Association for Behavior Analysis International
Accreditation Board

Guidelines for Site Visits

July 2018
The ABAI Accreditation Board
The Association for Behavior Analysis International (ABAI) 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 board’s mission is to establish and implement standards for the accreditation of educational programs in behavior analysis. The ABAI Accreditation Board’s 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. The ABAI Accreditation Board operates as a board of the Association for Behavior Analysis International and carries out its responsibilities in a manner consistent with the ABAI bylaws and articles of incorporation.

Accreditation
The aim of accreditation is to assure academic quality and accountability, and to encourage improvement in higher education programs. Accreditation can also be understood as a process based on self- and peer review for quality assurance, accountability, and improvement of academic quality in higher education. Finally, accreditation is also a status granted by a recognized accrediting body, like the ABAI Accreditation Board, to higher education programs that voluntarily submit a self-study and open their training to peer review.

Site Visitors
ABAI Accreditation Board Site Visitors play a vital role in helping the board decide whether or not a training program applying for accreditation meets the ABAI Accreditation Board’s standards. In fulfilling this role, Site Visitors have a number of responsibilities, including reviewing self-study documentation submitted by training programs applying for accreditation; collecting data relevant to ABAI Accreditation Board accreditation standards during an on-site visit; and collaborating with the rest of the site visit team to submit a site visit report in a timely manner. The purpose of this document is to help clarify the responsibilities of the ABAI Accreditation Board Site Visitors and organize the Site Visit Report.
Site Visit Cover Sheet and Contact Information

☐ Currently Accredited
   Date of Last ABAI Accreditation Board Visit:

☐ New Application
   Site Visit Dates (MM/DD/YY – MM/DD/YY):

Program Name:                                                                 Department Name:
Institution Name:                                                             College/School Name:
Degree Offered:                                                               Location:

Site Visitor Name:
   Full Title:
   Organizational Affiliation:
   Full Mailing Address:
   Phone Number:
   Fax Number:
   Email Address:

Site Visitor Name (if applicable):
   Full Title:
   Organizational Affiliation:
   Full Mailing Address:
   Phone Number:
   Fax Number:
   Email Address:
### ABAI Accreditation Board Standards Checklist

#### 1. Mission

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

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

#### 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.*

- **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.
- **2-101** The program’s education, training, and socialization experiences are characterized by mutual respect, courtesy, and professionalism.
- **2-102** The faculty regularly reviews student learning outcomes to evaluate student progress.
- **2-103** The faculty regularly review student learning outcomes to evaluate and improve the program.
- **2-104** Program duration is appropriate for the level of degree offered.
- **2-105** The program encourages the faculty’s innovation and creativity in the methods of instruction and modes of delivery.
- **2-106** Practicum environments, including arrangements for supervision, are sufficient in number and quality to support the achievement of student learning outcomes and program objectives.
- **2-107** Written agreements for practicum agencies are current, specify expectations for all parties, and ensure the protection of students.
- **2-108** Research environments are sufficient in number and quality to support the achievement of student learning outcomes and program objectives.
- **2-109** The program provides adequate training and supervision by behavior analysts with expertise in the subject and methods of the research.
- **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.
- **2-111** The program makes its policies on transfer of credit readily accessible to prospective and enrolled students.
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.

- **3-100** Time to completion for all students entering the program.
- **3-101** Graduation rates and attrition.
- **3-102** Success rate on Behavior Analyst Certification Board examination.
- **3-103** Success rate on state licensing examinations.
- **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.
- **3-105** Job placement of graduates.
- **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.
- **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.
- **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.
- **3-109** Public online posting of items 3-100 through 3-104 is achieved in a format provided by the ABAI Accreditation Board.

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.

- **4-100** The program is an integral part of the mission of the academic department, college, school, or institution in which it resides.
- **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:
  - **4-101-00** The nature and characteristics of the participating entities.
  - **4-101-01** The rationale for the consortial partnership.
  - **4-101-02** Each partner’s commitment to the training/education program, its philosophy, model, and goals.
  - **4-101-03** Each partner’s obligations regarding contributions and access to resources.
  - **4-101-04** Each partner’s adherence to central control and coordination of the training program.
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.

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

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.

5. Resources

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

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.

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.

Stipends for student assistantships and fellowships, if available, are awarded on a fair and consistent basis.

6. Faculty

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

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.

Faculty obtain appropriate student evaluation of teaching for the purpose of course development and program improvement.

Faculty engage in ongoing professional development.

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.

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.

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

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.

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

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

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

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.

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.

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

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.

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

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.

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.

9-100 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.

Doctoral Degree Programs

9-101 Standards.
The students demonstrate a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field.

The students conceive, design, implement, and adapt a substantial process of research with scholarly integrity.

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.

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.

Content Areas.

Supervised Experiential Learning.

Thesis or Equivalent (Optional for Doctoral Degree Programs).

Dissertation.

Master’s Degree Programs

Standards.

The students demonstrate knowledge and understanding founded upon bachelor’s-level studies.

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.

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.

The students communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

The students study in a manner that may be largely self-directed or autonomous.

Bachelor’s Degree Programs

Standards.

The students demonstrate knowledge and understanding in a field of study that builds upon their general secondary education, supported by advanced readings.
<table>
<thead>
<tr>
<th></th>
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<th>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.</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.</td>
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<td>The students have learning skills necessary to continue further study with a high degree of autonomy.</td>
</tr>
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<td>Content Areas.</td>
<td></td>
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<tr>
<td></td>
<td>Supervised Experiential Learning.</td>
<td></td>
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</table>
1. **MISSION**

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

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

☐ Verify the existence of the program mission and objectives.

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.**

☐ Verify the congruency of the program’s mission with the institution’s mission.

☐ Verify the congruency of the program’s mission with ABAI’s mission. *Note: ABAI’s mission 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.*

☐ Verify the congruency of the program’s mission with the science and practice of behavior analysis.

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.**

☐ Verify that the mission is readily available by visiting the web address provided by the applying program.

☐ Verify that the mission is understandable by prospective students, parents, the public and other educational programs.

Mission Notes:
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.

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.**

- [ ] Verify that the curriculum promotes *knowledge of contemporary issues*.
- [ ] Verify that the curriculum promotes *critical thinking and problem-solving skills*.
- [ ] Verify that the curriculum promotes *mastery of research technologies*.

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

- [ ] Verify that the program’s practices, policies, and procedures promote mutual response, courtesy, and professionalism.

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

- [ ] Verify the regularity and adequacy of faculty reviews of student learning outcomes to evaluate student progress.

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

- [ ] Verify the regularity and adequacy of faculty reviews of student learning outcomes to evaluate *curricular* components.
- [ ] Verify the regularity and adequacy of faculty reviews of student learning outcomes to evaluate *practica* components.
- [ ] Verify the regularity and adequacy of faculty reviews of student learning outcomes to evaluate *research* components.
2-104 Program duration is appropriate for the level of degree offered.
   □ Verify the appropriateness of the planned program duration in the context of the degree offered.
   □ Verify the appropriateness of the actual program duration (normally the last five to seven years) in the context of the degree offered.

2-105 The program encourages the faculty’s innovation and creativity in the methods of instruction and modes of delivery.
   □ Verify the existence of faculty experimentation with new methods of instruction and modes of delivery.

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.
   □ Verify that the number of practicum environments is sufficient to support the achievement of student learning outcomes and program objectives.
   □ Verify that the quality of practicum environments is sufficient to support the achievement of student learning outcomes and program objectives.
   □ Verify that the amount of supervision taking place in practicum environments is sufficient to support the achievement of student learning outcomes and program objectives.
   □ Verify that the quality of supervision taking place in practicum environments is sufficient to support the achievement of student learning outcomes and program objectives.
   □ Verify that the expertise of supervisors providing supervision in practicum environments is sufficient to support the achievement of student learning outcomes and program objectives (see résumés and/or curriculum vitae in the Supervisors sub-folder located in the main program self-study folder).

2-107 Written agreements for practicum agencies are current, specify expectations for all parties, and ensure the protection of students.
   □ Verify that written agreements with every practicum agency is current, specifies expectations for all parties, and ensures the protection of students (see written agreements in the Practicum Agreements sub-folder located in the main program self-study folder).
2-108 Research environments are sufficient in number and quality to support the achievement of student learning outcomes and program objectives.

☐ Verify that the number of research environments is sufficient to support the achievement of student learning outcomes and program objectives.

☐ Verify that the quality of research environments is sufficient to support the achievement of student learning outcomes and program objectives.

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

☐ Verify that the amount of supervision taking place in research environments is sufficient to support the achievement of student learning outcomes and program objectives.

☐ Verify that the quality of supervision taking place in research environments is sufficient to support the achievement of student learning outcomes and program objectives.

☐ Verify that the expertise of supervisors providing supervision in research environments is sufficient to support the achievement of student learning outcomes and program objectives (see résumés and/or curriculum vitae in the Supervisors sub-folder located in the main program self-study folder).

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.

☐ Verify that the program and/or institution’s academic credit and transfer policies and procedures allows for proper evaluation and consideration of 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.

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

☐ Verify that the program’s policies on transfer of credit is readily accessible to prospective and enrolled students.
Curriculum Notes:
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.

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

- Verify the adequacy of the program’s time to completion for students entering the program.

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

- Verify the adequacy of the program’s graduate rates and attrition.

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

- Verify the adequacy of the program’s success rate on the Behavior Analyst Certification Board examination.

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

- Verify the adequacy of the program’s success rate on state licensing examinations.

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.**

- Verify the adequacy of the program’s admissions process.

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

- Verify the adequacy of job placements for recent graduates (normally the last five to seven years).

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.**

- Verify the adequacy of recent final projects (normally the last five to seven years) in the context of the degree level and consistency with behavior analysis.
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.
   □ Verify the adequacy of recent publications (normally the last five to seven years) with the degree level and consistency with behavior analysis.

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.
   □ Verify the adequacy of recent conference presentations (normally the last five to seven years) with the degree level and consistency with behavior analysis.

3-109 Public online posting of items 3-100 through 3-104 is achieved in a format provided by the ABAI Accreditation Board.
   □ Verify the existence of a program statistics webpage directly accessible from the program’s homepage containing the following pieces of information from the last full year the program was in operation.
      • Reporting Year
      • Median years until graduation for students whose degrees were conferred by the program
      • Number of students whose degrees were conferred by the program
      • Number of students who left the program for any reason other than degree conferral
      • Percentage of graduates passing the BCaBA/BCBA certification examination on their first attempt
      • Number of first-time candidates sitting for their BCaBA/BCBA examination
      • Number of graduates obtaining a bachelor/master-level state license as a behavior analyst
      • Number of full-time students enrolled in the program on January 1\textsuperscript{st}
      • Number of part-time students enrolled in the program on January 1\textsuperscript{st}
      • Number of applications received
      • Number of students admitted
Outcomes Assessment Notes
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.

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

☐ Verify the program’s place within the organization of the institution.

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:

☐ Verify that consortial agreements with every member of the consortium is current (see signed agreements in the Consortial Agreements sub-folder located in the main program self-study folder).

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

☐ Verify that the nature and characteristics of the participating entities is clearly articulated in all consortial agreements.

☐ Verify that the nature and characteristics of the participating entities described in any consortial agreements is accurate.

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

☐ Verify the rationale for the consortial partnership is clearly articulated in all consortial agreements.

☐ Verify that the rationale for the consortial partnership as described in any consortial agreements is accurate.

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

☐ Verify that each partner’s commitment to the training/education program, its philosophy, model, and goals is clearly articulated in all consortial agreements.

☐ Verify that each partner’s commitment to the training/education program, its philosophy, model, and goals as described in any consortial agreements is accurate.

4-101-03 Each partner’s obligations regarding contributions and access to resources.

☐ Verify that each partner’s obligations regarding contributions and access to resources is clearly articulated in all consortial agreements.
Verify that each partner’s obligations regarding contributions and access to resources as described in any consortial agreements are being met.

4-101-04 Each partner’s adherence to central control and coordination of the training program.
☐ Verify that each partner’s adherence to central control and coordination of the training program is clearly articulated in all consortial agreements.
☐ Verify that each partner’s adherence to central control and coordination of the training program as described in any consortial agreements is being met.

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.
☐ Verify that 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 is clearly articulated in all consortial agreements.
☐ Verify that 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 is being met.

4-102 The program has an organized administrative structure and decision-making process that incorporates the program faculty and input from its students.
☐ Verify that the program’s administrative structure and decision-making process incorporates the program faculty and input from its students.

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.
☐ Verify that the program’s administrator is a doctoral-level behavior analyst and full-time member of the core faculty,
☐ Verify that the program administrator’s training and experience equip him or her to lead the program.
☐ Verify that the program administrator has adequate time and resources to fulfill the role’s responsibilities.
Administration Notes
5. **Resources**

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

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.**

☐ Verify that the program’s 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.

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.**

☐ Verify that the program’s 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.

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

☐ Verify that stipends for student assistantships, fellowships, and other kinds of financial support, if available, are awarded on a fair and consistent basis.

Resources Notes
6. Faculty

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

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.

☐ Verify that the faculty consist of behavior analysts who document their expertise in the applied, experimental, or conceptual analysis of behavior (see curriculum vitae in the Faculty sub-folder located in the main program self-study folder).

☐ Verify that the program’s core faculty consists of full-time doctoral-level behavior analysts.

☐ Verify that the other program faculty have master’s or doctoral degrees in behavior analysis or a related field.

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

☐ Verify that the program policies and procedures related to student evaluation of instruction lead to improvement in teaching.

☐ Verify that the program is collecting appropriate teaching evaluations for every course (see teaching evaluations in the Evaluations sub-folder located in the main program self-study folder).

6-102 Faculty engage in ongoing professional development.

☐ Verify that professional development opportunities are available to the program’s faculty, including support for travel to conference and participation in efforts at self-improvement.

Faculty Notes
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.

**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.

- Verify that marketing information is current (see materials in the *Marketing* sub-folder located in the main program self-study folder).
- Verify that the program provides students with accurate information about admission prior to enrollment.
- Verify that the program provides students with accurate information about retention prior to enrollment.
- Verify that the program provides students with accurate information about financial obligations prior to enrollment.
- Verify that the program provides students with accurate information about disciplinary procedures prior to enrollment.
- Verify that the program provides students with accurate information about program accreditation prior to enrollment.
- Verify that the program provides students with accurate information about alignment of the program’s offerings with applicable certification and licensing standards (if applicable).

**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.

- Verify whether the program’s institution is a signatory of the April 15 Resolution of the Council of Graduate Schools (For more information visit [http://cgsnet.org/institutional-members](http://cgsnet.org/institutional-members)).
- Verify that the program, if applicable, abides by the April 15 Resolution.

**7-102** The program policies for students are publicly accessible and consistently applied. Justification for variances is documented.
Verify that the program’s policy documentation is publicly available to students (see policy documentation in the Policies sub-folder located in the main program self-study folder).

Verify the adequacy of the program’s decision-making process involved in granting and recording exceptions to established policies and procedures.

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.

Verify the regularity and adequacy of the academic advising services offered to students.

Verify the adequacy of the policies and procedures in place to assist students who are experiencing difficulty in progressing satisfactorily.

Verify that student advisors are comprised solely of the program’s core faculty (master’s or doctoral degree program’s only).

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

Verify that the majority of program students are participating in professional development activities.

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

Verify that program complaints receive due process.

Verify that program maintains records of resolution.

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

Verify that the program is acting in accordance with its institution’s policies related to diversity and nondiscrimination.
Student Services Notes
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.

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.

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

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.

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

- Verify that the program’s mission statement, purpose, and supporting objectives are expressed in terms that can be readily understood by prospective students, parents, the public, and other educational programs.
- Verify the following pieces of information are directly accessible from the program’s homepage:
  - Program mission, goals, objectives, and training model
  - Requirements for admission and graduation
  - Curriculum
  - Faculty, students, and other resources
  - Administrative policies and procedures
  - Description of research and practicum experiences
  - Education and training outcomes
  - Description of alignment with applicable certification and licensing standards (if applicable)
- Verify that publicly available information is presented in a manner that allows applicants to make informed decisions about the program.
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.

☐ Verify that the program’s accreditation status is accurately communicated in program advertisements and other relevant materials (see materials in the Marketing sub-folder located in the main program self-study folder).

Public Disclosure Notes
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.

9-100 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.

☐ Verify that program syllabi include learning objectives, methods of assessment, and assignment of grades for all components in the curriculum (see syllabi in the Syllabi sub-folder located in the main program self-study folder).

☐ Verify that distance education components meet the same standards as conventionally delivered components.
DOCTORAL DEGREE PROGRAMS

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.

☐ Verify that 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.

☐ Verify that students are capable of designing, implementing, and adapting 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.

☐ Verify that 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.

☐ Verify that 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.

9-102 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.

☐ Verify that program requires at least 585 hours of instruction, including course work and supervised experience.

☐ Verify that program requires at least 45 contact hours of instruction in Principles of Behavior.

☐ Verify that program requires at least 90 contact hours of instruction in Research Methods.

☐ Verify that program requires at least 90 contact hours of instruction in Conceptual Analysis.

☐ Verify that program requires at least 90 contact hours of instruction in Applied Behavior Analysis.

☐ Verify that program requires at least 90 contact hours of instruction in Basic Behavior Analysis.

☐ Verify that program requires at least 45 contact hours of instruction in Ethics.

☐ Verify that program requires at least 90 contact hours of instruction in a Specialized Elective.

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

☐ Verify that program requires at least 90 contact hours of Supervised Experiential Learning.

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.

☐ Verify that program requires a thesis or equivalent (optional for doctoral degree programs).
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.

☐ Verify that program requires a dissertation in the form of an investigation that produces an original contribution to the basic, applied, or conceptual analysis of behavior

Doctoral Degree Program Notes
MASTER’S DEGREE PROGRAMS

9-106 Standards.

9-106-00 The students demonstrate knowledge and understanding founded upon bachelor’s-level studies.
   □ Verify that 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.
   □ Verify that the 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.

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.
   □ Verify that 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.
   □ Verify that 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.
   □ Verify that students study in a manner that may be largely self-directed or autonomous.

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.

☐ Verify that program requires at least 405 hours of instruction, including course work and supervised experience.

☐ Verify that program requires at least 45 contact hours of instruction in Principles of Behavior.
Verify that program requires at least 45 contact hours of instruction in Research Methods.

Verify that program requires at least 45 contact hours of instruction in Conceptual Analysis.

Verify that program requires at least 90 contact hours of instruction in Applied Behavior Analysis.

Verify that program requires at least 45 contact hours of instruction in Basic Behavior Analysis.

Verify that program requires at least 45 contact hours of instruction in Ethics.

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.

Verify that program requires at least 90 contact hours of Supervised Experiential Learning.

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.

Verify that program requires a thesis or equivalent.

Master’s Degree Program Notes
Bachelor’s Degree Programs

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.

- Verify that 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.

- Verify that 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.

- Verify that 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.

- Verify that 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.

- Verify that students have learning skills necessary to continue further study with a high degree of autonomy.

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.
□ Verify that program requires at least 315 hours of instruction, including course work and supervised experience.

□ Verify that program requires at least 45 contact hours of instruction in Principles of Behavior.

□ Verify that program requires at least 45 contact hours of instruction in Research Methods.

□ Verify that program requires at least 45 contact hours of instruction in Conceptual Analysis.

□ Verify that program requires at least 45 contact hours of instruction in Applied Behavior Analysis.

□ Verify that program requires at least 45 contact hours of instruction in Basic Behavior Analysis.

□ Verify that program requires at least 45 contact hours of instruction in Ethics.

9-112 Supervised Experiential Learning.

Hours of supervision: 45

*Purpose:* To develop skill in professional practice or research.

□ Verify that program requires at least 45 contact hours of Supervised Experiential Learning.

Bachelor’s Degree Program Notes

**Before Completing the Site Visit:**

□ Verify that the self-study is thoroughly completed with enough information for you to complete the site visit report.

□ Verify that you have all the necessary supporting data and documents to complete the site visit report.

□ Verify that all questions regarding the program and its operations have been answered.