



Guidelines for the Accreditation and Reaccreditation of Programs in Behavior Analysis

November 1993
(Revised October 1997)
(Revised October 2012; updated August 2013; updated January 2015)

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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 by the countries represented by our members.

ABAI is a membership organization that provides a forum for 36 special interest groups; maintains a mutually beneficial relationship with 88 affiliated chapters located around the world; and organizes an annual convention, an annual autism conference, a biennial international 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 member publication, *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) was 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. ABAI's presidents have been:

Martha Hübner	2015–2016	Richard M. Foxx	1995–1996
Linda J. Parrott Hayes	2014–2015	Kennon A. Lattal	1994–1995
Michael Perone	2013–2014	Sigrid S. Glenn	1993–1994
Kurt Salzinger	2012–2013	Judith E. Favell	1992–1993
Richard W. Malott	2011–2012	Edward K. Morris	1991–1992
Patrick C. Friman	2010–2011	Philip N. Himeline	1990–1991
Raymond G. Miltenberger	2009–2010	Julie S. Vargas	1989–1990
William L. Heward	2008–2009	Brian A. Iwata	1988–1989
Janet Twyman	2007–2008	Barbara C. Etzel	1987–1988
Thomas Critchfield	2006–2007	Henry S. Pennypacker	1986–1987
Frances K. McSweeney	2005–2006	Ogden R. Lindsley	1985–1986
Linda J. Parrott Hayes	2004–2005	Ellen P. Reese	1984–1985
John C. (Jay) Moore	2003–2004	Don F. Hake	1983–1984
Michael Perone	2002–2003	A. Charles Catania	1982–1983
M. Jackson Marr	2001–2002	Beth Sulzer Azaroff	1981–1982
Carol Pilgrim	2000–2001	Donald M. Baer	1980–1981
Gina Green	1999–2000	Jack Michael	1979–1980
Masaya Sato	1998–1999	Sidney W. Bijou	1978–1979
James M. Johnston	1997–1998	Israel Goldiamond	1977–1978
Marc M. Branch	1996–1997	Nathan H. Azrin	1976–1977

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

History and Background of the Accreditation Committee

An important component of ABAI's aim to disseminate information is 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 this 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 The 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 chair.

The Task Force on Accreditation met during the 1989 and 1990 conventions and corresponded throughout those two years. After much debate, a consensus developed among the members that, although there were obvious risks, a well-executed accreditation system might contribute to the effectiveness of graduate training by (a) causing behavior analysts 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 programs would range from increased effectiveness of training to higher rates of employment of graduates to increased leverage with state legislatures regarding funding.

Task force members 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 study 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 governments 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.

Task force members 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 would be 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, or 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 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 nonhuman 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 Accreditation Committee, and the committee's receiving and reviewing applications for accreditation. It is especially important to note that the committee will make recommendations about accreditation only 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 360 hours of supervised experience)

[The text of this brief background was adapted 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 Committee

Responsibilities of the ABAI Executive Council to the Accreditation Committee:

1. The Executive Council shall appoint an Education Board coordinator to oversee accreditation activities; this person shall serve a three-year term, though if performance is exemplary, he or she will be given first opportunity to serve a second term or extend the appointment for a partial term.
2. The Executive Council shall appoint a chair of the Accreditation Committee.
3. The president of ABAI shall appoint, as necessary to do the work of the Education Board, additional ad hoc members to the board.

Responsibilities of the Accreditation Committee:

1. The Accreditation Committee shall arrange, as requested, accreditation site visits and reviews and make recommendations to the Executive Council regarding decisions on accreditation.
2. The Education Board shall appoint site visitors according to its selection policies: site visitors must be associate professors or professors in ABAI-accredited programs who have been with their programs for a minimum of 6 years, or ABAI Fellows at universities who have been with their programs for a minimum of 6 years, or current or past members of the ABAI Executive Council at universities who have been with their programs for a minimum of 6 years. When bilingual site visitors are needed for non-U.S. site visits, they must be senior behavior analysts who have been Full members of ABAI for more than 10 years. Criteria for bilingual site visitors will remain in effect until five non-U.S. programs have been accredited, thus providing a pool of site visitors who meet the regular criteria.
3. The Accreditation Committee 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.
4. Site visitors should refrain from socializing during dinner and other festivities with the members of the department being evaluated. Lunch with students (but without faculty) is permitted.
5. Site visitors should be provided a per diem amount from the program to cover their expenses; faculty should not pay directly for site visitor meals.
6. Subsequent to the site visitors' visit and inspection, an accreditation review will be conducted by three members of the Education Board, with two of the three members being the persons who conducted the site visit to the applying organization.
7. The accreditation review shall lead to one of three recommendations to the Executive Council:
 - a) that the program of study be accredited for 5 years
 - b) that provisional accreditation be granted, in which clear criteria are specified for subsequent review, on a given schedule, for the purpose of recommending full accreditation
 - c) that the program of study be denied accreditation
8. A program whose accreditation is under review should be given a copy of the site visit report and asked to provide a written response and action plan based on this report *before* a recommendation is submitted to the ABAI Executive Council.
9. In all cases, the visiting 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.
10. All accreditations shall be renewed every 5 years.
11. Applications for renewal of accreditation shall be handled the same way as applications for original accreditation.
12. The Education Board shall act every year to elaborate on and refine the statements of standards.
13. The Education Board shall annually provide to the Executive Council an updated recommendation for standards.
14. The Executive Council shall annually take action in considering recommended changes in standards and

recommendations for accreditation.

Responsibilities of the Organization Requesting Accreditation/Reaccreditation:

1. An organization applying for (re)accreditation shall bear the costs of accreditation and the site visit by two reviewers.
2. An organization applying for (re)accreditation shall be required to submit a self-study prior to the site visit that includes the following:
 - A cover sheet (see Appendix A).
 - A statement of the mission or objective of the program.
 - A description of the program's training model and mentoring practices.
 - A description of how student progress in the program is evaluated.
 - A summary of course data (see Appendix B).
 - Details of program coursework, including complete course syllabi, reading lists, examinations, and/or other written descriptions of standards for grading.
 - A summary of student theses, dissertations, and papers (See Appendix C).
 - Student outcome data: How many enter? What percent complete the program? What is the median time to completion?
 - A summary of recent graduates (See Appendix D). Provide employer statements or other means of evaluating the effectiveness of graduates' training. Bachelor's- and master's-level programs need be concerned only with the last 5 years, doctoral programs with the last 10 years.
 - Curricula vitae of faculty who have taught courses over the last 5 years.
 - Any formal promotional or admissions material the program distributes.
3. An organization applying for accreditation (or reaccreditation) shall 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 an hour for the site visitors 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.

Methods of Review

Responsibilities of the Organization Requesting Accreditation

1. A representative of a program of study contacts the chair of the Accreditation Committee to obtain a self-study outline. The accreditation process is initiated when the program returns the completed self-study. The self-study requires certain factual and demographic information, syllabi of curriculum topics, examinations or other standards for grading, and curricula vitae of all faculty members. All expenses connected with the site visit, including lodging and meals, are borne by the program.

Responsibilities of the Accreditation Committee

1. The chair of the Accreditation Committee will assign three representatives of the committee to work as a team to consider each application for accreditation and will designate one member as the chair of the team. These representatives may be either regular or ad hoc members of the Accreditation Committee. Teams should include basic researchers, applied researchers, and those who study methods and concepts approximately proportionally to the emphases of a program of study being considered by a team.
2. The chair will assign two members of the team to 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, interview administrators and students enrolled in the program, and inspect library holdings in behavior analysis to ascertain whether they are appropriate for the requested accreditation.
4. The site visitors 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 accreditation status. This recommendation is advisory to, but not binding on, the ABAI Executive Council.
 - b) The program shall acknowledge receipt of the report and is required to send the committee a written response. The response shall be sent 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; additionally, an action plan in response to recommendations of the site visitors should be included. Any statement of facts in the report that 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 committee. 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 committee will send all materials to a member of the committee who did not attend the site visit for an independent review and recommendation.
6. The chair of the Accreditation Committee will make a report summarizing the votes, recommendations, and suggestions of the site visitors and reviewers for the consideration of the ABAI Executive Council.
7. The Executive Council will make the determination to approve or deny accreditation.
8. The ABAI office will prepare letters regarding accreditation or denial, and the letters will be sent, with the signatures of the chair and the president of ABAI, to the program representative and the university president. This letter will also provide detailed suggestions about ways the program of study may be strengthened.
9. If the ABAI Executive Council votes that a program should not be accredited, the representative of that program has the right to appeal.
10. Complaints against the actions, as distinct from the decisions, of the site visit team should be sent to the chair of the Accreditation Committee. The complaints should:
 - a) be written and signed

- b) be sent before receipt of the site visit report
- c) provide a clear description of the critical incident(s) in question
- d) grant permission to send the complaint, in its entirety, to the site visit team

The chair of the Accreditation Committee will notify the ABAI Executive Council of any complaints. Complaints will 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 that action be taken toward the site visitor(s)
- c) To pursue the matter, 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 the ABAI Executive Council on May 27, 1991. The second source is the literature on the accreditation procedures of the American Psychological Association (APA).]

ABAI Guide for Site Visitors and Members of the Accreditation Committee

The purpose of this guide is to present the more salient features of the ABAI accreditation program as they pertain to site visitors. Many of these features are taken from APA accreditation materials.

1. The Accreditation Committee, the program, and site visitors must attempt to minimize conflicts of interest to maintain the credibility of the accreditation process. This responsibility 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 committee. Examples of conflicts of interest include but are not limited to (a) a site visitor or member of the Accreditation Committee who is a graduate of the program under review, (b) a site visitor or member of the Accreditation Committee who has a former student on the staff of the program, (c) a site visitor or member of the Accreditation Committee who has a family connection with the program, (d) a site visitor or member of the Accreditation Committee who has a former close colleague on the staff of the program, and (e) a site visitor or member of the Accreditation Committee who has a former close classmate on the staff of 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 committee 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 representatives of the Accreditation Committee 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 Committee, 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 Committee, 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 ABAI's criteria, and with the program's self-study report. Such preparation ordinarily includes formulating questions for 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 Committee, are responsible for ensuring that all relevant information is contained in the application and that the program is described fully. The committee 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 evaluate them as a service to the public, the profession, and prospective students. This self-study form and set of instructions have been developed to assist in this process. The program initiating the request for (re)accreditation is responsible for filling out the information and emailing a copy to the chair of the Accreditation Committee, along with a copy 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, please include it.
2. Please provide curricula vitae of all faculty who have taught courses in the program over the last 5 years. Only publications from the last 5 years need be listed in the vita.
3. The minimum standards for the (re)accreditation of bachelor's-level programs include courses in the principles of behavior analysis (45 hours), research methods (45 hours), conceptual or experimental analysis of behavior (45 hours), applied behavior analysis (90 hours), ethics (15 hours), EAB (45 hours), and practicum (90 course hours and 360 hours of supervised experience).
4. The minimum standards for the (re)accreditation of master's-level programs include courses in the principles of behavior analysis (45 hours), research methods (45 hours), conceptual or experimental analysis of behavior (45 hours), applied behavior analysis (90 hours), ethics (45 hours), EAB (45 hours), practicum (90 course hours and 360 hours of supervised experience), and a master's thesis or its equivalent.
5. The minimum standards for the (re)accreditation of doctoral-level programs include courses in the principles of behavior analysis (45 hours), research methods (90 hours), conceptual or experimental analysis of behavior (90 hours), applied behavior analysis (90 hours), ethics (45 hours), EAB (90 hours), practicum (90 course hours and 360 hours of supervised experience), a master's thesis or its equivalent, and a dissertation.
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 complete? Indicate the status of recent graduates of the program. For example, are they teaching (give level or institution), working on an advanced degree, or working in some capacity related to their behavior analytic training (give the nature of employment, public/private sector, etc.)? Provide employer statements or other means of evaluating the effectiveness of their training. Bachelor's- and 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) the 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 hour for the site visitors to study the documents. A feedback session at the conclusion of the visit, involving the site visitors, 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 of Bachelor's-Level Programs

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 Committee 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

The table below provides an overview of the requirements for master'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	Master's-Level Examples of Content
Principles	45 Expertise in Basic Science	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 1	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	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 multiples 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	45	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.
MA Thesis or Equivalent	Required: # of hours determined by the university	Equivalencies, as well as the number of required credits, are determined by individual programs and/or the requirements of their universities.

Totals	315 hours of instruction (21 credit hours) + thesis + 6 credits of research or practica	The BAAC 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.
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ABAI Accreditation/Reaccreditation of Doctoral-Level Programs

The table below provides an overview of the requirements for doctoral 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	Doctoral-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 1	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.
Research Methods 2	45	Advanced research methods courses might be designed to further develop students' competence in single case research methods, as well as in group design and applicable statistical procedures.
Conceptual 1	45	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.
Conceptual 2	45	Some examples of content for advanced conceptual courses include: Skinner's analysis of verbal behavior. Skinner's contribution to the analysis of verbal behavior coupled with others' contributions or critiques such as those of RFT, Wittgenstein, Russell, Vygotsky and Kantor, for example. Behavioral interpretations of complex human behavior - including verbal behavior and everything related to it (e.g., remembering, thinking, imagining, perceiving, problem solving, dreaming, belief, and so on). This course might involve Skinner's work on these topics as well as the works of many others within the behavioral tradition. Philosophies of science (e.g., logical positivism, operationism, functionalism, field theory.) History of the behavioral movement - with an emphasis on the philosophical premises and theoretical conceptions of Pavlov, Watson, Hull, Spence, Guthrie, Skinner, Kantor, among others. The participation of behavior analysis in interdisciplinary relations with other sciences such as biology, sociology, anthropology, ecology, etc. The above suggestions are intended as examples only.
Applied 1	45	The aim of this course is to demonstrate the operations of principles of behavior in applied research in multiples 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	45	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.
EAB 2	45	Advanced experimental courses might aim to demonstrate the operations of principles of behavior in the context of basic research. Several options are available here. This course might focus on research in a specific area (e.g., stimulus control, schedules of reinforcement, quantitative analysis); it might focus on interdisciplinary research (e.g., behavioral pharmacology/toxicology, behavioral economics, psycho-biology/neurology); it might focus on other learning theories (e.g., respondent conditioning), as well as other areas of behavioral research not already covered or covered in detail in EAB 1-again at the discretion of the program.
Electives	45 (Behavioral Related)	The aim of the elective course is to allow students to develop competence in specialized areas of behavioral investigation. Topics might include such items as behavioral systems analysis, behavioral consultation, behavioral safety, social behavior, precision teaching, among many others.
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.
MA Thesis or Equivalent	Required: # of hours determined by the university	Equivalencies, as well as the number of required credits, are determined by individual programs and/or the requirements of their universities.
Dissertation	Required # of hours determined by the university	The number of required credits is determined by individual programs and/or the requirements of their universities.
Totals	495 hours of instruction (33 credit hours) + thesis and dissertation + 6 credits of research or practica	The BAAC 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.

Appendices

Appendix A: ABAI Accreditation/Reaccreditation Self-Study Cover Sheet

Date: _____

Institutional Affiliation of Program Requesting Accreditation/Reaccreditation

Department: _____ Phone: _____

University: _____

City and State/Province: _____ Postal Code: _____

Program Representative

Name: _____ Phone: _____

Address: _____

Program level

Bachelor's

Master's

Doctoral

