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ANNOUNCEMENTS & REMINDERS

ACCREDITATION BOARD INITIATIVES

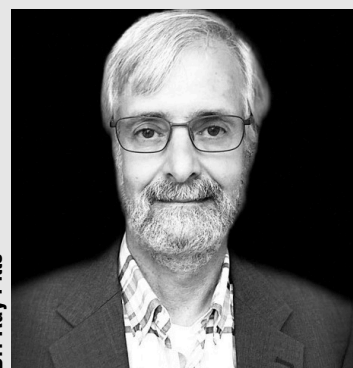
To continue the commitment of keeping Diversity, Equity, and Inclusion (DEI) at the forefront of our training programs, the accreditation board has launched a thorough review of its standards, engaging with leaders in DEI, presidents of Special Interest Groups, and experts publishing in higher education and DEI. As an effort in continuous improvement, the board is excited to bring in more voices to help explore how ABAI can further support DEI initiatives that contribute to an inclusive and supportive environment across programs.

RECENTLY ELECTED BOARD MEMBERS

Congratulations to Drs. Catia Cividini-Motta and Ray Pitts who were elected to serve on the ABAI Accreditation Board. Dr. Cividini-Motta was elected for the applied behavior analyst position and Dr. Pitts was elected for the basic behavior analyst position. Both were re-elected for a second term, spanning 2025-2027.



Dr. Catia Cividini-Motta



Dr. Ray Pitts

PROGRAM SPOTLIGHT



By: Sharon Reeve (ABAI Accredited Program Coordinator)

Nearly 20 years ago, Caldwell University opened its doors to the first cohort of students in the Master of Arts program in Applied Behavior Analysis (ABA) and five years later, we welcomed our first cohort of doctoral students. We're happy to report that in 2024 we were awarded re-accreditation from ABAI for both programs for the second (Ph.D.) and third time (M.A.). The goals of our graduate programs are to produce highly skilled and compassionate Board Certified Behavior Analysts and to disseminate quality research that contributes to both meaningful improvements in the lives of others and the advancement of our field. In both programs, we provide coursework covering comprehensive aspects of behavior analysis, research opportunities through thesis and dissertation courses, and clinical training in practicum courses.

Graduate Programs in Applied Behavior Analysis

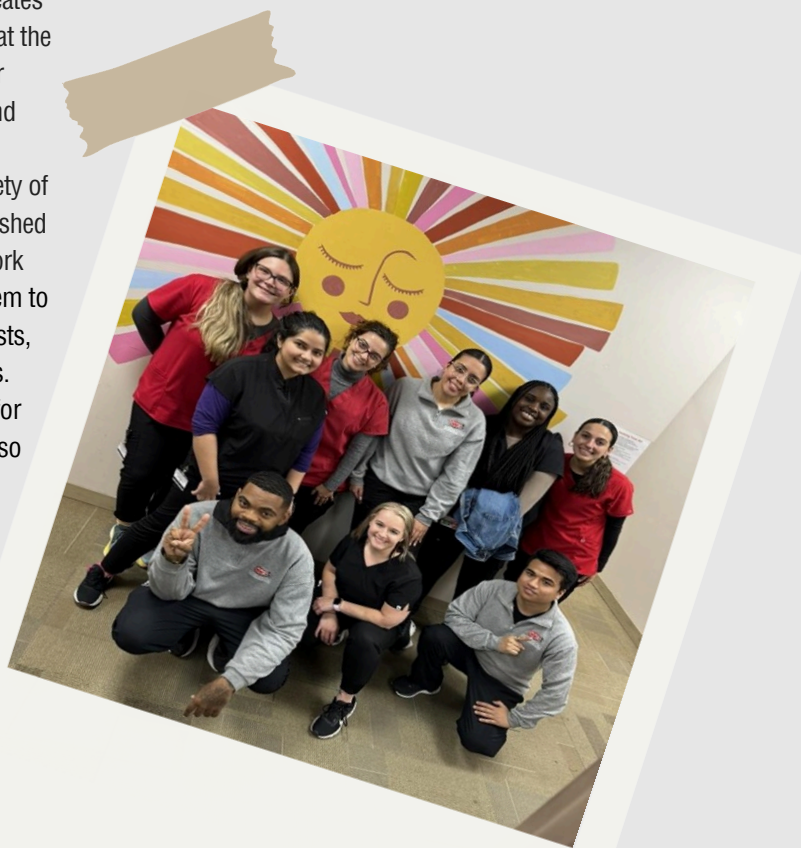
Our graduate programs offer specialized and unique elective courses that cover a variety of topics ranging from Feeding Disorders, College Teaching for Behavior Analysts, Best Practices in Skill Acquisition, Autism Spectrum Disorder (ASD) Across the Lifespan, Language and Social Skills, and Play Interventions, to name a few. These courses provide students with exposure to the breadth of behavior analysis applications, as well as specialized areas within the profession. We train the behavior analyst as a whole, offering a Post-baccalaureate Certificate program in business administration that provides future behavior analysts with essential business skills across areas of accounting, marketing, and law; these skills are applicable to just about any future job our students wish to obtain.

During thesis and dissertation courses, we teach students to design and conduct an original experiment within a particular area of ABA. The topics of these studies vary across a wide range of areas from equivalence-based instruction, staff training procedures including video- and computer-based instruction to the use of general case procedures, verbal behavior, social, language, and play skills, just to name a few. These research projects are innovative and contribute substantially to the field for both academic and most importantly, clinical applications. The majority of our students present their research findings at local, national, and international conferences and also publish them in rigorous peer-reviewed journals. In the past five years, under the guidance of our faculty, our graduate students have presented over 130 studies at a variety of conferences and co-authored approximately 100 published studies across areas of their interest.

Doctoral students have the unique opportunity to assist in the mentoring of MA students, while also receiving training on core job functions such as the journal editorial process and article reviews on current research submissions. We ensure our students make meaningful connections by introducing our students to our esteemed colleagues at conferences allowing them the opportunity to put names together with faces and personalities. Therefore, opening doors to additional professional opportunities for our students to establish future clinical training and post-doctoral positions in specialized settings or identifying academic positions, many of which our students pursue.

PROGRAM SPOTLIGHT (Cont.)

In addition to the many advantages of our academic program, we find our clinical training creates a well-rounded behavior analyst and is completed at the on-campus Center for Autism and ABA. The Center specializes in early intervention, the assessment and treatment of severe problem behavior, and comprehensive intervention services across a variety of skill domains for learners with ASD. Our accomplished faculty provide intensive training and BCBA fieldwork supervision to our students while also teaching them to become compassionate and skilled behavior analysts, always considering the learner's context and needs. This creates a warm and welcoming environment for our learners with ASD and their families. Faculty also foster open communication among our graduate students with a focus on problem solving and learner outcomes. Our students consistently appreciate the balance of professionalism training along with clinical and supervision skills. They also seem to appreciate the consistency with professors providing both academic instruction and clinical supervision because it allows them to bridge the gap between the academic classroom and clinical practice.



In general, our graduates tend to quickly find jobs in their interested areas including clinical work, academia and policy making. They often stay in touch with us over the years and give back to our program in meaningful ways. Although we had no idea what we were getting into twenty years ago when we launched our academic programs, if given the opportunity again, we wouldn't change a thing!

To learn more about these programs click [here](#)

Click below for additional program resources

[Program Descriptions](#)

[Caldwell's On-Campus Center for Autism and ABA](#)

FEATURED RESOURCE

Accreditation Video Series

The ABAI Accreditation Board is pleased to present the [ABAI Accreditation Video Series](#)! Each brief video aims to provide insight into various components of the accreditation and recognition process. Be sure to check our website frequently as more videos are added.

Thank you to our accredited program coordinators, Susan Flynn, Cody Morris, Clarie St. Peter, and Michele Williams, who supported the development of these video by sharing experiences from their own programs.

Available Videos

Thesis/Equivalent 1:

Overview. Coordinators provide an overview of how each program meets the thesis/equivalent standard.

Thesis/Equivalent 2: The proposal. Coordinators describe the arrangement of the thesis/equivalent project proposal.

Thesis/Equivalent 3: The committee. Coordinators describe the arrangement of the thesis/equivalent project committee and how oversight is structured.

Thesis/Equivalent 4: Examples/Settings. Coordinators provide examples of the types of projects completed in their program and typical settings where projects take place.



RECENT ACCREDITATION BOARD DECISIONS

Florida Institute of Technology

Ph.D. in Behavior Analysis - Melbourne Campus (2014-2029)

M.S. Programs in ABA, OBM, and ABA+OBM - Melbourne Campus (2008-2029)

M.S. in Applied Behavior Analysis - Orlando Campus (2008-2029)

Regis College

M.S. in Applied Behavior Analysis and Clinical Science (2022-2029)

Rollins College

M.A. in Applied Behavior Analysis and Clinical Science (2019-2031)

See a full list of [ABAI-Accredited Programs](#)

Comparing Component Standards

The component standards below are worded similarly, however, each requires different information. Use the considerations listed for each to help identify key distinctions.

2-102

Standard: The faculty regularly reviews student learning outcomes to evaluate student progress.

CONSIDERATIONS:

- Outcomes such as assessments, grades, or competencies – how are these being used to evaluate student progress?
- If adequate progress is not being made, does the program have appropriate mechanisms in place for remediation?
- How frequently are student outcomes being assessed?

2-103

Standard: The faculty regularly reviews student learning outcomes to evaluate and improve the program.

CONSIDERATIONS:

- Based on student outcomes, is the program achieving its mission and student learning objectives?
- Are changes made based on student outcomes? For example, do the results of pass rates, course grades and/or course assessments impact future program offerings?

6-101

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

CONSIDERATIONS:

- Is there a system in place for students to provide feedback to faculty?
- Are changes made based on student feedback?

SUBMIT YOUR QUESTIONS FOR THE APRIL ISSUE [HERE!](#)

[ABAI Career Center](#)

The ABAI Career Center is uniquely tailored for a diverse range of behavior analysts. Students and job seekers can upload their resume and search for a wide range of positions. Training programs seeking qualified candidates can post open faculty positions to expand their reach to thousands of job seekers.

Accreditation Benefit

ABAI-accredited programs can enjoy a 35% discount on job postings and packages. Please contact [us](#) for the current promotion code.
<https://job.abainternational.org/employer/pricing/>

Career Center Snapshot*

202
Jobs

5,407
Job Seekers

977
Resumes

967
Employers

*As of January 10, 2025

SITE VISITOR INFORMATION

JANUARY 2025



Recent Site Visit Assignments

If you are interested in serving as a site visitor, please complete the forms below and someone from the education department will contact you. If you meet the [eligibility criteria](#) and are interested in serving as a site visitor, please complete the forms below:

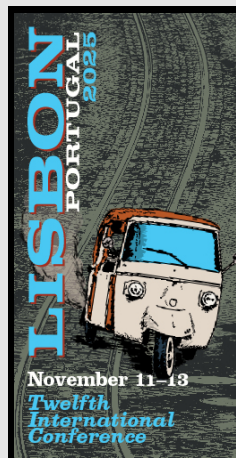
[Click here for sign up and eligibility attestation](#)

Please note, the above form requires signing in to a google

[Click here to submit availability for 2025](#)

As a reminder, site visitors are issued a \$1,000 honorarium per visit (in addition to reimbursing travel and lodging expenses).

UPCOMING EVENTS



CONTACT INFORMATION

Please contact us with your questions or to schedule a meeting. Our team is here to support all our behavior analytic training programs!

[ABA|I Accreditation Homepage](#)

accreditation@abainternational.org

550 W Centre Avenue, Suite 1
Portage, MI 49024

(269) 492-9310