



Guidance for Separating Programs

The following guidelines are designed to aid in determining whether the program structure and modalities warrant separate designations and applications. If your program offers more than one modality (online and on-campus) or more than one type of program (degree and coursework-only options), please briefly answer the following questions. Information about the course details can be reported in the tables on page 2. We recommend you submit this document and work with ABAI to confirm these details before submitting your application(s).

1. Admission criteria:

- Are the online program admission criteria the same as the on-campus program? Are the coursework-only admission criteria the same as the degree-program admission criteria?

2. Faculty members

- Are the faculty members the same for both programs?
- Do the same faculty teach the same courses across programs?

3. Administrative oversight

- Are the programs housed in the same department/college?
- Do the programs operate from the same funding/budgetary oversight?

4. Transferability of credits between programs

- Can completed course credits satisfy the program credit requirements of the other program?
- Can students start in one course modality and then complete courses from the other modality, without changing programs?

5. Outcomes measures

- Are the programs' outcomes measures (e.g., graduation/completion rates) combined?
- Are certification examination pass-rate data combined? Should they remain combined?

6. Considerations for program completion

- Do students in different modalities or different program types begin courses at the same time?
- Do students complete the programs on the same schedule?

7. Similarities between the two programs' syllabi

- Are the course syllabi the same?
- Are the course requirements the same and do both programs meet all of the required content areas below?

Determination

If you answered "Yes" to all applicable questions, it is likely considered one program and one application is needed.

If you answered "No" to one or more areas, it is likely two distinct programs and more than one application is needed.

If you are unsure or need additional guidance, please email your responses (highlighting the specific area needed further attention) to abaiaccreditation@abainternational.org for further support.

Courses and Content Areas

Use the table(s) below to show how the program meets the content area standards. The details for Standard Area 9 and content area descriptions are located on pages 2 and 3. If a single course extends across content areas, list it in multiple rows and keep the credits the same but divide the contact hours accordingly. Contact hours may not be counted more than once per content area (e.g., contact hours designated for Principles cannot be designated for Basic Behavior Analysis). Please report the course details specific to the program/concentration/track seeking eligibility and provide additional information if the courses and/or content areas differ.

Name of Program/Concentration/Track 1:

	Content Area ¹	Course #	Course Title	Credits	Contact Hours in Content Area	Mode of Instruction	Date course was/will be first offered
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

¹ Enter one of the following content areas for each submission: Principles of Behavior | Research Methods | Conceptual Analysis | Applied Behavior Analysis | Basic Behavior Analysis | Ethics | Supervised Experiential Learning | Thesis or Equivalent

Name of Program/Concentration/Track 2:

	Content Area ¹	Course #	Course Title	Credits	Contact Hours in Content Area	Mode of Instruction	Date course was/will be first offered
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

ABAI Tiered Model of Education: Standard Area 9

9. Degree and Non-Degree Programs

Programs are accredited or recognized at the doctoral, master's, and bachelor's level, or recognized at the appropriate equivalent academic level for non-degree programs. Each program must have 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.

Master's Degree & Graduate-Level Programs

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.

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.

9-107 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.

- 9-108 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.
- 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.