

**Association for Behavior Analysis International  
Accreditation Board**

# **Accreditation Handbook**



**ABAI  
ACCREDITATION  
BOARD**

**February 2019**

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# Overview of the ABAI Accreditation Board

The Association for Behavior Analysis Accreditation Board (“the Accreditation Board”) is the governance body responsible for the accreditation of post-secondary training programs in behavior analysis at the bachelor’s, master’s, and doctoral levels. The Accreditation Board operates as a board of the Association for Behavior Analysis International (“ABAI” or “the association”) and carries out its responsibilities in a manner consistent with the ABAI bylaws and articles of incorporation.

The mission of the Accreditation Board is to establish and implement standards for the accreditation of educational programs in behavior analysis. The accreditation process is designed to encourage, support, and recognize exemplary training of behavior scientists and scientist-practitioners in the experimental and theoretical foundations of behavior analysis and in ethical and evidence-based practice, and to promote continuous improvement through voluntary accreditation.

## Members of the Board

The current members of the Accreditation Board are as follows.

### Voting Members

#### **Sharon Brush, Community Representative (University of Nevada, Reno): 2015–2020**



Sharon Brush received her BS in Business (Accounting) from the University of Nevada, Reno. She has worked in an administrative role at the Nevada System of Higher Education for the past 20 years. She started her career as an Assistant to the Regents before moving to the University of Nevada, Reno as an Accounting Assistant in the departments of Pharmacology and Biochemistry. She then served as a Grant Analyst in the Office of Sponsored Projects before taking on her current role as Fiscal Officer of the College of Liberal Arts. In her current position she assists faculty in the Behavior Analysis Program with grant and contract proposals, budgeting, billing (including insurance billing), customer service and other administrative duties. In addition to assisting the Behavior Analysis Program she manages the college budget and assists the other twenty departments within the College of Liberal Arts with their budgets and other administrative needs.

#### **Claudia L. Dozier (University of Kansas): 2015–2019**



Dr. Claudia Dozier conducts applied research at the Edna A. Hill Child Development Center with her students on the University of Kansas campus. Her research interests are in applied behavior analysis and early childhood education and intervention for children with and without developmental disabilities, and specifically in the assessment and treatment of inappropriate behavior (e.g., aggression, property destruction, self-injury, stereotypy, noncompliance), evaluation of procedures to increase appropriate behavior (e.g., language and communication skills, social interaction skills, self-help skills, academic skills), and

determination of variables that may affect preference and reinforcer efficacy. She serves on the editorial boards of the *Journal of Applied Behavior Analysis* and *Behavior Analysis in Practice*. In addition, she is a guest associate editor for the *Journal of Applied Behavior Analysis*. She has been asked to provide guest editorial reviews for *Education and Treatment of Children*, *Journal of Autism and Developmental Disabilities*, *Exceptional Children*, and *Teaching of Psychology*. Currently, Dr. Dozier is a member of the Kansas Center for Autism Research and Training (KCART)/Life Span Institute Task Force. In addition, with her students, she provides training and clinical services through KCART. She is also the founder of the Functional Analysis Clinic for Children with Problem Behavior.

#### **Mitch Fryling (California State University, Los Angeles): 2015–2021**



Mitch Fryling received his BS and MA in psychology (behavior analysis) from Western Michigan University in Kalamazoo, MI, and his Ph.D. in psychology (behavior analysis) from the University of Nevada, Reno. His primary scholarly interests are in the area of behavioral theory and philosophy, especially interbehaviorism and interbehavioral psychology, and the relationship between theory and application. In addition to this, Dr. Fryling conducts applied research with his graduate students, most often with children with autism spectrum disorder and related developmental disabilities. Dr. Fryling has published his work in a variety of journals, and serves on the editorial board, as an ad-hoc reviewer, and associate editor for several behavioral journals. Dr. Fryling is currently an assistant professor in the applied behavior analysis graduate program at California State University, Los Angeles.

#### **Michael Perone, Coordinator of the Board (West Virginia University): 2015–2020**



Dr. Michael Perone is a professor in the Department of Psychology at West Virginia University. He has made substantial contributions to behavior analysis through his research, service, administration, and teaching. He is well known for his programmatic research on conditioned reinforcement, avoidance, and transitions from rich to lean schedules of reinforcement, and more generally for the elegance and ingenuity of his experimental methodology. He has secured support from NICHHD, OSHA, and NSF for much of his research. His investigations with animals and extensions of basic mechanisms to humans serve as a prototype for research translation. Dr. Perone's accomplishments in administration, service to the discipline, and teaching are similarly noteworthy. Dr. Perone served for 12 years as chair of the West Virginia University Department of Psychology, one of the foremost programs in behavior analysis. He has served as president of ABAA, SABA, SEAB, and SEABA. He has been appointed to key editorial positions for major journals in behavior analysis, represented behavior analysis on the Federation of Behavioral, Psychological, and Cognitive Sciences, and served on numerous committees. In each of those roles, his skill and humor have been instrumental in bringing a charge to effective completion. Dr. Perone has received numerous awards for his teaching and mentoring, which, along with the successes of his former students, are testaments to his effectiveness in that arena as well.

### **Jonathon Pinkston (University of North Texas): 2015–2019**



Dr. Jonathan Pinkston received his Ph.D. (Behavior Analysis) from the University of Florida, and completed post-doctoral positions at the University of Kansas (Pharmacology) and the University of Texas Health Science Center at San Antonio (Psychiatry). He is currently an Assistant Professor of Behavior Analysis at the University of North Texas. Dr. Pinkston's research has contributed to our understanding of environmental, pharmacological, and developmental determinants of choice, environmental relationships modifying drug tolerance and sensitization, and the initiation and maintenance of alcohol

consumption in laboratory models of alcoholism. Currently, his research focuses on understanding response effort and force as basic dimensions of behavior that serve directly and indirectly to modulate response cost, food and drug consumption, and choice. He has served on the editorial boards of *The Behavior Analyst* and the *Journal of the Experimental Analysis of Behavior*. Dr. Pinkston is also committed to science and critical thinking education and its importance for ongoing debates in our culture; his course *Science, Skepticism, and Weird Behavior* is among the most popular courses at UNT, and to his great satisfaction, continues to grow in student demand.

### **Non-Voting Members**

#### **Per Holth, Council Liaison (Oslo Metropolitan University): 2019–2021**



Professor Per Holth received his license to practice psychology in 1983, and his Ph.D. in 2000, with a dissertation on the generality of stimulus equivalence. His clinical work has been in services for people with autism and developmental disabilities, in psychiatric units, and in the military services. His research activities span basic research, on stimulus equivalence and joint attention, as well as applied work and management of large research projects. Per Holth has taught classes in behavior analysis and learning principles at the University of Oslo and

Oslo and Akershus University College (OAUC) since 1982, and joined the faculty of OAUC and the Program for learning in complex systems, as an associate professor in 2004 and as full professor in 2006. He teaches classes in all behavior-analytic education programs at OAUC. He has written for peer-reviewed publications on basic research, applied work, and philosophy of science; served on several editorial boards; and he has a member of the editorial troika of the *European Journal of Behavior Analysis* for 15 years. He has been a program co-coordinator of the TPC area of ABAI, is currently a program co-coordinator for the development area, and he is on the board of directors of the B. F. Skinner Foundation. His current research interests have drifted in the direction of basic experimental work with animals and humans.

## **Maria E. Malott, Council Liaison (ABAI): 2015–2021**



After completing undergraduate work at Universidad Católica Andrés Bello in Venezuela, Maria E. Malott immediately began what can only be termed a distinguished career in large scale performance management. After 2 years as performance systems analyst for the Central Office of Personnel in Venezuela, she entered the graduate program in applied behavior analysis at Western Michigan University, obtaining her Ph.D. in 1987. In 1989 she was hired as production manager at Ronningen Research & Development and within 2 years was vice-president of manufacturing for that company. In 1993, she began a consulting career, and has consulted in the areas of advertising, restaurants, retail, manufacturing, hotels, banking, government, and other institutions. Her clients have included General Motors Corporation; Meijer, Inc.; Kellogg's; Pharmacia & Upjohn; the National Highway Traffic Safety Administration; and the Cancer Prevention Research Institute at the University of Arizona. In all of this work, Dr. Malott combines systems analysis with the analysis of individual behavior within systems and, in the process, has taught dozens of corporate executives to appreciate the power of behavioral principles. Dr. Malott has been a visiting scholar at 32 universities in 15 different countries and has served as an affiliated faculty member at five universities. She has served on four editorial boards and is the author of a book on organizational change, published in Spanish and in English, and co-author of 2nd, 3rd, and 4th editions of one of the most widely used and often-translated textbooks in behavior analysis, *Elementary Principles of Behavior*. Dr. Malott was the recipient of the 2003 Award for International Dissemination of Behavior Analysis and the 2012 Award for Distinguished Service to Behavior Analysis from the Society for the Advancement of Behavior Analysis, as well as the 2004 Award for Outstanding Achievement in Organizational Behavior Management. In 1993, she agreed to serve as part-time executive director of the Association for Behavior Analysis and is now its CEO. Within a few short years, the association rose from near-bankruptcy to become a financially stable scientific and professional organization. Her organizational behavior management skills have been applied to every aspect of the operation of ABAI, which serves more than 6,000 members and is the parent organization of more than 80 affiliated chapters.

# Rules of Process and Procedure of the ABAI Accreditation Board

## Title I. Governance

### Chapter 1. Overview

**1-1-100 Structure and Organization.** The ABAI Accreditation Board is a Board of Association for Behavior Analysis International (ABAI).

**1-1-101 Public Participation.** The ABAI Accreditation Board ensures representation of the public in decision-making about accreditation and accreditation standards, policies, and procedures by reserving one Board seat for a public member who comes from outside the field of behavior analysis.

**1-1-102 Scope of Accreditation Activities.** The Accreditation Board accredits behavior analysis programs at the bachelor's, master's, and doctoral levels in and outside of the United States.

### Chapter 2. Eligibility for Accreditation

**1-2-100 Programs within the United States.** In order for a program to be eligible for ABAI Accreditation Board accreditation, it must be housed in a public or private institution authorized to confer degrees within its state of operation, be accredited by an organization that is recognized by the United States Department of Education or the Council for Higher Education Accreditation (CHEA), and have at least one graduate. The ABAI Accreditation Board will not award a new grant of accreditation to a program that is subject to an action by a recognized institutional accrediting organization or government agency that could lead to the suspension, revocation, or termination of accreditation or authority to provide post-secondary education.

**1-2-101 Additional Requirements for Non-United States Programs.** Programs outside the United States may be eligible for accreditation. This is determined by the ABAI Accreditation Board on a case-by-case basis and upon a showing that the programs offered fall within the scope of the ABAI Accreditation Board's accreditation activities, that there is evidence of legal authority to confer higher education degrees, that accreditation will be beneficial to the programs and their students, that there is a commitment by program administrators to remain current on changes to accreditation standards and policies and to participate in continuing professional development opportunities afforded by the ABAI Accreditation Board, and that the program has at least one graduate..

**1-2-102 Equivalence.** U.S. and non-U.S.-based programs will be evaluated via an identical process using the standards, policies, and procedures of the ABAI Accreditation Board and with due regard for applicable laws, regulations, and cultural environment.

**1-2-103 Conflicts Between Accreditation Standards and Federal, State, or Local Laws.** Programs must be in compliance with all applicable federal, state, and local government requirements. In cases where accreditation standards and federal, state, or local government requirements differ, the more stringent will apply. If conflicts exist between federal or state requirements and accreditation standards, the federal or state requirements will take



precedence. For non-U.S. programs, where there is a conflict between accreditation standards and policies and local laws, the ABAI Accreditation Board, in consultation with the programs, will attempt to resolve the conflict in a reasonable manner that is beneficial to students.

## **Title II. General Accreditation Procedures**

### **Chapter 1. Initial Accreditation**

**2-1-100 Eligibility and Preliminary Review.** The program must request in writing a preliminary review and receive a determination of eligibility to apply for accreditation. To be eligible, the program must meet the eligibility criteria outlined in Title I, Chapter 2.

**2-1-101 Application.** The program must complete a formal application for accreditation in a format specified by the ABAI Accreditation Board. By submitting an application for initial accreditation, the program agrees to comply with ABAI Accreditation Board standards, including rules and procedures. The application requires the following:

1. Evidence that the program's sponsoring institution is accredited by an institutional accrediting organization recognized by the United States Department of Education, or Council for Higher Education Accreditation (CHEA), or equivalent outside of the United States.
2. A Self-Study Report which is a significant part of the accreditation process, requiring full involvement by the administration, staff, and faculty. The report must be prepared in accordance with the *Self-Study Guidelines*. Among other things, the report will include:
  - a. Mission and scope of the program.
  - b. Catalog, bulletin, or other publication that contains a description of the program.
  - c. Documentation of the program's ability to meet accreditation standards, including a description of the program, curriculum, and resources to support the program.
3. Application fee.

**2-1-102 Optional Resource Visit.** Applicants for initial accreditation may, at their option and expense, request a resource visit to assess the program's readiness for accreditation and to provide consultation in the preparation of the self-evaluation report.

### **Chapter 2. Re-accreditation**

**2-2-100 Re-accreditation.** It is the responsibility of the program to file an application with the appropriate fees for a new grant of accreditation one year prior to the expiration of the original grant. The program must also submit a completed self-evaluation report with supporting documents at that time. The accreditation previously granted to a program expires automatically unless extended via action taken by the ABAI Accreditation Board. The ABAI Accreditation Board may, in its discretion, extend the grant of accreditation where exigent circumstances are present.

**2-2-101 Application.** The application process for re-accreditation is the same as for initial accreditation.

## Chapter 3. Site Visit

**2-3-100 Visiting Teams, Selection and Composition.** The size and qualifications of the visiting team are determined at the discretion of the ABAI Accreditation Board based on the program's mode of educational delivery, credential offered, and other special circumstances. All site visitors must be faculty members in ABAI Accreditation Board-accredited programs, ABAI Fellows at universities or colleges, or current or past Full members of the ABAI Executive Council at universities or colleges. When bilingual site visitors are needed for non-U.S. visits, they must be senior behavior analysts at universities who are Full members of ABAI. If needed, a professional translator will be provided at the expense of the program.

A roster of proposed visitors will be submitted to the program within one (1) month of receiving the self-evaluation report. The program may object to one or more of the proposed site visitors on the basis of a conflict of interest by providing notice to the Accreditation Administrator within three (3) business days of receiving the roster. Site visitors must complete a conflict of interest disclosure form and agree to abide by all ABAI Accreditation Board policies and guidelines in advance of each visit.

**2-3-101 Scheduling the Visit.** The ABAI Accreditation Board will schedule dates for the site visitors to review and verify the information in the self-evaluation report and to evaluate compliance with accreditation standards and policies. It is the responsibility of the program to agree to dates for the visit when classes are in session and faculty, administrators, and students are available.

**2-3-102 Visit Expenses.** The program is responsible for covering the cost of the visit including the travel expenses of the site visitors.

**2-3-103 Preparation.** A program is expected to be performing according to what was reported in its self-evaluation report and to be in compliance with accreditation standards at the time of the visit.

## Chapter 4. Responsibilities of Site Visitors

### 2-4-100 Responsibilities Prior to the Visit.

1. Submit a résumé to the ABAI Accreditation Board.
2. Review the policy and procedure documents provided by the ABAI Accreditation Board including *Guidelines for Site Visits* and policies on confidentiality, conflict of interest, and document retention.
3. Study the self-evaluation report to gain a general understanding of the program.
4. Identify points in the self-evaluation report requiring clarification and formulate questions and review tasks for addressing these topics.
5. Participate in required site visitor training offered by the ABAI Accreditation Board and meetings with other site visitors as needed.

### 2-4-101 Responsibilities During the Visit.

1. Verify the representations in the self-evaluation report.
2. Collect data by interviewing, observing, and reviewing documentation as appropriate.
3. Meet with the other site visitor(s) periodically to discuss preliminary findings.

4. During the course of the visit, confer with the program administration to allow the opportunity for additional information and/or clarification regarding issues and concerns identified by the site visitors.
5. Meet with the other site visitor(s) to achieve consensus on findings and ratings pertinent to the standards of accreditation.
6. Conduct the site visit in all respects in accordance with the *Guidelines for Site Visits* and other policies and procedures of the ABAI Accreditation Board.
7. Draft a consensus report during the visit. 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 site visitor's role is descriptive, not prescriptive. Site visitors collect information on which a recommendation to the ABAI Accreditation Board will be based. The site visitors must be neutral observers, concerned with the quality of the program in relation to the standards and policies of 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 accreditation has been reached. Site visitors should remind the program that accreditation 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.

#### **2-4-102 Responsibilities after the Visit.**

1. Collaborate with the other site visitor(s) to reach consensus and complete a site visit report.
2. Send the completed site visit report to the ABAI Accreditation Board Accreditation Administrator within thirty days of the site visit.

### **Chapter 5. Responding to the Site Visit Report**

**2-5-100 Response to the Visit Report.** The Accreditation Administrator sends the final visit report to the program administrator within thirty (30) days of the visit. The program is required to acknowledge receipt of the report and to send a written response within thirty (30) days. Upon written request and upon good cause shown, the period for responding may be extended for an additional thirty (30) days. The program should include in its response any comments regarding the visit report, a narrative description of its plans to address any concerns raised in the report about compliance with standards and policies, documentation of corrective action where required, and a response to any recommendations for improvements to the program.

**2-5-101 Post Site Visit Questionnaire.** The program will be invited to provide comments about its experience during the site visit on a post-visit questionnaire, which should be submitted to the Accreditation Administrator with the visit report response.

## **Title III. Actions by the ABAI Accreditation Board**

**3-1-100 General Provisions.** The ABAI Accreditation Board may make any of the following decisions with respect to programs already accredited or seeking initial accreditation or re-accreditation.

**3-1-101 Grant Accreditation or Re-accreditation.** The ABAI Accreditation Board normally will grant accreditation for a period of five (5) years, but may grant accreditation for three (3) or seven (7) years in exceptional cases. Accreditation is granted if the program meets the required standards, as represented by a level of operational integrity, financial sustainability, and effectiveness that offers a measure of confidence compatible with the length of the grant awarded. If the program currently meets the substantive standards described in Title IX below, but the Board has substantial reservations about the program's ability to meet the standards over the long term, then the grant of accreditation may be less than five years. If an accredited program currently meets the substantive standards, has been continuously accredited for at least the last five years, and has an established record of operational integrity and financial sustainability, then the grant of accreditation may be more than five years. Note that the period of the accreditation grant is not subject to appeal. Further, the ABAI Accreditation Board may require follow-up action during the program's grant of accreditation. This may include a complete or partial re-evaluation of the program's compliance with the standards, special reports, submission of evidence on specific matters, or any other requirements as set forth in these rules. Accreditation status is granted based on a calendar year with expiration occurring at the end of the year. For accredited programs, the grant is from the expiration date of the previous grant of accreditation.

**3-1-102 Provisional Accreditation.** The ABAI Accreditation Board, in its discretion, may grant provisional accreditation to initial applicants for periods of three (3) years. Clear criteria are specified for subsequent review, on a given schedule, for the purpose of recommending full accreditation in accordance with 3-1-101 at the end of the provisional period.

**3-1-103. Defer.** The ABAI Accreditation Board may defer a decision on initial or re-accreditation pending receipt of (a) further evidence or clarification of unclear points or (b) evidence that the program has made specific improvements within a given timeframe, normally one (1) year. The ABAI Accreditation Board will inform the program, in writing, why its decision was deferred. If accredited, the program's previous grant of accreditation is automatically extended during the deferral period.

**3-1-104. Deny Accreditation.** A new grant of accreditation may be denied if the program fails to meet one or more of the standards, policies, or procedures of the ABAI Accreditation Board. The ABAI Accreditation Board will inform the program, in writing, of the reasons for the denial. A program that has been denied accreditation has the right to appeal the ABAI Accreditation Board's decision. A program that has received a final action to deny accreditation (i.e., appeal rights exhausted) must wait one (1) year after notice of decision before re-applying for accreditation.

**3-1-105. Withdraw Accreditation.** The ABAI Accreditation Board may withdraw the current grant of accreditation from a program at any time prior to the official expiration date if the ABAI Accreditation Board finds that the program has not demonstrated its compliance with the ABAI Accreditation Board's standards, policies, and procedures. The ABAI Accreditation Board

will inform the program, in writing, why its accreditation is being withdrawn. Refusal of a site visit will be considered sufficient grounds for withdrawal of accreditation.

## **Title IV. Reconsideration and Appeals**

### **Chapter 1. Reconsideration Request**

**4-1-100 Reconsideration.** A program may request reconsideration of a decision to deny or withdraw accreditation by submitting its request in writing to the Accreditation Administrator within thirty (30) days of the notice of decision. In its request, the program should include a detailed description of the basis for its request and documentation of any corrective action it has taken to meet the standards, policies, and procedures of the ABAI Accreditation Board. The program's request will be considered at the next regularly scheduled meeting of the ABAI Accreditation Board. A denial of reconsideration is appealable in accordance with Title IV, Chapter 2 of these rules.

### **Chapter 2. Appeals**

**4-2-100 Continuation of Accreditation during Appeal.** An accredited program retains accredited status while its appeal is pending.

**4-2-101 Appeal Proceedings.** If an institution or program appeals a final decision by the ABAI Accreditation Board not to grant or continue accreditation in accordance with the procedures outlined, the institution's file becomes the responsibility of an appeals panel. The appeals panel is separate and independent from the ABAI Accreditation Board and serves as an additional level of due process for the program. The appeals panel has no authority concerning the reasonableness of eligibility criteria, policies, procedures, or accreditation standards. It can affirm, amend, reverse, or remand, as set forth below, the prior decision of the ABAI Accreditation Board.

**4-2-102 Notification.** The ABAI Accreditation Board will send to the program, within thirty (30) days following its action, its written findings and reasons forming the basis of its action.

**4-2-103 Request for Appeal, Appeal Fee, and Written Grounds for Appeal.** A program may appeal the action of the ABAI Accreditation Board by submitting within ten (10) calendar days of the date of the decision letter a written notice of intent to appeal and the appeal fee. A program must subsequently file a complete written statement of the grounds for its appeal based on the ABAI Accreditation Board's findings within forty-five (45) calendar days from the date of the ABAI Accreditation Board's written decision.

**4-2-104 Appeals Panel Selection, Processing of the Appeal.** The appeals panel consists of three (3) members, including one public member, one behavior analyst, and one faculty member from a ABAI Accreditation Board-accredited program. The ABAI Accreditation Board will submit a list of proposed appeals panel members to the program in advance. This list shall be drawn from a pool of candidates possessing knowledge of accreditation purposes and procedures and will be constituted to meet the panel composition requirements set forth above. The candidates cannot include any current member of the ABAI Accreditation Board and cannot have a conflict of interest as defined in the ABAI Accreditation Board's conflict of interest policy.

**4-2-105 Objection on the Basis of Conflict of Interest.** A program, within ten (10) calendar days of receipt of the proposed panel, may ask in writing that any person or persons be

removed from the list on the basis of potential conflict of interest as defined by the conflict of interest policy, which must be explained in sufficient detail in the written request to permit the ABAI Accreditation Board to evaluate the claim. Potential members will be removed from the list if there is a potential conflict and, if necessary, additional panel members will be proposed for review and comment by the program. The ABAI Accreditation Board will finalize the composition of the appeals panel, including designating the chair.

**4-2-106 Logistical Procedures.** Promptly after receipt of a written statement of grounds for appeal, the Accreditation Administrator of the ABAI Accreditation Board will forward the file of materials to the members of the appeals panel. The file will include the program's written grounds for appeal and the material upon which the ABAI Accreditation Board based its decision. The Accreditation Administrator will establish a date for the appeal hearing at the earliest practical time.

**4-2-107 Hearing of the Appeal.** The appeals panel will meet at a time and place selected to permit a program to make its appeal, allowing sufficient time for presentations, deliberations, and the forwarding of a report to the ABAI Accreditation Board. A program, at its option and expense, has the right to the presence of counsel or other representatives at the hearing. A court reporter and a transcript of the hearing proceedings will be provided. A copy of the transcript will be made available to the program upon request.

**4-2-108 Consideration and Decision of the Appeal.** The consideration of the appeal will be based upon the ABAI Accreditation Board's written findings and reasons related to the action, the program's written response detailing grounds for appeal, and relevant supporting documents. The appeals panel has no authority regarding the reasonableness of the accreditation standards, policies, or procedures. Its role is to determine whether the ABAI Accreditation Board's action was not supported by the record or was clearly erroneous. In determining that a ABAI Accreditation Board decision was not supported by the record or was clearly erroneous, the appeals panel may not substitute its judgment for that of the ABAI Accreditation Board, but rather must give the decisions of the ABAI Accreditation Board due deference in recognition of the experience and qualifications of the ABAI Accreditation Board members and the responsibilities invested in the ABAI Accreditation Board by the governance documents and the accreditation manual. A finding by the Appeals panel that the ABAI Accreditation Board committed errors is based on its conclusion that no reasonable authority or body would have reached the same decision under appeal when taking into account all the facts before it at the time of its decision and in light of the requirements stated in the accreditation manual according to their plain meaning and consistent with the usual and common practices of the ABAI Accreditation Board.

The appeals panel only considers whether the ABAI Accreditation Board's action was supported by the evidence that was before the ABAI Accreditation Board when it acted. The panel has no authority to consider evidence of compliance that occurred after the date of the decision. The appeal is not an opportunity to introduce evidence that could have been submitted prior to the ABAI Accreditation Board's action but was not submitted.

**4-2-109 Burden of Proof.** The program has the burden of demonstrating that the decision of the ABAI Accreditation Board was not supported by the record or was otherwise erroneous.

#### **4-2-110 Decision of the Appeals Panel.**

##### **Affirm**

The appeals panel will affirm the decision of the ABAI Accreditation Board when it finds that the ABAI Accreditation Board's action was supported by the record before the ABAI Accreditation Board at the time of the decision and that its decision was not clearly erroneous.

##### **Remand**

The appeals panel will remand a decision to the ABAI Accreditation Board when it finds that the ABAI Accreditation Board failed to consider a material fact before it in reaching its decision and that had the ABAI Accreditation Board considered the material fact, it may have decided differently. The burden is on the appealing party to show that a material fact was actually before the ABAI Accreditation Board and that the ABAI Accreditation Board more likely than not failed to consider it in reaching an adverse decision. A remand is a direction that the ABAI Accreditation Board reconsider its action in light of all relevant facts, including the specific material fact that is the basis for the remand. On remand the appeals panel must identify specific issues that the ABAI Accreditation Board must address.

##### **Amend**

The appeals panel will amend a decision of the ABAI Accreditation Board when it finds that the ABAI Accreditation Board's decision was not supported by the facts before it at the time of the decision or that the ABAI Accreditation Board's decision was clearly erroneous. A decision to amend an adverse action will set forth the specific grounds for the decision and will direct the ABAI Accreditation Board to modify its decision in accordance with the specific direction of the appeals panel. The appeals panel may at its discretion amend a decision to deny accreditation by directing the ABAI Accreditation Board to grant accreditation while directing the Board to consider the proper length of the grant consistent with the direction of the panel, the practices of the ABAI Accreditation Board, or in accordance with other guidance from the appeals panel.

##### **Reverse**

The appeals panel will reverse a decision of the ABAI Accreditation Board when it finds that the ABAI Accreditation Board's decision was not supported by the facts before it at the time of the decision or the ABAI Accreditation Board's decision was clearly erroneous. A decision to reverse an action of the ABAI Accreditation Board will state the specific basis for the decision to reverse. A decision to reverse a withdrawal of accreditation will direct the ABAI Accreditation Board to set aside its decision to withdraw and to reinstate the accreditation of the program as it was before the withdrawal decision. A decision to reverse an action to deny accreditation directs the ABAI Accreditation Board to award a specific grant of accreditation for a term determined by the appeals panel.

**4-2-111 ABAI Accreditation Board Receipt of Appeals Panel Decision.** The written decision of the appeals panel will be provided to the ABAI Accreditation Board Accreditation Administrator within fifteen (15) calendar days of the hearing. The report will then be considered and acted upon by the ABAI Accreditation Board.

**4-2-112 ABAI Accreditation Board Implementation of Appeals Panel Decisions.** The ABAI Accreditation Board will implement decisions of the appeals panel to affirm, amend, or reverse the prior ABAI Accreditation Board decision within thirty (30) days of receipt of the written

decision by the appeals panel. The ABAI Accreditation Board will implement a decision to remand within ninety (90) days of receipt of the written decision by the appeals panel.

**4-2-113 Notification.** The ABAI Accreditation Board will provide notification of all final accreditation decisions in accordance with section 7-1-103.

## **Title V. Complaints**

**5-1-100 Complaints, General Provisions.** The ABAI Accreditation Board is concerned with the continued compliance of behavior analysis programs with the standards for accreditation. The public, the field, students, educators, and others are thus ensured of the integrity of the programs that have been granted accreditation. A fair and professional process for reviewing complaints directed toward accredited programs has been established to provide further assurance of the integrity of the policies and systems employed by institution and program officials in the conduct of behavior analysis programs.

**5-1-101 Limitations.** The ABAI Accreditation Board cannot act as a mediator in resolving disputes among individual parties. Viable complaints are only those that relate to a specific allegation that the ABAI Accreditation Board's standards and/or procedures have not been followed. If a complaint is justified, the ABAI Accreditation Board will investigate to determine whether the standards have been met and/or procedures have been followed. The ABAI Accreditation Board cannot, under any circumstances, intrude upon or interfere with the decisions of a program to evaluate individual students or faculty. The ABAI Accreditation Board may review published policies and the implementation of stated policies that affect such decisions. If necessary, the ABAI Accreditation Board may conduct its own fact-finding investigation in order to determine whether policies are consistent with applicable standards and procedures. When the ABAI Accreditation Board conducts an investigation of a complaint against an accredited program, the program will be responsible for paying the full and actual costs associated with the investigation.

**5-1-102 Potential Complainants.** A complaint regarding an accredited program may be submitted by any individual who is directly affected by the actions or policies of the program. This may include students, faculty, staff, administrators, employees, or the public.

**5-1-103 Guidelines for Complainants.** The ABAI Accreditation Board considers formal requests for implementation of the complaint process provided that the complainant (a) illustrates the full nature of the complaint in writing, describing how the ABAI Accreditation Board's standards or procedures have been violated, and (b) indicates his/her willingness to allow the ABAI Accreditation Board to notify the program and, if appropriate, the sponsor institution of the exact nature of the complaint, including the identity of the originator of the complaint. The ABAI Accreditation Board may take whatever action it deems appropriate regarding verbal complaints, complaints that are submitted anonymously, or complaints in which the complainant has not given consent to being identified. The ABAI Accreditation Board will publish the contact information for the Accreditation Administrator responsible for processing complaints on its website.

**5-1-104 Procedures for Reviewing Complaints.** Within ten (10) days of receipt of the written complaint, the complaint is reviewed by the ABAI Accreditation Board staff. The staff may consult with legal counsel and the ABAI Accreditation Board Coordinator. The complaint is



acknowledged, and the process continues if, upon review, the complaint is determined to relate to substantive issues pertaining to ABAI Accreditation Board standards and/or procedures. If additional information is required, it is requested from the complainant. If the complaint is determined to be incomplete due to failure of the complainant to submit requested information, or if the complaint does not address substantive issues pertaining to the ABAI Accreditation Board's standards and/or procedures, the complainant is so notified, and the complaint is closed.

No later than fifteen (15) days after reviewing the complaint, the Accreditation Administrator communicates to the program administrator the nature and scope of the substantive complaint, along with the identity of the originator of the complaint when possible and, in the judgment of the ABAI Accreditation Board, appropriate. If feasible and appropriate, a copy of the letter of complaint is transmitted to the program administrator. The program is provided thirty (30) days to respond to the complaint. The program either confirms or denies the allegations of the complaint. If the allegations are confirmed, the institution advises the ABAI Accreditation Board of specific measures taken to ameliorate the concern. If the allegations are denied, a response to the specific allegations is submitted to the ABAI Accreditation Board, including any and all applicable supporting documentation. All responses and documentation are considered by the ABAI Accreditation Board at its next scheduled meeting, or earlier via teleconference, if deemed necessary by the Coordinator. The ABAI Accreditation Board formulates an action if necessary and transmits the final resolution to the complainant and the program no later than forty-five (45) days following the meeting.

**5-1-105 Actions on Complaints.** The ABAI Accreditation Board can consider all actions set forth in Title III in resolving complaints against accredited programs. The ABAI Accreditation Board may also order a special or focused visit to the program when it has reason to believe that the program may not be in compliance with one or more accreditation requirements.

**5-1-106 Other Complaints.** Complaints about ABAI Accreditation Board performance related to its own procedures, policies, or standards may be forwarded to the ABAI Accreditation Board office. Complaints must be in writing, must be specific, and must be signed by the complainant. ABAI Accreditation Board staff seek to achieve an equitable, fair, and timely resolution of the matter. If staff negotiations are unsuccessful, the complaint is referred to the ABAI Accreditation Board at its next regular meeting. The ABAI Accreditation Board reviews the complaint and conducts any necessary investigation. The ABAI Accreditation Board may take any action it deems necessary and appropriate to resolve the complaint, including recommending revisions to the ABAI Accreditation Board's standards and/or procedures or dismissing the complaint. If a member of the ABAI Accreditation Board is the subject of a complaint, he/she will not be permitted to participate in the review of the complaint. The decision of the ABAI Accreditation Board is communicated to the complainant in writing within thirty (30) days of the Board meeting.

## **Title VI. Substantive Changes**

### **6-1-100 General Provisions.**

The material in this title explains the evaluation procedures that the ABAI Accreditation Board will follow for approving substantive and non-substantive changes. Approval by the ABAI Accreditation Board is required before substantive changes are implemented. Irrespective of

required annual reports, continuous improvement progress reports, or other reports, the program is required to notify the ABAI Accreditation Board of any substantive change affecting the behavior analysis program in accordance with these rules.

#### **6-1-101 Types of Substantive Changes Requiring Prior Notice and Approval.**

- Change in established mission or goals of the program.
- Change in legal status, control, or sponsorship of the program, including acquisition of the institution where the program is housed.
- Change (including development, suspension, or closing) in degree offerings or program options.
- A significant reduction in resources allocated to the program.
- The addition of courses that represent a significant change in the method or location of delivery from those offered when the ABAI Accreditation Board last evaluated the program.
- Major curricular revisions.

#### **6-1-102 Non-Substantive Changes Requiring Notification.**

- Change in status of the sponsoring institution with its institutional accreditor or relevant governmental oversight authority.
- Change of program administrator.
- The addition of a new degree program in behavior analysis.
- Significant change in faculty size and/or composition.
- Significant change in student enrollment.
- Significant change in student achievement (refer to Title VII below).

**6-1-103 The Substantive Change Report.** The substantive change report must be submitted to the Accreditation Administrator at least ninety (90) days prior to implementation or occurrence of the change. The substantive change report is submitted by the program administrator and must document the nature and scope of the substantive change. The report must also document how, if at all, the change affects the program's compliance with accreditation standards and other requirements. The substantive change report is reviewed by the ABAI Accreditation Board. Upon review of the report, the Board may act to approve the change or may request additional information. The ABAI Accreditation Board's review of a substantive change report may result in additional reporting requirements, a focused or comprehensive site visit, or any action described in Title III of these rules. Continued accreditation of the program is contingent upon the program administrator's apprising the ABAI Accreditation Board of substantive changes in a timely manner. The program administrator is encouraged to contact the Accreditation Administrator if there is a question about whether a particular change constitutes a substantive change.

## **Title VII. Monitoring and Reporting**

Accredited programs must keep the ABAI Accreditation Board fully informed of activities at the institution through required reports.

**7-1-100 Annual Report.** The administrator of a program that holds ABAI Accreditation Board accreditation is required each year to submit a report to the ABAI Accreditation Board, providing statistical data and other information about the sponsor institution, program(s), faculty, and students. The information submitted in the annual report is used to update ABAI Accreditation Board records to help determine whether the program continues to comply with the accreditation standards. Information collected as part of the annual report includes enrollment data as well as data in other areas of interest. Annual reports are reviewed by ABAI Accreditation Board staff, and, if particular concerns or problems are identified, the reports are reviewed further by the ABAI Accreditation Board. The ABAI Accreditation Board can require additional reporting or a focused or comprehensive site visit based on information provided in the annual report.

**7-1-101 Progress Reports.** A program may be required to submit a report on its progress in correcting any areas of concern identified by the ABAI Accreditation Board in the accreditation decision letter. The program reports on its continuous improvement efforts, including any new initiatives since the most recent site visit, and its efforts toward improvement based on ongoing self-assessment. The ABAI Accreditation Board may take any of the actions described in Title III if its analysis of a progress report indicates that a program is no longer in compliance with one or more accreditation requirements.

**7-1-102 Special Reports.** The ABAI Accreditation Board may require a special report when it is required to provide additional information, clarification, or an update regarding any matter about which the ABAI Accreditation Board has concerns or questions. The program will be notified in writing of the ABAI Accreditation Board's requirements, together with the reasons for the request; a description of the information and documentation to be submitted; the date on which the report is due; and the date(s) on which the ABAI Accreditation Board will review the report.

**7-1-103 Focused On-Site Evaluation.** The ABAI Accreditation Board may require focused site visits to review specific issues between comprehensive evaluations. The purposes of focused site visits are:

1. To follow up on unresolved matters from the most recent site visit.
2. To evaluate new concerns or issues discovered during the review of reports (annual, special, continuous improvement, or other), or as circumstances warrant.
3. To assess substantive changes in the program.

Focused visits are conducted in the same manner as site visits for (re)accreditation. Site visit teams will be composed of individuals with the background and qualifications needed to evaluate the specific issues to be reviewed during the visit. In considering the report of the focused visit and the program's response, the ABAI Accreditation Board may take any action described in Title III of these rules.

**7-1-104 Payment of Fees.** Programs are required to pay all annual sustaining fees, user fees, evaluation visit fees, and other assessed costs by the established deadlines. Non-payment of any

fees or expenses may result in any action described in Title III of these rules.

## **Title VIII. Notifications and Information Sharing**

**8-1-100 Scope of Public Information.** The ABAI Accreditation Board will make available to the public and may publish in official documents, including its website, a directory of programs accredited by the ABAI Accreditation Board.

**8-1-101 Required Disclosures.**

- The standards of accreditation and the associated forms, applications, and reports.
- Each accredited program's name, physical address, telephone number, email address, website, and director.
- The accredited or non-accredited status of a program.
- The date of a program's initial accreditation, renewal of accreditation, or previous term of accreditation.
- The current term of a program's accreditation.
- Information pertaining to actions taken by the ABAI Accreditation Board as described in these rules.
- The date of a program's voluntary withdrawal of accreditation and status of the program's accreditation as of that date (e.g., operating under reporting, a warning, probation order, etc.).

**8-1-102 Confidentiality of Records.** Information obtained in the accreditation process and pertaining to the ABAI Accreditation Board's actions is confidential and is not shared with third parties, other ABAI Accreditation Board program members, the press, or the public, except as authorized by a program or as required by these rules, government regulation, judicial or administrative process, and other legal requirements.

**8-1-103 Notification of Board Actions.** Within 30 days following any decision, the ABAI Accreditation Board will give written notice of the outcome of its review to the program administrator and the chief administrative officer of the sponsoring institution. The decision letter will contain a statement of the bases for the decision. In that letter, the ABAI Accreditation Board also may alert the program to areas of concern, requesting that the program address its attention to these in subsequent reports or in the next self-study.

**8-1-104 Exception in the Event of Appropriate Legal Request.** As a general rule, the ABAI Accreditation Board has no authority or duty to refuse to disclose information about a program when requested to do so pursuant to appropriate legal process. If the request is made by a party with the ability to obtain programs' records through a legal process, it will be within the discretion of the ABAI Accreditation Board whether to require that the formalities of the legal process be observed or to provide such information to the requester as if the legal process has been followed. The ABAI Accreditation Board will be under no obligation to inform a program that such a request has been made and complied with. Such notice may be furnished to the program if the ABAI Accreditation Board so decides and if such notices are determined to be in accordance with the law.

**8-1-105 Authorized Disclosure of Information.** If a program wishes specific accreditation information related to their program that is otherwise to be treated as confidential under this section of the rules to be released to third parties, the program director or a program-designated official must provide a written release to the ABAI Accreditation Board stating the precise information sought and the party or parties to whom the information is to be released.

## **Title IX. SUBSTANTIVE STANDARDS**

### **Chapter 1. Mission**

*The program has a mission which is its specific purpose for existing.*

**9-1-100** The program articulates its mission, together with a set of objectives to accomplish it, in a mission statement.

**9-1-101** The mission of the program is congruent with the mission and goals of ABAI and the institution where it resides, and appropriate to the science and practice of behavior analysis.

**9-1-102** The mission statement of the program is readily available to the public. The mission statement must be readily understandable by prospective students, parents, the public, and other educational programs.

### **Chapter 2. Curriculum**

*The program implements a clear and coherent curriculum plan that provides the means whereby all students can demonstrate substantial understanding and competence in areas pertinent to the program's mission, and recognize the value of life-long learning.*

**9-2-100** The curriculum promotes knowledge of contemporary issues in the field, critical thinking and problem-solving skills, and mastery of technologies necessary to conduct research.

**9-2-101** The program's education, training, and socialization experiences are characterized by mutual respect, courtesy, and professionalism.

**9-2-102** The faculty regularly reviews student learning outcomes to evaluate student progress.

**9-2-103** The faculty regularly review student learning outcomes to evaluate and improve the program.

**9-2-104** Program duration is appropriate for the level of degree offered.

**9-2-105** The program encourages the faculty's innovation and creativity in the methods of instruction and modes of delivery.

**9-2-106** Practicum environments, including arrangements for supervision, are sufficient in number and quality to support the achievement of student learning outcomes and program objectives.

**9-2-107** Written agreements for practicum agencies are current, specify expectations for all parties, and ensure the protection of students.

**9-2-108** Research environments are sufficient in number and quality to support the achievement of student learning outcomes and program objectives.

**9-2-109** The program provides adequate training and supervision by behavior analysts with expertise in the subject and methods of the research.

**9-2-110** The program evaluates and considers awarding proper academic credit for courses taken at institutions that are accredited by organizations recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or other international authorities that satisfy current program course requirements.

**9-2-111** The program makes its policies on transfer of credit readily accessible to prospective and enrolled students.

### **Chapter 3. Outcomes Assessment**

*Essential to the accreditation review process are the outcomes of the program's training efforts. Fair and reasonable outcomes assessment protects the interests of the program and the public. The program's overall outcomes are assessed in the context of various outcome measures.*

**9-3-100** Time to completion for all students entering the program.

**9-3-101** Graduation rates and attrition.

**9-3-102** Success rate on Behavior Analyst Certification Board examination.

**9-3-103** Success rate on state licensing examinations.

**9-3-104** Admissions data: numbers of students who applied, were admitted, and enrolled. For admitted students, scores on standardized tests and undergraduate grade point average.

**9-3-105** Job placement of graduates.

**9-3-106** List of final projects (if required by the program), undergraduate or master's theses (if required by the program) and dissertations (if required by the program), including the title, and the supervising faculty member. If the work is in a language other than English, provide an English version of the title and abstract.

**9-3-107** List of publications (in APA format) with students as authors or co-authors. If the work is in a language other than English, provide an English translation.

**9-3-108** List of conference presentations (in APA format) with students as authors or co-authors. If the work is in a language other than English, provide an English translation.

**9-3-109** Public online posting of items 8-3-101 through 8-3-105 is achieved in a format provided by the ABAI Accreditation Board.

### **Chapter 4. Administration**

*The program is an integral part of its sponsoring institution and it is governed by its faculty as led by a qualified core member of the faculty.*

**9-4-100** The program is an integral part of the mission of the academic department, college, school, or institution in which it resides.

**9-4-101** The program may consist of, or be located under, a single administrative entity (institution, agency, school, department, etc.) or may take the form of a consortium. A

consortium is comprised of multiple independently administered entities which have, in writing, formally agreed to pool resources to conduct a training or education program. Written consortial agreements should articulate:

**9-4-101-00** The nature and characteristics of the participating entities.

**9-4-101-01** The rationale for the consortial partnership.

**9-4-101-02** Each partner's commitment to the training/education program, its philosophy, model, and goals.

**9-4-101-03** Each partner's obligations regarding contributions and access to resources.

**9-4-101-04** Each partner's adherence to central control and coordination of the training program.

**9-4-101-05** Each partner's commitment to uniform administration and implementation of the program's training principles, policies, and procedures addressing trainee/student admission, financial support, training resource access, potential performance expectations, and evaluations.

**9-4-102** The program has an organized administrative structure and decision-making process that incorporates the program faculty and input from its students.

**9-4-103** The administrator is a doctoral-level behavior analyst and a full-time member of the core faculty, whose training and experience equip him or her to lead the program. The administrator has adequate time and resources to fulfill the role's responsibilities.

## **Chapter 5. Resources**

*The program has fiscal, physical, and learning resources adequate to fulfill its mission.*

**9-5-100** Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

**9-5-101** 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.

**9-5-102** Stipends for student assistantships and fellowships, if available, are awarded on a fair and consistent basis.

## **Chapter 6. Faculty**

*Program faculty are sufficient in number and quality to fulfill the program's mission.*

**9-6-100** The faculty consists of behavior analysts who document their expertise in the applied, experimental, or conceptual analysis of behavior. The core faculty consists of full-time doctoral-level behavior analysts. Other program faculty, full- or part-time, have master's or doctoral degrees in behavior analysis or a related field.

**9-6-101** Faculty obtain appropriate student evaluation of teaching for the purpose of course development and program improvement.

**9-6-102** Faculty engage in ongoing professional development.

## **Chapter 7. Student Services**

*Students enrolled in the program have the academic credentials, experience, and skills necessary to successfully complete the program in a timely fashion. Policies and procedures facilitate completion of the program.*

**9-7-100** The program provides students with accurate information about admission, retention, financial obligations, disciplinary procedures, and program accreditation status prior to enrollment. If the program trains professional behavior analysts, the information provided to prospective students includes the alignment of the program's offerings with applicable certification and licensing standards.

**9-7-101** Programs offering master's or doctoral degrees give students offered stipends an April 15 deadline to accept them, if the program institution is a signatory of the April 15 Resolution of the Council of Graduate Schools.

**9-7-102** The program policies for students are publicly accessible and consistently applied. Justification for variances is documented.

**9-7-103** The program offers academic advising services to students: students receive meaningful feedback about their progress in the program at regular intervals; the program assists students who are experiencing difficulty in progressing satisfactorily. In master's or doctoral degree programs, the advisor is a member of the program's core faculty.

**9-7-104** The program encourages students to participate in professional development activities.

**9-7-105** The program ensures that student complaints receive due process and maintains records of resolution.

**9-7-106** The program abides by institutional policies with respect to diversity and nondiscrimination of ethnicity, gender, disability, and veteran status.

## **Chapter 8. Public Disclosure**

*The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant parties.*

**9-8-100** The program makes public its goals, objectives, and training model; its requirements for admission and graduation; curriculum; its faculty, students, facilities, and other resources; its administrative policies and procedures; the kinds of research and practicum experiences it provides; its education and training outcomes; and if the program trains professional behavior analysts, the alignment of the program offerings with the applicable certification and licensing standards.

**9-8-101** This information should be presented in a manner that allows applicants to make informed decisions about the program.

**9-8-102** As stated in the Mission Standard, the mission statement of the program, its purpose, and its supporting objectives are readily available to the public. The mission statement must be expressed in terms that can be readily understood by prospective students, parents, the public, and other educational programs.



**9-8-103** The program discloses information about the achievement of learning outcomes and the success of graduates.

**9-8-104** Accredited programs disclose their accreditation status in advertising and all relevant materials. Programs undergoing review for accreditation do not disclose their status as indicated in the Policy on Advertising of Accreditation Status.

## **Chapter 9. Degree Programs**

*Programs are accredited at the doctoral, master's and bachelor's level. Each program has objectives appropriate to its level as well as requirements for instruction in specific content areas. In each area the scope of training is expressed in terms of hours of contact with the instructor. Programs are allowed flexibility in terms of how they achieve the prescribed contact hours.*

**9-9-100** Faculty provide descriptive syllabi including learning objectives, methods of assessment, and assignment of grades for all the components in the curriculum. Distance education components meet the same standards as conventionally delivered components.

**Supervised Experiential Learning** (standards: 9-9-103, 9-9-108, 9-9-112) Experiential learning can take place on or off campus, for example, in laboratories, educational settings, clinical settings, or organizations. It can take the form of basic or applied research or it can involve interventions that change behavior. The experiential learning requirement can be met through the student's professional employment if an appropriate level of supervision or oversight is provided by program faculty and the experiential learning is a requirement for obtaining the degree – that is, if the experiential learning occurs before the degree is awarded. Regardless of the location or nature of the experience, it is incumbent on the program to show how it meets the Substantive Standards 9-2-106 through 9-2-109.

### **DOCTORAL DEGREE PROGRAMS**

#### **9-9-101 Standards.**

- 9-101-00** The students demonstrate a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field.
- 9-101-01** The students conceive, design, implement, and adapt a substantial process of research with scholarly integrity.
- 9-101-02** The students contribute through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication.
- 9-101-03** The students engage in critical analysis, evaluation and synthesis of new and complex ideas; and can communicate with their peers, the larger scholarly community, and with society in general about their areas of expertise.

#### **9-9-102 Content Areas.**

The program requires 585 hours of instruction, including course work and supervised experience. The work done in a master's program may be counted in fulfillment of these doctoral degree requirements. For the doctoral degree, a dissertation is required; a thesis or equivalent is optional.

### ***Principles of Behavior***

Contact hours: 45

*Purpose:* To develop students' competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis.

### ***Research Methods***

Contact hours: 90

*Purpose:* To develop competence in measurement of behavior, data collection analysis and graphic representation, experimental design with particular emphasis on single subject design, and applicable statistical procedures.

### ***Conceptual Analysis***

Contact hours: 90

*Purpose:* To develop competence in the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and interpretation of behavior in terms of the concepts and principles of behavior analysis.

### ***Applied Behavior Analysis***

Contact hours: 90

*Purpose:* To develop competence in the application of the principles of behavior and multiple areas of investigation and practice.

### ***Basic Behavior Analysis***

Contact hours: 90

*Purpose:* To develop competence in understanding how principles of behavior are discovered and described in the context of basic research.

### ***Ethics***

Contact hours: 45

*Purpose:* To understand legal constraints and ethical guidelines as pertinent to behavioral research and practice.

### ***Specialized Elective***

Contact hours: 45

*Purpose:* To develop competence in one or more specialized areas of behavioral investigation.

## **9-9-103 Supervised Experiential Learning.**

Hours of supervised experience: 90

*Purpose:* To develop skill in professional practice or research. Work to complete a thesis (or equivalent) and/or a dissertation may fulfill this requirement. *See description on page 25.*

## **9-9-104 Thesis or Equivalent (Optional for Doctoral Degree Programs).**

*Contact hours* as required by the institution.

*Purpose:* To develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion.

### **9-9-105 Dissertation.**

*Contact hours* as required by the institution.

*Purpose:* To demonstrate independent scholarship in the context of an investigation that produces an original contribution to the basic, applied, or conceptual analysis of behavior.

## **MASTER'S DEGREE PROGRAMS**

### **9-9-106 Standards.**

- 9-106-00** The students demonstrate knowledge and understanding founded upon bachelor's-level studies.
- 9-106-01** Program extends and/or enhances knowledge typically associated with bachelor's-level degree programs, and provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context and/or a practice context.
- 9-106-02** The students apply their knowledge and understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- 9-106-03** The students communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.
- 9-106-04** The students study in a manner that may be largely self-directed or autonomous.

### **9-9-107 Content Areas.**

The program requires 405 hours of instruction, including course work and supervised experience.

#### ***Principles of Behavior***

*Contact hours:* 45

*Purpose:* To develop students' competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis.

#### ***Research Methods***

*Contact hours:* 45

*Purpose:* To develop competence in measurement of behavior, data collection analysis and graphic representation, and experimental design with particular emphasis on single subject design.

#### ***Conceptual Analysis***

*Contact hours:* 45

*Purpose:* To develop competence in the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and interpretation of behavior in terms of the concepts and principles of behavior analysis.

***Applied Behavior Analysis***

*Contact hours:* 90

*Purpose:* To develop competence in the application of the principles of behavior and multiple areas of investigation and practice.

***Basic Behavior Analysis***

*Contact hours:* 45

*Purpose:* To develop competence in understanding how principles of behavior are discovered and described in the context of basic research.

***Ethics***

*Contact hours:* 45

*Purpose:* To understand legal constraints and ethical guidelines as pertinent to behavioral research and practice.

**9-9-108 Supervised Experiential Learning.**

Hours of supervised experience: 90

*Purpose:* To develop skill in professional practice or research. Work to complete a thesis or equivalent may fulfill this requirement. *See description on page 25.*

**9-9-109 Thesis or Equivalent.**

*Contact hours* as required by the institution

*Purpose:* To develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion.

**BACHELOR'S DEGREE PROGRAMS**

**9-9-110 Standards.**

- 9-110-00** The students demonstrate knowledge and understanding in a field of study that builds upon their general secondary education, supported by advanced readings.
- 9-110-01** The students apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competencies typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
- 9-110-02** The students gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific, or ethical issues.

- 9-110-03** The students communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.
- 9-110-04** The students have learning skills necessary to continue further study with a high degree of autonomy.

**9-9-111 Content Areas.**

The program requires 315 hours of instruction and supervised experience.

***Principles of Behavior***

*Contact hours:* 45

*Purpose:* To develop students' competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis.

***Research Methods***

*Contact hours:* 45

*Purpose:* To develop competence in measurement of behavior, data collection analysis and graphic representation, and experimental design with particular emphasis on single subject design.

***Conceptual Analysis***

*Contact hours:* 45

*Purpose:* To develop competence in the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and interpretation of behavior in terms of the concepts and principles of behavior analysis.

***Basic Behavior Analysis***

*Contact hours:* 45

*Purpose:* To develop competence in understanding how principles of behavior are discovered and described in the context of basic research.

***Applied Behavior Analysis***

*Contact hours:* 45

*Purpose:* To develop competence in the application of the principles of behavior and multiple areas of investigation and practice.

***Ethics***

*Contact hours:* 45

*Purpose:* To understand legal constraints and ethical guidelines as pertinent to behavioral research and practice.

**9-9-112 Supervised Experiential Learning.**

Hours of supervision: 45.

*Purpose:* To develop skill in professional practice or research. *See description on page 25.*