

**APA Committee on Associate and Baccalaureate Education (CABE)
2025 Annual Report**

Committee Members:

Ngoc Bui, PhD
Elizabeth Yost Hammer, PhD, co-chair
David Kreiner, PhD
Julie Lazzara, PhD
Darshon Reed, PhD
K. Des Robinson, MS, co-chair
Heather Schoenherr, MS
Victoria Taylor, EdD

Staff Liaison(s):

Martha Boenau, MS
Beth M. Schwartz, PhD

In 2025, in support of the APA operating principles to “*increase organizational effectiveness*” and “*focus on outcomes*,” CABE continued to focus on these four priorities to guide its work:

- 1. Undergraduate psychology programs, departments, and educators will be supported in the implementation of APA policies promoting high quality educational programs and courses in psychology;**
- 2. Improve students’ understanding of the value of an undergraduate degree in psychology;**
- 3. Increase the AI literacy of psychology students; and**
- 4. Excellent undergraduate educators will be recognized for their contributions.**

Below, we describe how we achieved each of these priorities.

Undergraduate psychology programs, departments, and educators will be supported in the implementation of APA policies promoting high quality educational programs and courses in psychology.

To strengthen APA’s role as a leading voice for psychology and to prepare psychology for current and future opportunities and challenges, CABE promoted APA’s educational policies and resources through the following communications, publications, presentations, and awards:

- In 2024, CABE members prepared an article, *Fostering equity in two-year college psychology education: Using the APA Guidelines 3.0 as a path for student success*. The article was published in March 2025 in the *Journal on the Scholarship of Teaching and Learning in Psychology*. See <https://doi.org/10.1037/stl0000413>;
- Ngoc Bui and Julie Lazzara presented at WPA, showcasing Goals 2 and 5. Ngoc also participated in a podcast on Goal 5 for Psi Chi on Three Essential Competencies for Your Professional Success.
- Members of a CABE subcommittee (Dave Kreiner, Victoria Taylor, Ngoc Bui, and Des Robinson) reviewed assignments posted in [Project Assessment](#) (PASS) to determine where additional content was needed. CABE then sent out requests for the 2025 CABE Teaching Resources Award, which solicited teaching resources focused on Goal 5 (personal and professional development) of *Guidelines 3.0*;
- Subcommittee members presented CABE’s work at the Mid-Atlantic Teaching of Psychology (MATOP) conference; and
- Dave Kreiner and Beth Schwartz presented at the STP Annual Conference on Teaching (ACT) on the relationship between the APA podcast *Speaking of Psychology* to the goals of *Guidelines 3.0*.

Excellent undergraduate educators will be recognized for their contributions

- To recognize the contributions of undergraduate educators, CABA submitted nominations to the STP Robert S. Daniel Award and the APF Charles L. Brewer Distinguished Teaching of Psychology Award;
- CABA announced the [2025 CABA Teaching Resources Award](#) which invited teaching resources focused on Goal 5 (personal and professional development) of Guidelines 3.0. CABA reviewed four submissions and selected the following two teaching resources for awards of \$250 each:
 - *AI Reflection Journals for Self-Regulation and Professional Growth*
Christina Costa, PhD, Wayne State University; and
 - *Competency Portfolio*
Sara Johnson, PhD, Aurora University

Improve students' understanding of the value of an undergraduate degree in psychology

To prepare the field of psychology for current and future opportunities and challenges, CABA engaged in efforts aimed at helping students recognize the value of an undergraduate degree in psychology through awards, conference presentations/webinars, and newsletter articles. To further this goal:

- CABA invited submissions to the 2025 Student Essay Competition, with a focus on the core values that guide psychological science and practice. This year, 62 students submitted essays, and the following two students received awards of \$250 each:
 - Phúc Nguyễn, Ho Chi Minh City Open University; and
 - Ethan Mok-Chih, University of Illinois

Increase the AI-literacy of psychology students

CABA continued its discussion on the importance of AI literacy as one of many critical skills that psychology majors should acquire through their undergraduate education.

- A subcommittee (Elizabeth Hammer, Darshon Reed, Des Robinson, Julie Lazzara, and Heather Schoenherr) accomplished quite a lot, including giving presentations, drafting a new manuscript, and presenting a poster at ACT. The subcommittee decided against developing a companion document to accompany *Guidelines 3.0* at this time. The subcommittee, however, will continue its work in 2026 to provide some guidance by preparing an executive summary documenting the work completed to date as a guide for the continued work on AI literacy. The subcommittee recommended developing accessible, front-facing materials that recognize the importance of AI literacy and fluency. Des Robinson is working to create an infographic that will serve as a framework to identify the range of instructional products available through APA. CABA also has proposed an “asterisk model” through which CABA will remind instructors who access APA resources about the importance of AI and urging faculty to incorporate AI into their work;
- CABA members presented at APA 2025 on *Preparing for an AI World: The Value of AI Literacy for Psychology Students and Educators*. This session had 36 attendees;

- CABA members presented a poster at ACT in October; and
- After CABA learned that their manuscript on *Integrating Established APA Resources with AI Literacy to Empower Psychology Majors* was not accepted for the special issue of the *Scholarship of Teaching and Learning in Psychology*, CABA members revised the manuscript and in November 2025 submitted it to [Psychology Learning and Teaching](#).

Other CABA activities

APA 2025: CABA sponsored three hours of convention programming and an awards ceremony and breakfast:

- **CABA Invited Address: The Diane Halpern Lecture (15 attendees)**
Ladonna Lewis, Glendale Community College
Teaching Truth to Power: Twenty-Nine Years in the Classroom
- **CABA Symposium: Better Beginnings, Enduring Endings: Bookending an Impactful Psychology Class for All Students (31 attendees)**
Elliott D. Hammer, Xavier University of Louisiana
- **CABA Symposium: Preparing for an AI World: The Value of AI Literacy for Psychology Students and Educators (36 attendees)**
Elizabeth Yost Hammer, Xavier University of Louisiana
Julie Lazzara, Chandler-Gilbert Community College
K. Des Robinson, Tarrant County College
Heather Schoenherr, College of Western Idaho
- **CABA Reception and Awards Ceremony (45 attendees)**
Co-sponsored by CABA, TOPSS, Psi Alpha, Psi Beta and Psi Chi
Session Chairs:
Elizabeth Hammer, Xavier University of Louisiana
Des Robinson, Tarrant County College

Policy and Planning Board (P&P) Self-Study: In 2025, CABA participated in the P&P Self-Study.

Review of APA Awards: Pursuant to a request from the APA Board of Directors, CABA recommended continuing the two awards under its purview including the CABA Teaching Resources Awards and the CABA Student Essay Competition.

CABA Workplan for 2026: CABA discussed high-level goals and activities that it likely will pursue in 2026, with a focus on their potential impact. CABA decided to continue working on the 2025 workplan goals and some new activities to address them.

Questions for the APA President-elect: CABA members responded to a request from the APA Election Committee to develop up to three questions for the APA President-elect. CABA chose to submit, *What initiatives and/or strategies would you prioritize to strengthen the public's understanding and appreciation of the value of an undergraduate psychology degree?*