The information below is for reference – the annual report must be submitted online.
Accredited Program Annual Report Form

All ABAI Accreditation Board accredited programs must submit their annual reports via the online submission form, before April 1st every year. A separate report must be filled out by the Program Administrator for each accredited program even if an institution houses multiple programs. Programs re-applying for accreditation also submit an annual report.

Reporting Period

1. What is the reporting period for this annual report (e.g., 2023)?

   Please enter the last full calendar year in the space provided. For example, if the current date is March 1, 2024, the reporting period is 2023 and data reported within should only come from the January 1 through December 31, 2023, calendar year.

Program Information

2. Institution:

3. School/College (if applicable):

4. Department:

5. Formal Program Name:

   Example: Ph.D. in Behavior Analysis

6. Program Mission:

7. Program Administrator:

   (This should be the same person filling out and submitting this form)

8. Mailing Address:

9. Phone:

10. Email:

11. Program Website:

12. Please provide the website link that displays the accreditation seal and programmatic data (which may be a website that contains a link back to our programmatic data). Please know that we have to report to CHEA our programs' compliance on their 'public disclosure'.

   Provide the other URL if the information is located on a different page than the program's main website link.
Program Outcomes

13. Number of students whose degrees were conferred by the program during the reporting period.

When reporting data for this question include total degree conferred for the calendar year, including the spring and fall terms, regardless of when students entered the program.

Only include degrees by the specific program (as reported above). For example, students earning a master’s degree while enrolled in the doctoral program (program name reported above) would not be counted.

14. Median years until graduation for students whose degrees were conferred by the program during the reporting period.

Report data from your program’s typical operations for full-time students.

15. Number of students enrolled in the program on January 1st during the reporting period.

This includes all students (regardless of year/cohort admitted) that are currently enrolled in the degree program as of January 1. For some programs, a more accurate dataset may be collected from the first day of the nearest term (e.g., Spring term may begin January 6 instead of January 1).

16. Number of students no longer enrolled for any reason other than conferral of degree during the reporting period.

Please abide by your university, department, or program-specific policies for “no longer enrolled” (e.g., withdrawals or leaves of absence).

17. Number of completed applications received during the reporting period.

Only include applications that were completed and submitted (i.e., do not include any partially completed applications/unsubmitted applications).

18. Number of students admitted during the reporting period.

Only include students who were admitted and enrolled (i.e., do not include any students who were admitted but did not enroll).

Faculty Data

Please report the number of individual faculty members and contributors – do not report decimals or FTE information.

19. Number of Core Program Faculty Members during the reporting period.

“Core Program Faculty” are full-time doctoral-level behavior analysts and are faculty members who devote at least 50% of their professional time to program-related activities. This does not include broader department administration or teaching in programs outside the accredited program.
20. Number of Associated Program Faculty Members during the reporting period.

"Associated Program Faculty” are full- or part-time faculty who have master’s or doctoral degrees in behavior analysis or a related field, who do not meet the criteria for core faculty but make a substantial contribution to the program (e.g., Faculty within the department that teach program courses).

21. Number of Other Contributors during the reporting period.

"Other Contributors” are individuals who have a role in the program, but to a much more limited extent than core or associated faculty and have minimal contact with students (e.g., adjunct faculty, supervisors, seminar presenters, etc.). This includes full- or part-time faculty/instructors/supervisors who have master’s or doctoral degrees in behavior analysis or a related field.

Faculty - Comments/Context (if applicable):

Please provide any additional comments or context about your faculty data and contributors to the program.

Student Demographic Data

22. Use the table below to provide a demographic summary of recently enrolled students (count the number of students who were admitted and enrolled to the program during the reporting period January 1 – December 31).

The program should only provide demographic data to the extent it is collected by the program and institution and can be collected and reported with integrity and sensitivity. Use the “other” category for students who identify as androgynous, gender-fluid, transgender, or other. This allows for reporting gender identities without identifying small groups of students. If the program does not have gender data, please report number of students by race/ethnicity in the corresponding 'prefer not to answer' rows. If the program does not have gender or race/ethnicity data, or is unable to report it appropriately and sensitively, please use the bottom categorical row of 'prefer not to answer'.

Note: ABAI does not make these data public.

<table>
<thead>
<tr>
<th>Students Who Identify Themselves as:</th>
<th>Gender</th>
<th>Number of Students Enrolled the Program during the Reporting Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian / Pacific Islander</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Black or African / African descent</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Indigenous / First Nations (American Indian / Alaska Native)</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
23. Use the table below to provide a demographic summary of recently enrolled students (count the number of students who were admitted and enrolled to the program during the reporting period January 1 – December 31). Please use the location of your program and institution to determine if the students are domestic or international/visiting.

<table>
<thead>
<tr>
<th>Student Demographics:</th>
<th>Domestic</th>
<th>International/Visiting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Experiential Learning – Training Opportunities**

24. Check all of the practical training opportunities the program offered to students during the reporting period:

- [ ] Alcohol / Drug Abuse
- [ ] Autism
- [ ] Business / Industry / Government
- [ ] Dependency / Foster Care
- [ ] Developmental Disabilities
- [ ] Education (College)
- [ ] Education (Regular K-12)
- [ ] Education (Special Ed)
- [ ] Families / Couples
25. Check all of the research training opportunities the program offered to students during the reporting period:
- Applied Animal Behavior
- Autism
- Behavioral Pharmacology
- Clinical / Family / Behavioral Medicine
- Community Interventions / Social Ethical Issues
- Developmental Disabilities
- Education
- Experimental Analysis of Behavior
- Human Development
- Organizational Behavior Management
- Theoretical, Philosophical, and Conceptual Issues
- Verbal Behavior
- Other:

Program Innovation

For instance, how is your program presenting information about student achievement on its website or through other social media vehicles? Other examples may include, but are not limited to, establishing alternative modes of education delivery; new credentialing; use of artificial intelligence; new programs or program options; or development of an outcomes-based curriculum. Note: “Innovation” refers to something new or a major change to an existing practice, institution, or program.

26. Please report activities or examples of innovation your program practices to promote academic quality and advance student achievement.

Program Updates

27. Below, please address any substantive changes that occurred during the reporting
period regarding your faculty, curriculum, training sites, or other resources pertinent to clinical and didactic experience, such as new faculty and promotions, training site additions/deletions, changes in curriculum, etc.

**Attestation Statement**

I hereby attest that the entries made above are true and correct to the best of my knowledge.

ABAI may copy, release or disseminate data, as may in ABAI’s sole discretion, be deemed pertinent to review or disciplinary action. Furthermore, ABAI will use submitted data to evaluate programs. ABAI may also release or disseminate data in a manner aligning with its mission and education-related objectives. Any information (from this report) deemed relevant and necessary for public dissemination will be done with ethical integrity.

Failure to comply with these standards can be grounds for issuance of sanctions against the program, including the withdrawal of accreditation status. Students must also be informed of the possible sanctions if they advertise their program completion as “accredited” or similar. ABAI’s complaint process may be used to file a complaint or violation against a program.

- I hereby attest that the entries made above are true and correct to the best of my knowledge; and agree to comply with all terms.

**Submit Payment**

**Submit Report Form**