

# Board of Educational Affairs (BEA)

## 2002 Annual Report

Board of Educational Affairs (2002): Ronald H. Rozensky, PhD; Bonnie L. Blankmeyer, PhD; A. Toy Caldwell-Colbert, PhD; Emanuel Donchin, PhD; Linda M. Forrest, PhD; Christine C. Iijima Hall, PhD; Nadine J. Kaslow, PhD; Margaret A. Lloyd, PhD; Justin (Doug) McDonald, PhD; Jonathan H. Sandoval, PhD; Martin E. P. Seligman, PhD; Charles D. Spielberger, PhD  
Staff Liaison: Robert Walsh

The mission of the Board of Educational Affairs (BEA) encompasses a broad scope of issues at all levels of education from pre-K to continuing professional education. Given the difficult budget situation APA experienced in 2002, which resulted in the cancellation of the Fall Consolidated Meetings and the 2002 Education Leadership Conference, BEA engaged in a review of its agenda. Based on this review BEA prioritized its activities and initiatives and focussed on how the most important of these could be accomplished using minimal resources. By thinking creatively BEA was able to accomplish a great deal in 2002. This report will provide Council with a brief overview of some of these activities.

### **Pre-K through High School Education**

The BEA Task Force on Psychology in Early Education and Care (TFPEEC) has completed a report that makes recommendations for broadening the role of psychology in early childhood education and care. In 2003 BEA will review these recommendations and develop action plans based on the recommendations.

BEA began implementation of recommendations resulting from two working groups that met during the 2001 Education Leadership Conference (ELC).

One ELC working group addressed how psychology might play a role in the development of better educational systems by educating providing pre-school, elementary, and secondary school teachers with information regarding psychological knowledge and principles that may positively impact student learning. Another ELC working group addressed how psychology, in an effort to improve education at all levels, might encourage inclusion of psychological science in K-12 curricula. It was noted that the best method for implementing such a change would be to identify areas in the existing curricula where psychology exists implicitly and developing those connections. BEA, in collaboration with staff in the APA Center for Psychology in Schools and Education, the Committee on Teachers of Psychology in Secondary Schools, and other groups, will continue to address these issues in 2003.

### **Psychology at 2 and 4-year Colleges**

BEA supported the creation of a new standing committee, the Committee of Psychology Teachers at Community Colleges (PT@CC), which reports to BEA and addresses issues of particular concern to teachers and students at two-year colleges. PT@CC held its first meetings in 2002. Please see the PT@CC annual report for more information.

In a related effort BEA supported PT@CC in its efforts to amend the *APA Bylaws* so that the language would not limit participation in the newly created Two-Year College Teacher affiliate membership category.

In an effort to better support undergraduate and precollege psychology teaching conferences, BEA revised the criteria and review procedures for its block grant program. It

is hoped that the new criteria and procedures will allow for greater participation in the program and more diversity in the supported programs while maintaining the high-level of quality at these conferences. In 2002 block grants (totaling \$5000) were awarded in support of the following conferences: the Rhode Island Teachers of Psychology Student and Teacher Conference, the Teaching Conference on Assessment in Psychology Education, Belmont University's Annual Psychology Undergraduate Research Symposium, the Alabama Teachers of Psychology in Secondary Schools Workshop, the Second Annual Summer National Institute of Psychology, the Mid-America Conference for Teachers of Psychology, the Northeast Conference for Teachers of Psychology, and the Middle Tennessee Psychological Association Spring Meeting.

BEA approved the report of the BEA Task Force on Undergraduate Major Competencies, *Undergraduate Psychology Major Learning Goals and Outcomes*. This document is intended to incorporate the broad range of competencies encompassed in a psychology major in a liberal arts and sciences education. This document addresses competencies developed to serve students seeking entrance to graduate or professional schools, as well as those entering the labor force upon receipt of the baccalaureate degree and is expected to be a valuable contribution to psychology departments, faculty members, and higher education administrators.

BEA established the BEA Undergraduate Advisory Panel, which consists of six Members with expertise in psychology education at the undergraduate level. The Advisory Panel will not meet in person, but will work with staff in the APA Office of Precollege and Undergraduate Programs in developing long-term plans and recommending special projects that will serve the undergraduate community.

### **Graduate Education and Training in Psychology**

The BEA Guidelines and Standards Working Group has completed a final draft of the document *Developing and Evaluating Standards and Guidelines Related to Education and Training in Psychology: Context, Procedures, and Criteria*. The document has been provided to other groups for review and comment. Plans are for submission to Council for approval as Association policy in August 2003. Upon approval by Council this document will guide BEA in its efforts to ensure an appropriate review process for education and training guidelines that are recommended for APA approval. A number of such guidelines have recently been developed by APA Divisions and other organizations and are now (or will soon be) before BEA for review.

BEA continued to conduct its oversight of the APA Committee on Accreditation (CoA) and the Association's accreditation activities. In this role BEA completed its mandated review of the Composition of Domain II (professional schools and training programs) of CoA. BEA agreed that no changes to the composition of CoA were warranted at this time. However, BEA further agreed that a more complete review of the entire composition of CoA was warranted. For this reason, BEA established the BEA Advisory Council on Accreditation and charged the Advisory Council to conduct such a review in 2003 and make recommendations on how future reviews and adjustments to the composition of CoA should be conducted.

BEA established a block grant program, separate but similar to the BEA Undergraduate and Precollege Block Grant program, that will be used to support conferences focussing on graduate, internship, and post-doctoral issues in psychology. BEA will develop the criteria and review procedures for these block grants in 2003.

BEA established an annual award that will honor outstanding graduate programs in psychology. Through this award BEA will recognize programs that utilize innovative

practices to advance graduate education in psychology. In 2003 a subcommittee of BEA will develop recommendations regarding what form the award will take, award criteria, and procedures for administering the award.

### **Continuing Professional Education in Psychology**

BEA continued to support the Continuing Professional Education Committee (CPEC) in its efforts to support quality continuing professional education opportunities for psychologists. BEA has worked with its efforts to revise the criteria the committee uses in conducting reviews of organizations applying for recognition as APA approved sponsors able to provide continuing professional education courses to psychologists. This review will continue through 2003.

### **Other BEA Activities**

BEA and its Advocacy Working Group continued to actively support the APA Education Public Policy Office in advancing APA's advocacy efforts in support of education. Most notable among these efforts in 2002 were the continued development of the Federal Education Advocacy Coordinators (FEDAC) grassroots network and the successful advocacy initiative that resulted in the establishment of the Graduate Psychology Education (GPE) Program in the Bureau of Health Professions.

BEA established an annual award to honor individual psychologists who have excelled in their efforts to promote psychology education and training through advocacy in public policy. The BEA Advocacy Working Group and Education Advocacy staff are in the process of developing award criteria and procedures for administering the award.

The BEA Advocacy Working Group developed a model curriculum for conducting advocacy training for psychologists and graduate students. This curriculum and related training modules will be available on the APA website and is expected to be a valuable asset in expanding APA's advocacy efforts.

The BEA Education and Training Awards Committee (Robin Hailstorks, PhD; Bonnie Blankmeyer, PhD; A. Toy Caldwell-Colbert, PhD; Robert G. Frank, PhD; Janis V. Sanchez-Hucles, PhD; Virginia Andreoli Mathie, PhD) reviewed a number of applications for the APA Education and Training Awards. David W. Johnson, PhD was selected as the recipient of the Distinguished Contribution of Applications of Psychology to Education and Training Award. Reginald L. Jones, PhD was selected as the recipient of the Distinguished Career Contribution in Education and Training Award. The awards will be presented to Drs. Johnson and Jones at the August 2003 convention.