

**EDUCATION DIRECTORATE
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EXECUTIVE DIRECTOR
JANUARY-JULY 2005**

Education Directorate 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, (2) the teaching of psychology, and (3) the application of psychology to education. Staff of the Education Directorate work in direct support of the Board of Educational Affairs (BEA), its reporting committees, and such other groups as assigned in addressing goals related to this mission. The executive summary that follows highlights a sample of the achievements in different program areas of the Directorate with detailed reports of program activities appended.

Executive Review

EDUCATION OUTREACH INITIATIVES

- The 2005 Education Leadership Conference (ELC) is scheduled to be held on September 16-19 in the Washington, DC area. The theme of this year's Education Leadership Conference is Dialogues on Diversity: Individual, Organizational and Epistemological.
- The second issue of the Education Directorate's semiannual newsletter, *The Educator* was published in May 2005.

EDUCATION ADVOCACY INITIATIVES

- Education Public Policy Office (PPO) has been active on Capitol Hill promoting APA's reauthorization recommendations to the Higher Education Act. A number of APA's legislative recommendations have appeared in House and Senate introduced bills.
- Education PPO has worked to save funding for Graduate Psychology Education Program (GPE) after the House Subcommittee "zeroed" out the GPE Program along with nearly all other education support programs in the health professions category.
- Working with Representative Bill Young (R-FL), Chairman of the House Defense Appropriations Subcommittee, Education PPO successfully secured \$4 million for a new Defense GPE Program.

- Education PPO worked with members of the House and Senate in circulating a letter in support of increased funding for campus counseling center and other programs authorized under the Garrett Lee Smith Memorial Act.

GOVERNANCE COMMITTEES AND TASK FORCES

- The High School Standards Working Group and staff in the Office of Precollege and Undergraduate Education (PCUE) complete the first revision to the APA *National Standards for the Teaching of High School Psychology*. Following APA governance review coordinated by BEA this document will be forwarded for approval by the APA Council of Representatives at its August 2005 meeting in Washington, DC.
- At its February, 2005 meeting, the APA Council of Representatives approved funding to support a new BEA task force on strengthening the teaching and learning of undergraduate psychological sciences.
- In February 2005, the Board of Directors approved funding for the creation of an APA workforce analysis study panel that will develop an action plan for workforce analysis studies in psychology.
- In February 2005, the Council of Representatives allocated \$16,000 of its 2005 discretionary fund to establish a task force to examine and make recommendations regarding the development and implementation of Zero Tolerance policies in elementary and secondary schools.

DIRECTORATE PROGRAMS IN EDUCATION

ENHANCEMENT OF EDUCATION IN PSYCHOLOGY

- The Education Directorate and Clark University held the first annual APA/Clark University Workshop for High School Teachers, sponsored by the American Psychological Foundation (APF) Lee Gurel Fund.
- To respond to needs in the field for a comprehensive set of data specific to undergraduate psychology education, PCUE developed a survey to learn more about undergraduate psychology programs, curriculum, faculty, and facilities.
- During the 2005 APA Convention, the Continuing Education in Psychology (CEP) Office will offer 56 workshops along with more than 2008 regular convention sessions offering CE credit. The CEP Office will offer 3 pre-convention workshops; one is co-sponsorship with APA's Division 20 (Adult Development and Aging).

- The long anticipated new CE online program based the revised Ethics Code, titled *APA's Ethics Code: An Introduction and Overview* was released in June. This program was developed by the CEP Office in collaboration with Dr. Stephen Behnke, Director, APA Ethics Office. The program can be accessed via the APA Online Academy at www.apa.org/ce.
- The Office of Graduate and Postgraduate Education and Training (GPET) completed its annual on-line collection of information from graduate departments of psychology for the publication and online product, *Graduate Study in Psychology*.
- The GPET Office has supported two small conferences on minority student mentoring, as well as a pre-convention workshop and an online course on the topic, "preparing to teach psychology" for the benefit of graduate students and junior faculty.

ENHANCEMENT OF PSYCHOLOGY IN EDUCATION

- The Coalition for Psychology in the Schools and Education (Coalition) gathered for its bi-annual meeting June 10-12, 2005 at the American Psychological Association in Washington, DC. Sponsored by APA's Education Directorate, The Coalition is devoted to improving the quality of pre-K-12 education.
- In February 2005, The Council of Representative allocated \$10,000 from its 2005 discretionary fund to support one 2-day meeting of an 8-person Task Force to review and revise an evolving document entitled, *Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform (LCPP)*, first developed in the early 1990s.
- The Other 3Rs Project, designed to enhance *reasoning, resilience and responsibility* in 3rd grade students as a strategy for improving academic achievement, was piloted in 17 elementary schools in Maryland during the fall of 2004 and early months of 2005. A total of 43 3rd grade teachers and 724 students agreed to be part of this pilot.

QUALITY ASSURANCE IN EDUCATION AND TRAINING

- During this reporting period, there were 871 accredited programs in professional psychology (seven new programs: one doctoral program, three internship programs, and three postdoctoral programs): 368 doctoral programs, 468 internship programs, and 35 postdoctoral residency programs.

- Revised copies of the *Guidelines & Principles and Accreditation Operating Procedures* have been made available and distributed to program representatives and the accreditation community in order to make relevant publics aware of changes to the *Operating Procedures* that are effective July 1, 2005.
- The Continuing Professional Education Committee (CPEC) approved 23 new organizations and renewed approval for 53 organizations as sponsors of continuing education at its March 2005 meeting. There are currently 741 APA-approved sponsors.
- The revised *Sponsor Approval System Standards and Criteria* were approved by the Council of Representatives in February 2005. The new Standards, along with a revised application form, went into effect on April 1, 2005.

EDUCATION OUTREACH INITIATIVES

The 2005 Education Leadership Conference

The 2005 Education Leadership Conference (ELC) is scheduled to be held on September 16-19 in the Washington, DC area. The theme of this year's Education Leadership Conference is *Dialogues on Diversity: Individual, Organizational and Epistemological*. At the individual level, participants will examine issues of diversity in the teaching and learning process, share promising practices, and address opportunities and challenges for faculty and supervisors. To address issues of epistemological diversity, participants will examine diverse intellectual perspectives in the context of psychology's roots as a discipline, and their impact on education and training policy and practices. To examine organizational diversity, participants will address interorganizational relationships within the psychology education and training community. As in years past, the ELC will also provide an opportunity for advocacy training and visits to Capitol Hill.

The ELC is an annual event to strengthen the infrastructure in our discipline related to education in psychology and psychology in education by:

- Providing a forum for groups and organizations across all levels of education and training to address issues of mutual concern
- Promoting a shared disciplinary identity among education and training leaders in psychology
- Impacting public policy in regard to education in psychology and psychology in education

Communications

- Staff designed and coordinated production of the Spring/Summer edition of the Education Directorate newsletter: *The Educator* (<http://www.apa.org/ed/educatorSpring04.pdf>).
- Staff designed and posted the May edition of the Committee on Accreditation Online Newsletter http://www.apa.org/ed/accreditation/coa_homemay05.html
- Staff began the first phase of a redesign to the overall architecture of the Education Directorate website. This is intended to better enhance user experience framed primarily around content.

GOVERNANCE COMMITTEES AND TASKFORCES

- BEA Task Force on Strengthening the Teaching and Learning of Undergraduate Psychological Sciences
At its February 2005 meeting, the APA Council of Representatives approved funding to support a new BEA Task Force on Strengthening the Teaching and Learning of Undergraduate Psychological Sciences. This work is needed to bridge the gap between what has already been addressed in the *National Standards for the Teaching*

of *High School Psychology* (August, 1999), and subsequently the *Learning Goals and Outcomes of the Undergraduate Psychology Major* (March, 2002). The next step toward strengthening the undergraduate psychology curriculum requires bridging this gap through the identification of developmentally appropriate competencies that serve as benchmarks of student success as they progress from their first course through degree attainment. At its March 2005 meeting, BEA appointed the task force which will prepare a report on the developmentally appropriate competencies for undergraduate psychology courses, along with models for teaching, learning and assessment.

- Working Group on Internationalizing the Curriculum
Through funding provided by the Carnegie Foundation, the American Council on Education (ACE) provided a grant to the APA Education Directorate to participate in a project on internationalizing the undergraduate curriculum. The overall goal of the project is to promote the internationalization of teaching and learning at U.S. colleges and universities through collaboration with five disciplinary associations: the Association of American Geographers, the American Historical Association, the American Political Science Association, the American Psychological Association and the American Society for Engineering Education.

The working group is engaged in efforts to develop a comprehensive set of learning goals and outcomes specific to internationalizing the curriculum. The Working Group will hold a panel session, sponsored by the Committee on International Relations in Psychology (CIRP), to report on their work this August at the APA Annual Convention in Washington, DC.

- Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)
In May 2005, CRSPPP reviewed and discussed petitions for recognition and renewal of recognition, forwarding to the Council of Representatives those for which action recommendations were made. CRSPPP also planned its annual forum for the APA Convention in 2005, which will include a focus on public perspectives about professional specialties of practice. It also discussed plans for a self-study of its specialty and proficiency recognition criteria, now that it has had 10 years of experience in working with the recognition process. Possible revisions to the criteria for recognition will be developed for APA governance review and approval by the Council of Representatives, at such time as they are proposed.
- Board of Directors (B/D) Work Group Related to the APA 2000 Commission on Education and Training Leading to Licensure
In collaboration with staff of the Practice Directorate, a June 2005 meeting was held by the Board of Directors Work Group to address recommendations related to timing of licensure eligibility that had been made five years ago by the Commission on Education and Training Leading to Licensure but had been deferred until 2005 by Council. A report of the Work Group, with recommendations for action on the deferred proposal and an update on progress made in regard to other Commission

recommendations, was prepared for review and action by the Board of Directors and Council of Representatives at their respective August 2005 meetings. APA participants of the Work Group included three representatives of the Board of Directors, two of whom co-chaired the Work Group; one representative each from the BEA, the Board of Professional Affairs (BPA), the Committee for the Advancement of Professional Practice (CAPP), the American Psychological Association of Graduate Students (APAGS), and the Early Career Psychologists. External to the APA were two representatives from the Association of State and Provincial Psychology Boards (ASPPB), one representative each from the Council of Executives of State, Provincial, and Territorial Psychological Associations (CESPPA), the Council of Credentialing Organizations in Professional Psychology (CCOPP), and the Council of Chairs of Training Councils (CCTC).

- Board of Directors (B/D) Workforce Analysis Study Panel
In February 2005, the Board of Directors approved funding for the creation of an APA Workforce Analysis Study Panel that will meet and develop an action plan on workforce analysis studies in psychology as recommended in the 2004 report authored by the Board of Educational Affairs (BEA) Task Force on Workforce Analysis. It is anticipated that the Study Panel will hold a 2 1/2 day meeting in Washington, DC during 2005 and conduct the remainder of its business by conference calls and listserv communications. The Study Panel is chaired by a member of the Board of Directors, appointed by the president, and consists of representatives from the Board of Educational Affairs (BEA), the Board of Professional Affairs (BPA), the Board of Scientific Affairs (BSA), the Board for the Advancement of Psychology in the Public Interest (BAPPI), and the Committee for the Advancement of Professional Practice (CAPP). In addition, two members at-large with expertise in workforce analysis were appointed. The APA Research Office and other directorates also will have staff liaisons to this study panel.
- Board of Educational Affairs (BEA) Task Force on Assessment of Competencies in Professional Education and Training
The focus of the Task Force is to review current practices of competency assessment in professional education, training, and credentialing in psychology, synthesize the literature in psychology and selected other professions on competency assessment models, analyze policy issues, and make recommendations regarding methodological models for the future assessment of competencies in professional education and training in psychology from a developmental perspective, beginning with early graduate education and continuing through lifelong continuing education. Task Force membership includes representatives from the Board of Educational Affairs (BEA), Board of Professional Affairs (BPA), Board of Scientific Affairs (BSA), Board for the Advancement of Psychology in the Public Interest (BAPPI), and the Committee for the Advancement of Professional Practice (CAPP). In addition, two members-at-large were appointed with expertise in models of measurement and assessment used in other professions or otherwise outside the context of professional education, training, and credentialing in psychology. The Task Force met for a 2.5 day meeting in June 2005, and will issue a final report to the BEA in November 2005.

- Board of Educational Affairs (BEA) Task Force on Quality Assurance for Training in Proficiencies of Professional Psychology

The purpose of the Task Force is to develop recommendations on methods and criteria by which the APA might establish guidelines for quality assurance assessment of training in recognized proficiencies of professional psychology. Presently, there are quality assurance guidelines through accreditation for doctoral, internship, and postdoctoral programs in professional psychology, as there are for APA approval of CE sponsors. There are no generic guidelines for quality assurance of training in recognized proficiencies of the profession. The Task Force, appointed in 2004 with approval of the Board of Directors, is comprised of seven members with representation from the Board of Educational Affairs (BEA), Committee for the Advancement of Professional Practice (CAPP), the Board of Professional Affairs (BPA), the Board of Scientific Affairs (BSA), the Board for the Advancement of Psychology in the Public Interest (BAPPI), the Continuing Professional Education Committee (CPEC), and the Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP). The Task Force has been conducting its business electronically to date and will hold a meeting in October 2005. The product of the Task Force will be a report to be submitted to the BEA in Spring 2006.

- BEA Task Force on the Applications of Psychological Science to Teaching and Learning

The Council of Representative allocated \$10,000 from its 2005 discretionary fund to support one 2-day meeting of an 8-person task force to review and revise an evolving document entitled, *Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform*, first developed in the early 1990s.

- Board of Directors Task Force on the Impact of Elementary and Secondary School Zero Tolerance Policies

Council allocated \$16,000 of its 2005 discretionary fund to establish a task force to examine and make recommendations regarding the development and implementation of Zero Tolerance policies in elementary and secondary schools.

As APA President, Ron Levant has appointed the six-person task force. Members have different types of expertise related to child development, behavior management, evaluation, diagnosis, and treatment of children with disabilities, and the function of elementary and secondary schools as complex organizational systems as well as the role of psychology in creating change in schools.

The work of the task force will include analyses of issues related to ethics and diversity in the implementation of Zero Tolerance policies. The work product of the Task Force will be a report that will include an analysis of these issues. The Task Force will focus particularly on formulating Zero Tolerance policies that are consistent with psychological science and public policy with a special emphasis on providing recommendations for methods of implementing Zero Tolerance policies in ways that benefit children as opposed to inflicting damage upon them.

EDUCATION ADVOCACY INITIATIVES

Education Public Policy Office

www.apa.org/ppo/edppo.html

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

Education Advocacy Trust

- At its June 2005 meeting, under the authority of the APAPO By-Laws, the APAPO Board of Directors approved the establishment of a grantor trust, the Education Advocacy Trust (EAT). The EAT is a legal structure within the American Psychological Association's companion organization, the American Psychological Association Practice Organization (APAPO) -- a 501(c)(6) tax status organization. The mission of the EAT is to promote the mutual professional interests of psychologists in advancing education in psychology and psychology's role in other areas of education through advocacy activities that cannot be conducted legally within the APA, an organization that is tax exempt pursuant to Section 501(c)(3) of the Internal Revenue Code.

Graduate Psychology (GPE) Education Program

- Education PPO has worked to save funding for Graduate Psychology Education Program (GPE) after the House Subcommittee "zeroed" out the GPE Program along with nearly all other programs in the health professions category. As a result of a huge grassroots push, Education PPO successfully got a quarter of the Senate to sign onto a "Dear Colleague" letter spearheaded by Senators Dick Durbin (D-IL) and Peter Domenici (R-NM) to the Chairman and Ranking Member of the Senate Labor, HHS Appropriations Subcommittee calling on them to restore funding for the GPE Program. The Senate Subcommittee and Full Committee mark ups are scheduled for mid-July.
- Working with Representative Bill Young (R-FL), Chairman of the House Defense Appropriations Subcommittee, Education PPO successfully secured \$4 million for a new Defense GPE Program – designed to train increasing numbers of military and civilian psychologists to meet the mental and behavioral health needs of military personnel and their families. Final determination regarding the availability of funding for GPE will be decided after the House-Senate conference on the Defense Appropriations bill later this year.

Garrett Lee Smith Memorial Act (Campus Care and Counseling Act)

Thanks to a reprogramming of funds, \$1.5 million was awarded to the campus grant program initiated by APA to address mental health issues on campus and authorized in the recent Garrett Lee Smith Memorial Act (P.L. 108-355). Administered by SAMHSA, this program includes funding for educational programs for students and families, operation of hotlines, training students & campus personnel, and linking campuses to mental health providers in the community. Eligible grantees include college counseling centers and psychology training clinics.

Education PPO worked with members of the House and Senate in circulating a letter in support of increased funding for programs authorized under the Garrett Lee Smith Memorial Act including the new program for mental and behavioral health services on college campuses. The House Labor, HHS appropriations bill included report language directing that the programs be funded at “at least” last year’s levels. Senate action is expected in mid-July.

Bureau of Health Professions

Education staff were among only a dozen representatives from national associations of health professions invited by the Bureau of Health Professions (BHP), for a two day forum to discuss and comment on the proposed performance measures at the bureau and individual program levels that will be provided to the Office of Management and Budget (OMB) that will be used to evaluate the Graduate Psychology Education program, among others. The performance goals are tied to the ten Healthy People 2010 indicators.

The HRSA Bureau of Health Professions held its first all grantee conference June 1-3 titled *Health Professions: Working for a Healthier America*. For over 1000 participants. Among those in attendance were 27 grantees of the Graduate Psychology Education (GPE) program, one of the few programs in the bureau that requires trainees to learn to work with other professions in the delivery of health care services. Dr. Cynthia Belar was invited to present on the critical connections between health and behavior in integrated primary health care.

ENHANCEMENT OF EDUCATION IN PSYCHOLOGY

Office of Precollege and Undergraduate Education (PCUE)

www.apa.org/ed/pcue

The Office of Precollege and Undergraduate Education 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.

Precollege Initiatives

- Intel International Science and Engineering Fair (ISEF)
 APA staff from the Office of Precollege and Undergraduate Programs coordinated judging at the annual Intel International Science and Engineering Fair (ISEF), held May 8-13, 2005 in Phoenix, Arizona. APA was one of several scientific organizations that recognized students competing in the behavioral and social sciences category. ISEF is the world's largest pre-college celebration of science. This May, over 1,300 students from more than 40 nations competed for scholarships, tuition grants, and internships in one of 14 categories, such as behavioral science, biochemistry, computer science, earth and space sciences, engineering, mathematics, medicine and health, and microbiology. APA was one of over 70 professional organizations, representing a wide variety of scientific disciplines, serving as a Special Awards Organization by presenting scholarships to student winners. During two days of judging, a panel of volunteer psychologist judges selected the top six finishers from 79 science projects related to psychology. Three APA student winners were awarded scholarships and three received honorable mention awards.

- APA/Clark University Workshop for High School Teachers
 The Education Directorate and Clark University held the first annual APA/Clark University Workshop for High School Teachers, sponsored by the American Psychological Foundation (APF) Lee Gurel Fund. This three-day workshop held June 24-26, 2005 at Clark University in Worcester, MA featured sessions on clinical and developmental psychology and the history of psychology, as well as sessions on involving high school students in research. Clark University psychology professors and two teachers from the APA Teachers of Psychology in Secondary Schools (TOPSS) were presenters.

- Publications
 Unit lesson plans on *Stress and Health Promotion and Social Psychology* continued development this year. Additional unit lesson plans are being developed. The existing fourteen unit lesson plans for teachers of introductory psychology are available on the Internet for TOPSS members at <http://www.apa.org/ed/topss/homepage.html>.

Conducting Psychological Research for Science Fairs: A Teacher's Guide and Resource Manual, a manual prepared by TOPSS, was completed and distributed in January 2005. This manual was designed to assist teachers in guiding their students to conduct psychological research and to submit projects at local, regional, and national science fairs was completed. The manual is available on the TOPSS website (<http://www.apa.org/ed/topss/homepage.html>).

The *Psychology Teacher Network* quarterly newsletter is distributed to all APA High School Teacher Affiliates and Community College Teacher Affiliates.

- Family Science Days
Staff from the Education and Science Directorates coordinated APA's participation in the recent Family Science Days program sponsored by the American Association for the Advancement of Science (AAAS). This day long event featured interactive programs for children of all ages. Key among the presentations were demonstrations from the physical sciences, natural sciences, and aeronautics. APA staff offered demonstrations of psychological phenomena, including optical illusions and the power of stereotypes. See the AAAS website for more information about this event.
http://www.aaas.org/meetings/Annual_Meeting/02_PE/PE_11_FSD.shtml#con
- Ethnic Minority Recruiting Project
The Ethnic Minority Recruiting Project aims to expose minority high school students to career options in psychology, and to encourage and motivate these students to consider pursuing psychology as a career. The project was designed to facilitate meetings with minority high school students and minority two- and four-year college students and faculty, and with local minority psychologists. Pilot programs in California, New Jersey, and Texas have been successful. Information on the Project can be found at http://www.apa.org/ed/topss/minority_recruit.html. TOPSS is collaborating with PT@CC and the APA Membership Office on this project.
- Speakers Bureau
TOPSS has initiated a Speakers Bureau of psychologists who are interested in speaking with high school and community college psychology students about their careers and interests in psychology. A call for volunteers for the Speakers Bureau has been sent over various listservs and has been featured in issues of the Monitor, Educator, Psychology Teacher Network, and Division Dialogue. The Speakers Bureau listing will be featured on the TOPSS website (<http://www.apa.org/ed/topss/homepage.html>) so that teachers can access local psychologists to visit their classrooms.
- National Standards for the Teaching of High School Psychology
The APA *National Standards for the Teaching of High School Psychology* have been revised with input from the APA boards and committees and other APA governance groups. The revised document was distributed to APA boards and committees during the spring consolidated meetings and to the APA Board of Directors in June. This document will be forwarded for approval by the APA Council of Representatives at its August 2005 meeting in Washington, DC. The original document is available as a resource to psychology teachers at <http://www.apa.org/ed/natlstandards.html>.
- Recognizing High School Teachers and Students of Psychology
TOPSS continues recognizing outstanding high school psychology teachers through the TOPSS Excellence in Teaching Award. TOPSS also recognizes

academic excellence in high school psychology students by awarding scholarships through the APF/APA TOPSS Scholars Essay Competition and the APF/APA TOPSS Excellence in High School Student Research Awards. Funding for these student awards is generously provided by the American Psychological Foundation (APF). TOPSS distributes Outstanding Student in Psychology Certificates to all TOPSS affiliates each spring, so that teachers can recognize outstanding student achievement in their classrooms.

Two and Four Year College Initiatives

- Regional Psychological Associations
PCUE coordinated APA's participation in the regional psychological associations' meetings held this Spring. Among the types of programs sponsored at this year's meetings were distinguished speakers such as the Distinguished Scientist Lectures (Science Directorate) and the G. Stanley Hall Lectures (Education Directorate). In addition, APA staff supported exhibit booths to advance marketing and membership initiatives. APA MIS staff provided computer programming services to develop an electronic convention program system for one of the regional associations. APA staff representing various programs and offices attended the regional meetings as participants and speakers on the programs. These meetings are an important means of outreach to the scientific and academic community. They also serve as an important forum for undergraduate and graduate students to network.
- Undergraduate Psychology Survey
To respond to needs in the field for a comprehensive set of data specific to undergraduate psychology education, PCUE developed a survey, with the assistance of APA Division 2, to learn more about undergraduate psychology programs, curriculum, faculty, and facilities. Preliminary results from the 2004 survey are currently available on the Precollege and Undergraduate Education Web site at http://www.apa.org/ed/pcue/profiles_intro.html. Subsequent efforts to collect additional data in 2005 are underway this Spring from which a more comprehensive set of data will be available by the Fall of 2005.
- Online Psychology Laboratory (OPL)
The APA Online Psychology Laboratory (OPL) is becoming a reality through support from the National Science Foundation (NSF) which funded Phase One of the OPL project in the amount of \$375,000 for 18 months. The Education Directorate, in collaboration with the University of Mississippi, is working to create OPL which is the first NSF sponsored entry for psychology in the National Science Digital Library. This summer, the OPL Advisory Board will review and edit existing material; oversee modifications in the structure, tools, and hardware of the existing site to afford greater usability, improve services, and assure reliability; integrate existing lesson plans and pedagogical aids; bring the site into compliance with all NSDL standards; aggressively pursue opportunities for site

promotion; and thoroughly evaluate the site's role in promoting science education and closing the digital divide (<http://opl.apa.org>).

- Committee of Psychology Teachers at Community Colleges (PT@CC) Growth
PT@CC continued its outreach to community college psychology faculty and students. Since its founding in 2003, more than 635 psychology teachers at two-year colleges have joined PT@CC as APA Community College Teacher Affiliates, in addition to more than 150 APA members at community colleges.
- Recognizing Community College Faculty and Students of Psychology
PT@CC continued work on several annual competitions and programs to recognize outstanding psychology students and faculty. Information about the APA Electronic Project Contest for community college psychology students and the APA Teaching Tips Contest for community college psychology faculty will be made available on the PT@CC web site at <http://www.apa.org/ed/pcue/ptatcchome.html>. In addition, the office provided recognition certificates to psychology teachers in community colleges to recognize the efforts and achievement of their outstanding psychology students.
- APA Psychology Department Program (PDP)
The APA PDP was developed further to bolster APA's support of psychology departments (especially those in smaller colleges) by providing a one-stop opportunity to tap APA's education benefits. This program is available for purchase and includes a package of subscriptions to APA's many teaching and advising publications and promotes access to its varied education resources. At the end of its first year, there were 63 institutions participating in the PDP. This includes 33 schools that are among the nation's Tribal Colleges and Historically Black Colleges and Universities (HBCUs). In addition to serving as another mechanism for sharing the wealth of educational resources from the APA, the PDP has provided an opportunity to bring in 156 new APA student affiliates. More details about the APA Psychology Department Program appear on the APA Education Directorate web site at: <http://www.apa.org/ed/pcue/psydeptprog.html>.

Office of Graduate & Postgraduate Education & Training (GPET)
www.apa.org/ed/graduate

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.

Conferences and Meetings

- Staff attended and supported the following meetings that focused on the discussion of policy issues related to education and training, credentialing and professional practice: (a) the Council of Credentialing Organizations in

Professional Psychology (CCOPP) meeting in January 2005; (b) the Council of Chairs of Training Councils meeting in March 2005; and (c) the Council of Specialties (CoS) meeting in June 2005.

- Staff participated in the 11th Annual Trilateral Forum meeting in Veracruz, Mexico, in late April 2005. The Trilateral Forum focuses on a multi-national perspective of education, training, accreditation, and credentialing in psychology in Canada, Mexico and the U.S.
- The Education Directorate sponsored a diversity recruitment reception organized by Dr. Liz Klonoff at the recent meeting of the Council of University Directors of Clinical Psychology. This event, attended by numerous undergraduates from underrepresented groups in psychology, fostered direct interactions with clinical psychology program directors for purposes of information exchange, recruitment into clinical psychology, and career advisement.
- Minority Student Mentoring
The GPET Office has supported two small conferences on minority student mentoring, as well as a pre-convention workshop and an online course on the topic, “preparing to teach psychology” for the benefit of graduate students and junior faculty.

Outreach Activities

- Graduate Study in Psychology
The office completed its annual on-line collection of information from graduate departments of psychology for the publication and online product, *Graduate Study in Psychology*, during the months of February and March. The publication and online 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 online product is available through the APA website at <http://www.apa.org/gradstudy>. This is a collaborative project annually between the Education Directorate, Research Office, MIS Office and Publication Department.

The office also completed its on-line collection of information from departments of psychology related to openings in graduate programs. The information collected by the office represents information from graduate departments that have openings available to students for graduate study beginning in the Fall 2005. The list can be accessed through the APA website at <http://www.apa.org/ed/graduate/homepage.html>.

- Preparing Future Faculty in Psychology (PFF)

The office continues to support national initiatives related to preparing graduate students for future academic roles. Among the initiatives it supports, financially and through staff support, is an on-line 6-week supervised course on “preparing to teach a psychology course.” The course is developed by the University of New Hampshire Department of Psychology, a Preparing Future Faculty model program and a 2003 Honorable Mention recipient of the Annual Award for Innovative Practices in Graduate Education sponsored by the Board of Educational Affairs in collaboration with the Council of Graduate Departments of Psychology. Directorate staff attended a planning meeting in May sponsored by the University of New Hampshire to extend this initiative to other endeavors related to the preparation of our next generation of faculty in psychology.

Staff continues to communicate with and assist faculty in graduate departments interested in planning and initiating activities and Preparing Future Faculty (PFF) programs related to the preparation of graduate students as faculty members.

Innovative Practices in Graduate Education

Dr. Nelson, Deputy Executive Director, and Karen Maitland Schilling, chair of the Council of Graduate Departments of Psychology (COGDOP) recently presented the BEA awards for innovative practices in graduate education at the annual COGDOP meeting. The University of Wisconsin – Madison was recognized for its integrative and interdisciplinary program to prepare students for research that connects levels of analysis from the cultural to neurobiological. The University of Toronto was recognized for the creation of an interdisciplinary and inter-university program in communication and social interaction in healthy aging. Honorable mention went to the University of Hawaii for its program integrating community psychology and cultural psychology in an interdisciplinary context.

OFFICE OF CONTINUING EDUCATION IN PSYCHOLOGY (CEP)

www.apa.org/ce

The Office of Continuing Education in Psychology provides a wide range of continuing education opportunities for psychologists through direct delivery of programs and products.

- APA Annual Convention

During the 2005 APA Convention, the CEP Office will offer 56 workshops along with more than 2008 regular convention sessions offering CE credit. The CEP Office will offer 3 pre-convention workshops; one in co-sponsorship with APA’s Division 20 (Adult Development and Aging).

- The APA Online Academy

The long anticipated new online program based the newly revised Ethics Code, titled APA’s Ethics Code: An Introduction and Overview, was released in June. This program was developed in collaboration with Dr. Stephen Behnke, Director,

APA Ethics Office. The program can be accessed via the APA Online Academy at <http://www.apa.org/ce>.

- Other Workshops

Staff coordinated the second annual Clinical Health Psychology Institute held at the APA building on April 1st and 2nd. The two day CE workshop, titled “Women’s Health: Clinical Strategies,” allowed 33 participants to earn 14 CE credits while focusing on the application of gender specific assessment and treatment strategies in the care of women across the life span. Expert presenters included: Vivian W. Pinn, MD, Office of Research on Women’s Health, National Institute of Health (NIH); Vicki S. Helgeson, PhD, Carnegie Mellon University; Mary F. Morrison, MD, MS, University of Pennsylvania School of Medicine; Susan H. McDaniel, PhD, University of Rochester School of Medicine; Helen L. Coons, PhD, Women’s Mental Health Associates, Philadelphia; Julia H. Rowland, PhD, Office of Cancer Survivorship, National Cancer Institute; Dahlia Sataloff, MD, Graduate Hospital, Philadelphia; and Gail E. Wyatt, PhD, UCLA. The institute was a collaborative effort between APA CE and APA Division of Health Psychology (Div 38) with additional support provided by APA Women’s program Office, Society for the Psychology of Women (APA Division 35), APA Committee on Division/APA Relations, and the National Cancer Institute.

- Independent Study

In 2005 the CEP Office mailed a newly revised catalog to approximately 58,000 members. Due to marketing efforts, revenue from Independent Study sales continued to do well. Twelve (12) new programs were implemented this year and 13 new independent study programs will be implemented in 2006. The office continues to work closely with APA Books to review potential CE material prior to publication.

ENHANCEMENT OF PSYCHOLOGY IN EDUCATION

Center for Psychology in Schools & Education (CPSE)

www.apa.org/ed/cpse

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

Member Outreach

- Coalition for Psychology in Schools and Education
The Coalition for Psychology in the Schools and Education (Coalition) gathered for its bi-annual meeting June 10-12, 2005 at the American Psychological Association in Washington, DC. The Coalition, sponsored by APA's Education Directorate, is devoted to improving the quality of pre-K-12 education. The Coalition strives to promote cooperation among APA divisions and various interest groups and affiliates who are working to enhance education and teacher training for children and adolescents. The Coalition has grown to include representatives from 12 divisions, including 53 (Society of Clinical Child and Adolescent Psychology), 25 (Behavior Analysis), 16 (School Psychology), 27 (Society for Community Research and Action), 12 (Society of Clinical Psychology), 15 (Educational Psychology), 13 (Society of Consulting Psychology), 17 (Society of Counseling Psychology), 37 (Child, Youth and Family Services), 44 (Society for the Psychological Study of Gay, Lesbian and Bisexual Issues), 35 (Society for the Psychology of Women), and 43 (Family Psychology) and six groups, including Psychology Teachers at the Community Colleges (PTACC), Committee of Teachers of Psychology at Secondary Schools (TOPSS), Council of Representatives' Child and Adolescent Caucus (CAC), Committee on Psychological Testing and Assessment (CPTA), Committee on Ethnic Minority Affairs (CEMA), and the Board of Educational Affairs (BEA).

At the meeting, APA division and group representatives discussed ideas for further growth and development of the Coalition. Several initiatives were considered, including the development of a mechanism for enhancing teachers' capacity to work with parents and caregivers. The initiative would offer teachers rigorous practice and feedback in communicating with parents in various situations related to school. The Coalition also proposed the development of a guide for psychologists on the No Child Left Behind Act. The guide would help the Coalition identify APA divisions and groups that currently do not focus on education issues to show the impact of the legislation on their work.

The Coalition will also develop a primer to communicate with psychologists "outside" of APA's core leadership and policy group - to help psychologists more easily identify critical research issues in education, to get important background and context about them and, generally, facilitate and recruit psychologists nationally to becoming more engaged in educational research. The Coalition also

hopes to conduct an internal analysis of the critical issues, opportunities, and challenges for APA as an organization to create infrastructure and policies that facilitate engagement with education, training, and research in the area of education, particularly pre-K-16.

Establishing Connections with Other Organizations

- 2005 American Association for Colleges of Teacher Education's (AACTE) Conference
 APA's Center for Psychology in Schools and Education staffed three sessions at the 2005 American Association for Colleges of Teacher Education's (AACTE) conference, in an effort to underscore the need for psychologists and educators to work together to improve teacher quality in Pre-K-12 schools. For the second year, AACTE offered a psychology track, which included three APA-co-sponsored sessions on such topics as improving pre-service teachers' knowledge and skills on classroom management, a scientifically based Flexner report for teacher preparation programs, and teacher quality in high school psychology classes. The conference, attended by deans and heads of education colleges, took place in February in Washington, D.C. Track presenters pointed out ways that psychologists can supply scientifically based evidence to inform teaching and learning, and thereby improve education.
- American Educational Research Association (AERA) Conference
 APA's Center for Psychology in Schools and Education helped organize and feature APA division members in sessions related to psychology and schools at the annual American Educational Research Association (AERA) Conference, "Demography and Democracy in the Era of Accountability," April 11-15 in Montréal, Canada. On Monday, April 11, members of the Coalition for Psychology in Schools and Education and CPSE staff held an AERA session entitled "Psychology in Schools and Education: Work of the APA Coalition on Psychology for Schools and Education." Panelists, including Rena Subotnik, Director of the Center for Psychology in Schools and Education, Steve Rollin (Division 17), Coalition Chair, Robert Felner (Division 27), Mike Royer (Division 15) and Jane Conoley (Division 16) discussed their work on topics including: assessment and motivation, research and practice on national and statewide accountability systems, the needs of teachers for training in assessment, instruction, parent/community engagement and diversity, classroom management, and the modeling required for effective and appropriate analysis of educational "value-added" concerns.

The Center also hosted a breakfast at AERA to discuss several CPSE initiatives and solicit ideas from attendees on the role of psychology in education and schools. The CPSE breakfast was attended by Mary Brabeck (Division 17 and BEA), Jane Conoley (Division 16), Ed Crowe (National Council on Teaching and America's Future), Carol Dwyer (Educational

Testing Service), Dan Fallon (Carnegie Corporation), Robert Floden (Division 15), Cynthia Hudley (BEA), Vinetta Jones (Dean of Education, Howard University), Alan Lesgold (Division 15), Richard Mayer (Division 15), Rob McEntarffer (TOPSS), Susan Phillips (Division 17), Steve Rollin (Division 17), Mike Royer (Division 17), Steve Yussen (Division 7), and members of the APA Education and Science Directorate staff.

APA also co-sponsored a session with Division C of AERA (Teaching and Learning) at the 2005 AERA conference entitled "Fight or Flight: The Role of Research in Federal Policy Making." Rena Subotnik, APA Education Directorate staff, Barbara McCombs, Pat Alexander, Jim Greeno (all from Division 15 and Division C), and Karen Studwell, APA Science Directorate staff, discussed the issues being wrestled with by policy makers today, and how researchers should respond if policy makers ignore psychology's contribution to the field of education policy and research.

Center for Gifted Education Policy (CGEP)

The Center for Gifted Education Policy (CGEP) has been awarded a \$25,000 planning grant by the Camille and Henry Dreyfus Foundation to develop a Catalyst Summit based on the prior Pinnacle Model for talent development. Catalyst is designed for adolescents with deep interests in either Chemical Sciences or the Arts, and will create an interdisciplinary, intergenerational network that integrates the creativity of eminent scholars, rising stars in the field, and highly gifted adolescents who have demonstrated exceptional abilities in these areas.

The Other 3Rs: Reasoning, Resilience and Responsibility Project

- The Other 3Rs Project, designed to enhance reasoning, resilience and responsibility in 3rd grade students as a strategy for improving academic achievement, was piloted in 17 elementary schools in Maryland during the fall of 2004 and early months of 2005. A total of 43 3rd grade teachers and 724 students agreed to be part of this pilot.

Initial results show that teachers attending the Other 3Rs training when compared to teachers attending a memory enhancement (mnemonics) training:

- Expressed greater perceived self-efficacy in their ability to have an influence on children's learning, even in the context of other forces
- Expressed greater confidence in their ability to help children use reasoning skills to solve problems, to become more resilient learners, and to be more socially responsible
- Demonstrated an increased belief that resilience can be taught

For students we found the self-efficacy scores dropped from pre to post test for both the Other 3Rs and the mnemonics groups. The mnemonics group

dropped significantly more than the Other 3Rs group. In considering these findings, perhaps participating in the Other 3Rs training served as a buffer against the trend for a decrease in self-efficacy for 3rd graders. School officials describe 3rd grade as a swing year, where the expectations of students change. Instead of learning to read you are expected to read to learn. Students also shift from printing to cursive. The importance of testing is introduced and emphasized for the first time. Another plausible explanation for the drop in self-efficacy was the timing of the 2nd survey administration, which occurred right after testing. Continued analyses of these data and forthcoming achievement test scores will take place during the summer of 2005.

- Publications
Completed manuscripts were submitted to publisher Information Age on two CPSE projects. The first reflects conference proceedings from a co-sponsored event with the Mid Atlantic Regional Laboratory, titled: *The Scientific Basis of Educational Productivity*. A second volume was generated from an APA presidential task force organized by Robert Sternberg, titled: *Optimizing Student Success with the Other Three Rs: Reasoning, Resilience, and Responsibility*.
- Center for Gifted Education Policy
The Center for Gifted Education Policy (CGEP) developed grant applications for funding the Catalyst Project to the National Endowment for the Arts and the Camille and Henry Dreyfus Foundation. Awarded funds would enable a model of CGEP's interdisciplinary Pinnacle Project to be conducted during the summers of 2006-2008 with a focus on chemical sciences and the arts.

QUALITY ASSURANCE IN EDUCATION AND TRAINING

CONTINUING EDUCATION SPONSOR APPROVAL SYSTEM

www.apa.org/ce/sponsorapproval

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

- The Continuing Professional Education Committee approved 23 new organizations and renewed approval for 53 organizations as sponsors of continuing education at its March 2005 meeting. There are currently 741 APA-approved sponsors.
- The revised *Sponsor Approval System Standards and Criteria* were approved by the Council of Representatives in February 2005. Council also approved a name change for the Committee, from the Continuing Professional Education

Committee to the Continuing Education Committee. The new Standards, along with a revised application form, went into effect on April 1, 2005.

OFFICE OF PROGRAM CONSULTATION & ACCREDITATION (OPCA)
www.apa.org/ed/accreditation

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.

- During this reporting period, there were 871 accredited programs in professional psychology (seven new programs: one doctoral program, three internship programs, and three postdoctoral programs): 368 doctoral programs, 468 internship programs, and 35 postdoctoral residency programs.
- Revised copies of the *Guidelines & Principles and Accreditation Operating Procedures* have been made available and distributed to program representatives and the accreditation community in order to make relevant publics aware of the changes to the Operating Procedures that are effective July 1, 2005.
- During both the February policy meeting and the April program review meeting of the Committee on Accreditation, several new and revised implementing regulations were approved. The Committee regularly reviews its policies in order to clarify language in the Guidelines and Principles and Accreditation Operating Procedures.
- Drs. Susan Zlotlow and Andrew Rhein represented the APA at the annual conference of the Association of Psychology Postdoctoral and Internship Centers. They also assisted the Committee on Accreditation in conducting workshops on site visitor training and writing self-studies. Dr. Zlotlow and members of the Committee on Accreditation also attended the CAPIC conference and held a workshop on half-time internship issues. In addition, Dr. Zlotlow and Committee members held a workshop on writing a self-study, as well as a site visitor training workshop, at the APS conference.
- The period of public comment on proposed changes to the scope of accreditation, including the elimination of the phrase “emerging substantive areas” from the section that pertains to doctoral programs in the current *Guidelines & Principles (G&P)*, concluded on April 20, 2005. The CoA will review all comments and take final action on the proposal after the conclusion of the comment period.

- The Committee on Accreditation has proposed changes to the current system of concurrent accreditation with Canada. The proposed change to the Guidelines and Principles for Accreditation of Programs in Professional Psychology, as well as the Committee's statement on the implications this change will have on the current understanding with the Canadian Psychological Association, are available on the accreditation website. The Committee opened the public comment period on this issue on May 2, in an electronic format.
- The 2005 Inter-Organizational Summit on Structure of the Accrediting Body for Professional Psychology took place from June 23-26 in Snowbird, Utah. Drs. Belar, Nelson, and Zlotlow and several members of the Committee on Accreditation were in attendance.