



Guidelines for the Accreditation of Programs in Behavior Analysis

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About the Association

Purpose

The mission of the Association for Behavior Analysis International (ABAI) is to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice. ABAI is dedicated to promoting the experimental, theoretical, and applied analysis of behavior. It encompasses contemporary scientific and social issues, theoretical advances, and the dissemination of professional and public information. Advancing behavioral science and its applications is an international effort, as exemplified in the countries represented by our members.

ABAI is a membership organization that provides a forum for 35 special interest groups, maintains a mutually beneficial relationship with 81 affiliated chapters located around the world, and organizes an annual convention, an annual autism conference, and single-track topical conferences. ABAI also provides support for continuing education events at its convention and conferences.

The Association publishes three scholarly journals and distributes a newsletter, *Inside Behavior Analysis*. The journal *The Behavior Analyst* (ISSN 0738-6729), began publication in 1978. *The Analysis of Verbal Behavior* (ISSN 0889-9401) was purchased by ABAI in 1994. *Behavior Analysis in Practice* (ISSN 1998-1929) is established in 2008.

Background

ABAI began in May 1974 with a planning meeting at the University of Chicago; the first annual convention was held the year following. Its presidents have been:

Kurt Salzinger	2012–2013	Sigrid S. Glenn	1993–1994
Richard W. Malott	2011–2012	Judith E. Favell	1992–1993
Patrick C. Friman	2010–2011	Edward K. Morris	1991–1992
Raymond G. Miltenberger	2009–2010	Philip N. Heline	1990–1991
William L. Heward	2008–2009	Julie S. Vargas	1989–1990
Janet Twyman	2007–2008	Brian A. Iwata	1988–1989
Thomas Critchfield	2006–2007	Barbara C. Etzel	1987–1988
Frances K. McSweeney	2005–2006	Henry S. Pennypacker	1986–1987
Linda J. Hayes	2004–2005	Ogden R. Lindsley	1985–1986
John C. (Jay) Moore	2003–2004	Ellen P. Reese	1984–1985
Michael Perone	2002–2003	Don F. Hake	1983–1984
M. Jackson Marr	2001–2002	A. Charles Catania	1982–1983
Carol Pilgrim	2000–2001	Beth Sulzer Azaroff	1981–1982
Gina Green	1999–2000	Donald M. Baer	1980–1981
Masaya Sato	1998–1999	Jack Michael	1979–1980
James M. Johnston	1997–1998	Sidney W. Bijou	1978–1979
Marc M. Branch	1996–1997	Israel Goldiamond	1977–1978
Richard M. Foxx	1995–1996	Nathan H. Azrin	1976–1977
Kennon A. Lattal	1994–1995		

Numerous other scientists, scholars and practitioners in psychology, sociology, education, philosophy, business, and rehabilitation have contributed to its governance.

History and Background of the Accrediting Board

An important component of ABAI's aim to disseminate information lies in the area of education. With this aim in mind, the ABAI Executive Council created a task force in 1988 to work on possible accreditation of graduate programs in behavior analysis. The charge was not specific. Rather, the Task Force on Accreditation was left to define accreditation and what kind of accreditation, if any, might be appropriate for ABAI. The members of the Task Force were Jon S. Bailey of Florida State University; Karen Blase of Hull Community Services; Don Bushell, Jr., of the University of Kansas; Anthony J. Cuvo of Southern Illinois University; R. Wayne Fuqua of Western Michigan University; William L. Heward of Ohio State University; B. L. Hopkins and James M. Johnston of Auburn University; Kennon A. Lattal of West Virginia University; Charles L. Salzberg of Utah State University; and Laura Schreibman of the University of California-San Diego. B. L. Hopkins served as the chair of the Task Force.

The Task Force on Accreditation met during the conventions held in 1989 and 1990 and corresponded throughout the two years. After much debate, a consensus developed among the members of the Task Force that, although there were obvious risks, a well-executed accreditation system might contribute to the effectiveness of our graduate training by (a) causing us to be public and explicit about how we train, (b) occasioning systematic and regular review of our training efforts, and (c) creating a forum for sharing how we train. Potential benefits for the program would range from increased effectiveness of training to greater employment of its graduates to increased leverage with state legislatures regarding funding.

The members of the Task Force agreed that standards for accreditation should initially be simple, flexible, and few in number. They also agreed that the costs of accreditation should be modest. There was a particularly strong consensus that accreditation should not only protect the interests of behavior analysts but serve students and clients of behavioral services as well.

The Task Force established some working definitions of important terms:

- a) **Accreditation** was defined as a designation that a program of studies meets certain standards.
- b) **Certification**, in contrast, was identified as a designation bestowed on a person who has met certain standards of training or preparation.
- c) **Licensure** was identified as a legal entitlement often bestowed by states on individuals. This entitlement allows a person to engage in some business or occupation (e.g., psychology).

The Task Force limited its considerations to accreditation.

The members of the Task Force further agreed that the ABAI Accreditation service would concern the accreditation of **graduate programs of study**. A program of study need not have any official political or structural status in a college or university. A program of study might be nested in such a university division or it might even involve the faculty from two or more such divisions. The intent in emphasizing a program of study, rather than some political or administrative division of a university, was to provide a way for interested behavior analysts to promote accreditation independently of local structure. The important dimension would be the nature of the training that the students received, rather than the existence of a formal academic unit. In particular, **ABAI does not accredit degrees** at the undergraduate (e.g., BA, BS) or graduate (e.g., MS, MA, Ph.D.) level. The accreditation of degrees remains a matter for traditional academic accreditation agencies.

In addition, the Task Force adopted the position that accreditation was concerned with programs of study in any aspect of behavior analysis, from applied work to basic research to conceptual development to various combinations of these. Again, the emphasis was on the nature of the training received rather than on the labeling of the program. Thus, a program of study could be appropriate to the local setting, and would not have to be an entire graduate program devoted to the experimental analysis of behavior, applied behavior analysis, clinical psychology, or teacher education.

Pursuant to a suggestion from the ABAI Executive Council, the Task Force developed a set of minimum standards for accreditation of programs at both the master's and the doctoral level. The minimum standards at the

master's level consist of an educational program with instruction in behavior-analytic approaches to research and conceptual issues that includes: (a) a curriculum topic in the principles of behavior; (b) a curriculum topic in within-subjects research methodology and direct observation of behavior; (c) a curriculum topic in conceptual issues; and (d) a curriculum topic in behavioral interventions with such possible emphases as behavior therapy, behavioral teaching, and behavioral medicine. The standards further specify a thesis, review paper, or general examination whose questions and methods are based on a behavior-analytic approach to problems or issues. The term **curriculum topic** was used rather than **course** to emphasize the importance of the nature of the educational experience, rather than the often arbitrary distribution of activities over time.

The minimum standards at the doctoral level are a continuation or an extension of master's-level standards. Thus, doctoral-level standards assume that students would have already satisfied the master's-level standards. The doctoral-level standards consist of an educational program with instruction in behavior-analytic approaches to research and conceptual issues that includes: (a) an advanced curriculum topic in one or more specialized areas of the non-human and/or human basic research literature, (b) an advanced curriculum topic in research methods, and (c) an advanced curriculum topic focusing on one or more areas of the applied behavioral literature. The standards for a doctoral program of study further specify a dissertation whose questions and methods are based on a behavior-analytic approach to problems and issues.

The Task Force noted options available to the program being reviewed. It also recommended procedures for modifying the standards, appointing members to the ABAI Accrediting Board, and the Board's receiving and reviewing applications for accreditation. It is especially important to note that the Board will only make recommendations about accreditation to the Executive Council. All action is taken by the Council.

On May 27, 1991, the Final Report of the Task Force on Accreditation was presented to the ABAI Executive Council. It was approved unanimously. The preparation of this handbook is an outgrowth of that action.

In November, 2009, the ABAI Executive Council approved the accreditation of undergraduate programs in behavior analysis, with the following course requirements:

- Principles in behavior analysis (45 hours)
- Research methods (45 hours)
- Conceptual or Experimental Analysis of Behavior (45 hours)
- Applied behavior analysis (90 hours)
- Ethics (15 hours)
- Practicum (90 course hours and 1,000 hours of supervised experience)

[The text of this brief background was taken from Hopkins (1991) and Hopkins and Moore (1993).]

References

Hopkins, B. L. (1991). ABA to begin accrediting graduate programs of studies in behavior analysis. ABA Newsletter, 14(3), 19–21.

Hopkins, B. L., & Moore, J. (1993). ABA accreditation of graduate programs of study. The Behavior Analyst, 16, 117–121.

Policies and Procedures for the Accreditation Board

Responsibilities of the ABAI Executive Council to the Accrediting Board:

1. The Executive Council shall appoint a chair of the Accrediting Board to serve a three-year term.
2. The Executive Council shall appoint six people to serve, with the chair, as the Accrediting Board.
3. The President of ABAI shall appoint, as necessary to do the work of the Accrediting Board, additional ad hoc members to the Board.

Responsibilities of the Accrediting Board:

1. The Accrediting Board shall conduct, if requested, annual accreditation hearings and make recommendations to the Executive Council regarding decisions on accreditation.
2. The Accrediting Board shall send a site visit team consisting of two members to each applying organization to visit with faculty members and students and to inspect facilities.
3. Subsequent to the site visitor's visit and inspection, an accreditation hearing will be conducted in conjunction with the annual ABAI meeting.
4. The accreditation hearing shall be conducted by three members of the Accreditation Board with two of the three members being the persons who site visited the applying organization.
5. The accreditation hearing shall lead to one of two recommendations to the Executive Council:
 - a) that the program of studies be accredited for five (5) years; or
 - b) that the program of studies be denied accreditation.
6. In all cases, the hearing team shall function to guide and educate the representatives of the applying organization. This mission shall especially include advising and helping the representatives of any program that has been denied accreditation.
7. All accreditation shall be renewed every five (5) years.
8. Applications for renewal of accreditation shall be handled the same ways as applications for original accreditation.
9. The Accrediting Board shall act every year to elaborate on and refine the statements of standards.
10. The Accrediting Board shall annually provide to the Executive Council an updated recommendation for standards.
11. The Executive Council shall annually take action in considering recommended changes in standards and recommendations for accreditation.

Responsibilities of the Organization Requesting Accreditation (or Reaccreditation):

1. Organizations applying for accreditation (or reaccreditation) shall bear the costs of accreditation.
2. An organization applying for accreditation (or reaccreditation) shall be required to submit complete course syllabuses, including reading lists, examinations and/or other written descriptions of standards for grading, and faculty members' vitae to support the application.

Methods for Selecting Members of the Accrediting Board

The following procedure must be followed by the ABAI Executive Council for the appointment of the Accreditation Board Members:

1. The membership of the Accrediting Board will include the chair and regular members and may include ad hoc members.
2. The Executive Council will initially appoint six persons, in addition to the Chair, to serve as regular members of the Accrediting Board. Two of these will be appointed to serve for three years, two for two years, and two for one year. Various appointees to the Board will be expert in applied research, basic research, conceptual issues, and methodology so that all of these areas of expertise are represented on the Board.
3. During successive years, the Executive Council will appoint two people to be regular members of the Accreditation Board for three-year terms, keeping the various areas of expertise represented.
4. The Executive Council will maintain a list of other people, organized by areas of expertise, who can be drawn into service on accreditation as described below.
5. If the load of the Accreditation Board will be so heavy during a particular year that the regular Board members can not do all of the work, the President of ABAI will, in consultation with the chair of the Board, appoint as many ad hoc members, drawn from the maintained list, for one year terms, as necessary to do the scheduled work. These ad hoc members will sit as members of accreditation teams and will vote on recommending accreditation of programs as would regular members. The President, in making ad hoc appointments, will preserve balance over areas of expertise.

Methods of Review

Responsibilities of the Organization Requesting Accreditation:

1. A Representative of a program of studies contacts the chair of the Accreditation Board to obtain a self-study form. The accreditation process is initiated when the program returns the completed self-study form. To ensure adequate time for logistical arrangements, etc., the self-study form should be returned at least 6 months before the annual ABAI convention, e.g., by Nov 1 of any given year if the program desires a site visit and a decision by the annual convention.
2. The self-study form requests certain factual and demographic information, syllabuses of curriculum topics, examinations or other standards for grading, and curriculum vitae of all faculty members teaching in the program of study. All expenses connected with the site visit are borne by the program. Arrangements regarding payment of travel expenses for the site visitors are negotiated between the ABAI office and the program. Lodging and meal expenses are the responsibility of the program.

Responsibilities of the Accreditation Board

1. The Chair of the Accreditation Board will assign three representatives of the Board to work as a team to consider each application for accreditation and will designate one member as the chair of the team. These representatives of the Board may be either regular or ad hoc members on the Board. Assignments should include representation of basic researchers, applied researchers, methodologists, and conceptualizers approximately proportionally to the emphases of a program of studies being considered by a team.
2. The Chair will assign two members of the team to site visit the applying program of study. The site visit team and the program will establish a date that is mutually convenient for the visit.
3. The members of the team conducting the site visit will inspect all relevant training facilities, will interview administrators, will interview students enrolled in the program, and will inspect library holdings in behavior analysis to ascertain whether they are appropriate for the requested accreditation.
4. The members of the team conducting a site visit will prepare a written report describing the findings of the site visit.
 - a) The report will be sent to the program within 30 days of the completion of the visit. The report will contain a recommendation of the accreditation status to be awarded the program. This recommendation is advisory to, but not binding on, other bodies that will consider the program for accreditation.
 - b) The program shall acknowledge receipt of the report and may file with the Board a written response to the report. The response shall be filed within 30 days of the receipt of the report. However, upon written request, the period for responding may be extended for an additional 30 days. The program shall include in its response any objections, corrections, additional facts, exhibits or comments it has to the report. Any statement of facts in the report which are not disputed in the response shall be deemed by the committee to be undisputed.
 - c) The final version of the site visit report shall be sent to the chair of the Board. The site visitors shall consider any objections raised by the program when they prepare the final version of the report; if objections have been raised, they shall be included with the final version of the report.
5. The chair of the Board will send to each member of a team all of the materials collected for a particular application for accreditation prior to the annual ABAI convention.
6. The three-member team will hold, at the convention hotel, an accreditation hearing, with one or more representatives of a program of studies, in conjunction with the annual ABAI convention.
7. The accreditation hearing will focus on whether a program of studies meets the minimum standards and what would strengthen the program of studies.
8. The three-member team will vote on whether to recommend that a program of studies be accredited. The team will also prepare a list of suggestions aimed at strengthening the program of studies. The vote,

recommendation, and suggestions will be transmitted by the chair of the team to the chair of the Accrediting Board.

9. If a team votes that a program of studies should not be accredited, the representative of that program may appeal the decision of the team to the Accrediting Board.
10. The members of the Accrediting Board will consider the vote, recommendations, and suggestions of each team and appeals, if there are any, of the votes of the teams. They will then conduct a formal vote on each application for accreditation.
11. The chair of the Accrediting Board will make a report, summarizing the votes, recommendations and suggestions of all of the teams of the Accrediting Board and the votes and recommendations of the Accrediting Board, to the ABAI Executive Council.
12. If a team votes that a program of studies should not be accredited, and the representative of that program appeals the decision of the team to the Accrediting Board, and the Accrediting Board votes that the program should not be accredited, the representative of that program may further appeal the decision to the Executive Council.
13. The Executive Council will determine which programs of study are approved for accreditation or denied accreditation.
14. The chair of the Accreditation Board will prepare letters of notification regarding accreditation and denial of accreditation and the letters will be sent, over the signatures of the chair and the President of ABA, to the representative of the program of studies and the President of the University. In addition to the notification about the accreditation hearing, this letter will provide detailed suggestions about ways in which the program of studies may be strengthened.
15. The chair of the Accrediting Board will ask a representative of a program of studies to file a brief report with the Accrediting Board each year that a program of studies is accredited before it is due a re-accreditation hearing. The report will be aimed at determining if there have been any changes in program faculty, students, facilities, or curriculum topics that would compromise the accreditation.
16. If the chair judges that there have been sufficient changes in a program of studies that standards may no longer be met, the chair, with the approval of the President of ABA, may require a site visit and a hearing at the next ABAI convention to decide, subject to the procedures described in 8 and 9 above, that the program should remain accredited or will lose accreditation. Alternatively, the representative of a program of studies may request the termination of accreditation.
17. If a representative of a program of studies requests termination of accreditation or fails to request re-accreditation at the end of the five year period of accreditation, the chair of the Accreditation Board will write to the President of the University to request administrative affirmation that the accreditation of the program of studies will be allowed to lapse.
18. The chair of the Accreditation Board will maintain a public file of syllabi of curriculum topics of accredited programs of study. The representative of a program of study may request that examination material for a curriculum topic not be made public. The list of available syllabi will be advertised in the ABAI newsletter each year and will be supplied, at cost, to any representative of another program of studies that requests them.
19. Complaints against the actions, as distinct from the decisions, of the site visit team should be sent to the chair of the Accreditation Board. The complaints should be
 - a) written and signed,
 - b) sent before receipt of the site visit report,
 - c) provide a clear description of the critical incident(s) in question; and
 - d) grant permission to send the complaint, in its entirety, to the site visit team.
20. The chair of the Accreditation Board will notify the ABAI Executive Council of the complaint. The complaint will then be considered, and one of the following decisions rendered:

- a) To deny the complaint, thereby sustaining the site visitor(s);
- b) To sustain the complaint, thereby requiring action be taken toward the site visitor(s);
- c) To pursue the matter further, either by further correspondence with the parties involved, or by means of a special fact-finding group, to provide additional information on which to reach a decision.

[The procedures outlined above are taken primarily from two sources, with minor amendments. The first source is the Final Report of the Task Force on Accreditation, accepted by ABAI Executive Council on May 27, 1991. The second source is the literature on “Accreditation Procedures” of the American Psychological Association.]

ABAI Guide for Accreditation Site Visitors and Members of the Accreditation Board

The purpose of this guide is to present the more salient features of the ABAI accreditation service as they pertain to the site visitors. Many of these features are taken from the APA Accreditation Handbook. The information is viewed as a supplement to the principles and procedures set forth in the Report of the Task Force on Accreditation dated May 27, 1991.

1. The Accreditation Board, the program, and the site visitors must attempt to minimize conflicts of interest to maintain the credibility of the accreditation process. The responsibility to minimize conflicts of interest lies equally with all three parties. Conflicts of interest apply to the site visit process as well as to reviews and recommendations by voting members of the board. Examples of conflicts of interest include, but are not limited to: (a) a site visitor or member of the Accreditation Board who is a graduate of the program under review, (b) a site visitor or member of the Accreditation Board who has a former graduate student on the staff at the program, (c) a site visitor or member of the Accreditation Board who has a family connection with the program, (d) a site visitor or member of the Accreditation Board who has a former close colleague on the staff at the program, and (e) a site visitor or member of the Accreditation Board who has a former close classmate on the staff at the program.
2. In general, a site visitor's role during the visit is descriptive, not prescriptive. Within this context, the role of the site visitors is to collect information on which a recommendation to the Board will be based. This recommendation is then communicated to the program. Thus, the role of the site visitors is not to provide expert consultation to the program during the visit regarding personnel needs or programmatic issues.
3. The site visitors must be neutral observers, concerned with the quality of the program in relation to the criteria. The visitors should clarify to those at the program that the purpose is to serve as a representative of the Accreditation Board and collect data on the program, rather than make a decision about the program. Apart from informal communications about logistics (travel, lodging, agenda), communication about the visit will ordinarily be referred to the Accreditation Board, rather than the site visitors.
4. The site visitors should be prompt for meetings and interviews, and should remain for the entire visit. Sensitive collegial interaction is the rule.
5. The site visitors should avoid socializing with program staff or students. Professional informal contact is appropriate (e.g., at a luncheon), but the contact should not interfere with the purpose of the visit.
6. The site visitors should limit personal free time during the visit and should plan to be available for meetings.
7. The site visitors should treat any background material collected during the visit as confidential.
8. The site visitors should not give the impression that they have already arrived at a decision. Accreditation recommendations are made by the Accreditation Board and accreditation decisions are made by the ABAI Executive Council.
9. The site visitors should not imply criticism of the persons or aspects of the program under study.
10. The site visitors should not argue about the evaluation process or the professional issues surrounding accreditation.
11. The site visitors should not give the impression that any interview is pro forma.
12. To prepare for the visit, the site visitors should become thoroughly familiar with ABA's criteria, and with the program's self-study report. Such preparation ordinarily includes formulating questions to be asked of the program staff at the time of the visit.
13. The accreditation site visit represents an action initiated by the program staff for professional/scholarly purposes. The request for the site visit is voluntary, and all parties will be assumed to be operating professionally in good faith in connection with the purposes of the visit. Within this context, the burden of proof falls on the program. Program staff must prepare a thorough application that allows for a detailed evaluation by the site visitors. Program staff should not expect the site visitors to prepare the program's case for them. The

program staff, not the site visitors or Accreditation Board, are responsible for ensuring that all relevant information is contained in the application and that the program is described fully. The Board is responsible for assessing the quality of the program based on the application and the site visit. In short, program staff must make the case for their accreditation. An incomplete presentation will likely result in a negative decision.

Instructions for Completing the Self-Study Materials

The purpose of the ABAI accreditation process is to promote excellence in programs in behavior analysis, and to provide evaluation of them as a service to the public, the profession, and prospective students. This self-study form and set of instructions has been developed to assist in this process. The process for accreditation and reaccreditation are the same. The program initiating the request for (re)accreditation is responsible for filling out the information and mailing three copies to the chair of the Accreditation Board, along with three copies of any relevant supplemental material. Answers should be provided on separate sheets, with a copy of the cover sheet attached to each set.

1. Please provide a statement of the mission or objective of the program. If the program has formal promotional or admissions material that it distributes, please include it.
2. Please provide curriculum vitae of all faculty who have taught courses over the last 5 years relevant to this program and who are currently on staff. Only publications from the last 5 years need be listed in the vita.
3. The minimum standards for the (re)accreditation of bachelors-level programs include courses in the principles in behavior analysis (45 hours); research methods (45 hours); conceptual or Experimental Analysis of Behavior (45 hours); applied behavior analysis (90 hours); ethics (15 hours); and practicum (90 course hours and 1,000 hours of supervised experience)
4. The minimum standards for the (re)accreditation of masters-level programs include (a) an educational program with instruction in behavior-analytic approaches to the principles of behavior, within-subjects research methodology, conceptual issues, and behavioral interventions; and (b) a thesis, review paper, or general examination that is based on a behavior-analytic approach to problems or issues. If (re)accreditation is sought for a master's-level program (e.g., terminal master's, or the master's level of a doctoral program), please answer the questions on page 14.
5. The minimum standards for the (re)accreditation of doctoral-level programs include (a) an educational program that includes the master's-level requirements outlined above; (b) an educational program with instruction in behavior-analytic approaches to one or more specialized areas of the non-human and/or human basic research literature, research methods, and the applied behavioral literature; and (c) a dissertation whose questions and methods are based on a behavior-analytic approach to problems and issues. The doctoral-level requirements should be construed as requirements in addition to, or beyond, those of the master's level programs. If (re)accreditation is sought for a doctoral-level program that involves a master's-level program, the prior section on the master's level-program should be filled out, and the answers in the two sections should be coordinated to appropriately convey the characteristics of the program. Thus, doctoral programs should answer the questions on pages 15 and 16. If no formal master's-level program is involved in the doctoral program, please also provide comprehensive answers to the questions on page 14.
6. Describe the training model and mentoring practices of the program, including experiences in legal issues and ethics. Describe how student progress in the program is evaluated.
7. Provide data regarding students in the program. How many enter? What percent complete the program? What is the median time to completion? Indicate the status of recent graduates of program. For example, are they are teaching (give level or institution), working on an advanced degree, or working in some capacity related to their behavior-analytic training (give nature of employment, public/private sector, etc)? Provide employer statements or other means of evaluating the effectiveness of their training. Master's level programs need only be concerned with the last 5 years, doctoral programs with the last 10 years.
8. Please arrange an agenda for two site visitors that includes interviews with (a) program students, (b) a director or other head of the program individually, (c) program faculty as a group, and (d) a representative of the administration of the institution with which the program is affiliated. The agenda should also include one unscheduled hour for the site visitor to study the documents. A feedback session at the conclusion of the visit, involving the site visitor, faculty, and students, may be scheduled at the discretion of the program.
9. Sample formats for reporting information are included after the questions. The program may reproduce as many copies as needed

ABAI Accreditation/Reaccreditation Requirements for Bachelor's-Level

The table below provides an overview of the requirements for bachelor's program accreditation. The table includes the categories of content, requirements, and a general description of content areas to be covered. ABAI does not intend to dictate the content of specific courses. Content descriptions are included as examples only.

Categories of Required Content	Hours of Instruction	Bachelor's-Level Examples of Content
Principles	45	The aim of this course is to develop students' competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis. The contents of such courses might include such items as: contingencies of reinforcement, positive reinforcement, negative reinforcement (escape, avoidance), conditioned reinforcement, generalized conditioned reinforcement, intermittent reinforcement, extinction, punishment, conditioned aversive stimuli, stimulus control, stimulus discrimination, conditional stimulus discrimination, stimulus generalization, establishing/motivational operations, response form, response function, and response generalization.
Research Methods	45	The aim of this course is to develop students' competence in the application of single-case research methods in behavioral investigation and practice, as well as data collection procedures, analytical procedures, and graphic representation of data.
Conceptual 1	45 (or EAB)	Examples of course content might include Skinner's writings as primary sources. This course could also be more topical, organized around various themes (for instance, private events, phylogeny and ontogeny, and cultural design). Specific content decisions will be made at the discretion of the program.
Applied 1	45	The aim of this course is to demonstrate the operations of principles of behavior in applied research in multiple areas of investigation and practice such as behavior assessment, intervention for problem behaviors, procedures to enlarge behavioral repertoires or bring behavior under appropriate stimulus control, among other topics.
Applied 2	45	The aim of this course is to further demonstrate the operations of principles of behavior in multiple areas of investigation and practice, possibly as pertains to multiple populations (e.g., persons with special needs, teachers, medical patients, staff members, college students), in multiple settings (e.g., homes, schools, hospitals, workplaces), and for multiple response sets (e.g., parenting, academic, social, and interpersonal skills).
Ethics	15	The aim of this course is to develop students' competence with legal constraints and ethical guidelines as pertinent to behavioral interventions of various sorts, as well as intellectual circumstances.
EAB 1	45	As an example, EAB 1 might focus on demonstrating the operations of principles of behavior in the context of basic research in multiple areas of investigation such as schedules of reinforcement, stimulus control, conditioned reinforcement choice, and establishing/motivational operations.
Supervised Practical/ Research Training OR Experience (e.g., Lab, Practicum, Directed Study, Independent Study, Independent Research)	45+45 (2 courses for minimum of 360 hours of supervised field experience)	The aim of supervised practical experience or research is to prepare students for professional practice or continued research activity. There are many options for meeting this requirement; for example, additional coursework, supervised practica, independent study, or lab experience.
Totals	240 hours of instruction (16 credit hours) + 6 credits of research or practica	The Accreditation Board is committed to working with educational institutions, allowing considerable flexibility as to how these requirements may be met, through a combination of formal courses, practical training, and laboratory experience.

ABAI Accreditation/Reaccreditation of Master's-Level Programs

This section is for a terminal master's program or for the master's-level program of a doctoral program, whether or not the master's-level program is continuous with or a prerequisite for the doctoral training. The minimum standards for the (re)accreditation of masters-level programs include (a) an educational program with instruction in behavior-analytic approaches to the principles of behavior, within-subjects research methodology, conceptual issues, and behavioral interventions; and (b) a thesis, review paper, or general examination that is based on a behavior-analytic approach to problems or issues. In reporting course data, please include the semester/quarter the courses were taught, credit hours, the instructor, the enrollment, and whether the course was required or an elective. Also, please include a syllabus for the last time each course was taught, with reading lists as appropriate.

1. List for the last 5 years the course(s) in principles of behavior.
2. List for the last 5 years the course(s) in within-subjects research methodology emphasizing the direct observation of behavior.
3. List for the last 5 years the course(s) in conceptual issues.
4. List for the last 5 years the course(s) in behavioral interventions. Possible emphases include such topics as behavior therapy, behavioral teaching, behavioral programming for the developmentally disabled, applied behavior analysis, and behavioral medicine.
5. List for the last 5 years the practica/internships related to this program. Data may be provided in narrative format describing how much training is involved, at what kind of sites, the nature of the supervision, etc.
6. Do not count a course as satisfying more than one requirement in a given semester. Also, do not count independent research, independent study, or thesis research credits. If specific courses are not taught according to the requirements outlined above, provide a justification for how the unique style of the program is nevertheless consistent with (re)accreditation requirements. If additional courses are required beyond the minima specified here, whether didactic, practica, or research, please list and indicate the contribution of these courses to the overall program. Also, please indicate what percent of the total credit hours for a degree are represented by the program in behavior analysis.
7. Have available for inspection by a site visitor the last 10 theses, review papers, or general examinations (whichever is appropriate to program requirements) that are based on a behavior-analytic approach to problems or methods. Fill out the summary form regarding these theses/papers and return it with the rest of the information. Note that the theses/papers themselves do not need to be reproduced and mailed to the Accreditation Board, but only made available to the site visitor during the visit. However, the summary form should be filled out and returned with the other material.

ABAI Accreditation/Reaccreditation of Doctoral-Level Programs

The minimum standards for the (re)accreditation of doctoral-level programs include (a) an educational program that includes the master's-level requirements from the prior section; (b) an educational program with instruction in behavior-analytic approaches to one or more specialized areas of the non-human and/or human basic research literature, research methods, and the applied behavioral literature; and (c) a dissertation whose questions and methods are based on a behavior-analytic approach to problems and issues. The prior section on the master's level-program should be filled out, and the answers in the two sections should be coordinated to appropriately convey the characteristics of the program. The doctoral-level requirements should be construed as requirements in addition to, or beyond, those of the master's-level programs. Brief narrative statements may be included to explain course sequences, how the content of courses goes beyond that of the courses listed in the prior section, etc. If no formal master's-level program is involved in the doctoral program, please provide comprehensive answers to the questions, listing all relevant courses instead of just advanced courses. Please include also information relevant to a course in conceptual issues. For the courses data, include the semester/quarter the course were taught, credit hours, the instructor(s), the enrollment, and whether the course was required or an elective. Also, please include a syllabus for the last time each course was taught, with reading lists as appropriate.

1. List for the last 5 years the **advanced** course(s) in one or more **specialized** areas of the non-human and/or human basic research literature.
2. List for the last 5 years the **advanced** course(s) in research methods.
3. List for the last 5 years the **advanced** course(s) in one or more **specialized** areas of the applied behavioral literature. Possible emphases include such topics as behavior therapy, behavioral teaching, behavioral programming for the developmentally disabled, applied behavior analysis, and behavioral medicine.
4. List for the last 5 years the practica/internships related to this program. Data may be provided in narrative format describing how much training is involved, at what kind of sites, the nature of the supervision, etc.
5. Do not count a course as satisfying more than one requirement in a given semester. Do not count independent research, independent study, or thesis/dissertation research credits. If specific courses are not taught according to these requirements, provide a justification for how the unique style of the program is nevertheless consistent with (re)accreditation requirements. If additional courses are required beyond the minimal specified here, whether didactic, practica, or research, please list and indicate the contribution of these courses to the overall program. Also, please indicate what percent of the total credit hours for a degree are represented by the program in behavior analysis.
6. Have available for inspection by a site visitor the last 10 dissertations that are based on a behavior-analytic approach to problems or methods. Fill out the summary form regarding these dissertations and return it with the rest of the information. Note that the dissertations themselves do not need to be reproduced and mailed to the Accreditation Board, but only made available to the site visitor during the visit. However, the summary form should be filled out and returned with the other material.

Appendices

ABAI Accreditation/Reaccreditation Self-Study Cover Sheet

Date: _____

Institutional Affiliation of Program Requesting Accreditation/Reaccreditation

Department: _____ Phone: _____

University: _____

City / State: _____ Zip: _____

Program Representative

Name: _____ Home Phone: _____

Work Phone: _____

Address: _____
Street

City / State Zip

Level of program for which accreditation/reaccreditation is sought (please check)

☐ Bachelors

☐ Master's

☐ Doctoral

ABAI Accreditation/Reaccreditation Self-Study Course Data

Course area: _____

Year	Semester/ Quarter	Course Number/ Title	Credit Hours	Instructor	Enrollment R/E

ABAI Accreditation/Reaccreditation
Self-Study Summary of Student Theses, Dissertations, and Papers

Student Name	Adviser	Date of Completion	Title

**ABAI Accreditation/Reaccreditation
Self-Study Summary of Recent Graduates**

Student Name	Adviser	Date of Graduation	Current Status