

Board of Educational Affairs 2025 Annual Report

Board/Committee Members: Peggy Brady-Amoon, PhD (Chair); Lali McCubbin, PhD (Chair-Elect); Karen Brakke, PhD; Laura K. Bryan, PhD; Tim A. Cavell, PhD; Cyndi Cornejo, PsyD; Janelle Farias; Roseanne Flores, PhD; Michele Gregoire Gill, PhD; Kimberly Gorgens, PhD; Annette Kluck, PhD; Sam McQuillin, PhD; Jenni Redifer, PhD.

Staff Liaisons: Sue Orsillo, PhD (Head of Education, November 2024-November 2025); Nicole Barnes, PhD (Head of Education, December 2025-present); Bob Walsh; Jessica Hopey

The Board of Educational Affairs (BEA) addresses issues encompassing all levels of education, from PreK to continuing education and life-long learning. This report provides information on some of BEA's significant activities in 2025.

Utilize Psychological Science to Make a Positive Impact on U.S. Education

In alignment with the American Psychological Association's (APA) strategic goal to prepare the field of psychology for current and future opportunities and challenges., BEA continued a multi-year initiative to educate psychologists on emerging psychology-specific threats associated with the expected decline in higher education enrollment. In 2025, BEA contributed to the development of the [Resource Guide for Psychology Educators](#), designed to provide actionable tools to proactively address the challenges psychology programs will face. The guide focuses on four high-impact areas: Demonstrating program value to undergraduate and graduate students, strengthening transfer pathways, enhancing student retention, and supporting faculty well-being. In addition, BEA engaged in ongoing discussions on a range of interlocking issues affecting students, parents, teachers, faculty, schools, school systems, and colleges.

BEA continued in a supporting role of a joint special issue of two APA Journals, *School Psychology* and *Educational Psychology for Policy and Practice*. The special issue, to be titled Public Education and Its Discontents: Psychological Science and PK-12 Education in the United States, is being coordinated by the editors of the two journals with support from BEA members and liaisons in promoting the call for papers.

In addition, BEA members held a panel discussion at the 2025 APA Convention titled "Making a Positive Impact on the State of Contemporary Education," which had approximately 10 attendees.

Distinguish Competencies for Doctoral and Master's Level Training in Health Service Psychology

In 2025, BEA and the Board of Professional Affairs (BPA) completed work on proposed *Guidelines for a Competency Framework for Master's and Doctoral Degree Education and Training in Health Service Psychology*. At their February 2025 meeting, the APA Council of Representatives voted to reject adopting the framework as APA policy. In July 2025, BEA voted to affirm that the previously approved Profession-Wide Competencies in the current Standards of Accreditation for Health Service Psychology (approved by APA Council, 2015) and the Standards of Accreditation for Health Service Psychology: Master's Programs (approved by APA Council, 2021) sufficiently outline the necessary competencies in HSP for individuals trained at both the master's and doctoral levels. At this time, BEA does not recommend that APA establish additional competencies for HSP graduates.

APA Policy and Guidelines

The APA council of Representatives adopted the following BEA-recommended items as APA policy in 2025:

- *APA Guidelines on Trauma Competencies for Education and Training (February 2025)*
- *APA Guidelines for Clinical Supervision in Health Service Psychology (August 2025)*