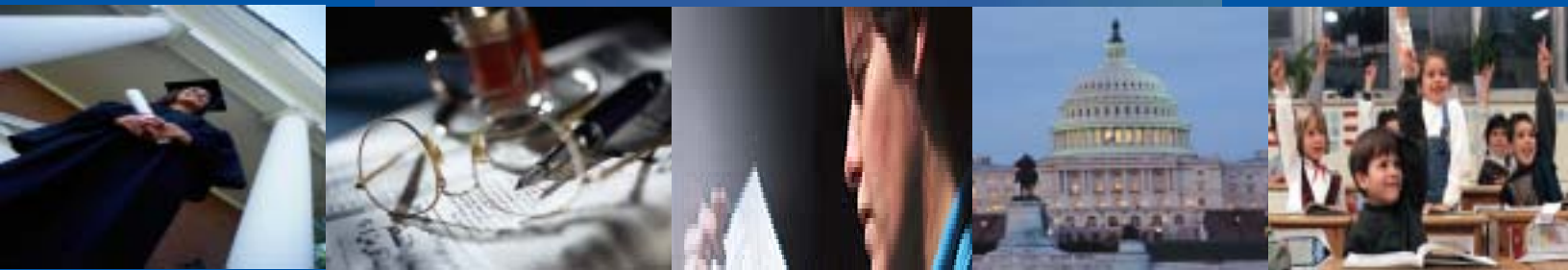


American Psychological Association



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



MISSION

The APA Education Directorate advances education in psychology and psychology in education for the benefit of the public. It seeks to enhance (1) the education and training of psychologists across all levels, (2) the teaching of psychology, and (3) the application of psychology to education.



EDUCATION DIRECTORATE



2003

July - December



Education Directorate Major Initiatives

Executive Summary

In addition to staffing the ongoing work of 6 governance groups and two new task forces, Education Directorate staff was highly productive in public policy advocacy, following through with ongoing initiatives consistent with BEA's strategic vision, seeking external funds, and maintaining psychology's presence among a myriad of education and training organizations external to APA, both within psychology and across disciplines.

Advocacy and Public Policy

Appropriation of \$4.5 million for the Graduate Psychology Education (GPE) Program was sustained despite a tight federal budget. 40 GPE programs are now funded, with the next competition for a three-year award period currently underway.

Rep. Danny K. Davis (D-IL) and Rep. Tom Osborne (R-NE) introduced HR 3593 (Campus Care and Counseling Act) to authorize a new grant program for "centers on campus that provide mental and behavioral health services to students," a plan designed by APA and intended to become part of the Higher Education Act reauthorization process.

Senator Jeff Bingaman (D-NM) indicated that he intends to incorporate APA's proposal for the creation of Academic Teaching Centers to promote teacher quality in the HEA reauthorization. These centers will include participation of psychology departments to promote the integration of science and practice in the classroom.

APA's definition of "teaching skills" was included in the House version of the HEA.

FEDAC, the Directorate's new grassroots network, now has representatives at 150 psychology programs nationwide. Similar to that experienced by the Practice Directorate some years ago, a significant obstacle to furthering the education advocacy goals is the lack of a C6 organization.

BEA awarded the inaugural Education Advocacy Distinguished Service Awards.



Education Directorate Major Initiatives

Executive Summary

Enhancement of Education in Psychology and Psychology in Education

The 2003 Education Leadership Conference theme was Creating a Voice for Education: Assessment, Accountability and Advocacy. Conference reports and selected presentations are available in video or audio/slide format at: http://www.apa.org/elc03_homepage.html.

The Directorate was awarded approximately \$2 million by the Institute of Education Sciences for a postdoctoral education research training program that matches experienced mentors with promising psychologists to build psychology's capacity in school-based research.

BEA prepared the revised draft of its policies for evaluation education and training guidelines for submission to Council in February 2004.

The BEA Advisory Council on Accreditation solicited input from the field and held its first meeting in conjunction with the Education Leadership Conference.

BEA, in collaboration with the Council of Graduate Departments of Psychology, selected the winners of a new award for Innovative Practices in Graduate Education.

The Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) received approval for the adoption of its revised procedures document.

Staff supported the work of the inter-organizational Council of Credentialing Organizations in Professional Psychology, including a revision of A Conceptual Framework for Health Service Specialization in Professional Psychology based on review and comment by APA governance as well as organizations external to APA.

July - December 2003

The BEA Task Force on Workforce Analysis in Education and Training convened and began an initial draft of its report, including a set of recommendations for conducting a workforce analysis in psychology.

The Preparing Future Faculty Program was expanded. In collaboration with the Council of Graduate Schools (CGS) and the American Association of Higher Education (AAHE), funds were sought to develop programs with particular attention to attracting minorities and other historically underrepresented persons.

From the 85 proposals submitted, the Continuing Professional Education Committee chose 62 workshops for the 2004 APA convention.

The APA Online Academy was launched. This initiative will promote web-based continuing education and lifelong learning programs for psychologists and for other professionals who need psychological knowledge (e.g., classroom management for teachers). Programs are in development in collaboration with other APA Directorates.

The CE workshops at the 2003 APA Convention attracted 417 individuals; 175 convention sessions were available for CE credit.

A new program of community-based CE workshops was launched; three workshops were co-sponsored in fall 2003.

Two unit lesson plans for high school teachers were completed: Treatment of Psychological Disorders and Stress, Coping and Health Promotion.

Two issues of the Psychology Teacher's Network (PTN) were published.



Education Directorate Major Initiatives

Executive Summary

Staff worked with the Psychology Teachers at Community Colleges to develop an electronic project contest and a teaching tips contest for students and teachers at community colleges.

Staff supported APA's participation in the Intel International Science and Engineering Fair.

Staff initiated the development of a national database of undergraduate departmental profiles.

Staff hosted meetings of undergraduate organizations in psychology, the Council of Chairs of Training Councils (CCTC), the Council of Specialties (COS), and the Coalition for Psychology in Schools and Education, which has now grown to include 10 divisions and 4 governance groups.

Staff supported teaching workshops, regional meetings, the G. Stanley Hall lectures, among others.

The first meeting of the collaborative sites for "The Other 3 R's: Reasoning, Resilience and Responsibility," an initiative funded by the McDonnell Foundation, was held.

The Esther Katz Rosen Center for Gifted Education Policy funded by APF (EKR CGEP) was awarded \$80,000 for a study of participants of the U.S. Biology Olympiads.

The National Association of Gifted Children recognized the CGEP listserv as the most effective listserv of the giftedness community. In a recent publication, the establishment of the EKR CGEP was acknowledged as an important international benchmark in gifted education.

The Young Scholars Social Science Summit was held in the APA building; over 60 high school students and teachers learned how psychologists, journalists, demographers, anthropologists and geographers address problems of refugees.

Staff of the CDC funded Health Lesbian, Gay, and Bisexual Students Project completed field-testing of workshop materials, and held a final Training of the Trainers session that included six collaborating organizations and two state partners.

**Assuring
Quality in
Education
and Training**

The APA National Standards for the Teaching of High School Psychology is in the process of its first revision. This document is being increasingly recognized and relied upon by states and public school systems

The Continuing Professional Education Committee (CPEC) approved 23 new organizations as sponsors of continuing education. There are currently 740 APA approved sponsors.

Staff worked with CPEC on revising the Sponsor Approval System criteria based on input from governance and after the close of the public comment period in September.

During this reporting period, there were 860 accredited programs in professional psychology: 365 doctoral programs, 468 internship programs, and 27 postdoctoral residency programs. **Ψ**



Office of Governance & Communications

Governance

Board of Educational Affairs (BEA)

❖ In the absence of a face-to-face meeting in the fall of 2003, BEA took advantage of the flexibility of its working groups and a variety alternative meeting methods to conduct its business. BEA's working groups are subcommittees of BEA assigned each year by the chair of BEA to address specific issues or tasks of particular importance to the BEA agenda. In 2003 the three BEA working groups were: the BEA Guidelines and Standards Working Group; the BEA Advocacy Working Group; and the BEA Working Group for the Application of Psychology to Education.

Education and Training Guidelines and Standards Workgroup

❖ The BEA Guidelines and Standards Working Group conducted a second round of reviews of the draft document *Developing and Evaluating Standards and Guidelines Related to Education and Training in Psychology: Context, Procedures, and Criteria*. Revisions have been made to the document based on comments received and advice from the APA General Counsel's Office. The final document will be submitted to the Board of Directors for review in December 2003 and the Council of Representatives for approval in February 2004.

Education and Training Advocacy

❖ The BEA Advocacy Working Group worked with staff in the Education Public Policy Office to advance APA's advocacy initiatives for Education and Training, including work on the Graduate Psychology Education (GPE) Program and the reauthorization of the Higher Education Act (HEA). This working group also worked with staff and a group of volunteer Members to develop a sample curriculum for advocacy training, which is now available on the APA website at: http://www.apa.org/ed/sample_home.html.

Application of Psychology to Education

❖ The BEA Working Group for the Application of Psychology to Education worked with staff in fostering the development of the Coalition for Psychology in the Schools, a group with representatives from the various APA Divisions and governance groups with a stake in psychology's role in general education.

The 2003 Education Leadership Conference

❖ The 2003 Education Leadership Conference was held on September 5-8, 2003 in Washington, DC. The Keynote panelists were, Edward Sheridan, PhD., Provost and Vice President for Academic Affairs, University of Houston; Susan Sclafani, PhD., Counselor to Secretary of Education Rod Paige, U.S. Department of Education; and Lee Fritschler, PhD., Professor, George Mason University, Former Assistant Secretary for Education, U.S. Department of Education. As the conference theme suggests, participants engaged in a number of activities focusing on issues of accountability and assessment as they pertain to education in psychology and psychology in education. The conference culminated with visits to Capitol Hill during which conference participants and members of APA's Federal Education Advocacy Coordinators (FEDAC) Network met with legislators and their staff to advocate for support of issues currently on APA's education advocacy agenda. More information on the 2003 ELC, including streaming audio and video select presentations, is available on the APA website at: http://www.apa.org/ed/elc03_homepage.html.

Education Directorate Semiannual Report

Communications

- ❖ Staff assisted the Office of Governance and the Directorate with the production and design of the 2003 Education Leadership Conference (ELC) website (http://www.apa.org/ed/elc03_homepage.html) and streaming. This includes the first use of the multimedia server and presentations from September 6th available at: <http://www.apa.org/ed/elc/elcmediahome.html>.
- ❖ Staff began design and coordination of a new Education Directorate newsletter, The Educator, intended to better inform its constituency of various topical issues throughout the broad scope of the directorate
- ❖ Staff collaborated with the Office of Continuing Education in Psychology, the Gifted Education Policy Center, Teachers of Psychology in Secondary Schools, the office of Education in Psychology Precollege/Undergraduate to redesign their web pages for better functionality.
- ❖ Staff worked with the Office of Continuing Education in Psychology to develop three promotional flyers for regional continuing education workshops in the area of women's health and mental health.
- ❖ Staff began work with the office of Program Consultation and Accreditation to create an online reference manual for its committee members.
- ❖ Members of the Communications Office attended the 2003 APA annual convention in Toronto, Canada to assist the directorate with promotion of the directorate via its convention booth and coordinated photography assignments. Additionally, staff assisted with various onsite Continuing Education workshops and seminars.
- ❖ Staff created a CD ROM reference manual for the 2003 Education Leadership Conference that included preconference reading materials.
- ❖ Staff assisted the Office of Education in Psychology Precollege/Undergraduate in beta testing an online survey to collect statistical data from various undergraduate departments of psychology.
- ❖ Staff designed and posted a Sample Curriculum for Advocacy Training with an interactive submission feature for specific APA members.
- ❖ Staff designed and posted Sponsor Approval Systems criteria for public review with an interactive submission feature.



Education Directorate Semi Annual Report

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:

- ❖ The Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) forwarded to the APA Board of Directors, in December 2003, for review and authorization for adoption its revised policy document, Procedures for Recognition of Specialties and Proficiencies in Professional Psychology.
- ❖ Staff supported the work of the Council of Credentialing Organizations in Professional Psychology (CCOPP), an inter-organizational forum for the discussion and formulation of policy issues related to specialties and specialization in professional psychology. For the past two years, the major focus of CCOPP's work has been the development of the document, A Conceptual Framework for Health Service Specialization in Professional Psychology. As the APA member organization of CCOPP, the Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) sought review and comment on a draft of the document from boards and committees, plus individuals and organizations external to APA concerned with education, training and credentialing in psychology. CCOPP will meet in January 2004 to discuss additional changes to the current document, and CRSPPP will distribute the final document at the spring 2004 consolidated meetings.
- ❖ Staff supported the work of the Board of Educational Affairs (BEA) on the document Developing and Evaluating Guidelines and Standards Related to Education and Training in Psychology: Context, Procedures and Criteria. The BEA forwarded the document to the Board of Directors in December 2003, requesting that the Board forward it to the Council of Representatives in February 2004 for adoption as APA policy.
- ❖ Staff supported the work of the Board of Educational Affairs (BEA) Task Force on Workforce Analysis in Education and Training. The task force met in November 2003 to develop an initial draft of its report, including a set of recommendations for conducting a workforce analysis. Staff developed an extensive bibliography that listed citations for relevant workforce reports, articles, on-line databases, and studies. Task force membership included 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 included two external consultants with expertise in conducting workforce analysis.
- ❖ Staff supported the work of the Board of Educational Affairs (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. During the months of July and August 2003, the Advisory Council solicited written comments from the field in relation to its charge. In addition, the Council convened a "town hall" forum on September 7, 2003, during the Education Leadership Conference in Washington, DC, during which comments were invited from individuals and organizations attending the Conference. The Advisory Council held two meetings in 2003, one in September following the "town hall" forum and one in October. An additional meeting will be held in January 2004. The Advisory Council will develop and submit a report to the BEA at its March 2004 meeting reflecting its discussions and recommendations.

- ❖ Staff supported the work of a Board of Educational Affairs (BEA) subcommittee on block grants to support small conferences or workshops the purpose of which is to advance the quality of graduate and postdoctoral education and training. This was a new initiative. The subcommittee received five proposals for funding and awarded financial support to three, for a total of \$5,000. Awards went to organizations or groups of psychologists planning conferences and workshops intended to enhance the quality of graduate and professional education and training.
- ❖ Staff supported the work of a Board of Educational Affairs (BEA) subcommittee who outlined a new award related to innovative practices in graduate education in psychology. The subcommittee developed the criteria and procedures for administering the award. The subcommittee, in collaboration with the Council of Graduate Departments of Psychology (COGDOP), reviewed nominations submitted for the award. In 2003, the Education Directorate received 16 nominations for the award. The award will be shared by two programs: Department of Psychology at Penn State University and by a consortium created by the Pacific Graduate School of Psychology and Stanford University

Preparing Future Faculty:

- ❖ The Education Directorate was invited to participate in two grant initiatives focusing on the continued development of Preparing Future Faculty Programs (PFF) programs. Directorate staff collaborated with the Council of Graduate Schools (CGS) and the American Association of Higher Education (AAHE), each of which independently submitted a proposal to the National Science Foundation to expand and institutionalize PFF programs in the sciences and mathematics, with particular attention to attracting women, minorities, and other historically underrepresented persons.
- ❖ Staff continued to work with faculty at Oklahoma State University in initiating a PFF program. A workshop was presented at the Oklahoma State University and included representatives from the following partner institutions: Southwestern Oklahoma State University, OSU Center for Health Services, University of Central Oklahoma, Northeastern State University, Northwestern Oklahoma State University, and Langston University. The Oklahoma State University PFF Program in Psychology crosses two colleges (college of Education and College of Arts and Science) and five PhD programs: Clinical Psychology, Counseling Psychology, Educational Psychology, Life Span Developmental Psychology, and School Psychology, and has Graduate College Involvement. In addition, staff sent letters to graduate department faculty in psychology at five other universities, each of which had expressed interest in considering a PFF initiative in their department. Follow-up with those departments remains in progress.
- ❖ Staff continued to follow-up on initiatives related to the 2003 Education Leadership Conference: Graduate Education Workshop. The goal of the workshop related to graduate education was to initiate the development of a conceptual framework that could be used by departments, in creating a self-study that could assist a department in examining the departmental goals and objectives, educational philosophy and culture, and their practices related to advancing the scholarship of teaching and learning, and the preparation of students as future faculty. The website summary of the workshop can be found at: http://www.apa.org/ed/elc03_workshops.html#graduate.



Education Directorate Semi Annual Report

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.

- ❖ Building upon previous BEA task force efforts (www.apa.org/ed/guidehomepage.html), a workshop was held during the ELC meeting to address issues of accountability and assessment in undergraduate education. Presenters included Diane Halpern (APA President-Elect) who provided an overview of assessment in the context of a liberal arts perspective. Caryn McTighe Musil (Vice President for Diversity, Equity, and Global Initiatives, American Association of Colleges and Universities) addressed the role of diversity with respect to institutional evaluation. Bill Hill (Director, Center for Excellence in Teaching and Learning, Kennesaw State University) and Dana Dunn (Professor, Moravian College) addressed assessment of the undergraduate major in psychology. Workshop participants then addressed the assessment of the psychology major with special attention to issues of human diversity and ethics. Participants were challenged to consider alternative models of assessment strategies, and to make recommendations for future directions in the assessment of the undergraduate major in psychology.
- ❖ Conducted further planning for the creation of a national database of undergraduate departmental profiles. Information regarding the structure of the major, physical resources, and demographic data will be compiled and made available to institutions for their use in program evaluation.
- ❖ Continued development of plans for the establishment of a psychology department affiliate program within APA.
- ❖ PCUE and TOPSS (Teachers of Psychology in Secondary Schools) sponsored teaching workshops at the North-east Conference for Teachers of Psychology (NECTOP); the Best Practices for Teaching Introductory Psychology conference; and the National Council for the Social Studies (NCSS) meeting. Two full-day workshops were offered in Toronto, Ontario, Canada, prior to the APA Convention, and at Eastern Kentucky University in Richmond, KY. Participants included high school teachers of psychology and graduate students interested in teaching psychology. Workshop topics covered social psychology, positive psychology, psychology fairs, research methods, teaching psychology as a science, and implementing teaching strategies based on the APA National Standards for the Teaching of High School Psychology.

Precollege

- ❖ The National Standards for the Teaching of High School Psychology document is in the process of its first revision. The document is available as a resource to psychology teachers at <http://www.apa.org/ed/natlstandards.html>.
- ❖ The success of disseminating the APA National Standards was demonstrated in Maryland by the adoption by the Montgomery County Public Schools of a new curriculum for high school psychology. Proposed and developed by two current members of TOPSS (Dr. Marie Smith and Faye Johnson), the curriculum is based on the APA National Standards. Additionally, the state of Alabama reviewed a proposed course of study for high school psychology that employs components of the APA National Standards.
- ❖ Two unit lesson plans-Treatment of Psychological Disorders and Stress, Coping, and Health Promotion-were finalized this year. The existing thirteen unit lesson plans for teachers of introductory psychology are available on the Internet for TOPSS and APA members at: <http://www.apa.org/ed/topss/unitlesson.html>.
- ❖ The Office and TOPSS sponsored teaching workshops at six regional and national conferences: Eastern Psychological Association (EPA); Southeastern Psychological Association (SEPA); Rocky Mountain Psychological Association (RMPA); Northeast Conference for Teachers of Psychology (NECTOP); Best Practices for Teaching Introductory Psychology conference; and the National Council for the Social Studies (NCSS) meeting. Two full-day workshops were offered in Toronto, Ontario, Canada, prior to the APA Convention, and at Eastern Kentucky University in Richmond, KY. Participants included high school teachers of psychology and graduate students interested in teaching psychology. Workshop topics covered social psychology, positive psychology, psychology fairs, research methods, teaching psychology as a science, and implementing strategies for psychology instruction based on the APA National Standards.
- ❖ Resources for teachers of psychology were provided to TOPSS members. Mailings served as additional means of outreach and facilitated the sharing of information and resources to support teaching and learning in psychology.

Two and Four Year Colleges

- ❖ The APA Committee of Psychology Teachers at Community Colleges (PT@CC) held a meeting at convention and monthly conference calls to continue planning programs and activities responsive to the needs of community college faculty. Psychology teachers responded enthusiastically to a fall mass mailing that included the Psychology Teacher Network and Activities for the Teaching of Psychology: Volume 1.
- ❖ PT@CC has been working to encourage faculty to participate in the programs and activities of APA. Through special events at regional and national meetings, the PT@CC "Electronic Update," mass mailings, and a new presence on the Education Directorate Web site, committee members have been encouraged by the response to their ongoing outreach efforts. In 2003, more than 300 psychology teachers at two-year colleges took advantage of the opportunity to participate in PT@CC through joining APA as Community College Teacher Affiliates; more than 100 APA members at community colleges are also participating in the programs and activities of PT@CC.
- ❖ PT@CC continued development of new initiatives for community college students and faculty including (1) the "Electronic Project Contest" to recognize the achievement, creativity, and technical competence of three outstanding community college psychology students; and (2) the "Teaching Tips Contest" to recognize faculty who have submitted outstanding demonstrations, individual or group activities, interactive teaching/learning modules, or other active learning tips or techniques.

Collaborative Efforts

- ❖ The Education Directorate staff supported a meeting convened by the leadership of the Society for the Teaching of Psychology (APA Division 2) with representatives from other undergraduate organizations during the Education Leadership Conference (September 2003), to discuss ways to foster communication and collaboration among the various organizations of undergraduate educators. Subsequent to the September meeting, the APA created a listserv for the leaders of undergraduate psychology groups to facilitate communication.
- ❖ 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). 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.

APA Convention

- ❖ TOPSS sponsored a series of invited addresses at the APA Convention. Topics focused on positive psychology in the schools and hope, and featured Dr. Martin Seligman as the keynote speaker.
- ❖ PT@CC offered convention programming relevant to community college faculty. PT@CC also sponsored a reception honoring President-Elect Diane Halpern for her continued support of PT@CC's initiatives on behalf of community college faculty and for her leadership in education.
- ❖ The 2003 G. Stanley Hall Lecture Series featured presentations by: Tiffany M. Field, University of Miami School of Medicine (Touch therapy research); C. R. Snyder, University of Kansas, Lawrence (Questioning Hope and Finding Positive Psychology Answers); Timothy D. Wilson, University of Virginia (Affective Forecasting and the Pleasures of Uncertainty); and Faye J. Crosby, University of California, Santa Cruz (Teaching About and Researching Affirmative Action).

Meetings and Outreach Initiatives

- ❖ Staff supported meetings of the committees of the APA Teachers of Psychology in Secondary Schools (TOPSS), the APA Psychology Teachers at Community Colleges (PT@CC), and the National Standards Working Group.
- ❖ Staff planned and implemented activities such as the G. Stanley Hall lectures, teaching workshops, and other presentations at regional and national meetings.



Education Directorate Semi Annual Report

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

Promoting the Application of Psychological Science to Teaching and Learning in Schools

❖ **The Other Three R's: Reasoning, Resilience and Responsibility project**
This two-year project funded by the McDonnell Foundation was inspired by APA President Bob Sternberg's education initiative. The grant supports the collaborative development of a training program for elementary school teachers. Members of six collaborative sites, each represented by well-respected researchers with experience in K-12 education settings, met for the first time this fall to establish a theoretical and research foundation for an effective teacher training program. A second meeting will take place in January 2004.

❖ **American Psychological Association/Institute of Education Sciences Postdoctoral Education Research Training (APA/IES PERT)**
The APA Education Directorate has been awarded \$2,070,573 by the U.S. Department of Education to create a new postdoctoral education research training program. The grant is managed through the Center for Psychology in Schools and Education. The overall objective of the APA/IES PERT program is to increase the application of high quality research to teaching, learning and achievement of pre K-12 students. This fellowship program is designed to match promising psychologists with established mentors for intensive research training in order to: (a) Attract psychological scientists to conduct research at the interface of psychology and education, (b) Develop education and training models to advance school-based scientific research, (c) Increase the visibility of education research within the discipline of psychology.

Advocacy and Member Outreach

❖ **Legislative Activity**
In collaboration with the Education Public Policy Office, the Center for Psychology in Schools and Education developed language for the upcoming reauthorization of the Higher Education Act. This language was first vetted by experts among the APA membership and then promoted to House and Senate staff. A definition of "teaching skills" was successfully included in the House bill. Should the definition become law, it will likely be employed henceforth in all education legislation.

The CPSE-EDPPO collaboration also promoted a grant program that would foster the creation of "Academic Teaching Centers" modeled after Academic Health Centers, where psychological science would be employed to improve the preparation of teachers. The office of Senator Jeff Bingaman (D-NM), a member of the Health, Education, Labor and Pensions committee has agreed to sponsor the proposed legislation.

❖ **Coalition for Psychology in Schools and Education**
Through its activities and outreach, the Coalition has increased its membership to ten divisions and four governance groups including BEA. During the last six months, the group conducted three sessions at the convention that drew large and enthusiastic audiences; actively participated in a special strand at the Education Leadership Conference; and developed a list of proposed projects that will be generated in 2004 including on-line courses, a professional development needs assessment for teachers, and various information brochures.

❖ **Establishing Connections with Other Organizations**

Since the last semiannual report, CPSE has established working relationships with the National Research Council, the American Board for Certification of Teacher Excellence, and continued its relationship with American Association for Colleges of Teacher Education. In each case, a shared project and reciprocal meeting invitations are the goals.

Center for Gifted Education Policy

❖ **Communications**

CGEP listserv now reaches over 300 members worldwide. The Research and Evaluation Division of National Association of Gifted Children (NAGC) recognized the CGEP listserv as the most effective listserv of the giftedness community. Profiles of Influence in Gifted Education [(2003). Karnes, F.A., & Nugent, S.A. Waco, TX: Prufrock Press.] listed the establishment of the Esther Katz Rosen Center for Gifted Education in 2001 as an important international benchmark in gifted education.

❖ **Collaboration with the Center for Excellence in Education and the National Association for Gifted Children**

The Center for Excellence in Education has awarded CGEP \$80,000 for a three year study of participants of the US Biology Olympiads. For the first time, the National Association for Gifted Children offered APA CE credits to participating psychologists at their annual convention.

❖ **Talent Development Models**

The Young Scholars Social Science Summit (YS4), held at APA, showed 60 highly able high school students and their teachers from the DC metropolitan area how psychologists, journalists, demographers, anthropologists, and geographers work with and report on the condition of refugees. CGEP is following up with YS4 students as they develop their own refugee projects, an outcome of the event.

Healthy Lesbian, Gay, and Bisexual Students Project

❖ The Project staff completed formative evaluation and field-testing of workshop materials from 22 workshops with 652 participants during 2002 and 2003. They are finalizing workshop materials for Center for Disease Control (CDC) review and clearance.


❖ On November 14-16, 2003, HLG BSP held a final Training of Trainers representatives of our six collaborating organizations and two state partners, including the American Counseling Organization, the American School Counselor Association, National Association of School Nurses, National Association of School Psychologists, National Association of Social Workers, the School Social Work Association of America, the Connecticut State Department of Education and the Just For Youth Coalition of Delaware. The collaborating groups are preparing for the end of the cooperative agreement in March 2004 by planning for continued dissemination within each of the organizations.



Education Directorate Semi Annual Report

The Continuing Education Sponsor Approval System recognizes organizations committed to providing high quality continuing professional education in psychology.

- ❖ The Continuing Professional Education Committee (CPEC) approved 23 new organizations as sponsors of continuing education at its October 2003 meeting. There are currently 740 APA-approved sponsors
- ❖ CPEC continued its work on the revision of the Sponsor Approval System criteria. The proposed revision was made available for a 90 day public comment period. CPEC also held an open forum to discuss the proposed criteria changes at the 2003 APA Convention. The comments received during the 90 day period were discussed by CPEC at its October 2003 meeting, and a policy meeting has been scheduled for February 2004, during which CPEC hopes to finalize the draft prior to sending it to the Board of Educational Affairs (BEA) for approval. CPEC invited representatives from BEA, BAPPI (Board for the Advancement of Psychology in the Public Interest), BPA (Board of Professional Affairs), BSA (Board of Scientific Affairs), and CAPP (Committee for the Advancement of Professional Practice) to this meeting.
- ❖ The Sponsor Approval System received 13 applications for one-time course approval, of which 6 were denied.



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.

- ❖ CPEC received 62 new and 23 resubmitted proposals for CE workshops at the Honolulu convention. Twelve workshops from the Toronto convention were invited to present in Honolulu based on participant feedback. A total of 62 workshops will be offered in Honolulu. Additionally, 12 pre-convention workshops will be held on July 27. A complete listing of these workshops is available at www.apa.org/ce.
- ❖ 175 sessions of the Toronto convention were selected as meeting continuing education requirements (i.e., CE Sessions). There were 1,014 member claims of credit, and 11 non-member claims of credit. In 2002, there were 687 member, 17 non-member claims of credit.
- ❖ 417 individuals attended CE workshops (accounting for 657 workshop spaces) in Toronto. On average, there are 1,200 - 1,400 spaces sold.
- ❖ The APA Online Academy was introduced November 24, 2003. The Online Academy houses continuing education and lifelong learning programs that are entirely online.
- ❖ The CEP Office co-sponsored 3 community-based workshops in the last quarter of 2003. The first two were held in Philadelphia, PA and had 31 attendees. The 3rd was held in conjunction with the New England Psychological Association and had 5 attendees. In 2004 this office plans to co-sponsor additional community-based workshops with the Rhode Island Psychological Association, and the Southwestern Psychological Association.
- ❖ In January of 2004 the CEP Office will mail its newly revised Independent Study.



Education Directorate Semi Annual Report

The Office of Program Consultation and Accreditation assists the Committee on Accreditation (CoA) in its activities related to the 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

- ❖ Staff 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).
- ❖ Staff continued 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.
- ❖ Staff produced and disseminated the 2002 CoA Annual Report. The Report was sent to all accredited programs, site visitors, and other interested members of the accreditation community.

Online Resources

- ❖ Last year, the Committee on Accreditation (CoA) introduced an online 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 online 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 and data were submitted until September 15, 2003.
- ❖ Staff continued to make improvements to its website.

Research and Other Activities

- ❖ In August, the CoA began a three month period of public review and comment on two proposed changes to the Accreditation Operating Procedures and Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P). Changes were proposed in order to improve the quality of the Operating Procedures and G&P, and hence to improve the quality of education and training in professional psychology. Upon final approval, the Office will make public any changes to these documents.

- ❖ In order to meet the U.S. Department of Education's criteria for continued recognition and to satisfy an internal assessment of its own accrediting activities, the Office of Program Consultation and Accreditation initiated a research study on evaluating the clarity and relevance of the Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P). Survey results will be provided in aggregate form to the Committee on Accreditation (CoA), Council for Higher Education Accreditation (CHEA), the U.S. Department of Education, and the public.

- ❖ Staff conducted a review of all of the ratings of site visitors to determine the reliability of those ratings. Staff also completed a content analysis of information in the self-studies regarding the review of the scientific areas of psychology to aid the Committee in providing future Implementing Regulations to provide additional guidance to programs. Finally, a qualitative analysis of the responses to the public comment on Emerging Substantive Areas is being completed by an external consultant to inform the Committee's decision-making on this critical area.

- ❖ In early 2003, 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 three subgroups continued their efforts during this reporting period.

- ❖ During this reporting period, there were 860 accredited programs in professional psychology: 365 doctoral programs, 468 internship programs, and 27 postdoctoral residency programs.



Education Directorate Semi Annual Report

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

Graduate Psychology (GPE) Education Program

❖ **GPE Appropriations:** Despite an incredibly tight federal budget, APA was able to sustain last year's funding level for the GPE program. Thanks to the help the education grassroots network, and champions, Representatives Bill Young, Chairman of the House Appropriations Committee, and Ralph Regula, Chairman of the Labor-HHS-Education Subcommittee, \$4.5 million is to be allocated to the GPE program for FY2004 (i.e., \$3M for GPE and \$1.5M for Geropsychology).

❖ **GPE Authorization:** All the programs administered by the Bureau of Health Professions (BHP), including the Graduate Psychology Education (GPE) program, are up for renewal this congress. APA's recommendations for the BHP reauthorization are aimed at providing clear authority and are critical to providing stability and a degree of permanence for the GPE program. They will also ensure a grant cycle of at least three years similar to other BHP programs. However, because BHP is not considered as important as other health legislation (e.g., Medicare), the reauthorization may be carried over to the next congress.

❖ **GPE Grants:** For FY 2003, there were 40 grants awarded. The eighteen FY 2002 grantees were awarded a one-year extension and 24 additional grantees were awarded from the FY 2002 list of those that scored high enough but lacked funding. The awards were as high as \$150,000. Also, seven geropsychology grants were awarded at up to \$250,000 a year for a three year cycle. For more information on the grants, go to the Education Policy web site at: www.apa.org/ppo/edppo.html

Higher Education Act (HEA)

❖ **HEA Reauthorization:** There has been significant progress with HEA in the last few months. In fact, a number of APA recommendations have been adopted as part of the Higher Education Act, the law that guides federal post-secondary education policy. Both the U.S. House of Representatives and the U.S. Senate have adopted APA recommendations relating to Teacher Quality; Senator Jeff Bingaman (D-NM) has indicated that he intends to incorporate APA's proposal for the creation of Academic Teaching Centers in a bill relating to Teacher Quality; and Rep. Danny K. Davis (D-IL) and Rep. Tom Osborne (R-NE), both members of the important Education and the Workforce Committee, have introduced legislation, HR 3593 (the Campus Care and Counseling Act) and agreed to sponsor an amendment to the Higher Education Act authorizing a new, competitive grant program for "centers on campus that provide mental and behavioral health services to students" to address their growing and complex psychological needs.

Education Advocacy Grassroots Activities

- ❖ **Advocacy Training Workshops:** In September, a very successful combined Education Leadership Conference and Federal Education Advocacy Coordinators (FEDAC) Annual meeting was held. Entitled "Creating a voice for Education in Psychology: Accountability, Assessment and Advocacy", ELC and FEDAC members participated in a highly interactive advocacy training workshop conducted by Christopher Kush, President of Soapbox Consulting. Feedback from ELC and FEDAC participants was very positive, and one of the primary goals for combining the two meetings - to gain APA leadership support for FEDAC and its activities - was accomplished. Not only were ELC participants and external education and training organizations involved in advocacy training, they also joined with FEDAC to make over 100 hill visits. Many others signed up to serve as FEDAC Campus/Training Representatives, including APA President Diane Halpern, and APA Past-Presidents, Bonnie Strickland and Phil Zimbardo.

- ❖ **2003 Education Advocacy Distinguished Service Awards:** The first-ever Education Advocacy Distinguished Service Awards were also presented during the combined ELC/FEDAC meeting. Awards were presented to FEDACs Sharon Berry and Gilbert Newman. Sharon was recognized for her extraordinary recruiting efforts; and Gilbert for his tireless efforts to increase student participation in advocacy activities. Dr. Herbert Goldstein was also selected to receive a 2003 Education Advocacy Distinguished Service Award for securing Chairman Bill Young's support for GPE; and Lori Rowley of Congressman Ralph Regula's office was recognized for her support of GPE and increasing psychological services to the underserved.

- ❖ **The FEDAC Grassroots Network Continues to Expand:** Although just barely into its second year, the newly established Federal Education Advocacy Coordinators (FEDAC) grassroots network continues to grow. As a result of recruiting efforts over the summer and into the fall, the network has at least one Campus/Training Representative at more than 150 psychology programs/training sites across the country. Even though it is new (and still growing), the FEDAC grassroots network has played a vital role in maintaining support (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.