<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>Maximize organizational effectiveness</strong></td>
<td><em>The APA’s structures and systems support the organization’s strategic direction, growth and success.</em></td>
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<td>  a.</td>
<td>Enhance APA programs, services and communications to increase member engagement and value;</td>
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<tr>
<td>  b.</td>
<td>Ensure the ongoing financial health of the organization;</td>
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<td>  c.</td>
<td>Optimize APA’s governance structures and function.</td>
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<tr>
<td>2. <strong>Expand psychology’s role in advancing health</strong></td>
<td><em>Key stakeholders realize the unique benefits psychology provides to health and wellness and the discipline becomes more fully incorporated into health research and delivery systems.</em></td>
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<tr>
<td>  a.</td>
<td>Advocate for the inclusion of access to psychological services in health care reform policies</td>
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<tr>
<td>  b.</td>
<td>Create innovative tools to allow psychologists to enhance their knowledge of health promotion, disease prevention, and management of chronic disease;</td>
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<tr>
<td>  c.</td>
<td>Educate other health professionals and the public about psychology's role in health</td>
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<td>  d.</td>
<td>Advocate for funding and policies that support psychology's role in health</td>
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<td>  e.</td>
<td>Promote the application of psychological knowledge in diverse health care settings;</td>
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<td>  f.</td>
<td>Promote psychology's role in decreasing health disparities;</td>
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<tr>
<td>  g.</td>
<td>Promote the application of psychological knowledge for improving overall health and wellness at the individual, organizational, and community levels.</td>
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<tr>
<td>3. <strong>Increase recognition of psychology as a science</strong></td>
<td><em>The APA’s central role in positioning psychology as the science of behavior leads to increased public awareness of the benefits psychology brings to daily living.</em></td>
</tr>
<tr>
<td>  a.</td>
<td>Enhance psychology’s prominence as a core STEM (Science, Technology, Engineering and Mathematics) discipline;</td>
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<tr>
<td>  b.</td>
<td>Improve public understanding of the scientific basis for psychology;</td>
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<td>  c.</td>
<td>Expand the translation of psychological science to evidence-based practice;</td>
</tr>
<tr>
<td>  d.</td>
<td>Promote the applications of psychological science to daily living;</td>
</tr>
<tr>
<td>  e.</td>
<td>Expand educational resources and opportunities in psychological science.</td>
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Education Directorate
Cynthia D. Belar, Ph.D.
Executive Director
August 2012 – January 2013

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 across all levels, (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 review that follows highlights a sample of the achievements in different program areas of the Directorate with detailed reports of program activities appended.

Executive Summary

Education Outreach Initiatives

- The annual APA Education Leadership Conference (ELC) was held on September 10-13, in Washington, DC, with the theme Promoting Quality. In addition to APA governance members and division representatives, participants included representatives from over 25 organizations external to APA that are concerned with education and training in psychology.

  Participants explored the idea of quality from a variety of viewpoints, including methods for assessing quality, cultural competence as a component of quality and ethical barriers to achieving quality. A major theme was initiatives to improve quality through the teaching of quality improvement methodologies and through infusing quality improvement processes into teacher preparation and continuing education. (page 6)

- Dr. Belar attended the November meeting of the Institute of Medicine Global Forum on Innovations (IoM Global Forum) in Health Professions Education of which APA is a co-sponsor. This was a 2-day, interactive public workshop exploring issues related to innovations in health professions education (HPE). (page 7)

- Dr. Belar participated in a strategic planning meeting for the Patient-Centered Primary Care Collaborative meeting held in Washington, DC in January and as well as attended their 2012 Fall Conference held in Chicago on October 25th with the theme The Journey to a Patient-Centered Medical Home (PCMH): Choose Your Path. At that meeting she hosted a roundtable regarding education and training. (page 7)
GOVERNANCE COMMITTEES AND TASKFORCES

- BEA authorized the development of a practical, user-friendly resource for teacher education practitioners and policy makers on how to best use data to make decisions focused on program improvement. The resource, developed by the seven-member BEA appointed Task Force on Applying Psychological Science to the Analysis of Data for Program Improvement, will concentrate on the three most commonly employed and widely used data sources for evaluating the effectiveness of teacher preparation programs - teaching observations, satisfaction surveys from graduates and employers (and possibly pupils), and pupil standardized test scores (e.g. employing value-added modeling). (page 7)

- Inter-Organizational Work Group on Competencies for Primary Care Psychology Practice, an initiative of APA president Suzanne Bennett-Johnson, PhD, held one, two-day, face-to-face meeting on September 7-8, 2012. The charge to the group was to articulate competencies specific to the practice of psychology in primary care by updating and integrating extent relevant literature into a single document. A final document was completed in December 2012. (page 9)

EDUCATION ADVOCACY INITIATIVES

- As a result of Education Government Relations Office’s (Ed GRO) successful advocacy efforts to include psychology education and training in the Affordable Care Act, the Health Resources and Services Administration announced awards through the new Mental and Behavioral Health Education and Training Grant (MBHETG) Program, eleven APA accredited programs were awarded a total of more than $3.6 million. This program’s purpose is to strengthen clinical field competencies and increase the number of psychologists who pursue clinical work with high need and high demand populations, such as rural, vulnerable, and/or the underserved, and veterans, military personnel and their families. (page 10)

- In mid-October, Ed GRO staff and Public Interest GRO staff completed their Interactive Classroom videotaping of five advocacy training modules. The modules include an introduction to federal advocacy, a review of the three branches of government, sessions on effectively influencing the legislative process, and how to get more involved in advocacy through political activities. (page 11)

- Ed GRO, in partnership with Division 17: Society of Counseling Psychology and the Practice Directorate, has been working with Higher Education Mental Health Alliance (HEMHA). HEMHA members include a number of other APA members who participate representing different organizations. HEMHA has completed work on a new resource – “Balancing Safety and Support on Campus: A Guide for Campus Teams”. (page 11)
**DIRECTORATE PROGRAMS IN EDUCATION**

**Enhancement of Psychology in Education**

- A set of psychological principles were identified by the Coalition for Psychology in Schools and Education that are significant contributors to the K-12 classroom and for teacher education. These topics include: Student Thinking and Learning; Assessing Student Progress; Student Motivation; Classroom Management; and Interpersonal Relationships. These topics will be used as the basis for future articles on teacher practice as well as be linked together to create an online brochure to be used as a resource. (page 12)

**Enhancement of Education in Psychology**

- The Education Directorate and the APA Teachers of Psychology in Secondary School (TOPSS) Committee published two new TOPSS unit lesson plans, on *Biological Bases of Behavior* and *Life Span Development*, for high school psychology teachers. The unit plans each contain a content outline, resources and activities. The unit plan revisions were supported through a grant from the American Psychological Foundation (APF). (page 15)

- With support from a grant from the American Psychological Foundation (APF), the Education Directorate posted seven videotaped sessions from the 2012 APA Convention online at [http://www.youtube.com/user/TheAPAVideo](http://www.youtube.com/user/TheAPAVideo) for psychology teachers. (page 15)

- The TOPSS Committee released a *Resource Manual for New Teachers of High School Psychology*. The purpose of this document is to present new teachers with some resources and helpful suggestions from teachers with many years of teaching experience. (page 16)

- The Education Directorate convened a meeting of representatives from the regional psychological associations and the Honor Societies in psychology, Psi Chi and Psi Beta, at ELC. (page 17)

- The Education Directorate is working to expand the APA Psychology Department Program (PDP) for 2012-2013. The PDP bolsters APA’s support of psychology departments (especially those in smaller colleges) by providing a single location to tap APA’s education benefits. This program is available for purchase at an annual cost of $300 and includes a package of new teaching and advising publications, newsletter subscriptions, three complimentary student affiliate memberships, and access to its varied education resources. (page 17)

- On October 22, 2012, staff attended a meeting at the Council of Chief State School Officers building to review a draft framework of “core standards” for social studies and to discuss APA’s *National Standards for the High School Psychology Curricula*. (page 18)
• On November 10, 2012, staff gave a presentation at the Association of American Colleges and Universities (AAC&U) Network on Academic Renewal Meeting that was held in Kansas City, Missouri. The theme for this conference was Next Generation STEM Learning: Investigate, Innovate, and Inspire. (page 18)

• The 2013 edition of the Graduate Study in Psychology publication went on sale at the APA Convention in Orlando. The online edition was released later in August. Due to staff recruitment efforts, this edition contained more than 30 new and just fewer than 600 returning departments. (page 19)

• On behalf of APA, Dr. Cathy Grus hosted Courageous Conversations II (CCII), a meeting of training council which met December 1, 2012. The topic of discussion was the imbalance between the number of available internship positions listed in the Association of Psychology Postdoctoral and Internship Centers (APPIC) match and the number of applicants seeking internships is a significant issue for professional psychology. The focus of this meeting was to discuss what actions can be implemented by key professional psychology groups to address the imbalance. (page 19)

• The APA Office of Continuing Education in Psychology (CEP) is hosting a two-day Professional Development Training Institute (PDTI), April 2013. Presented by notable scholars and leading practitioners in the field, the Institute will provide ample opportunity for workshop participants to delve into one of three tracks — complex trauma treatment, death/loss/bereavement, or psychodiagnosis and the DSM-5 — and explore ways in which to adapt the material to their individual work settings. In addition, all participants will attend a workshop on ethics and the law. Presenters will conduct a follow-up webcast one month later to enhance the translation/application of learning into the individual workplace. (page 21)

**QUALITY ASSURANCE IN EDUCATION AND TRAINING**

• The Continuing Education Committee (CEC) approved 33 new organizations as sponsors of continuing education at its November 2012 meeting. There are currently 780 APA-approved sponsors. (page 22)

• The revised Policies and Procedures Manual was approved by the Council of Representatives in August and made available to APA-approved sponsors. It is available online at [http://www.apa.org/ed/sponsor/about/policies/policy-manual.pdf](http://www.apa.org/ed/sponsor/about/policies/policy-manual.pdf). (page 22)

• At the end of this reporting period, there were 929 accredited programs in professional psychology: 375 doctoral programs (235 clinical, 69 counseling, 63 school, and 8 combined), 475 internship training programs, and 79 postdoctoral residency training programs (42 traditional and 37 specialty practice area). (page 23)
• The CoA continued its process to lay the groundwork for revising its *Guidelines and Principles for Accreditation* (G&P). The CoA designed an iterative process of four phases that will rely on input from all of the CoA’s communities of interest. The first set of general questions, were posted for 90 days of public review and comment in mid-August. At the fall meeting, CoA reviewed comments received on the first phase of questions for the review and revision. Each of the CoA’s policy groups (doctoral, internship, and postdoctoral) analyzed the comments and drafted follow-up questions that were opened for public comment on November 30, 2013. Phase two comments will remain available for public review and comment until June 1, 2013 at http://apaoutside.apa.org/AccredSurvey/Public/. (page 23)

• The APA Board of Directors approved revisions to the *Accreditation Operating Procedures* (AOP) to allow for an accreditation “eligibility” status and a new accredited status of “accredited, on contingency” for internships and postdoctoral residencies. Accreditation staff continue to work towards accepting applications for these statuses early in the second quarter of 2013. (page 24)

• On November 20, 2012, CoA appeared before the Council for Higher Education Accreditation’s (CHEA) Committee on Recognition, the body charged with making a recommendation on continued recognition of the CoA to the CHEA Board of Directors. The CoA was one of the first accrediting agencies to undergo re-recognition under CHEA’s revised 2010 standards. The CHEA Board of Directors made a final decision to re-recognize CoA as an accrediting body at the board’s January, 2013 meeting. (page 24)
**EDUCATION OUTREACH INITIATIVES**

- **The 2012 Education Leadership Conference**
  The annual APA Education Leadership Conference (ELC) was held on September 10-13, in Washington, DC, with the theme Promoting Quality. In addition to APA governance members and division representatives, participants included representatives from over 25 organizations external to APA that are concerned with education and training in psychology.

  Participants explored the idea of quality from a variety of viewpoints, including methods for assessing quality, cultural competence as a component of quality and ethical barriers to achieving quality. A major theme was initiatives to improve quality through the teaching of quality improvement methodologies and through infusing quality improvement processes into teacher preparation and continuing education.

  At this year’s Education Leadership Conference (ELC) nearly 100 attendees participated a number of advocacy sessions that were aimed at increasing their knowledge of the federal legislative process, enhancing their advocacy skills, and understanding the critical importance of gaining Congressional support (funding) for the Graduate Psychology Education program (GPE) – the only federal program dedicated solely to psychology education and training. These sessions culminated in a Capitol Hill Lobbying Day to advocate support for GPE. ELC attendees went in groups to Capitol Hill to make their case for restoring funding to the GPE program at $4.5 million, its FY 2005 level. These psychology advocates held an impressive 175 meetings, representing 36 states. A number of participants met directly with their Members of Congress.

  The long-term goals of the ELC are to:
  - Provide a forum for groups and organizations across all levels of education and training to address issues of mutual concern
  - Promote a shared disciplinary identity among education and training leaders in psychology
  - Impact public policy regarding education in psychology and psychology in education

  The ELC is the major advocacy event for the psychology education community. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Educator December 2012**
  The newest edition of *the Educator* was published in December 2012. This issue highlighted the recent ELC; a review of 2012 developments from Executive Director, Cynthia D. Belar, PhD; advocacy initiatives and activities; and news and announcements from the education and training community in psychology. *The Educator* can be viewed online at [http://www.apa.org/ed/educator_home.html](http://www.apa.org/ed/educator_home.html) (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)
Meetings and Outreach Initiatives

- Dr. Belar was an invited presenter at the annual meetings of the Council of University Directors of Clinical Psychology; National Council of Schools and Programs of Professional Psychology; and the Council of Clinical Health Psychology Training Programs where she presented *A Blueprint for Health Service Psychology Education and Training*. This document is the culmination of a two year effort between the Education Directorate and the Health Service Psychology Education Collaborative (HSPEC) – an interorganizational endeavor among the APA, Chairs of Graduate Departments of Psychology and the Council of Chairs of Training Councils. The members of this Collaborative worked diligently to address increasing concerns about education and training in professional psychology. Seven recommendations constitute the core of the blueprint for the future and are believed to be essential for psychology to advance as a health profession. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e)

- Dr. Belar attended the November meeting of the Institute of Medicine Global Forum on Innovations (IoM Global Forum) in Health Professions Education of which APA is a co-sponsor. This was a 2-day, interactive public workshop exploring issues related to innovations in health professions education (HPE). (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e)

- Dr. Belar participated in a strategic planning meeting for the Patient-Centered Primary Care Collaborative meeting held in Washington, DC in January and as well as attended their 2012 Fall Conference held in Chicago on October 25th with the theme *The Journey to a Patient-Centered Medical Home (PCMH): Choose Your Path*. At that meeting she hosted a roundtable regarding education and training. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- Dr. Belar was an invited presenter for the 60th Anniversary Colloquium at Adler School of Professional Psychology in October. The Adler is the oldest independent professional school of psychology in the United States. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e)

Governance Committees and Taskforces

- Task Force on Applying Psychological Science to the Analysis of Data for Program Improvement
  BEA authorized the development of a practical, user-friendly resource for teacher education practitioners and policy makers on how to best use data to make decisions focused on program improvement. The resource, developed by a seven-member BEA appointed task force, will concentrate on the three most commonly employed and widely used data sources for evaluating the effectiveness of teacher preparation programs - teaching observations, satisfaction surveys from graduates and employers (and possibly pupils), and pupil standardized test scores (e.g. employing value-added modeling). Regardless of the route into the profession the shared goal is to use good data effectively to ensure that all new teachers are well prepared to lead and teach in
today’s classrooms. This project is designed to lend a constructive and informed voice based on psychological science to discussion of teacher education preparation quality.

The task force will develop an evidence-based resource that will establish a framework to assist decision makers in:
1. Understanding what factors one should consider when presented with designing data collection for teacher education program improvement,
2. Working with state longitudinal data collection systems (e.g., does the system meet the threshold for quality?)
3. Knowing how best to use quality data in program improvement.

And to provide decision makers with:
1. Criteria that might be employed for determining reasonable levels of validity and reliability of data.
2. Examples of ways that institutions have used quality data for the purposes of program improvement.

The task force met in December 2012 to begin to flesh out the report and will meet again in spring 2013. (1a, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

- **BEA Panel on Precollege and Undergraduate Education**
  The Office of Precollege and Undergraduate Education (PCUE) staff worked with the BEA Panel on Precollege and Undergraduate Education during the fall to continue working on a survey on Undergraduate Study in Psychology (USP) with the goal of creating a comprehensive database similar to the APA’s Graduate Study in Psychology. The Panel will continue these discussions in 2013. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- **BEA Task Force on Psychology Major Competencies**
  The BEA Task Force submitted a draft of the revised *APA Guidelines for the Undergraduate Psychology Major* (APA, 2007) to the Board of Educational Affairs (BEA) in November. BEA enthusiastically recommended that the draft of the revised Guidelines be forwarded for review and comment by APA governance groups and other stakeholders in psychology. The process of review and comment will begin early in 2013. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- **BEA Working Group to Strengthen the Common Core of the Introductory Psychology Course**
  The BEA Working Group, under the leadership of Regan Gurung, PhD, of the University of Wisconsin, Green Bay, has been holding regular conference calls and updating first drafts of documents to guide their deliberations about the domains of the introductory psychology course. At the APA Convention in Orlando, FL, BEA and the APA PT@CC Committee co-sponsored a 2-hour session entitled *A Focus on Introductory Psychology: Models, Formats, Learning Outcomes, and Assessment*. When the Working Group has completed a draft of recommendations or guidelines to
respond to its charge, these recommendations will be provided to BEA for review. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- **APA Designation Committee for Postdoctoral Education and Training Programs in Psychopharmacology for Prescriptive Authority (“RxP Designation Committee”),** held their meeting on September 21-22, 2012. At that meeting a primary agenda item was the review of the interim reports submitted by the programs that have been designated. (1a, 1c, 2a, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d)

- **Inter-Organizational Work Group on Competencies for Primary Care Psychology Practice,** an initiative of APA president Suzanne Bennett-Johnson, PhD, held one, two-day, face-to-face meeting on September 7-8, 2012. The charge to the group was to articulate competencies specific to the practice of psychology in primary care by updating and integrating extent relevant literature into a single document. A final document was completed in December 2012. (1a, 1c, 2a, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d)

- **Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP),** held their meeting on November 8-9, 2012. CRSPPP reviewed public descriptions for recognized groups and made revisions to the *Proficiency Principles for Recognition* document. In addition, CRSPPP also discussed plans for programming at the 2013 APA Annual Convention in Hawaii. (1a, 1c, 3a, 3b, 3c, 3d)

**EDUCATION ADVOCACY INITIATIVES**

**Education Advocacy Trust**  
[www.apaedat.org](http://www.apaedat.org)

- The Education Advocacy Trust (EdAT) is working to promote psychology’s full engagement in the advocacy process. EdAT has been soliciting contributions through the APA dues statement and direct communication with individuals with a stake in psychology’s education advocacy agenda.

The EdAT, which 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, received voluntary contributions from approximately 200 individuals so far this year.

The mission of the EdAT 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.
The Education Government Relations Office seeks to increase federal support for psychology education and training and to promote the application of psychology to education.

- **New Graduate Psychology Education Program Three-Year Cycle Announced**
  On December 12th, 2012 the Health Resources and Services Administration (HRSA) announced the opening of the application process for the Graduate Psychology Education (GPE) Program. The GPE Program will be funded at $3,946,000, a $1,054,000 increase over Fiscal Year 2012 from HRSA discretionary funds. An estimated 25 grants will receive funding during Federal Fiscal Years (FY) 2013-2015, for a three-year project period, from July 1, 2013 through June 30, 2016, at an average award of $134,200 per grant with a ceiling amount of $190,000 per grant per fiscal year.

  This cycle of the GPE Program is particularly focused on the integration of doctoral-level psychology trainees in primary care to provide mental and behavioral health services to underserved communities. The program is authorized through Title VII, Sections 750 and 755 (b)(1)(J) of the Public Health Service Act. Applications were due by February 8th, 2013. Approximately eight to fourteen grants will be awarded to APA-accredited graduate training schools and programs targeting doctoral psychology students interested in clinical practice with vulnerable and underserved populations. An additional eight to fourteen grants will be awarded to state and local governments, or other appropriate public or private nonprofit entities, with APA-accredited pre-degree internships for students enrolled in a doctoral psychology program. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Mental and Behavioral Health Education and Training Grant (MBHETG) Program (Health Resources and Services Administration)**
  As a result of Education Government Relations Office’s successful advocacy efforts to include psychology education and training in the Affordable Care Act, the Health Resources and Services Administration announced awards through the new Mental and Behavioral Health Education and Training Grant (MBHETG) Program, eleven APA accredited programs were awarded a total of more than $3.6 million. This program’s purpose is to strengthen clinical field competencies and increase the number of psychologists who pursue clinical work with high need and high demand populations, such as rural, vulnerable, and/or the underserved, and veterans, military personnel and their families. This new grant program presents an excellent opportunity for psychology to benefit from an infusion of new funding in a very tight federal fiscal environment. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Garrett Lee Smith Memorial Act (GLSMA) Reauthorization (Campus Suicide Prevention Program)**
  Education Government Relations Office (Ed GRO) staff continued to actively support
the Garrett Lee Smith Memorial Act (GLSMA) Reauthorization through the completion of the 112th Congress. Initially introduced by four Senators, the bill garnered the support of 16 Senators. No further action was taken on the bill last session. Ed GRO staff is working very closely with primary sponsor Senator Jack Reed’s (D-RI) office to get the bill reintroduced in the next few weeks. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Elementary and Secondary Education Act (ESEA) Reauthorization**
  Ed GRO staff is currently placing a renewed effort and focus on updating and strengthening these recommendations for the improvement or reauthorization of ESEA. Ed GRO will continue to serve in a leadership role coordinating these ESEA efforts across the Association, working in close partnership with Public Interest GRO, (PI GRO) as well as Science and Practice GROs to promote psychology’s changes to ESEA. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Education/Public Interest GRO Joint Advocacy Curriculum**
  In mid-October, Ed GRO staff and PI GRO staff completed their Interactive Classroom videotaping of five advocacy training modules. The modules include an introduction to federal advocacy, a review of the three branches of government, sessions on effectively influencing the legislative process, and how to get more involved in advocacy through political activities. The modules are expected to be online through the APA CE Office in early 2013. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Higher Education Mental Health Alliance (HEMHA) Coalition Partnership**
  Ed GRO, in partnership with Division 17: Society of Counseling Psychology and the Practice Directorate, has been working with HEMHA. HEMHA members include a number of other APA members who participate representing different organizations. HEMHA has completed work on a new resource – “Balancing Safety and Support on Campus: A Guide for Campus Teams”. Ed GRO will continue to work in partnership with support from APA Practice Organization (APAPO) to promote this useful document and advance the expertise of HEMHA on relevant federal policies. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)
ENHANCEMENT OF PSYCHOLOGY IN EDUCATION

Center for Psychology in Schools & Education (CPSE)
www.apa.org/ed/schools

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

- **Golden Psi Award**
  This CPSE project came out of a working group session at BEA consolidated meetings in March 2011 with the idea of developing an APA award to be given to a school that demonstrates psychologically based practices in contributing to positive educational outcomes. Task Force members were selected based on their expertise in one or more of the following areas: school research and policy, teaching and learning, child and adolescent development, diverse learners, and selection methodology and development. The Task Force clarified the characteristics or outcomes associated with successful learning environments, focusing on academic and social-emotional domains that served as the foundation for developing the selection criteria that schools are required to complete as part of their application.

  For the 2013 award, applications from the Western Region (which included AK, CA, HI, NV, OR and WA) were received in November 2012. The selection committee is in the process of selecting the winning school, which will be announced in February of 2013. The school will be presented a $1,000 check and award plaque on-site at the end of the academic year, and an award notice will be posted at the annual convention at the education directorate booth. (1a, 1c, 2b, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- **Top Psychological Principles for K-12 Education**
  A set of psychological principles were identified by the Coalition for Psychology in Schools and Education that are significant contributors to the K-12 classroom and for teacher education. These topics include: Student Thinking and Learning; Assessing Student Progress; Student Motivation; Classroom Management; and Interpersonal Relationships. Each topic has a number of specific principles each of which will be written as a 1-page narrative to provide both an explanation as well as classroom implications. These topics will be used as the basis for future articles on teacher practice as well as be linked together to create an online brochure to be used as a resource. (1a, 2b, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- **K-12 Behavioral Social Science Education**
  Rena Subotnik, PhD, is representing the Education Directorate and Steve Breckler, PhD, is representing the Science Directorate in an on-going working group established by the National Research Council (NRC) on the teaching and learning of the social and behavioral sciences (SBS) in K-12 education. This working group facilitates collaboration and communication between experts in the educational field and gathers information to develop short-term and long-term strategies aimed at strengthening the scope, content, and rigor of SBS in K-12 education. Among other
activities, the group may serve to generate related NRC sponsored workshops or consensus studies on the teaching and learning of SBS in K-12 education. The group would also serve as a vehicle through which APA could coordinate activities related to strengthening SBS in K-12 education. (1a, 2b, 2c, 2g, 3a, 3b, 3c, 3d, 3e)
ENHANCEMENT OF EDUCATION IN PSYCHOLOGY

Office of Precollege and Undergraduate Education (PCUE)
www.apa.org/ed/precollege

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.

Enhancement of Education in Psychology

- Programming at the 2012 APA Convention
  The APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) sponsored five hours of programming at the APA Convention in Orlando, FL. The TOPSS Invited Speakers and presentation titles were:

  - Derald Wing Sue, PhD, Teachers College, Columbia University (Microaggressions in the Classroom: Manifestation, Dynamics and Impact)
  - Michele Ybarra, MPH, PhD, Internet Solutions for Kids, Inc. (Pitfalls and Opportunities for Growing up in the Digital Age)
  - Beverly Daniel Tatum, PhD, Spelman College (The Lee Gurel Lecture: Connecting the Dots: How Race in America’s Classrooms Affects Achievement).

  Two panel discussions were also held, one on The Hidden Curriculum: Non-Academic Determinants of Academic Success, featuring Heather Bullock, PhD, University of California, Santa Cruz; Laura Smith, PhD, Teachers College, Columbia University, and Frank Worrell, University of California Berkeley; and one on Talking About Race & Ethnicity: Crucial, but Difficult, featuring Elliot Hammer, PhD, Xavier University of Louisiana; Kimberly Patterson, MS, EdS, Cypress Bay High School, Weston, Fla.; and Beverly Daniel Tatum, PhD, Spelman College. Two of these talks, in addition to five other Convention sessions, were videotaped and posted to the APA Web site for teachers to view, thanks to funding provided by the American Psychological Foundation (APF). The Education Directorate and TOPSS also sponsored a reception in celebration of the TOPSS 20th anniversary. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

- The APA PT@CC Committee also sponsored five hours of Convention programming. Sessions included symposia on The Community College Experience; Contemporary Issues on Lesbian, Gay, Bisexual, and Transgender Concerns; Introductory Psychology: Models, Formats, Learning Outcomes and Assessment; and Special Challenges Facing College Students: First Generation Status and Poverty. Elizabeth Yost Hammer, PhD, Xavier University, presented the 2012 Diane Halpern Lecture on the topic of Meta-studying: Teaching Metacognitive Strategies to Enhance Student Success. PT@CC and Psi Beta co-sponsored an Awards Ceremony and
Reception in celebration of PT@CC’s 10th anniversary. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

- **APA Convention Award Program for High School Psychology Teachers and Students**
  The Office on Precollege and Undergraduate Education coordinated a new APA Convention Award Program for High School Psychology Teachers and Students, generously supported by funding allocated by APA President Suzanne Bennett Johnson. Six high school psychology teachers each received funding to attend the 2012 APA Convention with between two and four of their high school psychology students. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

- **Psychology Teacher Network (PTN) newsletter**
  Staff produced and distributed two issues of the *Psychology Teacher Network (PTN)* newsletter. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- **Online Psychology Laboratory (OPL)**
  PCUE staff, with support from APA Information Technology Services (ITS), are working with a new OPL Editor, Sue Frantz, of Highline Community College. In addition to making important updates to the OPL Web site (http://opl.apa.org), PCUE has several goals for OPL in 2013 including expanding the offerings on the OPL Web site and creating a research manual for teachers who want to use OPL in their classes. (1a, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

**Precollege Initiatives**

- **TOPSS Unit Lesson Plans**
  The Education Directorate and the APA TOPSS Committee published two new TOPSS unit lesson plans, on *Biological Bases of Behavior* and *Life Span Development*, for high school psychology teachers. The unit plans each contain a content outline, resources and activities. The unit plans are available at [http://www.apa.org/ed/precollege/topss/lessons/index.aspx](http://www.apa.org/ed/precollege/topss/lessons/index.aspx) and limited hard copies are also available. The unit plan revisions were supported through a grant from the American Psychological Foundation. Revisions of other unit plans continued through early 2013, with additional new units due for publication this year. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- **Videos for Psychology Teachers Available Online**
  With support from a grant from the American Psychological Foundation (APF), the Education Directorate posted seven videotaped sessions from the 2012 APA Convention online for psychology teachers to view. The videos were selected for their relevance to teaching, and include the following speakers:
  
  - David Buss, PhD, on *Why Students Love Evolutionary Psychology . . . and How to Teach It*
- Christine Chiarello, PhD, on *Brain Organization for Language: It’s All in the Network(s)*
- Elizabeth Yost Hammer, PhD, on *Meta-studying: Teaching Metacognitive Strategies to Enhance Student Success*
- Kenneth D. Keith, PhD, on *A Letter to Teachers: William James, H. B. Alexander, and Me*
- Daniel L. Schacter, PhD, on *The Seven Sins of Memory: An Update*
- Derald Wing Sue, PhD, on *Microaggressions in the Classroom: Manifestation, Dynamics and Impact*
- Beverly Daniel Tatum, PhD, on *Connecting the Dots: How Race in America’s Classrooms Affects Achievement* (1a, 1b, 2g, 3a, 3b, 3c, 3d, 3e)

- **Exhibit Booth at the National Council for the Social Studies Conference**
  PCUE staff coordinated an exhibit table at the National Council for the Social Studies annual conference, held in Seattle, WA. The table featured APA and TOPSS resources for teachers. Staff also coordinated a reception for teachers at the conference. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

- **National Survey of High School Psychology Teachers**
  In December 2012, an executive summary of a national survey of high school psychology teachers, conducted between December 2011 and March 2012, was posted online. The purpose of this survey was to (1) gather information on who is teaching high school psychology across the United States, (2) assess teachers' knowledge of various resources and opportunities available through APA, and (3) assess the professional development needs of high school psychology teachers. The survey requested information on: demographic characteristics, preparation and training, resources and opportunities, classroom issues, future trends and professional development needs. The survey was supported by a grant from the American Psychological Foundation, through generous support from Lee Gurel, PhD. (1a, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

  The TOPSS Committee announced a *Resource Manual for New Teachers of High School Psychology*. The purpose of this document is to present new teachers with some resources and helpful suggestions from teachers with many years of teaching experience. The resource manual includes information on how to get started, selecting a textbook, organizing the course, lesson planning, activities, ethics, and maintaining your health (stress and coping). The manual, which is available online at [http://www.apa.org/ed/precollege/topss/resource-manual.aspx](http://www.apa.org/ed/precollege/topss/resource-manual.aspx), also includes resources for teachers, including Web sites and print materials. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)
Two and Four-Year College Initiatives

- **Regional Officers Meeting at the Education Leadership Conference (ELC)**
  The Education Directorate convened a meeting of representatives from the regional psychological associations and the Honor Societies in psychology, Psi Chi and Psi Beta, at ELC. These leaders provided updates on their organizations and some of their concerns, and discussed planning for programming at the 2013 annual meetings. In addition, as a follow up to a request made in 2011 for observer status at meetings of the Council of Representatives, the regional officers submitted letters asking for further consideration of this request by the Board of Directors at its December 2012 meeting. The Board of Directors is sending an item to Council for consideration at its February 2013 meeting. Council is being asked to consider a motion to provide observer status on Council to the seven regional psychological associations. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

- **APA Psychology Department Program (PDP)**
  PCUE is working to expand the APA PDP for 2012-2013. The PDP bolsters APA’s support of psychology departments (especially those in smaller colleges) by providing a single location to tap APA’s education benefits. This program is available for purchase at an annual cost of $300 and includes a package of new teaching and advising publications, newsletter subscriptions, three complimentary student affiliate memberships, and access to its varied education resources. (1a, 1b, 2g, 3a, 3b, 3c, 3d, 3e)

- **APA Committee of Psychology Teachers at Community Colleges (PT@CC)**
  PT@CC continued to work on several initiatives including updates to a resource guide on IRBs, and two new publications that will be completed in 2013. The new PT@CC publications include a distance learning resource guide for online psychology teachers and a guide to setting up a psychology laboratory at a community college. PT@CC also proposed a new teaching award to recognize the contributions of community college faculty to the scholarship of teaching and learning at a 2-year college or campus. The first award will be given in 2013. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

Meetings and Outreach Initiatives

- On September 26, 2012, PCUE Director Robin Hailstorks, PhD, attended a meeting of the Disciplinary Society and Educational Association (DSEA) Alliance that was held at the American Society of Microbiology. The purpose of the meeting was twofold: 1) to welcome Dr. Kelly Mack, the new Executive Director for Project Kaleidoscope; and 2) to provide an update on the Sustainability Improves Student Learning in STEM (SISL in STEM) initiative, a project that leverages the influence of 11 STEM disciplinary societies to contextualize STEM teaching and learning in terms of 21st century sustainability challenges. APA is one of the eleven disciplinary societies participating in SISL. Over 50 members of partnering societies are working in six project teams to build a community of professional societies through SISL that
will prepare undergraduate students to address “Big Questions” related to societal challenges such as energy, air and water quality, and climate change. (1a, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

- On October 5-7, 2012, Dr. Hailstorks was invited to participate in the Supporting Community College Faculty Across the STEM Disciplines project that brought together 25 educators representing 13 disciplines to address the isolation of community college instructors and their lack of engagement with disciplinary societies and NSF-funded projects. The materials created at the workshop are hosted on the Science Education Resource Center web site at Carleton College. The materials include links to existing resources to improve undergraduate education as well as share information that can be used by faculty representing the various disciplines. (1a, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

- On October 22, 2012, PCUE staff attended a meeting at the Council of Chief State School Officers building to review a draft framework of “core standards” for social studies and to discuss APA’s National Standards for the High School Psychology Curricula. (1a, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- On November 10, 2012, Dr. Hailstorks gave a presentation at the Association of American Colleges and Universities (AAC&U) Network on Academic Renewal Meeting that was held in Kansas City, Missouri. The theme for this conference was Next Generation STEM Learning: Investigate, Innovate, and Inspire. This presentation was given during a workshop on the Sustainability Improves Student Learning (SiSL) project, an initiative that leverages the work of APA and 10 other disciplinary societies to promote sustainability issues through six project teams. SiSL is a three-year grant project that is coordinated by AAC&U and funded by FIPSE. (1a, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

- Dr. Hailstorks attended the 35th annual National Institute on the Teaching of Psychology (NITOP) in St. Petersburg Beach, Florida. APA sponsored a presentation by Jane S. Halonen, PhD, Dean, College of Arts and Sciences at the University of West Florida. Dr. Halonen presented an address Are There Too Many Psych Majors? based on her work with colleagues in the State of Florida and APA staff. APA also sponsored an exhibit of publications and teaching resources. (1a, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

- Dr. Hailstorks attended the Association of American Colleges and Universities (AAC&U) conference in Atlanta, GA in January 2013. (1a, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

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.

- The 2012 Award for Distinguished Contributions for the Education and Training of Child and Adolescent Mental Health Psychologists was given to St. John’s Child and Family Development Center. BEA Chair Michael Roberts presented the award during the Division 37: Society for Child and Family Policy and Practice social hour in Orlando. (1a, 2a, 2g, 3a, 3b, 3c, 3d)

- The 2013 edition of the *Graduate Study in Psychology* publication went on sale at the APA Convention in Orlando. The online edition was released later in August. Due to staff recruitment efforts, this edition contained more than 30 new and just fewer than 600 returning departments, with the goal of making *Graduate Study* an even more valuable resource to potential graduate students. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- The BEA Innovation Award was presented to The University of Denver Graduate School of Professional Psychology Internship Consortium. This group was the 2010 award recipient of the Innovation Award. The award was presented by Catherine Grus, PhD, Deputy Executive Director in November 2012 in a ceremony held at their university. The award also includes a stipend of $2,500. (1a, 2b, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- The BEA winners of the 2012 Conference Grants are the University of Maryland at College Park for $1,985 and Council of Directors of School Psychology Programs (CDSPP) for $2,000. These grants support conferences and workshops on graduate and postdoctoral education and training in psychology to enhance the quality of teaching and learning outcomes. (1a, 3a, 3b, 3c, 3d, 3e)

- On behalf of APA, Dr. Cathy Grus hosted Courageous Conversations II (CCII), a meeting of training council which met December 1, 2012. The topic of discussion was the imbalance between the number of available internship positions listed in the Association of Psychology Postdoctoral and Internship Centers (APPIC) match and the number of applicants seeking internships is a significant issue for professional psychology. The focus of this meeting was to discuss what actions can be implemented by key professional psychology groups to address the imbalance. (1a, 3a, 3c, 3d, 3e)

- Dr. Grus attended the annual meeting of the Association of College Counseling Centers and Training Agencies (ACCTA) in Baltimore, MD where she provided an overview of Education Directorate activities. The keynote presentation was on the work of the Health Service Psychology Education Collaborative (HSPEC). (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- Dr. Grus attended the board and membership meetings of the Association of State and Provincial Psychology Boards in October held in San Francisco, CA. This afforded opportunity for further discussion of topics such as competency assessment,
promoting quality competency-based supervision and APA/CPA accreditation as the standard for education and training and licensure. (1a, 2b, 2f, 2g, 3a, 3c, 3d, 3e)

Office of Continuing Education in Psychology (CEP)
www.apa.org/ed/ce

The Office of CEP continues to offer, expand, and initiate new programs and products to support the professional development of psychologists. APA offers live workshops at its annual convention, national webcasts, and independent study through online, DVD, CD, book-based, and journal-based programs. In addition, the CEP Office sponsors workshops offered by APA offices and divisions and external groups (e.g., regional psychological associations).

2012 APA Annual Convention

CEP offered 69 workshops at convention in August, and an additional 268 CE sessions. The office works with the Continuing Education Committee (CEC) which is responsible for reviewing programs to assure their compliance with the APA guidelines for CE in psychology.

• **Unlimited CE at Convention**
  The CEP Office, again, offered “Unlimited CE credit” for CE Sessions held at convention. Convention registrants paid a single flat fee ($65 for members who registered in advance) to receive CE credits for as many of the convention CE sessions as they attended. (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

• **CE Session Recordings**
  This year the CEP Office video recorded over 50 hours of CE sessions at convention and re-purposed them as online CE programs after the convention. These session recordings effectively double the number of online CE programs available through APA. (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

• **Clinician’s Corner Workshop Series and Webcast**
  The Clinician’s Corner is a series of 3-hour workshops that features leading practitioners and scholars working in key areas of professional practice. Workshops are held on-site at the APA building in Washington, DC and webcast for online participation. A total of 15 workshops were held in 2012. All programs were subsequently converted to video on-demand CE programs, and are tablet/iPad accessible. (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

• The 2013 Independent Study Programs supplement was released as an insert in the January issue of the *APA Monitor on Psychology*. Available in this format are more than 250 opportunities for psychologists to expand their skills while earning CE credits through a wide range of topics and in a variety of formats:
  • Article-Based Exams
  • Book-Based Exams
  • Clinician’s Corner Online Workshop Recordings
• APA Convention CE Recordings
• DVD Series Exams
• End-of-Life Programs
• Interactive Classroom Programs
• APA Online Academy
  (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

• New Initiatives

  APA Professional Development Training Institute
  The APA Office of Continuing Education in Psychology (CEP) is hosting a two-day Professional Development Training Institute (PDTI), April 2013. Presented by notable scholars and leading practitioners in the field, the Institute will provide ample opportunity for workshop participants to delve into one of three tracks — complex trauma treatment, death/loss/bereavement, or psychodiagnosis and the DSM-5 — and explore ways in which to adapt the material to their individual work settings. In addition, all participants will attend a workshop on ethics and the law. Presenters will conduct a follow-up webcast one month later to enhance the translation/application of learning into the individual workplace.

  All participants will receive 20 CE credits with full participation in the Institute which includes:
  • Intensive training
  • Materials and resources accompanying each program
  • Daily complimentary breakfast and lunch
  • An evening “welcome” reception

  This institute has already sold out. (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)
QUALITY ASSURANCE IN EDUCATION AND TRAINING

Continuing Education Sponsor Approval (CESA)
www.apa.org/ed/sponsor

The Office of CE Sponsor Approval was created by APA to facilitate psychologists’ access to CE programs. It is the function of this office to oversee the process of organizations seeking to become APA-approved sponsors and offer CE to psychologists.

- The Continuing Education Committee (CEC) approved 33 new organizations as sponsors of continuing education at its November 2012 meeting. There are currently 780 APA-approved sponsors. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- The revised Policies and Procedures Manual was approved by the Council of Representatives in August and made available to APA-approved sponsors. It is available online at http://www.apa.org/ed/sponsor/about/policies/policy-manual.pdf. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- The CEC, in conjunction with the newly formed CEC Advisory Group, has been reviewing and making modifications to their policies, procedures, and technical assistance to enhance the clarity of information available to existing and potential sponsors. The CEC regularly devotes an extra day during their regular meeting to discuss policy issues, including best practices in continuing education and the implications of policies being considered by the association. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- The CEC is working with the CE Sponsor Approval Office to collect and disseminate data about continuing education for psychologists. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- In an effort to promote outreach the CEC offered Advancing Best Practices in Continuing Education, a program designed for APA-approved sponsors was offered at APA Convention on August 2, 2012. The Committee will offer a program at the 2013 Convention focusing on Educational Assessment. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3e)

Office of Program Consultation & Accreditation (OPCA)
www.apa.org/ed/accreditation

The Office of Program Consultation and Accreditation assists the Commission 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.
• The 2012 CoA held one program review meeting during this reporting period (October 18-21, 2012). The meeting also provided time for discussing current policy issues and continuing projects in work groups. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

• At the end of this reporting period, there were 929 accredited programs in professional psychology: 375 doctoral programs (235 clinical, 69 counseling, 63 school, and 8 combined), 475 internship training programs, and 79 postdoctoral residency training programs (42 traditional and 37 specialty practice area). (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

• At the October program review meeting, the CoA reviewed 69 programs for initial and continued accreditation. Initial accreditation was granted to 3 doctoral programs, 7 internship programs and 3 postdoctoral residency programs. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

• The CoA also reviewed all accredited programs’ annual report submissions that were due in September. For doctoral programs, the review also included analysis of student achievement outcomes described in Section D of the Implementing Regulations. Outlier programs were asked to explain their data and articulate a plan to remedy any difficulties. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

• Additionally, as part of the review of annual report submissions, the CoA contacted all programs that did not fully complete the 2012 Accreditation Annual Report Online (ARO) during the original 3.5-month period from June through September 2011. Programs were provided an additional opportunity to complete the ARO and the database was re-opened for accredited programs from November 26, 2012 through January 4, 2013. This is an important annual compliance requirement for programs. The CoA switched to a new online platform for the ARO this year and accreditation staff are currently evaluating the system’s effectiveness and continuing to work with APA ITS and the external vendor on improvements for 2013. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

• During the 2012 APA convention, the leadership of CoA held a two-hour open forum discussing the Roadmap to Revision of the G&P. At this sessions, member of all communities of interest were welcome to provide CoA with feedback on the plan as well as some feedback on the questions that were to be used to structure discussions of potential changes. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

• The CoA continued its process to lay the groundwork for revising its Guidelines and Principles for Accreditation (G&P). The CoA designed an iterative process of four phases that will rely on input from all of the CoA’s communities of interest.

• The first set of general questions, along with level-specific questions (doctoral, internship, and postdoctoral residency), were posted for 90 days of public review
and comment in mid-August. The comments received from the first phase remain available for viewing at http://apaoutside.apa.org/AccredSurvey/Public/.

- At the fall meeting, CoA reviewed more than 400 pages of comments received from the public on the first phase of questions for the review and revision of the G&P. Each of the CoA’s policy groups (doctoral, internship, and postdoctoral) analyzed the comments and drafted follow-up questions that were opened for public comment on November 30, 2013. Phase two comments will remain available for public review and comment until June 1, 2013 at http://apaoutside.apa.org/AccredSurvey/Public/.

- During the first half of 2013, CoA members are scheduled to meet with a number of its communities of interest at scheduled meetings during the second phase of review. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- With the assistance of accreditation staff members, members of the CoA conducted accreditation workshops at APA Convention (Orlando, FL) and at the Association of Counseling Center Training Agencies annual conference (Baltimore, MD). Members of the CoA also conducted self-study workshops in Los Angeles and Palo Alto for a total of 70 individuals interested in applying for internship accreditation. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- The APA Board of Directors approved revisions to the Accreditation Operating Procedures (AOP) to allow for an accreditation “eligibility” status and a new accredited status of “accredited, on contingency” for internships and postdoctoral residencies. Accreditation staff continue to work towards accepting applications for these statuses early in the second quarter of 2013. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- On November 20, 2012, CoA appeared before the Council for Higher Education Accreditation’s (CHEA) Committee on Recognition, the body charged with making a recommendation on continued recognition of the CoA to the CHEA Board of Directors. The review was based upon the CoA’s petitions for eligibility and recognition, supporting evidence, and an observation visit held during the CoA’s July 2012 meeting. The CoA was one of the first accrediting agencies to undergo re-recognition under CHEA’s revised 2010 standards. The CHEA Board of Directors made a final decision to rerecognize CoA as an accrediting body at the board’s January, 2013 meeting. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)