

UPDATES & REMINDERS



A CHEA-recognized
Accrediting Organization

CHEA Recognition for ABAI Bachelor's Programs

In May 2021, the Council for Higher Education Accreditation (CHEA) recognized ABAI's Accreditation Board for accrediting programs at the master's and doctoral levels in the United States. At the time of our initial application, ABAI had not yet accredited the minimum number of bachelor's programs within the U.S. to obtain recognition. Throughout 2025, the ABAI Accreditation Board accredited additional bachelors-level programs, thus fulfilling the eligibility requirements. ABAI submitted a change in scope, which was approved by the CHEA Committee on Recognition in July 2026. The ABAI Accreditation Board's new CHEA-approved scope statement is: The Accreditation Board of the Association for Behavior Analysis International accredits degree programs in behavior analysis at the bachelor's, master's and doctoral levels in institutions of higher learning in the United States of America. (2026)

Click to learn more about our recognition!

Updated Self-Study

An updated version of the accreditation self-study is now available. **Note:** the standards were approved in 2015 and remain the same. The form has been updated

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J. Eugene Smith Library at Eastern Connecticut State University

PROGRAM SPOTLIGHT

Finding our Mission (Statement)

by DR. JAMES DILLER
and DR. CHRISTOPHER KREBS

The Department of Psychological Science at Eastern Connecticut State University has had an undergraduate training program in behavior analysis since 2004, starting with a Verified Course Sequence within our Psychology major. A formal Concentration in Behavior Analysis was established in 2014. In 2026, our program achieved full accreditation through the Association for Behavior Analysis International (ABAI), marking an important milestone in its development.

Our Behavior Analysis training program is housed within a Bachelor's of Science in Psychology and is one of several concentrations that students can select that allows them to tailor their undergraduate education around a particular area. The Behavior Analysis concentration reflects the department's broader commitment to providing a challenging and engaging educational experience that helps students develop knowledge, skills, and abilities in psychology.

The accreditation process provided us with an opportunity to not only demonstrate the strengths of our existing curriculum but also to reflect on the identity and purpose of the Concentration. Although the Department of Psychological Science had an established mission statement, the Behavior Analysis Concentration did not have its own distinct, program-specific mission statement. This was identified by external reviews as an area that needed to be addressed before accreditation could be finalized.

We viewed this feedback as an opportunity to articulate more clearly what makes our undergraduate behavior analysis program distinctive. We developed a concentration-specific mission statement with input from the external reviews and departmental colleagues and then brought the proposed statement to the department for discussion and approval. This collaborative process was especially meaningful because the concentration has benefited from the consistent support of our depart-

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mental colleagues as the program has evolved.

The Mission Statement we adopted is:

The mission of the Concentration in Behavior Analysis is to provide undergraduate students with foundational knowledge and skills in basic and applied behavior analysis within a rigorous major in Psychological Science to prepare students for graduate study and/or direct employment.

Several elements of this statement are particularly important to our program's identity. First, it grounds behavior analysis within an undergraduate education in the Department of Psychological Science. Students therefore receive their behavior-analytic training as part of a broader scientific education in Psychology, rather than as an isolated professional curriculum.

Second, the mission statement identifies both basic and applied behavior analysis. We believe this distinction is important because our curriculum introduces students to the experimental foundations of behavior analysis while also emphasizing the application of behavioral principles to problems of social significance. Students are encouraged to understand behavior analysis as both an experimental science and an applied discipline, and to appreciate the relation between the two.

As alumna Jayce Forbes (class of 2026) said, "The psychology program at Eastern exposes students to different approaches and views within psychology and allows them to concentrate in one specialized area. I believe that this approach inspires more diverse research questions and collaboration across fields. As someone who hopes to stay in academia long-term, this exposure was fundamental in building the research skills and

foundational knowledge that I will need to succeed in graduate school."

Finally, our mission also centers on preparing students for the diverse paths available to them after graduation. Since 2016, the program has produced more than 90 alumni. Many have continued in behavior analysis, earning Board Certified Behavior Analyst (BCBA) credentials, pursued master or doctoral degrees, and found employment at autism service providers, school districts, or special education settings. Others have pursued graduate training and careers in areas such as social work or sports psychology.

We see the diversity of student outcomes as an important strength of our training program. Certainly, we are proud of the graduates who continue in behavior analysis and contribute to the growing need for well-trained behavior analytic professionals. At the same time, an undergraduate education in behavior analysis can provide students with a scientific framework for understanding and influencing behavior, a skill that is valuable beyond the field itself. Graduates can then carry this perspective into their work with different populations, settings, and disciplines, helping to disseminate the principles and scientific approach of behavior analysis more broadly.

For us, the development of a program-specific mission statement was more than an accreditation requirement. It was an opportunity to reflect and articulate what we value about undergraduate behavior analysis education and what we hope students take with them when they graduate. The resulting mission statement provides us with a foundation for continued program development while recognizing the many ways in which students can use their behavior analytic training—whether they remain within the field or carry that repertoire into new disciplines and areas of practice.

The achievement of ABAI accreditation is an important milestone, but the development of our mission statement may be one of the more lasting outcomes. It gave us a clearer way to describe who we are, what we teach, and how we hope our graduates will contribute to the communities and fields that they enter. ■

To learn more about the Department of Psychological Science at Eastern Connecticut State University, [CLICK HERE!](#)

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for editorial improvements to combine three separate reports (the self-study, the site visitor report, and the program's response) into one document. This update will make the site visitors and board members' review simpler and reduce wasted time clicking between separate documents when conducting their review. All applications submitted after September 1, 2026, must use this updated (July 2026) version of the self-study report form, which can be accessed [here](#).

DEI Committee Update

In the January 2025 issue of Higher Education Insider, we announced the formation of a subcommittee charged with reviewing ABAI Accreditation Standards and practices related to diversity, equity, and inclusion (DEI). The subcommittee's purpose was to evaluate the extent to which DEI principles were reflected throughout the accreditation process and to recommend enhancements where opportunities for improvement were identified. The subcommittee consisted of Jonathan Fernand (Chair), Marcelo Benvenuti, Catalina Rey, Shiri Ayvazo, Traci Cihon, Julian Leslie, and Benjamin Witts (Board Liaison; St. Cloud State University). The group met five times between September 15, 2025,

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