

ABAI Tiered Model ♦ Review Meeting Information

General Information

ABAI will work with the applying program and external reviewers to schedule the review meeting. It is the responsibility of the program to agree upon the schedule for the review meeting. The review meeting will be conducted via videoconference (e.g., Zoom) and will normally occur during the academic term, when classes are in session and faculty, administrators, and students are available. A program is expected to be operating in accordance with the information reported in its self-study report and the tiered model standards.

Prior to the meeting, the reviewers will have studied the information in the self-study report (as submitted in the online application) to evaluate compliance with tiered model standards. The external reviewers must be able to evaluate all components of the self-study application and interview the program about relevant components. Considerations for the preparation, structure, and schedule of the videoconference review meeting are detailed below.

Preparation

Meetings

The purpose of the review meeting is for the reviewers to meet with the program coordinator and program representatives to appropriately evaluate the program. Participants and representatives are described below. Programs with supervised experiential learning will normally have a half-day review meeting; other programs may have a shorter review meeting. An agenda with meeting times and attendees will be prepared by the program coordinator and agreed upon beforehand. Example agendas are located at the end of this resource.

Review meetings should include the following:

Attendees:	Participation:	Role:
Program coordinator	Individually at the beginning of the meeting and present throughout	Program coordinator should first provide a general overview of the program, be available throughout to facilitate the review meeting and answer general questions, and be present during the closing remarks.
Core faculty (a representative sample; at least one, but no more than three)	Scheduled for a specific portion of the meeting	Reviewers will generally ask about program operations, support from the college/department, teaching loads, supervision structure, etc.
Students from the applying degree/program level(s) (a representative sample; at least two, but no more than four)	Scheduled for a specific portion of the meeting	Reviewers will generally ask students about their experiences in the program, coursework, research and practical training, sites, general operations, etc. The reviewers may also ask the coordinator to leave (e.g., be placed into the virtual waiting room) to permit private and fair discussions.
Upper-level representatives – Dean, Provost, Chair (at least one, but no more than three)	Scheduled for a specific portion of the meeting	Reviewers will generally ask about program operations, resources and support for the program faculty and students, etc.

Additional administrators if applicable - Research/Practicum Coordinator(s), IRB Chair, Director of Graduate Studies, or Librarian, etc. (no more than three)	If relevant, their participation may be scheduled for a specific portion of the meeting.	Reviewers will generally ask about program operations, resources and support for the program faculty and students, etc.
ABAI reviewers (normally two individuals who serve as faculty from other accredited/recognized programs, ABAI Fellows with university affiliations, or other qualified reviewers as selected by ABAI)	The reviewers review application materials prior to the meeting, attend all components of the review meeting, then complete the review report	Reviewers help facilitate the meeting, study the application, and complete the review report.
An ABAI staff member may be present throughout some or all the meeting.	If attending, they will help facilitate the virtual meeting room, agenda, waiting room, attendees, etc.	ABAI staff are not participants of the meeting, discussions, nor the evaluation. If present, their camera will remain off and microphone muted – they may assign the “host” function to the program coordinator.

Submission of Materials

To support the program’s narrative responses in the self-study report form, please ensure these additional materials are readily available to the reviewers. ABAI will provide the program coordinator with an electronic-submission folder to submit additional materials:

- Electronic copies of theses, dissertations, and other research or applied projects (related to Standard Areas 3 and 9).
 - Nothing in the self-study requires you to provide students’ names except for publicly available publications and presentations. When submitting sample documents, please remove any name that could raise FERPA or Health Information Portability and Accountability Act (HIPAA) issues, questions, or concerns.
- Electronic copies of handbooks, evaluative tools, and contracts for experiential learning (supplemental to narrative descriptions).
 - Evaluative tools should support standards 2-102 and 2-103, and may include, but are not limited to, grading rubrics, supervisory feedback forms, and course/faculty evaluations. These items can be templates/demonstrative and should not include personal identifying information.

Submission of Videos (Sites)

At least two weeks prior to the review meeting, the program coordinator must submit brief videos to the electronic-submission folder for the reviewers to appropriately evaluate facilities and resources. The site videos must demonstrate the program has adequate classrooms, offices, space for graduate students, laboratory or research space(s), and (if applicable) practicum site(s), as related to the following standards:

- 2-106: Practicum environments, including arrangements for supervision, are sufficient in number and quality to support the achievement of student learning outcomes and program objectives.
- 2-108: Research environments are sufficient in number and quality to support the achievement of student learning outcomes and program objectives.

5-101: Physical resources, including research, teaching, and practical training facilities, are sufficient to ensure the achievement of program outcomes and meet the needs of the faculty and students.

For 5-101: Describe the physical resources available to the program, including office space, classrooms, instructional laboratories, instructional technology, and library resources. Note that information about resources for practica, research, and research equipment is requested in relation to Standards 2-107 (practica) and 2108 and 2-109 (research & research equipment).

Note: Programs not offering supervised experiential learning must still provide videos of campus facilities and other program resources. Online programs can work with community partners (as available) and should still demonstrate how online students access their institution's resources (students support, online platform interfaces, library resources, etc.).

Consider the following when preparing the videos:

- Empty spaces and facilitates are okay! People/students/clients do not need to be present.
- The videos do not need to be expertly made – do not submit institution's marketing/recruitment videos unless they are specific to the applying program (e.g., highlights the program-specific building and resources).
- Someone can narrate the videos while recording, for context, by describing the location and function(s); or use textual prompts/labels.
- The videos can be supplemented with floorplan(s) and photos.
- Please be aware of recording or photographing sites with institutional restrictions (e.g., some laboratory spaces might need authorization or may not be permitted).
- Other programs have provided their videos as examples – contact ABAI to view those videos.
- If more than three videos are prepared, organize the videos and information via a table. An example is below.

Resource or Facility	Description	Video links
Operant laboratory	Operant animal labs, located within a 5-minute walk from the main psychology hall (secured access)	Paste link to video (stored in university cloud system or shared drive) Paste link to floorplan if available
Graduate technology workroom	Computer and multi-media technology resources available to graduate students (reservation needed)	Paste link to video (stored in university cloud system or shared drive) Paste link to floorplan if available
Practicum site A	Practicum site A: autism center. Supervising faculty names, etc.	Paste link to video (stored in university cloud system or shared drive) Paste link to floorplan if available
Practicum site B	Practicum site B: early childhood special education classroom. Supervising faculty names, etc.	Paste link to video (stored in university cloud system or shared drive) Paste link to floorplan if available

Reviewers' Responsibilities

The reviewers will examine the self-study report and corresponding materials prior to the review meeting. Our handbook outlines the reviewers' responsibilities during the meeting:

1. Verify the representations in the self-study report.
2. Collect data by interviewing, observing, and reviewing documentation as appropriate.
3. The two reviewers may meet or communicate to discuss preliminary findings.
4. During the review meeting, confer with the program administration to allow the opportunity for additional information and/or clarification regarding issues and concerns identified by the reviewers.
5. Meet with the other reviewer(s) to achieve consensus on findings and ratings pertinent to the standards of accreditation or recognition.

6. Conduct the review meeting in all respects in accordance with the Guidelines for Review Meetings and other policies and procedures of the ABAI Accreditation Board.
7. Draft a consensus report immediately following the meeting. The report outlines areas where the program has met, has not met, or has exceeded the standards and includes citations to relevant standards, policies, and rules. (The reviewers' role is descriptive, not prescriptive. Reviewers collect information on which a recommendation to the ABAI Accreditation Board will be based. The reviewers must be neutral observers, concerned with the quality of the program in relation to the standards and policies of ABAI and the ABAI Accreditation Board.)
8. Provide in an exit briefing a summary of strengths and weaknesses under each of the standards of accreditation to the program faculty, and other administrators as appropriate. The summary should not leave the program with the impression that a decision about recognition has been reached. Reviewers should remind the program that recognition is voluntary, and it is the responsibility of the program to demonstrate compliance with all standards and policies and to ensure that all relevant information and documentation are provided to the ABAI Accreditation Board, which is the decision-making body.

The program will be provided the review meeting report within one month of the meeting and the program must provide a formal response. Please reference the Tiered Model Handbook for additional details.

Review Meeting Schedule - Examples

The two examples below demonstrate how a review meeting may be scheduled. The applying program develops the review meeting agenda, determines participants, and creates the schedule.

Example A:

Date	Time	Activity	Meeting Link
Monday: Oct. 10	8:30-9:30 a.m.	Meet with program coordinator	
	9:30-10:25 a.m.	Meet with (3) core program faculty (and program coordinator)	Same link; join waiting room 5 minutes beforehand
	10:25-10:30 a.m.	Break	
	10:30-11 a.m.	Meet with Dean of the college (and program coordinator)	
	11-11:30 a.m.	Break and/or records review	
	11:30-12:00 p.m.	Meeting with graduate students	Program coordinator is not present
	12:00-12:30 p.m.	Review practicum sites and meet with supervisors/faculty (and program coordinator)	
	12:30-1 p.m.	Exit meeting with program coordinator	
About 4 hours of meetings			

Example B:

Date	Time	Activity	Meeting Link
Monday: Oct. 10	11-11:30 a.m.	Meet with program coordinator	
	11:30-12 p.m.	Meet with program faculty (and program coordinator)	
	12:00-12:30 p.m.	Meeting with Provost (and program coordinator)	
	12:30-3:30 p.m.	Break and/or records review	

3:30-4:00 p.m.	Meeting with students	<i>Program coordinator is not present</i>
4:00-4:30 p.m.	Review research sites and meet with supervisors/faculty (and program coordinator)	
4:30-5:00 p.m.	Review practicum sites and meet with supervisors/faculty (and program coordinator)	
5-6 p.m.	Exit meeting with core faculty	
<i>About 4 hours of meetings</i>		