation (CoA) and make recommendations to the BEA regarding (a) how that structure (i.e., composition) may require change given the current state of education and training in psychology, and (b) the frequency of future reviews of CoA composition and how such reviews should be structured. The Advisory Council held a conference call to review its mission and to discuss plans for implementation of its work. It will meet in early September in conjunction with the 2003 Education Leadership Conference so as to hear the concerns and perspectives about CoA from the constituencies represented at that conference.

## Education Directorate Semiannual Report

- ❖ Staff supported the work of two BEA subcommittees related to the establishment of awards recognizing the work of graduate departments of psychology: a) a block grant award in support of conferences and workshops related to graduate, internship and postdoctoral issues in psychology, and b) an award for innovative practices in graduate education in psychology

### Conferences, Meetings, and Grant Initiatives

- ❖ Staff attended and participated in conferences and meetings that focused on changes occurring in higher education; the scholarship of teaching and civic engagement; the assessment of undergraduate learning; and other issues related to graduate and postdoctoral education and training: American Association of Higher Education (AAHE), Association of American Colleges and Universities (AACU), Carnegie Foundation for the Advancement of Teaching, Consensus Conference on Combined and Integrated Doctoral Training in Psychology, and the Council of Graduate Departments of Psychology (COGDOP).
- ❖ Staff attended and supported meetings that focused on the discussion of policy issues related to education and training, credentialing and practice: the Council of Credentialing Organizations in Professional Psychology (CCOPP) meeting in January 2003, the Council of Chairs of Training Councils meeting in March 2003, and the Council of Specialties (CoS) meeting in June 2003.
- ❖ Staff attended the Trilateral Forum meeting in Montreal, Canada, in May 2003 that focused on a multinational perspective of education, training and regulation in psychology, and included discussion of accreditation issues and training opportunities for graduate students among the trilateral countries: Canada, Mexico and the U.S.

### Preparing Future Faculty

- ❖ As a sequel to its three-year grant in Preparing Future Faculty, the office initiated through internal funding the development of a departmental-based Preparing Future Faculty program at Oklahoma State University. Additional support included the cosponsorship of Grad 980: Preparing to Teach a Psychology Course, a summer course offered on-line through the University of New Hampshire.
- ❖ Grant proposals were submitted to the National Science Foundation, through the Council of Graduate Schools, for the purpose of initiating additional Preparing Future Faculty programs in psychology. In addition, the office participated in preparing an interdisciplinary grant proposal, submitted by the National Communications Association, to the Corporation for National and Community Service, to provide seed money for colleges and universities to engage in service learning activities in their communities as part of faculty and student development in the scholarship of engagement.

### Outreach Activities and On-line Resources:

- ❖ Information was collected from graduate departments of psychology for the publication and on-line product, Graduate Study in Psychology, during the months of February and March. The publication and on-line product provide information from approximately 600 departments of psychology related to employment outcomes of graduates, degree and admission requirements, tuition costs, availability of internships, and other information. The on-line product is available through the APA website at <http://www.apa.org/gradstudy>.



## Office of Precollege and Undergraduate Education

The Office of Precollege and Undergraduate Education (PCUE) advances psychology in secondary schools, community colleges, and undergraduate programs by providing information, linkages, resources, funding, and professional development to faculty, students and the general public.

### Meetings and Outreach Initiatives

- ❖ Staff supported meetings of the committees of Teachers of Psychology in Secondary Schools (TOPSS) and Psychology Teachers at Community Colleges (PT@CC).
- ❖ Staff planned and implemented activities such as the G. Stanley Hall lectures, teaching workshops, and other presentations, at the Eastern Psychological Association, Southeastern Psychological Association, Rocky Mountain Psychological Association, Western Psychological Association, and the Midwestern Psychological Association.
- ❖ The office submitted a proposal to the National Science Foundation (NSF) to request funding to create a National Psychology Digital Library (NPDL) as an important curriculum resource for faculty.

### Precollege

- ❖ *The National Standards for the Teaching of High School Psychology* document is in the process of its first revision under the guidance of the PCUE. The document is available as a resource to psychology teachers at <http://www.apa.org/ed/natlstandards.html>.
- ❖ The unit lesson plan on Positive Psychology was distributed to members of TOPSS in February. A unit lesson plan on Social Psychology was developed this year. The existing twelve unit lesson plans for teachers of introductory psychology are available on the Internet for TOPSS members at <http://www.apa.org/ed/topsshomepage.html>.
- ❖ The Office and TOPSS sponsored teaching workshops at three regional meetings: Eastern Psychological Association (EPA); Southeastern Psychological Association (SEPA); and Rocky Mountain Psychological Association (RMPA). Participants included high school teachers of psychology and graduate students interested in teaching psychology. Workshop topics covered issues on social psychology, positive psychology, psychology fairs at schools, research methods, and collaborations among high schools and community colleges.
- ❖ Resources for teachers of psychology were provided to TOPSS members. Mailings served as additional means of outreach from the Education Directorate and facilitated the sharing of information and resources to support teaching and learning in psychology.

## Education Directorate Semiannual Report

### Two and Four Year Colleges

- ❖ PT@CC has been working to encourage faculty to participate in the programs and activities of APA. Through special events at regional meetings, the PT@CC "Electronic Update," and a new presence on the Education Directorate website, the committee hopes to build a large network of colleagues to address the needs of community college faculty.
- ❖ BEA reviewed proposals for BEA Block Grants and provided funding to support four precollege and undergraduate teaching conferences in 2003.
- ❖ The Task Force on Undergraduate Psychology Major Competencies produced the *Assessment CyberGuide for Learning Goals and Outcomes in the Undergraduate Psychology Major* to help psychology departments and their faculty in their quest to craft the most appropriate and effective assessment plans. The document is available at <http://www.apa.org/ed/guidehomepage.html>.
- ❖ PT@CC members hosted special programs for community college teachers at several meetings of the regional psychological associations including Eastern Psychological Association (EPA), South-eastern Psychological Association (SEPA), Western Psychological Association (WPA), and the Mid-western Psychological Association (MPA).
- ❖ The Committee of PT@CC conducted a needs survey of psychology teachers at two-year colleges in early 2003. PT@CC is analyzing the results as a guide for planning new programs and activities responsive to the needs of community college psychology faculty.
- ❖ With financial support from Allyn & Bacon Publishing, PT@CC sponsored a new initiative for community college students this spring. Known as the "Electronic Project Contest," this competition was developed to recognize the achievement, creativity, and technical competence of three outstanding community college psychology students who will be awarded cash prizes in July 2003.

### Collaborative Efforts

- ❖ The Education Directorate staff and members of the leadership of the Society for the Teaching of Psychology (APA Division 2) met in Washington, DC, to discuss ways to foster communication and collaboration among the various organizations of undergraduate educators.
- ❖ Education and Science Directorates collaborated with the Science Service Organization on encouraging participation of high school teachers and students at the Intel International Science and Engineering Fair (ISEF). Preliminary discussions about APA sponsoring regional fairs were addressed. Through this dialogue grew an allocation for the Science Fair Initiative from the Board of Directors contingency fund.
- ❖ TOPSS and the PCUE staff collaborated with the Esther Katz Rosen Center for Gifted Education Policy on the facilitation of two cutting edge projects: Young Scholars Social Science Summit and the Pinnacle Scholars Project. These projects encourage participation of gifted students who have a keen interest in the discipline of psychology.



## Center for Psychology in Schools & Education

The Center for Psychology in Schools and Education (CPSE) promotes the high quality application of psychology to programs and policies for schools and education.

### Enhancing Academic Achievement

❖ APA 2003 Presidential Initiative on Psychology in Education: The Other 3 R's: Reasoning, Resilience, and Responsibility. Housed within the Center for Psychology in Schools and Education, the goal of this initiative is to promote and assess student attributes that are important for success but that schools either under-emphasize or teach in a way that is not maximally effective. Specifically, the initiative focuses on the development of the "Other 3 R's". CPSE has been awarded a grant from James S. McDonnell Foundation for \$467,300 to create a multi-site collaborative of educational researchers and practitioners who will develop and test a research-based model on how to infuse the "Other 3 R's" into schools through enhanced teacher preparation.

### Advocacy and Member Outreach

❖ Coalition for Psychology in Schools and Education. The Center hosted the second meeting of The Coalition for Psychology in Schools and Education on June 28-29, 2003 at APA Headquarters in Washington, DC. At this meeting, participants helped to guide the organizational development of this emerging coalition and planned coalition activities at the 2003 APA Convention, including the session: "Psychologists Leave No Child Behind: An Interdivisional Call to Action"

❖ New BEA Working Group on Psychology and Education. Staffed by CPSE, the new BEA working group formulated ideas on projects related to distance learning and delivery of instruction.

❖ Promoting the Healthy Development of Children and Adolescents. BEA reviewed and accepted the final report of the Task Force on Psychology in Early Education and Care entitled "Psychology's Role in the Education and Care of Young Children." The APA Board of Educational Affairs (BEA) appointed this task force to identify priority areas for the association and to develop recommendations for strengthening high quality early education and care for children ages two to five. This report provides background information on the social, psychological, and educational concerns that prompted the formation of this task force and presents three major recommendations for BEA and APA. The report is available at <http://www.apa.org/ed/cpse/edcareyoung.pdf>.

## Education Directorate Semiannual Report

- ❖ Strengthening Connections Among Psychologist Deans of Schools of Education. For the second year, CPSE gathered Deans of Schools of Education who are also psychologists to advise on the application of psychological science to teaching and learning at both the American Association of Colleges of Teacher Education and the American Educational Research Association annual conventions.
- ❖ AACTE (American Association of Colleges for Teacher Education) Conference. Planning an "Education and Psychology" strand at the AACTE 2004 conference has been approved and proposals are currently being solicited.

### Center for Gifted Education Policy (CGEP) Update

- ❖ Communications. Staff updated the CGEP website to include new pages about listserv conversations as well as sections entitled, "In Print" and "At the Podium," which address speaking engagements and writings of the CGEP staff. *Gifted Dialogue* posted its second issue about creativity. *Gifted Dialogue* offers CE credits through readings and is delivered electronically to over 200 interested APA members.
- ❖ Cosponsorships with the National Association for Gifted Children (NAGC). Through APA's CE office, APA and NAGC will select and monitor approximately ten CE credit bearing workshop sessions at the NAGC 50th National Conference in Indianapolis, November, 2003. CGEP and NAGC developed a guide to the No Child Left Behind Legislation as it refers to gifted education and distributed it through both organizations' listservs.
- ❖ Talent Development Models. CGEP is hosting the 3rd Pinnacle Project at Williams College in July with Nobel Laureate, Baruch Blumberg; psychologist, Carol Dweck; Pulitzer Prize winning journalist, Amy Goldstein; and renowned American composer, Michael Gandolfi. Four exceptional high school age students will spend a week with the masters developing Pinnacle Projects. Four articles on the Pinnacle Project have appeared in the last several months in publications geared to professionals in education and psychology, as well as to gifted adolescents. Young Scholars Social Science Summit (YS4) was rescheduled for October 24, 2003. Other talent development models and additional funding for YS4 ideas are being developed.



## Center for Psychology in Schools & Education

### **Healthy Lesbian, Gay, and Bisexual (LGB) Students Project update**

- ❖ The Healthy LGB Students Project, funded through a cooperative agreement with the Centers for Disease Control and Prevention's Division of Adolescent and School Health, provided full-day workshops to school counseling, health, and mental health professionals at the following professional development meetings: Virginia Association of Social Workers; California Association of School Psychologists; American Counseling Association; School Social Work Association of America; National Association of School Psychologists; Oklahoma School Nurses Association.
  
- ❖ The Healthy LGB Students Project also developed a collaboration with the Connecticut State Department of Education to implement its training curriculum with Connecticut-based school counselors, nurses, psychologists, and social workers. The following full-day professional development seminars were held in Hartford Connecticut to deliver the curriculum: Connecticut School Nurses, Connecticut School Counselors, Connecticut School Social Workers; Connecticut School Psychologists, Connecticut Vo-Tech School Health Professionals.

## Office of Continuing Education in Psychology



AMERICAN PSYCHOLOGICAL ASSOCIATION

The Office of Continuing Education in Psychology provides a wide range of continuing professional education opportunities for psychologists through direct delivery of programs and products and through the sponsor approval system, which recognizes organizations committed to providing high quality continuing professional education in psychology.

- ❖ The office name was changed from the Office of Continuing Professional Education to the Office of Continuing Education in Psychology in an effort to more accurately reflect its mission. A new logo was designed by the Education Directorate's Communication Officer to reflect this change (see above left).

### Continuing Education Workshops

- ❖ The Continuing Professional Education Committee (CPEC) selected 57 workshops for presentation at the 2003 APA Annual Convention. As of June 30, 7 workshops were cancelled due to the unavailability of the presenters (i.e., concerns about SARS) and 17 others were cancelled due to low enrollment (i.e. < 5 attendees). 180 convention sessions were approved to be offered as Continuing Education (CE) sessions. Plans are underway to offer community-based CE workshops sponsored by the APA and the state associations. As of June 30, 6 states and the District of Columbia have expressed an interest in hosting APA CE workshops.

### Independent Study Programs

- ❖ Twelve new books were chosen for addition to the Independent Study program. Six remain in development and will be available on a staggered basis through October. Three programs remain in development for the pilot program of on-line distance education. They will be completed between August and October of this year.

### Sponsor Approval System (SAS)

- ❖ The Continuing Professional Education Committee (CPEC) approved 26 new organizations as sponsors of continuing education at its March 2003 meeting. The Sponsor Approval System currently maintains records on 735 APA-approved organizations.
- ❖ CPEC met with a BEA-appointed panel regarding the proposed revisions to the Sponsor Approval System Criteria in March 2003. Representatives from BEA, BPA, CAPP, BSA, and BAPPI participated in the discussion. BEA subsequently voted to send the proposed criteria revision out for public comment. This is available on-line at: <http://www.apa.org/ce/standardhome.html>. The public comment period will end September 3, 2003, and CPEC will consider these comments at its October 2003 meeting.

- ❖ CPEC reviewed 21 applications for onetime course approval, of which 16 were approved.



## Office of Program Consultation & Accreditation

The Office of Program Consultation and Accreditation assists the Committee on Accreditation (CoA) in its activities related to accreditation of doctoral programs, internships, and postdoctoral residencies in professional psychology. This office publishes lists of accredited programs; consults with programs considering application, as well as those already accredited; conducts research to support accreditation; assists with development of guidance documents to support the accreditation process; and represents the CoA at national meetings on accreditation.

### Outreach Activities

- ❖ The Office continued its contact with key recognition bodies, such as the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). In addition, the Office continued its work as a member of good standing of the Association of Specialized and Professional Accreditors (ASPA).
- ❖ The Office continued its outreach efforts to numerous education and training groups for the purpose of informing interested parties of accreditation activities, and encouraging feedback from such communities.
- ❖ Staff held training workshops throughout the year to prepare site visitors to evaluate programs undergoing review for initial or continued recognition. In addition, training workshops were held throughout the year to provide Training Directors with specific information about preparing a self-study report.

### On-line Resources

- ❖ Last year, the Committee on Accreditation (CoA) introduced an on-line version of the annual report that is designed to provide program directors with a standard database for tracking individuals within their program. The CoA and office staff worked to make the on-line annual report more user-friendly, confidential and secure, easily accessible, and convenient. The 2003 annual report was made available electronically to program directors in April 2003. The deadline for completing and electronically submitting the 2003 annual report is September 15, 2003.
- ❖ In October 2002, the CoA began requesting public comment related to "programs in emerging substantive areas of professional psychology..." (p. 2 of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology*). In an effort to promote thoughtful discussion, the Office of Program Consultation and Accreditation and the CoA developed a public, electronic-based comment form. Comments were accepted until April 1, 2003. An outside research consultant will systematically analyze the public comment.

## *Education Directorate Semiannual Report*

❖ In September 2002, the CoA made available a proposed accreditation implementing regulation for review and comment. The regulation is a further articulation of section C.1 of the Guidelines and Principles for Accreditation of Programs in Professional Psychology, which identifies the need for accredited programs to have core faculty. Comments were accepted until March 17, 2003.

### **Other Activities**

❖ During this reporting period, there were 849 accredited programs in professional psychology: 357 doctoral programs, 471 internship programs, and 21 postdoctoral residency programs.

❖ At its January 2003 policy meeting, the CoA established three subgroups aimed at quality improvement in the accreditation process. These subgroups are (1) Structure and Function; (2) Research; and (3) Program Review. The Structure and Function subgroup is focusing on reducing committee workload while maintaining quality accreditation processes. The Research subgroup is initiating several research projects. Research data and analyses will be reported to the U.S. Department of Education in the CoA's 2004 petition for continued recognition. The Program Review subgroup is charged with streamlining the program review process.

❖ The Committee and the Office staff continue to prepare for the 2003 APA Convention in Toronto, Canada. The Board of Education Affairs (BEA) allocated two hours to the Committee on Accreditation (CoA) to hold a public forum on accreditation issues at Convention. The session, entitled Open Forum on Accreditation: Emerging Substantive Areas, will include a presentation by CoA representatives, after which comments and questions will be taken from the audience.



## Education Public Policy Office

The Education Public Policy Office seeks to increase federal support for psychology education and training and to promote the application of psychology to education and training.

### Appropriations Initiatives

- ❖ Graduate Psychology Education (GPE) Program, Bureau of Health Professions (BHP). The FY2003 has been the most difficult budget cycle so far, with numerous challenges including the Administration's proposal to eliminate all the health profession programs (except those for nursing), the GPE program has survived. With the help of our grassroots network, we have not only succeeded in maintaining, but also expanding the program for FY2003. On June 19th the House Labor-HHS Appropriations Subcommittee appropriated \$4.5 million for the GPE program (\$3 million to support the general GPE programs and \$1.5 million for geropsychology programs). The following week on June 25th, the Senate provided language to ensure that the program will continue and also indicated they would support the House GPE FY2004 appropriations. This is a significant victory given that the overall FY2004 House Markup gave \$278.44 million to the BHP programs, which was \$30 million below FY 2003 and the Senate Committee gave the BHP program \$288 million less than FY2003.
- ❖ Grant Summary. In FY2003, 26 general GPE grants and 6-8 geropsychology grants are to be awarded. The GPE funds are being used to support and enhance a wide variety of psychology education and training programs including those working with and providing services to African American underserved populations, rural residents, the elderly, HIV/AIDS patients, children and victims.

### Authorizing Legislation

- ❖ Reauthorization of the Bureau of Health Professions (BHP). Authorization of all programs administered by the BHP, which includes GPE, is up for renewal this congress. The BHP was last reauthorized in 1998 after a six-year effort (three congresses). APA's proposed amendments to the reauthorization of BHP are aimed at obtaining a stronger authority for the GPE Program. The proposed language is critical to providing stability and a degree of permanence for the GPE program. It will also ensure a grant cycle of three years similar to the other BHP programs.
- ❖ Reauthorization of the Higher Education Act (HEA). Up for review in the 108th Congress, the legislative branch has already begun the process of reauthorizing the Higher Education Act. In general, this Act contains within it the framework for the federal government's investment in and access to higher education. The U.S. House of Representative's Education and the Workforce Committee has kicked off the reauthorization process by moving the first in a series of separate bills that, when complete, will make up the full HEA reauthorization. On a very positive note, HR

## Education Directorate Semiannual Report

2211, the Ready to Teach Act, recently passed with bipartisan support from the Education and the Workforce Committee, included one of APA's recommendations to improve the Title II (Teacher Quality Enhancement Grants programs) portion of the HEA. The legislation includes our definition for the term "teaching skills" which is used numerous times throughout current law. The APA definition grounds the concept of "teaching skills" in the psychological sciences and will promote more comprehensive and effective education of teaching professionals.

❖ Staff coordinated the effort to develop APA-wide recommendations to best represent psychology and psychologists in HEA. Areas of interest to Association members include accessibility to higher education; funding for graduate education; teacher quality; and support service programs like TRIO and GEAR UP. APA recommendations included: defining teaching skills based on psychological principles; developing an alternative initial teacher training experience based on psychological principles; expanding mental health services on campuses; extending loan forgiveness programs to psychologists working in the public interest; and including psychology as a science in the HEA science programs. In addition, Education PPO staff continue to raise awareness about issues that merit consideration when discussing higher education such as depression among college students and better using universities to effectively bring research to practice in today's elementary and secondary classrooms.

### Education Advocacy Grassroots Activities

❖ Advocacy Training Workshops. Staff provided a half-day training session for the Council of Chairs of Training Councils (CCTC) members attending their spring meeting in Washington. In addition to the CCTC members, GPE Grantees from Virginia and California also participated in the training. Education advocacy training and hill visits will also be a prominent part of the 2003 Education Leadership Conference to be held in Washington in early September.

❖ FEDAC Grassroots Network. Although only in its second year, the newly established Federal Education Advocacy Coordinators (FEDAC) grassroots network has played a vital role in gaining a significant increase in FY2003 funding for the GPE program. In fact, grassroots support (letters, phone calls and hill visits) has been critical to the success of all our legislative initiatives. Consequently, growing the grassroots network remains the number one priority for FEDAC, which currently has ten regions, fourteen coordinators, and 111 campus representatives.