

An addendum to the UWA application for Master's of Applied Behavior Analysis:

We were not aware of the changes to the Verified Course Sequence (VCS), as this proposal was started over a year ago. We appreciate the Alabama Commission of Higher Education (ACHE) bringing this to our attention. We have done intense research, and this is what we have found, and made the necessary adjustments.

As Applied Behavior Analysis (ABA) is an ever-evolving field, change is necessary and Behavior Analysts Credentialing Board (BACB), Association of Behavior Analysts International (ABAI), and Association of Professional Behavior Analysts (APBA) have taken steps to ensure the standards for ethical treatment and research, integrity, standards of care, academic norms, and philosophies of ABA are carried through, while increasing access to Applied Behavior Analysis in our country (BACB, 2025).

In order to accomplish this, ABAI has ceased to accept applications to VCS status as of January 1, 2025. VCS status will no longer exist as of January 1, 2026. Schools will have the option to apply to become an ABAI program of recognition, but their program must have a minimum of one graduate under the old VCS in order to apply at that time. This will be the 44 programs currently with VCS status, minus those that do not issue degrees (ABAI, 2025).

In the meantime, student graduates of programs without the previous VCS status will continue to apply to sit for the Board Certified Behavior Analysts (BCBA) exam under Pathway 2 (BACB, 2025). It is still our intent for our students to apply under Pathway 2B. Under this pathway, they must take behavior analytic coursework at a university recognized by CHEA. This coursework must meet the current criteria listed below. An important distinction is that under the 2B Pathway, students will be responsible for contacting BACB and acquiring their own supervision for their required field work.

Student Learning Outcome	Student Learning Outcome Description
Professionalism (45 hours minimum)	The student will demonstrate understanding and adhere to the ethical and professional responsibilities of behavior analysts as well as demonstrate the application of the fundamental elements of behavior change procedures and interventions with diverse cultural backgrounds.
Philosophical Underpinnings: Concepts & Principles (90 hours)	Students will demonstrate understanding on the history of behaviorism, the concepts, principles, and tenets.
Behavior Assessment (45 hours)	The student will develop methodologies and appropriate, socially significant behavior goals for various dimensions of behavior as well as collect data in order to make informed, objective decisions regarding behaviors of concern.
Measurement, Data Display and Interpretations: Experimental Design (45 hours)	Students will use the methodologies of Single Case Design to measure, display, and interpret behavioral data.
Behavior Change Procedures: Selecting and Implementing Intervention (60 hours)	Students will use data to determine behaviors of concern, select appropriate interventions, implement the intervention, and conduct continual assessment of intervention effect.
Personnel Supervision and Management (30 hours)	Students will establish clear procedures and approaches to personnel management and improved client outcomes via the development of precise data collection and intervention implementation procedures, demonstrated through action research in collaboration with facility staff.
315 Seat Hours	

(ABAI, 2024)

Our course schedule that will meet these criteria is below. These courses fully meet the Task Analysis for the BCBA exam to be given through January 1, 2027. This is why it is important to follow these criteria until that point.

Block One (Fall)	Block Two (Spring)	Block Three (Summer One)	Block Four (Summer Two)
SE 560 Introduction to Applied Behavior Analysis	SE 562 Advanced Applied Behavior Analysis	SE 569 Behavioral Communication	SE 570 The Practice of Applied Behavior Analysis

SE 561 Introduction to Autism Spectrum Disorder	SE 566 Radical Behaviorism	SE 567 Methodology of Autism Spectrum Disorder Teaching and Treatment	SE 568 Focused Research in Autism Spectrum Disorder
SE 563 Single Case Design	SE 564 Ethics and Professionalism of Applied Behavior Analysis	Gateway 3 is paired with SE 569. Students must pass Oral SAFMEDS exam in order to enter final Block.	
Gateway 1 Performance Based	Gateway 2 Paper and Presentation (Cannot move beyond this point without passing-No exceptions!		

In January of 2027, several things will happen. Programs that do not offer a degree will not be able to be accredited by APBA, nor recognized by ABAI. The course focus for all programs will change a bit, allowing for new Task Lists (the new term used to guide components of instruction, and inform education providers of what BCBA candidates need to fully know, be able to demonstrate, and put into practice). This term will replace Task Analysis. Programs issuing degrees can continue to apply to be a school of recognition with ABAI, or can shift, with BACB, to Association of Professional Behavior Analysts (APBA).

The new task lists informed the course criterion for APBA. It is important to change class content, not the courses themselves to retain continuity in the program, much the same as we do with other university programs. The overarching themes will remain the same, with focus on segments of ethics, philosophy, practice, theory, and research, as deficits are discovered at the national level through research and data analyzation. Please note, they are likely to change several times between now and January 1, 2027. This is the most recent, dated March 11, 2025. Our courses that will meet these standards are listed in the far right column.

Content	Number of courses allowed	Seat Hours	Course
Basic Principles of Behavior	One Course	45 hours	SE 560
Research Methods in Behavior Analysis	One Course	45 hours	SE 563
Theory and Philosophy in Behavior Analysis	One Course	45 hours	SE 566
Behavior Assessment & Intervention*	Two Courses	90 hours	SE 569 & SE 567
Ethics in Behavior Analysis*	One Course	45 hours	SE 564
Organizational Behavior Management & Supervision	One Course	45 hours	SE 562
Experiential Learning in Behavior Analysis. Practicum. Lab/Practice of Behavior Analysis&+*	Can be spread across multiple courses	45 hours	SE 561, SE 568, SE 570
		Total Seat Hours: 360	10 courses

* These courses must include coverage of issues related to culture, diversity, equity, and inclusion.

+ This course requirement might be met by a practicum course, fieldwork experience course, experiential learning course, or course on practice skills. The course must document content that prepares students to benefit from fieldwork and understand the fieldwork requirements. It should also document coverage of core skills relevant to the practice of behavior analysis including interpersonal skills (e.g., therapeutic relationships, multi-disciplinary teaming, supervisory relationships), documentation (e.g., reports, notes, writing skills), and skills for caseload management (e.g., planning, billing requirements, IEP process). (Course Requirements APBA, 2025)).

We will plan to become accredited with APBA within our first five years of existence, but must have graduates that have taken the exam, and have more than five test takers in a year, so a 70% pass rate can be shown. This is a criterion for APBA new and continuing accreditation. Until this goal is achieved, we can continue to give our students Pathway 2, in all of its iterations, from our first cohort until we are accredited.



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Proposal for a New Degree Program

I. Information and Rationale

A. Primary Contact Information

Institution: University of West Alabama

Contact: Dr. Tina Jones

Title: Provost

Email: tnj@uwa.edu

Telephone: 205-652-3531

B. Program Information

Date of Proposal Submission: 8/30/2024

Award Level: Master's Degree

Award Nomenclature (e.g., BS, MBA): MS

Field of Study/Program Title: Master's of Science: Applied Behavior Analysis

CIP Code (6-digit): 42.2814

C. Administration of the Program

Name of Dean and College: Dr. Jan Miller, Julia Tutwiler School of Education

Name of Department/Division: Teaching and Learning/Special Education

Name of Chairperson: Dr. Amanda Pendergrass/Dr. Jodie Winship

Name of Verified Course Sequence Coordinator: Dr. Gwen Ashley

D. Implementation Information

Proposed Program Implementation Date: 8/1/2025

Anticipated Date of Approval from Institutional Governing Board: March 2024

Anticipated Date of ACHE Meeting to Vote on Proposal: 12/13/2024

SACSCOC Sub Change Requirement (Notification, Approval, or NA): Approval

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review):

E. Concise Program Description

Include general opportunities for work-based and/or experiential learning, if applicable.

This program aims to prepare graduates to become future practitioners in the scientific implementation of applied behavior analysis. This connects learning and behavioral skill sets across an extensive range of career opportunities, including working with individuals with the identified disabilities of autism and intellectual disability, as well as academic deficits and problem behaviors. It also includes working with any living creature, as all



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living things have behaviors that can be shaped by the tenets of ABA. The mission of our program will be to provide the foundational and practice-oriented skills to prepare highly competent future clinicians for the field of Applied Behavior Analysis.

This program fits into the University's mission and vision to meet the educational needs of the State of Alabama, particularly of the West Alabama area, and to serve as a primary agent of positive change in Alabama's Black Belt by resolving the large deficit in BCBA/RBT practitioners in the area. We plan to serve all Black Belt Counties, but especially those in Western Alabama, which includes nine of the ten poorest counties in the state (University of Alabama, 2024). Currently, there are six Board Certified Behavior Analysts (BCBA)(BACB, 2024), within 100 miles of this area. There are 433 in the state of Alabama. Many work in academia, and due to high demand, others have waiting lists. Our most local center (Tuscaloosa, Alabama) has a waiting list of over 120 children after being open less than a year. Traveling to receive services, in addition to the time off work, is a true hardship for families of persons in need of BCBA services. The latest data from the Centers for Disease Control (CDC, 2020) reports a nationwide rate of 1:36 children having some form of Autism Spectrum Disorder (ASD), while Alabama has 78,072 adults, or 2.1% of the population, diagnosed with ASD, and receiving SSI. This does not include the residents of the state with mental health diseases, dementia, emotional and behavioral disorders, intellectual disabilities, etc., who would also benefit from ABA services.

Graduates of the proposed Master of Science in Applied Behavior Analysis will meet the coursework criteria for taking the examination to become a Board Certified Analyst (BCBA). The program will be offered online and face-to-face synchronously so that students can build a learning community throughout the area. This is a national certification. The BCBA is a requirement for licensure in Alabama as well as 38 other states in the nation (Behavior Analyst Certification Board, 2024).

They will also meet the academic requirements of the Qualified Applied Behavior Analyst, which is preferred by Tri-care and is used exclusively in countries outside the United States. This is an important addition, as our campus is close to over 13 military bases in Alabama, Mississippi, Florida, and Georgia. Many spouses attend classes in anticipation of working overseas. All completers will also meet the academic requirements of the International Behavior Analyst certification. This is a relatively new certification, most often used in countries on the continent of Africa.

While attending classes, it is imperative that students begin accruing the required supervision hours. Initially, we will not provide supervision but will assist in qualitative analysis. As our program grows and our leaders acquire the BCBA-D, we will add this component to our face-to-face program only. This supervision can be acquired in-state, out-of-state, and online. As the numbers grow, we will be growing our supervisors. Although each program requires a different number of hours, the qualitative requirements are very similar. Once the student has completed their hours, they can be used interchangeably with all three programs, if so desired. They can then apply to sit for the exam in each program they desire.

The addition of our Registered Behavior Technician (RBT) class at the undergraduate level will allow students to begin accruing hours as soon as they enter the Master's program, while working in the field for a living wage. This allows them to learn by doing while earning as an active member of the workforce. Our undergraduates that take this



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optional course, will have job opportunities in the field. Although the hours will not count toward their supervision, they will gain valuable experience.

The requirements of each level and each certification are in the table below. We will only be offering the BCBA (Master's level), and RBT (High School level) options at this time.

BACB	QABA	IBA	Requirements
Must establish Coordinator that meets VCS (ABAI) requirements for VCS (We should do this ASAP before submission to state)	VCS (ABAI) makes it easier, but not required		Special Requirements
HS-RBT BCaBA- VCS or ABA Coursework, BS/BA BCBA- Master's ABA Coursework verified by ABAI or APBA Pathway 1 VCS- Pathway 2 Pathway 3- Teaching and Publishing (Five courses, 3 years teaching, One published article in high quality journal ie. JABA, BA Pathway 4- BCBA-D BCBA +PhD Ten years post doc performing ABA work	HS-ABAT BS-QASP Master's-QBA	IBT- 40 Hour Training One CST IBA- Two Routes Both require Bachelor's degree Courses fulfilling educational objectives Masters or Projects* X2 to complete *Lit review, PPT presentation on ABA topic, instructional video implementing behavioral services, assessment report, article summary	EDU
USA/Canada	International	Worldwide	Territory
RBT- 40 hours BCaBA- VCS or see handbook, Must be less than ten years old, C or higher on all coursework (table changes frequently, must use current table)	ABAT-40 Hours in Class(not credit hours) <i>Possible service to community?</i> QASP- 12 semester hours- must include ethics and autism (Taught by Master's min.) Supervision must total 8 hours. QBA- 18 Credit hours (5 seat hours in ethics and 20 in Autism)	Not designated	Hours in Class
RBT-Ongoing BCaBA-Concentrated- 1000 (10% supv), Supervised-1300 (5% supv) 20-130 per month, must be completed within five years. See page 16 of handbook for table.	ABAT-15 QASP-1000, 600 in development or supervision.400 can be 1:1 QBA- 1500 hours (minimum of 900 in indirect services, maximum of 600 direct hours, 140 hours per	IBT- 300 hours supervised practice, 10 hours IBA-1000 Hours with 50 hours supervised.50% must be direct observation of practice. 400 hours minimum must be implementation hours.	Hours in Field



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BCBA- 2000 (5%) or concentrated 1500 (10%) Pathways 1-3 Pathway 4 500 hours (5%) 20-130 per month	month max, 20 hours per month minimum, 7 year time limit) Must have pro rec	Supervision- 20 must be direct, 20 must be indirect. 2 CSTs observed and scored by supervisor. See page 17.	
RBT-\$95 (\$50 to BACB, \$45 TO Pearson) Competency exam admin by supervisor prior to testing. BCaBA-\$400 (\$100 Course evaluation- Optional, not needed if VCS. \$175 Cert, \$125 exam, \$120 retake) BCBA/BCBA-D \$470 (Cert \$245, Exam \$125, Course Eval \$100, Retakes \$140)	ABAT-\$125 QASP-\$300 QBA-\$350 (\$225 retake)	IBT- \$99 IBA- \$199 (includes exam)	Cost
RBT-74% First 2023 BCaBA- 56%First 2023 BCBA-56% First 2023 *All scores are scaled and results are not provided, only P/F	ABAT-72% QASP-72% Can take 4 times in a year	Unknown. Began 2021.	Test Pass Rate
RBT- Ongoing supervision for 5% of hours BCaBA-Specific 20 Hours BCBA/BCBA-D-Specific 32 hours	ABAT- 12/year QASP-20/year QBA-32/year	IBT- 4 hours pre-service, 8 every two years IBA- 12 pre cert and one year mentorship 24 /year	CEU
RBT-Annually, competency assessment (\$35 with \$50 late fee) BCaBA-2 years (I have deep concerns about the discrimination of health issues.) Supervision 5% of first 1000 hours, 2% thereafter for seven years. BCBA/BCBA-D 2 years \$215/\$290 \$50 fee for military to go inactive if deployed.	ABAT-2 years QASP-2 years QBA-2 years		Renewal

GJA 02/05/24

In Alabama and most states, BCBAs can be licensed to practice independently at the Master's level. This is done through the Alabama Department of Mental Health. The Bureau for Labor Statistics reports the demand for BCBAs has increased 800% since 2010 and will increase a minimum of 22% between now and 2028. Our graduates will be



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qualified to provide services in a variety of settings, such as private clinics for children with disabilities, public and private schools, home-based programs for children with autism, residential facilities for individuals with disabilities and Alzheimer/dementia, early intervention services, as well as agencies that service infants and toddlers. They will also be qualified to work independently in their own business.

Although this program is housed in the College of Education, there are partnership opportunities with many of the other schools. Medical students now have an ABA component. Nurses deal with maladaptive behaviors daily. By taking our new RBT course, students of both of these fields, as well as pre-law, sociology, psychology, etc. would benefit greatly. Applied Behavior Analysis is used in nearly every field, as it is, at its core, the study of human behavior. Schools and autism treatment centers are the obvious employers, but BACB reports persons working in the following areas:

- Defense
- Law Enforcement
- Education
- Psychiatric Treatment
- Treatment of Autism and Developmental/Intellectual Disabilities
- Organizational Behavior Management
- Brain Injury Rehabilitation
- Substance Abuse
- Social Work
- Behavioral Gerontology
- Clinical Behavioral Analysis
- Behavioral Sports Psychology
- Prevention and Intervention of Child Maltreatment
- Behavior Analysis in Environmental Sustainability
- Behavior Analysis in Health and Fitness
- Behavioral Pediatrics
- Behavioral Analysis in Public Health

(BACB, 2024)



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F. Specific Rationale (Strengths) for the Program

List 3 – 5 strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. The University of West Alabama currently has two strong undergraduate and graduate programs in Collaborative Teacher/Special Education. A related program in which undergraduate students many times become employed in facilities that serve individuals with disabilities and/or mental health and clinical facilities would also benefit from the option to pursue this degree. During the 2023 – 2024 academic year there were 318 undergraduate Collaborative Teacher/Special Education majors and 150 undergraduate psychology majors. This proposed program would provide an additional option for those individuals pursuing a graduate degree.
2. Four full-time faculty members currently work in the Collaborative Teacher/Special Education program. Three faculty teach full-time on-campus and online, and one faculty member teaches full-time online. One of these faculty members has completed a verified course sequence and will begin the independent supervision criteria for their BCBA certification under Pathways 2 and 3. These faculty members differ in their expertise, educational experiences, and experiences working with individuals with disabilities, clinical experiences, and research interests. All four faculty have extensive experience working with children and adults with autism, emotional behavioral, as well as other disabilities or behavioral concerns. These four faculty members are also active members of the Council for Exceptional Children (CEC), a professional organization that supports the behavioral needs of individuals with disabilities. One faculty member is a member of the Association for Behavior Analyst (ABAI), and Texas Applied Behavior Analysts (TXABA), with plans to join ALABA, once the BCBA credential is conferred. Each faculty member is an active researcher in the field of disabilities and educational/behavioral concerns. One faculty member provides behavior intervention professional development to professionals in the Region. *Two faculty are currently working with the University of West Alabama's Campus School to address the behavioral needs of toddlers and preschoolers. One faculty member works with students, teachers, and administration at the University Charter School, a lab school that collaborates with the College of Education.* Students in the proposed program will have the opportunity to work with children within both schools as well as throughout the state and region. We anticipate hiring at least one additional faculty and two additional support faculty with current BCBA certification and qualified to provide supervision to candidate pursuing the BCBA certification. These individuals must be licensed by the Behavior Analyst Certification Board (BACB), Qualified Applied Behavior Analyst (QABA) Credentialing Board, and/or the International Behavior Analyst (IBA) Board. We anticipate hiring two fellows for each cohort in the program. One fellow will be fully online, and the other will be face-to-face. The fellows will act as liaisons, as resources to the P-12 schools providing professional development and consultation, and conduct research.
3. The State of Alabama now requires licensure to practice applied behavior analysis (ABA). Due to recent funding mandates these professionals may bill Medicaid and commercial insurance for behavior analytic services, we anticipate the demand will



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increase for behavior analysts in the State of Alabama. Data provided by EAB's *Market Pulsecheck* (2019, p. 9) indicates 53% percent of regional industries advertising applied behavior analysis jobs come from health care and social assistance agencies with the remaining coming from educational services and various industries.

4. The proposed program replicates a verified course sequence through Applied Behavior Analysis International, which is acceptable to BACB. The program will follow the steps necessary to become accredited with ABAI. This begins with Plan 2B and a verified Course Sequence. The coursework is listed below and meets all required components of the Verified Course Sequence.

Student Learning Outcome	Student Learning Outcome Description
Professionalism (45 hours minimum)	The student will demonstrate understanding and adhere to the ethical and professional responsibilities of behavior analysts as well as demonstrate the application of the fundamental elements of behavior change procedures and interventions with diverse cultural backgrounds.
Philosophical Underpinnings: Concepts & Principles (90 hours)	Students will demonstrate understanding on the history of behaviorism, the concepts, principles, and tenets.
Behavior Assessment (45 hours)	The student will develop methodologies and appropriate, socially-significant behavior goals for various dimensions of behavior as well as collect data in order to make informed, objective decisions regarding behaviors of concern.
Measurement, Data Display and Interpretations: Experimental Design (45 hours)	Students will use the methodologies of Single Case Design to measure, display, and interpret behavioral data.
Behavior Change Procedures: Selecting and Implementing Intervention (60 hours)	Students will use data to determine behaviors of concern, select appropriate interventions, implement the intervention, and conduct continual assessment of intervention effect.
Personnel Supervision and Management (30 hours)	Students will establish clear procedures and approaches to personnel management and improved client outcomes via the development of precise data collection and intervention implementation procedures, demonstrated through action research in collaboration with facility staff.
315 Seat Hours	



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Block One (Fall)	Block Two (Spring)	Block Three (Summer One)	Block Four (Summer Two)
SE 560 Introduction to Applied Behavior Analysis	SE 562 Advanced Applied Behavior Analysis	SE 569 Behavioral Communication	SE 570 The Practice of Applied Behavior Analysis
SE 561 Introduction to Autism Spectrum Disorder	SE 566 Radical Behaviorism	SE 567 Methodology of Autism Spectrum Disorder Teaching and Treatment	SE 568 Focused Research in Autism Spectrum Disorder
SE 563 Single Case Design	SE 564 Ethics and Professionalism of Applied Behavior Analysis	Gateway 3 is paired with SE 569. Students must pass Oral SAFMEDS exam in order to enter final Block.	
Gateway 1 Performance Based	Gateway 2 Paper and Presentation (Cannot move beyond this point without passing- No exceptions!)		

- The University of West Alabama (UWA) is a regional university located in the central western part of the State of Alabama within the Black Belt Region. Our university predominantly serves students within the western region of Alabama and central eastern Mississippi. With relative isolation from major urban areas, minimal economic development and extreme poverty, there are relatively few BCBAs to provide behavior analysis and supervise individuals implementing behavioral interventions within this geographical area. Data from the Behavior Analyst Certification Board website (<https://www.bacb.com/services/o.php?page=100155&by=state>, February 20, 2024) indicated there were 433 individuals listed from Alabama and 156 from Mississippi according to their current registry. When reviewing this data, the majority of these individuals are located in urban areas of these two states. Only one certificant was listed from the Tuscaloosa, Alabama and Meridian, Mississippi areas. Both are a significant distance from the University of West Alabama. This indicates the limited access both employers and families have to these qualified individuals to service these areas of both states. This also supports the need for the proposed program to train graduates that will remain and provide analytic behavior analysis services in this area.

List external entities that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.

- University Charter School



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2. Sumter County School District
3. Tuscaloosa City Schools
4. Demopolis City Schools
5. Alabaster City Schools
6. Dr. Ronnie Chu

II. Background with Context

A. Student Learning Outcomes

Behavior Analysis Certification Board: Code and Disciplinary Systems (BACB, 2024)
Verified Course Sequence (ABAI, 2024)

Student Learning Outcome	Student Learning Outcome Description
Professionalism (45 hours minimum)	The student will demonstrate understanding and adhere to the ethical and professional responsibilities of behavior analysts as well as demonstrate the application of the fundamental elements of behavior change procedures and interventions with diverse cultural backgrounds.
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Personnel Supervision and Management (30 hours)	Students will establish clear procedures and approaches to personnel management and improved client outcomes via the development of precise data collection and intervention implementation procedures,



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	demonstrated through action research in collaboration with facility staff.
315 Seat Hours	

B. Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 [SREB](#) states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
42.2814	M.Ed. in ABA	JSU	JSU's program is offered as a campus program through the Department of Psychology. UWA's program will be available online and meets a regional need within the Black Belt.
42.2814	M.Ed. in ABA	UAH	UWA's program will be available online and meets a regional need within the Black Belt.
	Offers a minor in ABA	UNA	UNA offers a minor in ABA. UWA will offer a masters in ABA.
42.2814	M.Ed. in ABA	Auburn	The Department of Psychological Sciences at Auburn University offers an on-campus, non-thesis Master of Science degree in Applied Behavior Analysis. UWA's program will meet a regional need within the Black Belt.

C. Relationship to Existing Programs within the Institution

1. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs? **Yes ☒** **No ☐**

(Note: Most new programs have some relationship to existing offerings, e.g., through shared courses or resources). If yes, complete the following table. If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.

Related Degree Program Level	Related Degree Program Title	Explanation of the Relationship Between the Programs
Bachelor's	Collaborative Teacher/Special Education K-6 Major	All programs will share administration, facilities, and staff. Some faculty will teach for both programs.
Bachelor's	Collaborative Teacher/Special Education K-6/6-12 Major	All programs will share administration, facilities, and staff. Some faculty will teach for both programs
Bachelor's	Early Childhood Education (P-3) Major	All programs will share administration, facilities, and staff. Some faculty will teach for both programs
Bachelor's	Early Childhood/Elementary Education (P-3/K-6) Major	All programs will share administration, facilities, and staff. Some faculty will teach for both programs



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Bachelor's	Elementary Education (K-6) Major	All programs will share administration, facilities, and staff. Some faculty will teach for both programs
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2. Will this program replace any existing programs or specializations, options, or concentrations? **Yes** ☐ **No** ☒

If yes, please explain.

3. Will the program compete with any current internal offerings? **Yes** ☐ **No** ☒

If yes, please explain.

D. Collaboration

- Have collaborations with other institutions or external entities been explored? **Yes** ☒ **No** ☐

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

We intend to partner with Two Roads Autism Center in Tuscaloosa as a symbiotic relationship. Our students will be able to conduct observations and earn field hours at their facility, as well as possible employment opportunities. Their staff and administration will serve as adjunct instructors, mentors, and advisors to our program. We will provide them with alleviation of a qualified employee shortage, and an ability to fulfill the waiting list in the coming years.

- Have any collaborations within your institution been explored? **Yes** ☒ **No** ☐

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

Although this program is housed in the College of Education, there are partnership opportunities with many of the other schools. Medical students now have an ABA component. Nurses deal with maladaptive behaviors daily. By taking our new RBT course, students of both of these fields, as well as pre-law, sociology, psychology, etc. would benefit greatly. Applied Behavior Analysis is used in nearly every field, as it is, at its core, the study of human behavior.

E. Specialized Accreditation

1. Will this program have any external accreditation requirements in addition to the institution's SACSCOC program requirements? **Yes** ☒ **No** ☐

If yes, list the name(s) of the specialized accrediting organization(s) and the anticipated timeframe of the application process.

Our program has been designed to meet accreditation standards. We will begin with seeking Verified Course Sequence status Through Applied Behavior Analysis International (ABAI), which is recognized by Behavior Analyst Certification Board, during years one and two. We will then pursue Level 2B through the ABAI Tiered Model of Education during years 3-5. We will then pursue full accreditation through ABAI. This is a multi step process that our coordinator has participated in before.



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2. Does your institution intend to pursue any other non-required accrediting organizations for the program?* **Yes** ☐ **No** ☒

If yes, list the name(s) of the organization(s) and the purpose of the pursuit.

If there are plans to pursue non-required external accreditation at a later date, list the name(s) and why the institution is not pursuing them at this time.

Note: Check **No** to indicate that non-required external accreditation will not be pursued, which requires no explanation.

F. Professional Licensure/Certification

Please explain if professional licensure or industry certification is required for graduates of the proposed program to gain entry-level employment in the occupations selected. Be sure to note which organization(s) grants licensure or certification.

Professional Licensure/Certification is not required to gain entry-level employment in the field. However, it is required to function as a Board Certified Behavior Analyst (BCBA).

Licensure is granted through the State Department of Health, but does require certification from BCBA. Other entities providing certification are IBA and QABA.

G. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the occupations selected.

It is not required to gain entry level employment, but it is required to complete supervised field hours and pass the certification exam to become certified.

H. Admissions

Will this program have any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level? **Yes** ☐ **No** ☒

If yes, describe any other special admissions or curricular requirements, including any prior education or work experience required for acceptance into the program.

I. Mode of Delivery

Provide the planned delivery format(s) (*i.e.*, in-person, online, hybrid) of the program as defined in policy along with the planned location(s) at which the program will be delivered (*i.e.*, on-campus and/or at specific off-campus instructional site(s)). Please also note whether any program requirements can be completed through competency-based assessment.



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A variety of instructional delivery methods will be utilized in delivering this proposed program.

- Online – UWA is a regional university that predominantly serves the needs of individuals living and working in rural environments. This instructional delivery method is critical to meet the demands of the professional that works full-time but wants to further their educational goals. To meet the national need of certified ABA specialists, UWA's primary instructional delivery method will be via online. Courses will be offered synchronously, so that a learning community of online and face to face learners can work together.
- Face-to-Face – The program will also be offered through face-to-face classes for those individuals that live within a reasonable driving distance and need to attend an on-campus program. Courses will be offered synchronously, so that a learning community of online and face to face learners can work together.
- Program requirements will not be waived by competency based assessment. The certifying agencies will not allow this.

J. Projected Program Demand (Student Demand)

Briefly describe the primary method(s) used to determine the level of student demand for this program using evidence, such as enrollments in related coursework at the institution, or a survey of student interest conducted (indicate the survey instrument used), number and percentage of respondents, and summary of results.

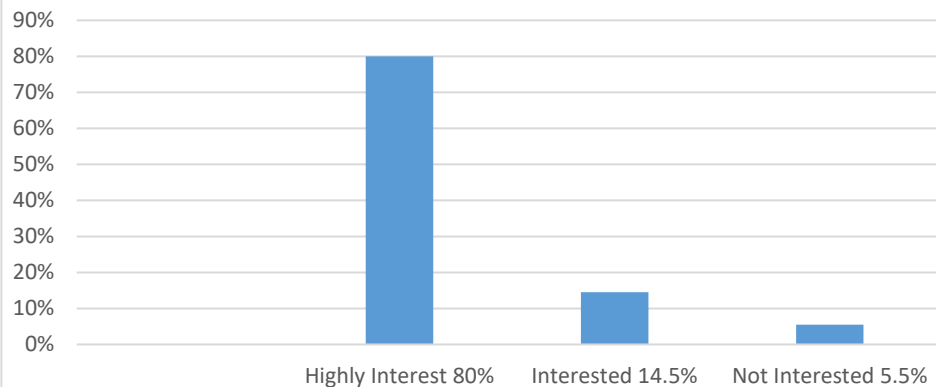
The proposed program at the University of West Alabama will be a Master of Science in Applied Behavior Analysis. Since the proposed program will be housed in the College of Education, Collaborative Teacher/Special Education and Elementary Education majors at the graduate and undergraduate levels were surveyed with one hundred and twenty responding concerning their interest in applying to UWA's proposed Master of Science in Applied Behavior Analysis. The majority of those responding indicated they would be highly interested in applying to the UWA master's degree program in applied behavior analysis (80%). Additional data from the survey included interested in applying (14.5%) and not interested (5.5%).



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Would you consider applying to UWA's graduate program if we offered a master's degree in behavior analysis





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K. Standard Occupational Code System

Using the federal Standard Occupational Code (SOC) System, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOC codes can be found at <https://www.onetcodeconnector.org/find/family/title#17>.

A list of Alabama's In-Demand Occupations is available at <https://www.ache.edu/index.php/policy-guidance/>.

SOC 1 (required): 25-2059

SOC 2 (optional): 19-3032

SOC 3 (optional): 21-1011

Briefly describe how the program fulfills a specific industry or employment need for the

State of Alabama. As appropriate, discuss alignment with Alabama's Statewide or Regional Lists of In-Demand Occupations (<https://www.ache.edu/index.php/policy-guidance/>) or with emerging industries as identified by [Innovate Alabama](#) or the [Economic Development Partnership of Alabama](#) (EDPA).

The need far exceeds the availability. There are three Board Certified Behavior Analysts (BCBA)(BACB, 2024), within 50 miles of this area. Only one is practicing. There are 433 in the state of Alabama. Many work in academia, and due to high demand, the others have waiting lists. Our most local center (Tuscaloosa, Alabama) has a waiting list of over 145 children, after being open six months. Traveling to receive services, in addition to the time off work, is a true hardship for families of persons in need of BCBA services. The Blackbelt has nine of the ten poorest counties. Finding providers that accept Medicaid is rare, although the center in Tuscaloosa does. The latest data from the Centers for Disease Control (CDC, 2020) reports a nationwide rate of 1:36 children having some form of Autism Spectrum Disorder (ASD), while Alabama has 78072 adults, or 2.1% of the population, with ASD. This does not include the residents of the state birth, through end of life, with mental health diseases, dementia, emotional behavioral disorders, intellectual disabilities, etc. that would also benefit from ABA services.

Because we will be offering the courses simultaneously, face to face and synchronously online, the reach will go beyond our state. Currently, the BACB (2024) reports the following:

“Annual nationwide demand for individuals holding BCBA/BCBA-D certification has increased each year since 2010, with a 23% increase from 2021 to 2022. Demand was highest in 5 states in 2022 (ordered from most to least): California, Massachusetts, Texas, Florida, and New Jersey. These 5 states account for 48% of the recent demand for behavior analysts, with California alone accounting for 23% of the 2022 demand.”



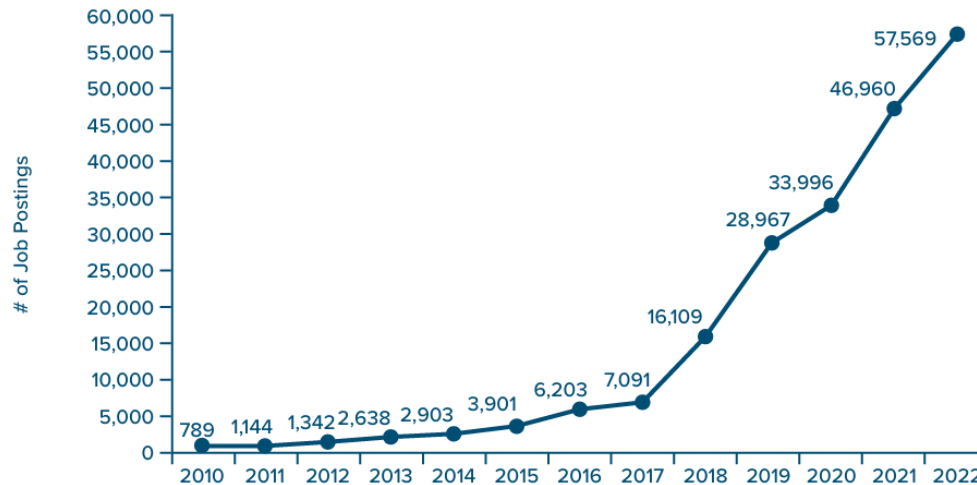
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Annual Demand for BCBA Certification

The following graph depicts the annual number of job postings nationwide over the past 13 years (2010–2022) that either required or preferred BCBA/BCBA-D certification.

Note: There are currently 36 states that license behavior analysts and 1,345 job postings in 2022 that either required or preferred a license to practice behavior analysis.



(BACB, 2024)

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Local	20	25	30	35	40	40	40	230
State*	230	288	360	450	563	563	563	3017
SREB	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data Available
Nation**	71,046	87,386	107,485	132,206	162,614	162,614	162,614	885,965

- Note that numbers were rounded.
- * These numbers were acquired from BACB for 2022 (2024). A conservative estimate, as BCBA certification is new in Alabama, and persons are often unidentified, is a 25% increase per year.
- **These numbers were found using the conservative multiplier of the past several years data in BACB (2024). The increase each year has been 123% or more.
- The following reports were used to complete the table above: Behavior Analyst Certification Board. (2024). *US employment demand for behavior analysts: 2010 – 2022*. Littleton, CO,
- Annie Casey Foundation (2024)



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- U.S.Census (2022)
- Alabama Center for Health Statistics (2020)
- The Annie Casey Foundation (2024) states that there are 1,111,562 children in Alabama, ages 0-18 in the most recent data cycle, 2022. Of those children, 24%, or 266,775 are reported to have a developmental, emotional, behavioral, or mental health disorder. National data shows that 1:36 are likely to have some form of Autism Spectrum Disorder, and 22% of Alabama's children were living at some level of poverty (244,544 children). There were 3,962,734 persons 18+ in Alabama in 2022. Data shows that we can predict from previous data (State of Alabama, 2024) that 2.1% of the adult population has Autism Spectrum Disorder. This is 83,217 persons. This does not account for adults with emotional, behavioral, developmental, or mental health disorders. Even without these persons included, 349,992 persons, at a minimum, would need services in this state. If every person certified by BCBA was practicing (few are), this would give them a caseload of 808 persons each. This is far from manageable. The normal caseload is 25 persons, depending on the need level. Because only one practitioner accepts Medicaid within fifty miles of the Black belt, and the poverty level is high, we can assume the need is high. In six months, that practitioners wait list went from 0-145. As the needs get fulfilled, more persons will be recognized and require services. It will take about five years for the community need to be minimally met. At that point, the need will level off. As the area is severely underserved, it is impossible to predict with great accuracy the numbers, or the need. I have projected as conservatively as possible.



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III. Curriculum Information for Proposed Degree Program

- A. Program Completion Requirements: Enter the credit hour value for all applicable components (enter N/A if not applicable).

Curriculum Overview of Proposed Program	
Credit hours required in general education	0
Credit hours required in program courses	30
Credit hours in program electives/concentrations/tracks	0
Credit hours in free electives	0
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	

Note: The above credit hours **MUST** match the credit hours in the *Curriculum Components of Proposed Program* table in Section V.G.

- B. Maximum number of credits that can be transferred in from another institution and applied to the program: 6

- C. Intended program duration in semesters for full-time students: Four semester (one calendar year) taken consecutively.

Block One (Fall)	Block Two (Spring)	Block Three (Summer One)	Block Four (Summer Two)
SE 560 Introduction to Applied Behavior Analysis	SE 562 Advanced Applied Behavior Analysis	SE 569 Behavioral Communication	SE 570 The Practice of Applied Behavior Analysis
SE 561 Introduction to Autism Spectrum Disorder	SE 566 Radical Behaviorism	SE 567 Methodology of Autism Spectrum Disorder Teaching and Treatment	SE 568 Focused Research in Autism Spectrum Disorder
SE 563 Single Case Design	SE 564 Ethics and Professionalism of Applied Behavior Analysis	Gateway 3 is paired with SE 569. Students must pass Oral SAFMEDS exam in order to enter final Block.	
Gateway 1 Performance Based	Gateway 2 Paper and Presentation (Cannot move beyond this point without passing- No exceptions!)		



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D.

E. Intended program duration in semesters for part-time students: Ten semesters, depending on the number of hours taken each semester. Students will be encouraged to enroll full-time for maximum immersion and expediency.

F. Does the program require students to demonstrate industry-validated skills, **Yes** ☒ **No** ☐ specifically through an embedded industry-recognized certification, structured [work-based learning](#) with an employer partner, or alignment with nationally recognized industry standards?

The Verified Course Sequence will both teach and assess Candidates in the skills necessary to become a BCBA. The gateway assessments will allow Candidates to determine their own progress and adjust study and effort to better meet the goals moving forward. Gateway assessments are staggered throughout the program. In this way, Candidates meet the standards of increasing difficulty as they gain more knowledge and experience.

If yes, explain how these components fit with the required coursework. Students will complete various numbers of hours of supervised field work, depending on the certifying entity. Practice for the gateway assessments is embedded in the coursework.

G. Does the program include any concentrations? **Yes** ☐ **No** ☒

If yes, provide an overview and identify these courses in the *Electives/Concentrations/Tracks* section in the Curriculum Components of Proposed Program Table in Section V.G.

H. Please provide all course information as indicated in the following table. Indicate new courses with “Y” in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a “Y” in the WBL column.

Program Name:	Applied Behavior Analysis			
Program Level:	Master’s of Science			
Curriculum Components of Proposed Program				
Course Number	Course Title	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses (Undergraduate Only)				
Program Courses				
SE 560	Introduction to Applied Behavior Analysis	3		
SE 561	Introduction to Autism Spectrum Disorder	3		
SE 563	Single Case Design	3		
SE 562	Advanced Applied Behavior Analysis	3		
SE 566	Radical Behaviorism	3		
SE 564	Ethics and Professionalism of Applied Behavior Analysis	3		
SE 569	Behavioral Communication	3		



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SE 567	Methodology of Autism Spectrum Disorder Teaching and Treatment	3		
SE 570	The Practice of Applied Behavior Analysis	3		
SE 568	Focused Research in Autism Spectrum Disorder	3		
Program Electives/Concentrations/Tracks				
	Not Applicable			
Research/Thesis				
	Embedded			
*Total Credit Hours Required for Completion		30		

***Note:** The total credit hours should equal the total credit hours in the Curriculum Overview table (V.B, p. 9).



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IV. Program Resource Requirements

A. Proposed Program Faculty*

Current Faculty and Faculty to Be Hired

Complete the following **New Academic Degree Proposal Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

***Note:** Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.



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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)



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<p>Gwen Ashley</p>	<p>University of Houston – Clear Lake</p> <p>Summer 2023 Learning Principles (3) (G)</p> <p>Summer 2022 Learning Principles (3) (G)</p> <p>Summer 2021 Learning Principles (3) (G)</p> <p>Fall 2021 Learning Principles (3) (G)</p> <p>Georgetown College</p> <p>Introduction to Learning Behavioral Disorders for Advanced Candidates (3) (G)</p> <p>Introduction to Learning Behavioral Disorders for Initial Candidates (3) (G)</p> <p>Introduction to Autism Spectrum Disorders (3) (G)</p> <p>Typical & Atypical Child Development (3) (G)</p> <p>Behavior Management for LBD (3) (G)</p> <p>Indiana University Southeast</p> <p>Introduction to Autism (Undergraduate)</p>	<p>University of Louisville (2021) PhD – Curriculum & Instruction with an emphasis on Applied Behavior Analysis and Special Education</p>	<p>OL</p>
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	<p>Introduction to Autism (Graduate)</p> <p>Methods of High Incidence: Response to Intervention in Behavioral Interventions (Graduate)</p> <p>Motivating At-Risk Students (Graduate)</p> <p>Classroom Management & Behavior Support (Graduate)</p> <p>Education of the Socially and Emotionally Disturbed II (Undergraduate)</p> <p>Education of the Socially and Emotionally Disturbed II (Graduate)</p> <p>Introduction to Emotional Disorders (Undergraduate)</p> <p>Introduction to Emotional Disorders (Graduate)</p> <p>Methods of High Incidence: Response to Intervention in Behavioral Interventions (Graduate)</p> <p>Traumatic Brain Injury, Assistive Technology, & Autism Spectrum Disorder (Undergraduate)</p>		
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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
	Traumatic Brain Injury, Assistive Technology, and Autism (Graduate) "Autism on the College Campus," Indiana University Brownbag Series – 2014 "Classroom Management for New Teachers," Indiana University Southeast – 2014		
Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
FT	SE 560 Intro to Applied Behavior Analysis (25FA1), (3 hours) (G) SE 563 Single Case Design (25FA2) (3 hours) (G) SE 569 Behavioral Communication (26SU1) (3 hours) (G)	PhD in Applied Behavior Analysis or Related Field qualified to teach ABA courses	OL
FT	SE 561 Intro to Autism Spectrum Disorder (25FA1), (3 hours) (G) SE 562 Advanced Behavior Analysis (26SP1) (3 hours) (G) SE 567 Methodology of Autism Spectrum Disorder Teaching and Treatment (26SU1) (3 hours) (G)	PhD in Applied Behavior Analysis or Related Field qualified to teach ABA courses	OL



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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
PT	SE 566 Radical Behaviorism (26SP1) (3 hours) (G) SE 570 The Practice of Applied Behavior Analysis (26SU2) (3 hours) (G)	PhD in Applied Behavior Analysis or Related Field qualified to teach ABA courses	OL
PT	SE 564 Ethics & Professionalism of Applied Behavior Analysis (26SP1) (3 hours) (G) SE 568 Focused Research in Autism Spectrum Disorder (26SU) (3 hours) (G)	PhD in Applied Behavior Analysis or Related Field qualified to teach ABA courses	OL

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment

Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site

Courses Taught/To be Taught – For a substantive change prospectus/application, list the courses *to be taught*, not historical teaching assignments.



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B. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	1		1
	Part-Time Faculty			
	Administration			
	Support Staff			
**New To Be Hired	Full-Time Faculty	2		2
	Part-Time Faculty	2		2
	Administration			
	Support Staff			
Personnel Total				5

****Note:** Any new funds designated for compensation costs (Faculty (FT/PT), Administration, and/or Support Staff to be Hired) **should be included** in the **New Academic Degree Program Business Plan Excel file**. Current personnel salary/benefits (Faculty (FT/PT), Administration, and/or Support Staff) **should not be included** in the **Business Plan**.

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review.

C. Equipment

Will any special equipment be needed specifically for this program?

Yes ☐ No ☒

If yes, list the special equipment. Special equipment cost should be included in the **New Academic Degree Program Business Plan Excel file**.

D. Facilities

Will any new facilities be required specifically for the program?

Yes ☐ No ☒

If yes, list only **new** facilities. New facilities cost should be included in the **New Academic Degree Program Business Plan Excel file**.

Will any renovations to any existing infrastructure be required specifically for the program?

Yes ☐ No ☒

If yes, list the renovations. Renovation costs should be included in the **New Academic Degree Program Business Plan Excel file**.



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E. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program?

Yes ☒ No ☐

If yes, how many assistantships will be offered? Two per year

The expenses associated with any *new* assistantships should be included in the **New Academic Degree Program Business Plan Excel file**.

F. Library

Provide a brief summarization (one to two paragraphs) describing the current status of the library collections supporting the proposed program

The library currently subscribes to many of the journals necessary to support the faculty and students in the program. These are listed below.

Relevant journals that the University of West Alabama have access to through their online library system:

Analysis of Verbal Behavior
Behavior Analysis Practice
Behavior Analysis: Research and Practice
Behavior Development Bulletin
Education and Treatment of Children
Exceptional Children
Journal of Autism and Developmental
Journal of Behavioral and Brain Science
Journal of Behavioral Education
Journal of Consulting and Clinical Psychology
Journal of Occupational Health Psychology
Journal of Speech-Language Pathology and Applied Behavior Analysis
The Psychological Record
The Journal of Special Education
Analysis of Verbal Behavior

Will additional library resources be required to support the program?

Yes ☒ No ☐

If yes, briefly describe how any deficiencies will be remedied, and include the cost in the **New Academic Degree Program Business Plan Excel file**.

Although we do have several journals already, it will be necessary to add to this collection, particularly with the journals marked as behavior analytic flagship journals. This will allow our students to access research at no outside cost to themselves.

Behavior and Social Issues
Behavior Analysis in Practice
Behavior Modification
Journal of Applied Behavior Analysis*
Journal of Behavior Assessment and Intervention in Children
Journal of Precision Teaching and Celeration
Perspectives on Behavior Science*
Journal of the Experimental Analysis of Behavior*
Journal of Organizational Behavior Management



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Total cost per year for additional subscriptions: \$3,500.

*Indicates that the University of West Alabama currently does not subscribe to this journal.

Bold print indicates behavior analytic flagship journal.

G. Accreditation Expenses

Will the proposed program require accreditation expenses?

Yes ☒ No ☐

If yes, briefly describe the estimated cost and funding source(s) and include cost in the **New Academic Degree Program Business Plan Excel file**.

Accreditation	Fee	Annual
Verified Course Sequence	\$500.00	\$250.00
Tiered Model of Education	\$575.00	\$290.00
Accreditation	\$2000.00 (\$3250.00 site visit fee)	\$2000.00

These fees will be spread out over the first five years, with only the VCS application fee being due in the first year.

H. Other Costs

Please explain any other costs to be incurred with program implementation, such as marketing or recruitment costs. Be sure to note these in the **New Academic Degree Program Business Plan Excel file**.

I. Revenues for Program Support

Will the proposed program require budget reallocation?

Yes ☐ No ☒

If yes, briefly describe how any deficiencies will be remedied and include the revenue in the **New Academic Degree Program Business Plan Excel file**.

Will the proposed program require external funding (e.g., Perkins, Foundation, Federal Grants, Sponsored Research, etc.)?

Yes ☐ No ☒

If yes, list the sources of external funding and include the revenue in the **New Academic Degree Program Business Plan Excel file**.

Please describe how you calculated the tuition revenue that appears in the **New Academic Degree Program Business Plan Excel file**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?

New Academic Degree Program Summary/Business Plan

Use the Excel form from ACHE's Academic Program webpage located at <https://www.ache.edu/index.php/forms/>, named **New Academic Degree Program Business Plan**, to complete the New Academic Program Degree Proposal.



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Instructions and definitions are provided in the Excel file. **The New Academic Degree Program Business Plan should be uploaded as an Excel file (.xlsx) in the Academic Program Review (APR) Portal.**

Steps for Submitting the New Academic Degree Proposal

1. Complete the **New Academic Degree Proposal** document.
2. Attach the letters of support from external entities listed in *Section I.D.* at the end of the **New Academic Degree Proposal** document.
3. Save the **New Academic Degree Proposal** document as a **.pdf file**.
4. Complete the **New Academic Degree Program Business Plan** and save as an **.xlsx file**.
5. Login to the Academic Program Review (APR) Portal at apr.ache.edu using your ACHE-provided login information. If you are not a designated user for your institution, contact your designated user.
6. Provide responses to questions in the APR Portal.
7. Upload the **New Academic Degree Proposal .pdf file** in the APR Portal.
8. Upload the **New Academic Degree Program Business Plan .xlsx file** in the APR Portal.
9. Click to "Validate" the proposal and then address any issues with your submission.
10. Once validation is clear, click "Review" to check your responses before submitting. If all looks good, click "Submit" at the bottom of the review screen.
11. The system will then prompt you to "Lock" the submission. Your proposal is considered submitted only once it has been locked within the APR Portal.

NOTE: Proposals that have not been locked by the deadline will not be reviewed for consideration of inclusion on the next Commission agenda.

Instructions for the Academic Degree Program Summary's Business Plan

- The **NEW ACADEMIC DEGREE PROGRAM SUMMARY** table is intended to provide a realistic estimate of the costs of the program over the first seven years of implementation and also serves as the basis for post implementation conditions for new enrollments and completions.
- **Estimated New Expenses to Implement the Proposed Program** (Rows 7-13) should only include the ***additional costs*** to be incurred after implementation, not any current costs. For instance, if new faculty will be hired for the program, new faculty salary/benefits would be included for each year following implementation, but salary/benefits for existing faculty should not be included. Numbers provided in this section should match the narrative description of "Program Resource Requirements" given in the Academic
- **New Revenues Available for Program Support** (Rows 17-19) includes only the **"new"** sources and amounts of funds available for the program's support, not any current revenues. For instance, if the proposed program will replace an existing program or option, only the tuition for additional students over and above the current revenue levels should be counted.
- New revenues should meet or exceed the additional costs for the program. *A new validation tool has been added into the table to prompt users.*
- **Total Enrollment Headcount** (Row 20) represents the total number of students enrolled, both part-time and full-time each year. This is a duplicated count, so that a student enrolled for four years would be included in enrollment counts for all four years.
- **New Enrollment Headcount** (Row 27) is an unduplicated counts across years, and a student will only be counted once during the year in which they first enroll. For example, if "Student A" was initially enrolled in the program in year 2 and again enrolled in the program in years 3, 4 and 5, "Student A" is only counted in the New Enrollment Headcount in year 2.
- In addition, new enrollment projections must be sufficient to ensure that the program will be sustainable over time and meet minimum viability requirements for program graduates. Average new enrollments must meet the minimum requirements specified in ACHE's Administrative Code §300-2-1.04 ("Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring"). *A new validation tool has been added to prompt users.*

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION:	University of West Alabama							
PROGRAM NAME:	Master of Science in Applied Behavior Analysis						CIP CODE:	42.2814
SELECT LEVEL:	GRADUATE (MASTER'S)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY	\$50,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$650,000
ADMINISTRATION/STAFF								\$0
EQUIPMENT								\$0
FACILITIES								\$0
ASSISTANTSHIPS/FELLOWSHIPS	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$140,000
LIBRARY	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$24,500
ACCREDITATION AND OTHER COSTS				\$5,000				\$5,000
TOTAL EXPENSES	\$73,500	\$123,500	\$123,500	\$128,500	\$123,500	\$123,500	\$123,500	\$819,500
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS								\$0
EXTERNAL FUNDING								\$0
TUITION + FEES	\$128,700	\$193,050	\$257,400	\$257,400	\$257,400	\$257,400	\$257,400	\$1,608,750
TOTAL REVENUES	\$128,700	\$193,050	\$257,400	\$257,400	\$257,400	\$257,400	\$257,400	\$1,608,750
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	15	20	20	20	20	20	19.17
PART-TIME ENROLLMENT HEADCOUNT		2	2	2	2	2	2	2.00
TOTAL ENROLLMENT HEADCOUNT		17	22	22	22	22	22	21.17
NEW ENROLLMENT HEADCOUNT		15	20	20	20	20	20	19.17
Validation of Enrollment			YES	YES	YES	YES	YES	
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	8	10	12	14	16	18	13.00

August 12, 2024

Dear Dr. McGill,

On behalf of the Sumter County School District, I am writing to express our enthusiastic support for the proposed Master of Education (M.Ed.) program in Applied Behavior Analysis at the University of West Alabama. We believe that this program will play a critical role in preparing future practitioners who are well-equipped to implement the scientific principles of Applied Behavior Analysis (ABA) across a diverse array of settings and populations.

The establishment of this program is timely and essential, particularly given the increasing demand for skilled professionals capable of addressing the needs of individuals with autism, intellectual disabilities, academic deficits, and problem behaviors. The comprehensive training offered through this M.Ed. program will ensure that graduates are not only proficient in theoretical knowledge but also adept at practical application, thereby fostering positive behavioral outcomes.

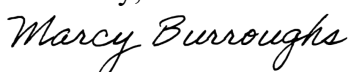
Moreover, the broad applicability of ABA principles extends beyond human populations, making the skills gained through this program valuable in a variety of contexts where behavior modification is pertinent. The mission of the program to provide foundational and practice-oriented skills aligns perfectly with the growing need for competent clinicians in our school district and beyond.

In our district, we have observed a significant need for professionals who can effectively implement ABA strategies to support students with diverse needs. The introduction of the M.Ed. in Applied Behavior Analysis at the University of West Alabama will undoubtedly contribute to addressing this gap by producing graduates who are prepared to take on these challenges with competence and confidence.

We are particularly impressed with the program's commitment to producing highly competent future clinicians who can make meaningful contributions to the field of ABA. The training and education provided by this program will equip graduates with the skills necessary to positively impact the lives of individuals with disabilities, thereby fostering a more inclusive and supportive environment within our schools and communities.

In conclusion, the Sumter County School District fully supports the development of the M.Ed. in Applied Behavior Analysis at the University of West Alabama. We are confident that this program will produce outstanding practitioners who will make significant contributions to the field and to the well-being of individuals with behavioral challenges. We look forward to the positive impact this program will have on our community and are eager to collaborate in any way that supports its success.

Sincerely,



Marcy Burroughs, EdD
Superintendent
Sumter County Schools



August 12, 2024

Dr. Jan G. Miller
Dean, College of Education
The University of West Alabama
Lyon Hall – D102
Livingston, AL 35470

Dear Dr. Miller,

On behalf of the Tuscaloosa City Schools, I am writing to express our enthusiastic support for the proposed Master of Education (M.Ed.) program in Applied Behavior Analysis at the University of West Alabama. We believe that this program will play a critical role in preparing future practitioners who are well-equipped to implement the scientific principles of Applied Behavior Analysis (ABA) across a diverse array of settings and populations.

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Dr. Jan G. Miller
Page Two
August 12, 2024

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In conclusion, the Tuscaloosa City Schools fully supports the development of the M.Ed. in Applied Behavior Analysis at the University of West Alabama. We are confident that this program will produce outstanding practitioners who will make significant contributions to the field and to the well-being of individuals with behavioral challenges. We look forward to the positive impact this program will have on our community and are eager to collaborate in any way that supports its success.

Sincerely,



Mike Daria, Ed.D.
Superintendent
mdaria@tusc.k12.al.us

MD/jf

Demopolis City Board of Education

Post Office Drawer 759
609 South Cedar Avenue
Demopolis, Alabama 36732-0759
www.dcsedu.com

Dr. Bobby Hathcock
Superintendent

Phone: (334)289-1670
Fax: (334)289-1689

August 9, 2024

Dear Dr. Miller,

On behalf of the Demopolis City Schools, I am writing to express our enthusiastic support for the proposed Master of Education (M.Ed.) program in Applied Behavior Analysis at the University of West Alabama. We believe that this program will play a critical role in preparing future practitioners who are well-equipped to implement the scientific principles of Applied Behavior Analysis (ABA) across a diverse array of settings and populations.

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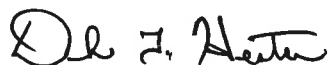
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In conclusion, the Demopolis City Schools fully supports the development of the M.Ed. in Applied Behavior Analysis at the University of West Alabama. We are confident that this program will produce outstanding practitioners who will make significant contributions to the field and to the well-being of individuals with behavioral challenges. We look forward to the positive impact this program will have on our community and are eager to collaborate in any way that supports its success.

Sincerely,



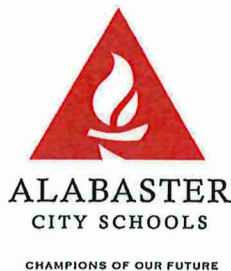
Derrick T. Hester
Coordinator of Curriculum & Instruction
Demopolis City Schools

Board of Education:

Mr. Adam Moseley, President
Mr. Derek Henderson, Vice President
Dr. John A. Myrick, Board Member
Mrs. Misty Johnson, Board Member
Dr. Kristalyn M. Lee, Board Member

Superintendent

L. Wayne Vickers, Ed.D.



10111 Highway 119
Alabaster, Alabama 35007
Phone: 205-663-8400
Fax: 205-663-8408
www.acsboe.org

August 12, 2024

Dr. Jan Miller
Dean, College of Education
University of West Alabama
Lyon Hall – D 102
Livingston, AL 35470

Dear Dr. Miller,

On behalf of Alabaster City Schools, I am writing to express our enthusiastic support for the proposed Master of Education (M.Ed.) program in Applied Behavior Analysis at the University of West Alabama. We believe that this program will play a critical role in preparing future practitioners who are well-equipped to implement the scientific principles of Applied Behavior Analysis (ABA) across a diverse array of settings and populations.

The establishment of this program is timely and essential, particularly given the increasing demand for skilled professionals capable of addressing the needs of individuals with autism, intellectual disabilities, academic deficits, and problem behaviors. The comprehensive training offered through this M.Ed. program will ensure that graduates are not only proficient in theoretical knowledge but also adept at practical application, thereby fostering positive behavioral outcomes.

Moreover, the broad applicability of ABA principles extends beyond human populations, making the skills gained through this program valuable in a variety of contexts where behavior modification is pertinent. The mission of the program to provide foundational and practice-oriented skills aligns perfectly with the growing need for competent clinicians in our school district and beyond.

In our district, we have observed a significant need for professionals who can effectively implement ABA strategies to support students with diverse needs. The introduction of the M.Ed. in Applied Behavior Analysis at the University of West Alabama will undoubtedly contribute to addressing this gap by producing graduates who are prepared to take on these challenges with competence and confidence.

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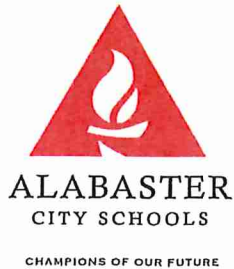
In conclusion, Alabaster City Schools fully supports the development of the M.Ed. in Applied Behavior Analysis at the University of West Alabama. We are confident that this program will produce outstanding practitioners who will make significant contributions to the field and to the well-being of

Board of Education:

Mr. Adam Moseley, President
Mr. Derek Henderson, Vice President
Dr. John A. Myrick, Board Member
Mrs. Misty Johnson, Board Member
Dr. Kristalyn M. Lee, Board Member

Superintendent

L. Wayne Vickers, Ed.D.



10111 Highway 119
Alabaster, Alabama 35007
Phone: 205-663-8400
Fax: 205-663-8408
www.acsboe.org

individuals with behavioral challenges. We look forward to the positive impact this program will have on our community and are eager to collaborate in any way that supports its success.

Sincerely,

A handwritten signature in blue ink, which appears to read "Amanda Wilbanks", is positioned above the printed name and title.

Amanda Wilbanks, Ed.D.
Chief Academic Officer
Alabaster City Schools
amanda.wilbanks@acsboe.org

Dr. Ronnie Chu
Family Medicine Specialist
Chu Medical Clinic
951 US Highway 80 West
Demopolis, AL 36732 healthcare41@bellsouth.net (334) 289-9982
May 27, 2024

Admissions Committee the University of West Alabama Livingston, AL 35470

Dear Members of the Admissions Committee,

I am writing to strongly support the University of West Alabama's Master's Degree in Applied Behavior Analysis (ABA) program. As a physician in Demopolis, Alabama, I have witnessed firsthand the profound impact that skilled behavior analysts can have on my patients, particularly those with Autism Spectrum Disorder and other disabilities. The University of West Alabama's ABA program is an exemplary initiative addressing a critical community need.

The curriculum offered by the University of West Alabama's ABA program is rigorous and comprehensive. It equips graduates with the necessary skills and knowledge to implement effective behavioral interventions, thereby improving individuals' quality of life with behavioral challenges. The program's emphasis on evidence-based practices and ethical considerations ensures that graduates are competent and compassionate professionals.

One of the program's standout features is its commitment to practical, hands-on experience. Integrating theoretical knowledge with real-world applications is essential for preparing behavior analysts to meet the diverse needs of our population. By providing individuals with supervised fieldwork and practical training opportunities, the program ensures its graduates are well-prepared to enter the workforce and make an immediate impact.

The faculty at the University of West Alabama are highly regarded experts in the field of Applied Behavior Analysis. Their dedication to individualized instruction and mentorship is particularly commendable. The support and guidance these faculty members provide are invaluable, fostering an environment where students can thrive academically and professionally.

Furthermore, the program's focus on research and innovation is crucial for advancing the field. By encouraging students to engage in research projects, the program enhances their academic experience and contributes to the development of new and effective behavioral interventions. This commitment to research excellence is a significant asset to the field of behavior analysis.

The versatility of the University of West Alabama's ABA program is another key strength. Graduates are prepared to work in various settings, including schools, healthcare facilities, and community organizations. This flexibility is essential for addressing the broad spectrum of needs within our community and beyond.

In conclusion, the University of West Alabama's Master's Degree in Applied Behavior Analysis program is an outstanding initiative that provides significant value to our educational community. I am confident that graduates of this program will make substantial contributions to the behavior analysis field and positively impact many students' lives. I wholeheartedly support the continued success and development of this exceptional program.

Thank you for considering my perspective on the University of West Alabama's ABA program. Please feel free to contact me if you require any further information.

Sincerely,

Dr. Ronnie Chu
Family Medical Specialist
Chu Clinic
healthcare41@bellsouth.net
(334) 289-9982



Rethinking & Renewing Rural Education: Achieving Collaborative Heights

9 August 2024

ACHE
Dr. Robin McGill

Dear Dr. McGill

On behalf of University Charter School, I am writing to express our enthusiastic support for the proposed Master of Education (M.Ed.) program in Applied Behavior Analysis at the University of West Alabama. We believe that this program will play a critical role in preparing future practitioners who are well-equipped to implement the scientific principles of Applied Behavior Analysis (ABA) across a diverse array of settings and populations.

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Moreover, the broad applicability of ABA principles extends beyond human populations, making the skills gained through this program valuable in a variety of contexts where behavior modification is pertinent. The mission of the program to provide foundational and practice-oriented skills aligns perfectly with the growing need for competent clinicians in our school district and beyond.

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We are particularly impressed with the program's commitment to producing highly competent future clinicians who can make meaningful contributions to the field of ABA. The training and education provided by this program will equip graduates with the skills necessary to positively impact the lives of individuals with disabilities, thereby fostering a more inclusive and supportive environment within our schools and communities.

In conclusion, University Charter School fully supports the development of the M.Ed. in Applied Behavior Analysis at the University of West Alabama. We are confident that this program will produce outstanding practitioners who will make significant contributions to the field and to the well-being of individuals with behavioral challenges. We look forward to the positive impact this program will have on our community and are eager to collaborate in any way that supports its success.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Wedgworth", written in a cursive style.

Dr. JJ Wedgworth, Superintendent
University Charter School

WILEY

ENABLING DISCOVERY | POWERING EDUCATION | SHAPING WORKFORCES

MS in Applied Behavior Analysis

University of West Alabama
February 2024



Working With Market Strategy and Research

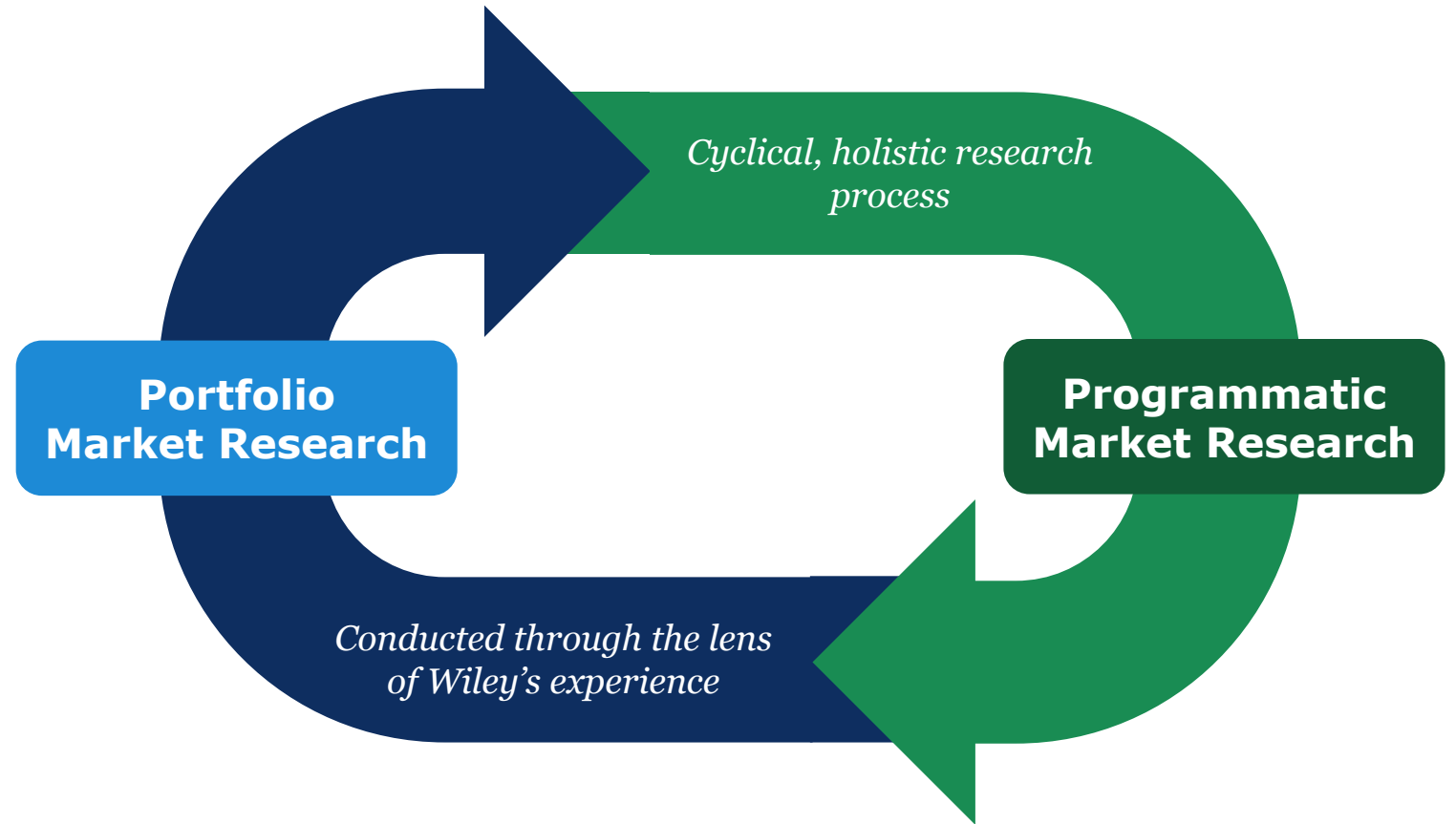
Continuous evaluation of partners' portfolio and program opportunities

Portfolio Market Research:

- Analyze higher education market(s) to discover the most viable online degrees.
- Identify high growth and regional labor market opportunities.
- Match potential degrees with labor trends to build an outcomes-aligned portfolio.

Programmatic Market Research:

- Identify in-demand programs at a national and regional level.
- Analyze real-time labor market intelligence to ensure programs align to demand in the workforce.
- Benchmark the design of online programs to provide recommendations on cost and structure.



Market Research Methodology for Programmatic Evaluation

What are the trends for this degree?

Market Sizing

Historic Growth Trends

Market Share Shifts

Sector Analysis



What is the labor market telling us?

Labor Market Sizing

Projected Market Growth

In Demand Skills

Regional Market Demand



How does an online program position itself?

Program Design Analysis

Tuition Analysis

Regional Peer Set

Focus Area Analysis



Big Questions

What are the trends for applied behavior analysis?

Is the market expanding? What does the online market look like?

What licensure considerations are involved?

Can schools ease the process for students?

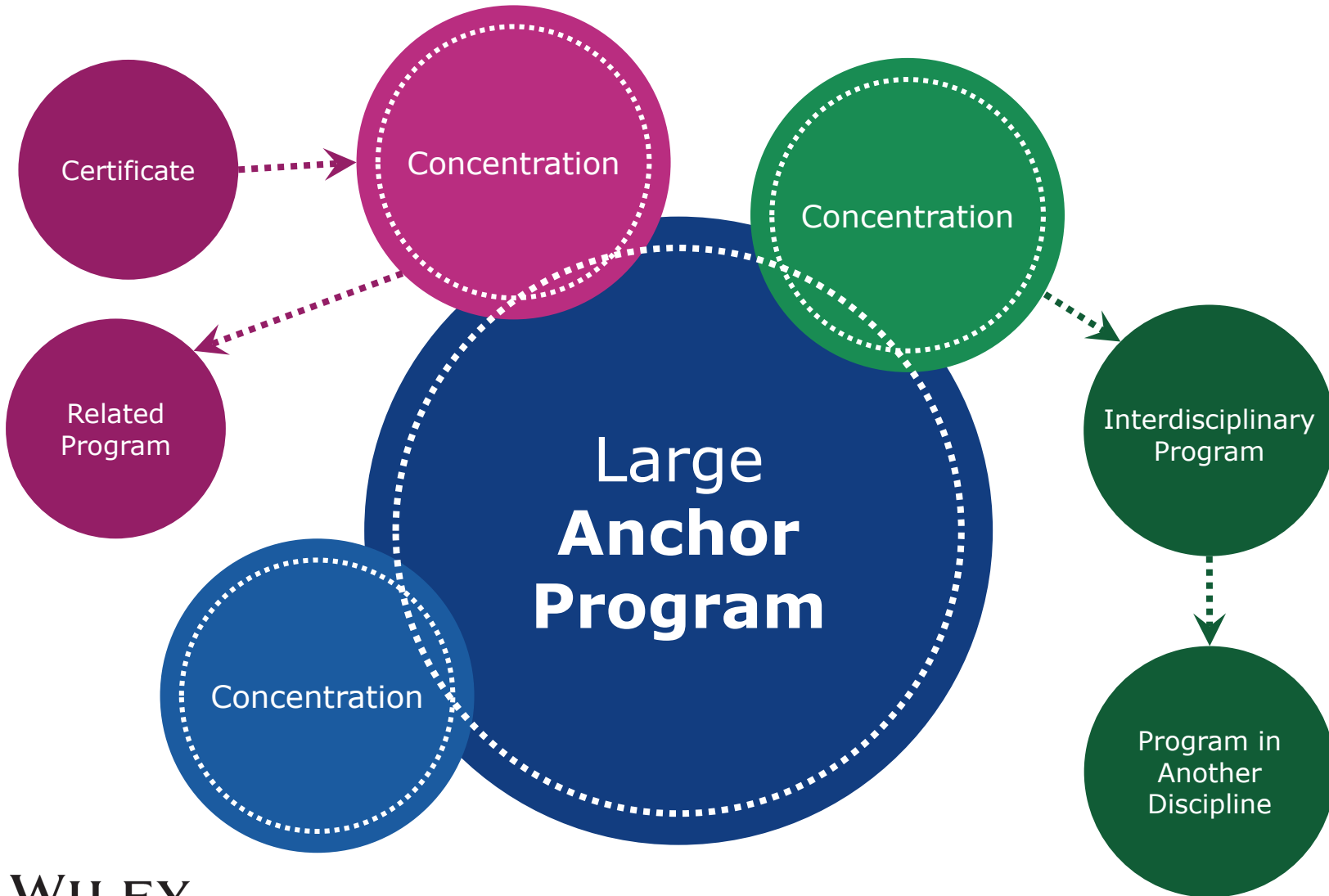
What is the labor market for master's-level ABA?

What types of occupations are common? What skills are sought?

What does the online competition look like for ABA?

How are programs structured? What is the typical cost, required credits, et al?

Strategic Portfolio Development™



Stackable Credentials

Doctorates

Master's Degrees

Certificates

Certificates

Bachelor's Degrees

What Makes a Student-Centric, Online Program?

The core DNA and top attributes that the market responds to



Brand and Value-Appropriate Pricing

Students invest if you offer value

59% listed affordability as a top factor.¹
Only 33% chose the least expensive program.¹



A Fast Time to Completion

Students want quick pathways to career

69% of students want a program with a fast completion time.³ 1/3 would not apply if time to complete was too long.³



Industry-Aligned Curriculum and Concentrations

Experiential and applied learning that align to industry accreditations

3/4th of students said their online program prepared them with the necessary hard skills for a career in their field.²



A Frictionless Admissions Process

Eliminate unnecessary steps and streamline the process

Determining how to pay for school is a top barrier for online learners, followed by concerns gathering past transcripts.¹



An Intuitive and Simple Program Name

Align to search demand and the market

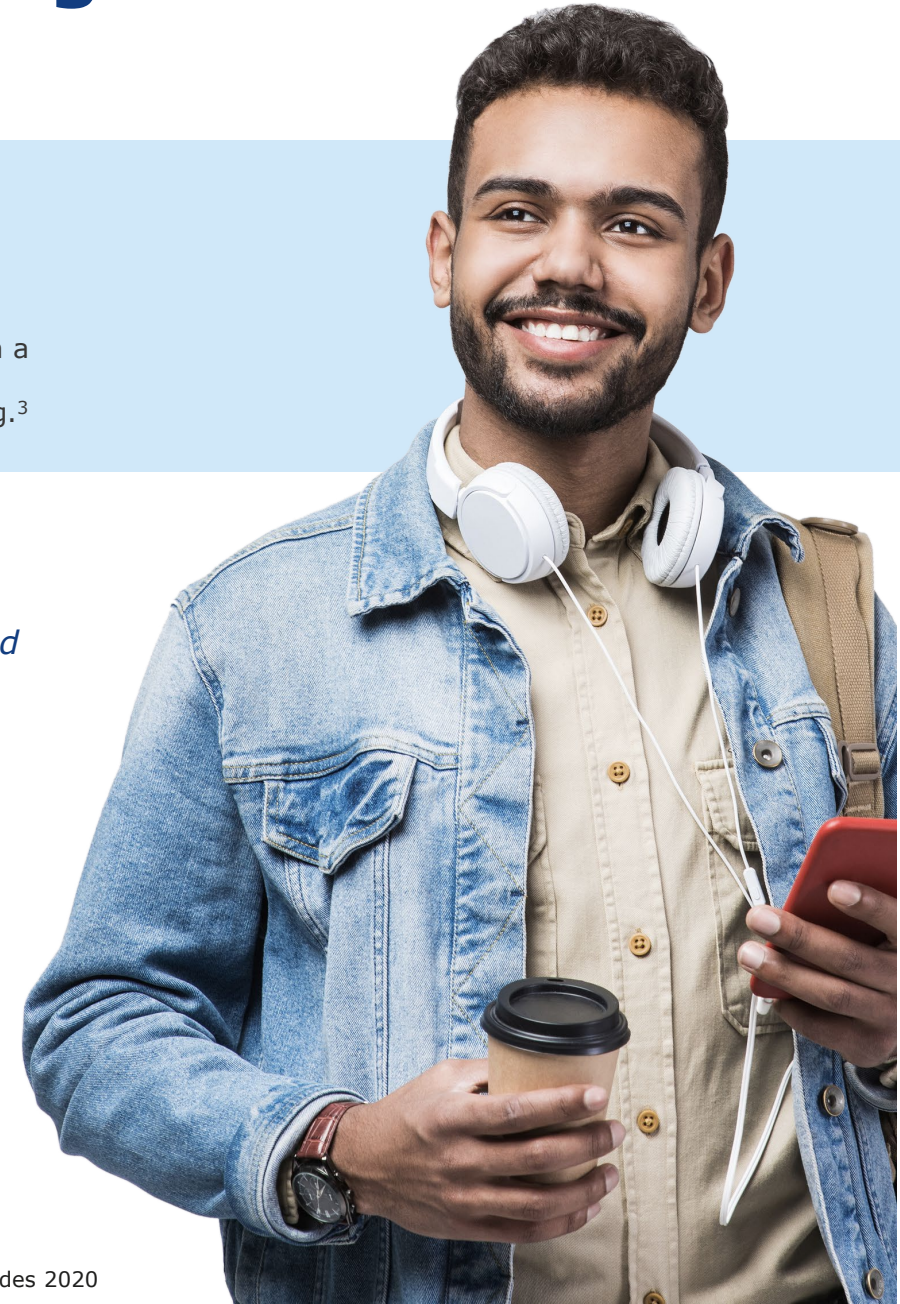
78% of students that remember seeing an ad for an online program on a search engine felt it was effective.¹ It is important that program names are relevant to how students search.



Proven Post-Graduate Outcomes

Show and prove your program's ROI

Nearly 90% of online learners achieved a positive outcome from their program.¹



WILEY

National Marketplace

What are the trends for this degree?



IPEDS

Higher education institutions are required to report detailed data each year to the National Center for Education Statistics' IPEDS database.

Wiley's 20+ year investment in understanding this public data enables rich analysis of trends and outcomes.

Program-level data is reported as graduates (combining ground and distance modalities) which lag enrollments by 2-4 years. Focus more on overall trends rather than any one datapoint.

This research examines the following CIP code(s):

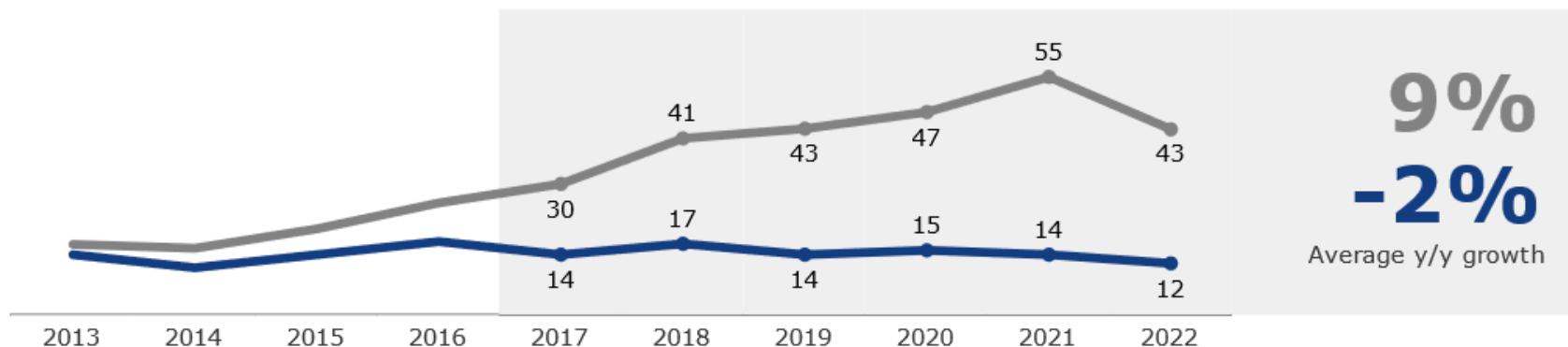
42.2814 Applied Behavior Analysis

National Marketplace: Growth Trends

3rd largest psychology master's; number of graduates growing at 26% on average Y/Y¹

● Median and ● average graduates per institution

Master's-level Applied Behavior Analysis



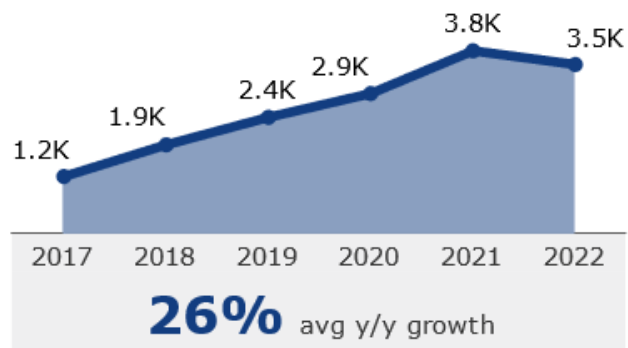
#57

Master's degree by
graduates (of 1,100)

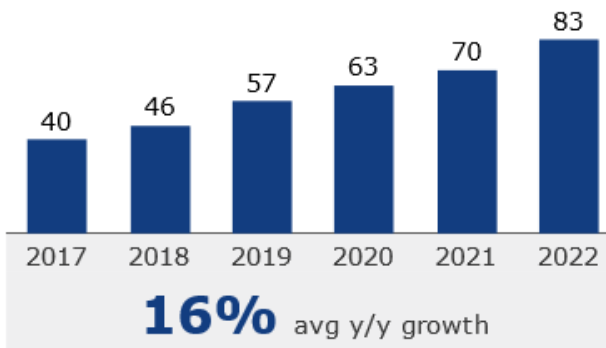
#3

Master's in
psychology (of 28)

Graduates



Institutions reporting graduates



Median graduates per institution for master's-level Applied Behavior Analysis have declined by 2% yearly since 2017.

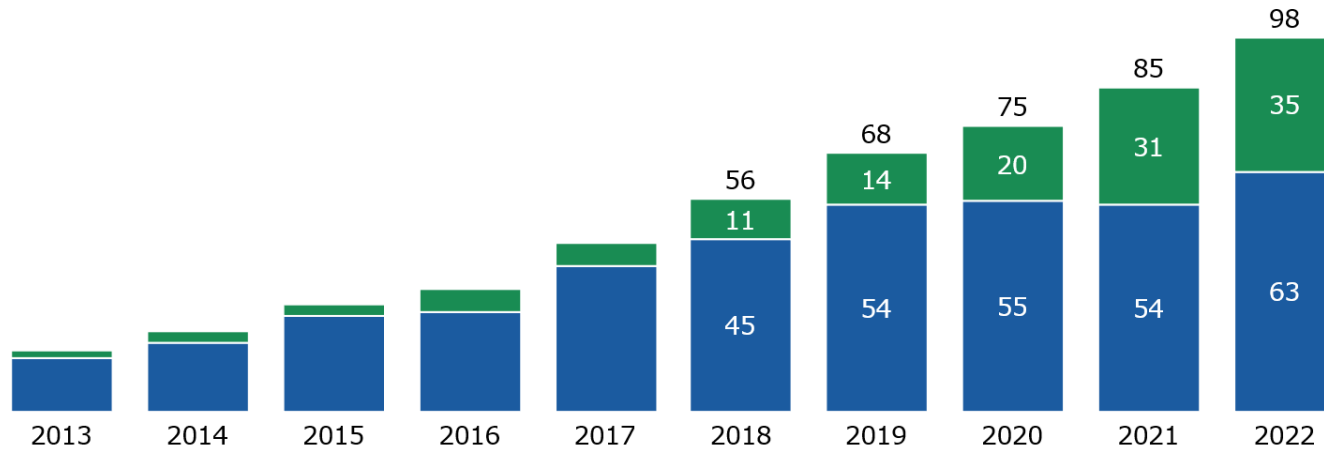
Graduates have increased an average of 26%, while yearly competition growth has averaged 16%.

National Marketplace: Modality Trends

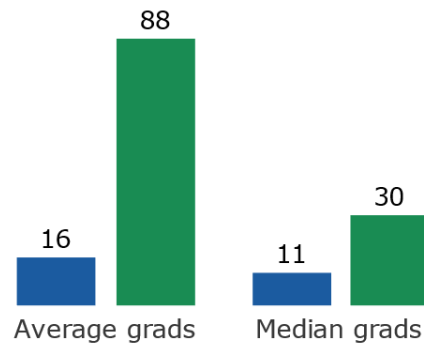
Over 1/3 of institutions offer their program online

● In-person and ● online/distance programs

Master's-level Applied Behavior Analysis



24 new online programs added since 2018; number of in-person only programs is growing as well.



36%
offered
online
2022

Institutions that offer an online program tend to see higher average and median program sizes than in-person only, though this is likely impacted by two very large competitors with 700+ graduates each in 2022.

National Marketplace: Market Share

Top-heavy market with a few very large players

Largest programs by graduates, 2022

● Offered online

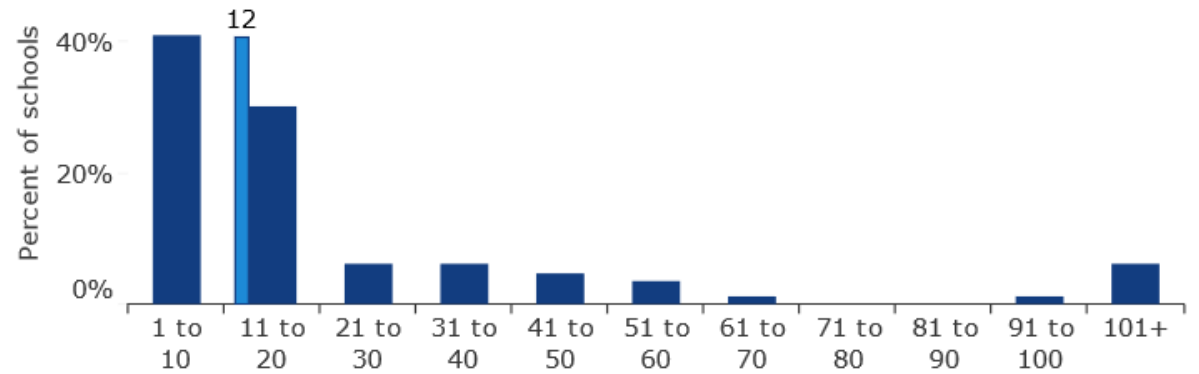
Market share

Capella University	For Profit	Doctoral Universities	Unranked	856	24%
National University	Private	Master's Colleges & Universities	#105-115 West	732	21%
University of Cincinnati-Main Campus	Public	Doctoral Universities	#142 National	214	6%
Florida Institute of Technology	Private	Doctoral Universities	#269 National	205	6%
Pepperdine University	Private	Doctoral Universities	#76 National	185	5%
The Chicago School of Professional Psychol...	Private	Special Focus	Unranked	94	3%
University of North Texas	Public	Doctoral Universities	#260 National	64	2%
Western Connecticut State University	Public	Master's Colleges & Universities	#104 North	60	2%
Simmons University	Private	Doctoral Universities	#151 National	57	2%
Drexel University	Private	Doctoral Universities	#98 National	51	1%
Sector	Carnegie Classification	US News (inst.)	Grads	%	

Graduates per institution, 2022

Master's-level Applied Behavior Analysis

● Median



- The 10 largest programs own 71% of market share. 9 of these programs are offered online (although not reported as online in 2022, FIT does offer an online program).
- 2 of the 10 largest programs are offered by unranked institutions.
- Among programs reporting graduates, 41% had 10 graduates or fewer.

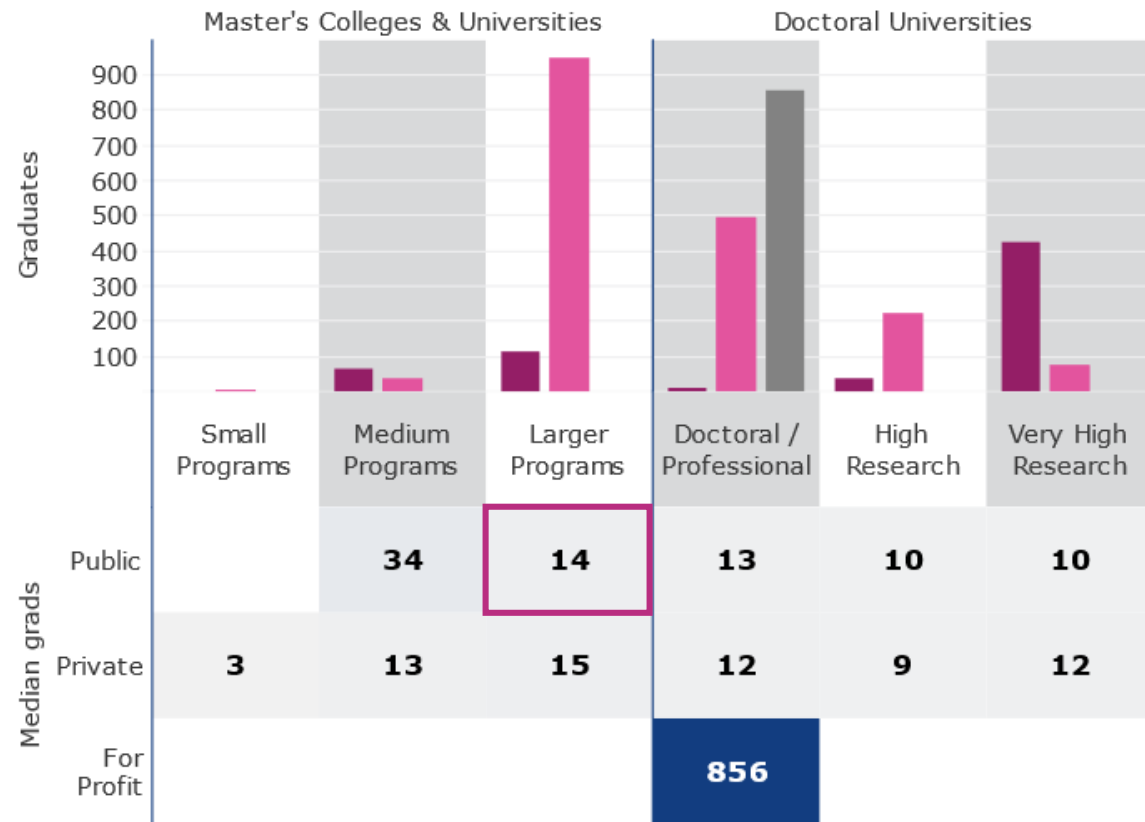
National Marketplace: Sector and Classification

Private schools w/in the master's: larger programs classification have highest share of total graduates

Graduates by Carnegie Classification, 2022

Master's-level Applied Behavior Analysis

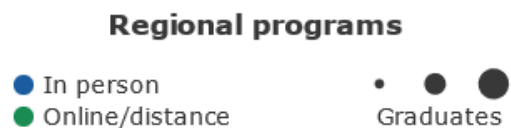
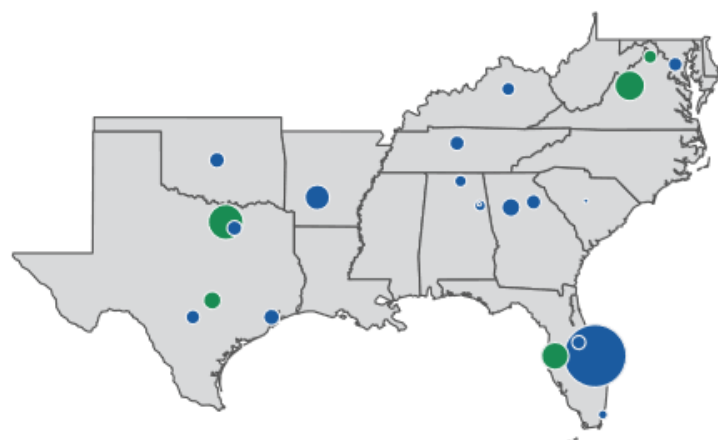
● Public ● Private ● For Profit



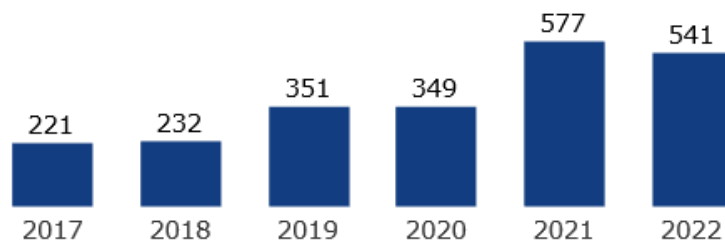
- For-profit institutions in the doctoral/professional classification see larger median program sizes than most other classifications, however this is due to one larger provider – Capella University.
- The median number of graduates for private institutions in University of West Alabama's classification is 14 – slightly higher than the overall market median of 12. This group also has the largest market share.

Regional Marketplace: South Region

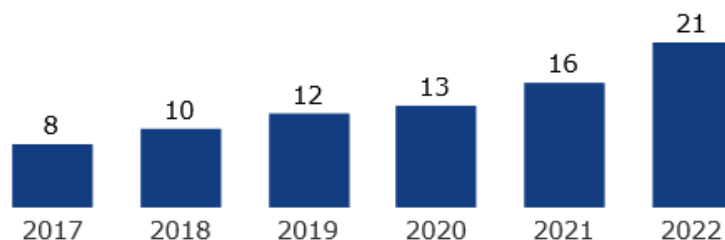
Increasing number of institutions with graduates; total graduates plateaued from 2021 to 2022



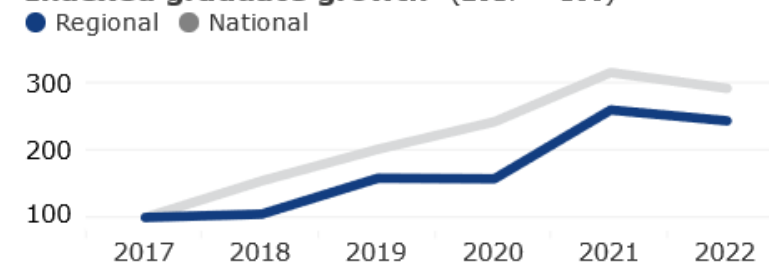
Graduates



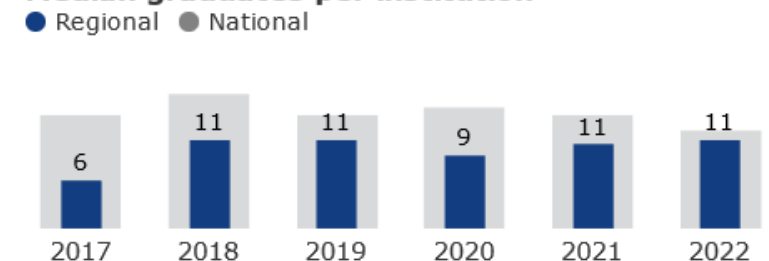
Institutions with graduates



Indexed graduate growth (2017 = 100)



Median graduates per institution



The south census region graduated 15% of the Applied Behavior Analysis market in 2022, slightly below the region's share of all masters (33%).

Regional graduates for the degree are growing 23% yearly, slightly slower than national growth of 26%.

Regional Marketplace: South Region

21% of programs report an online modality in the region (vs. 36% at the national level)

Largest regional programs by graduates, 2022

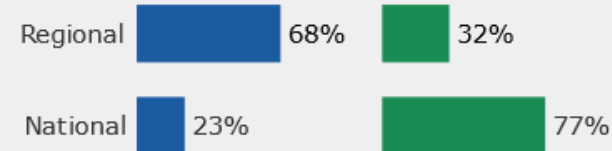
● Offered online

Regional share

Florida Institute of Technology	#269	205	38%
Private	Doctoral Universities	National	
University of North Texas	#260	64	12%
Public	Doctoral Universities	National	
Mary Baldwin University	#394-435	46	9%
Private	Doctoral Universities	National	
University of South Florida	#89	38	7%
Public	Doctoral Universities	National	
Ouachita Baptist University	#178	32	6%
Private	Baccalaureate	National	
Georgia State University	#227	17	3%
Public	Doctoral Universities	National	
Saint Edward's University	#6	16	3%
Private	Master's Colleges & Universities	West	
University of Houston-Clear Lake	#304	13	2%
Public	Doctoral Universities	National	
Oklahoma City University	#280	12	2%
Private	Doctoral Universities	National	
University of Georgia	#47	11	2%
Public	Doctoral Universities	National	
Sector	Carnegie Classification	US News (inst.)	Grads %

Graduate share, 2022

● In person ● Online/distance



21% regional online availability (36% nationally)

+5 online programs since 2017

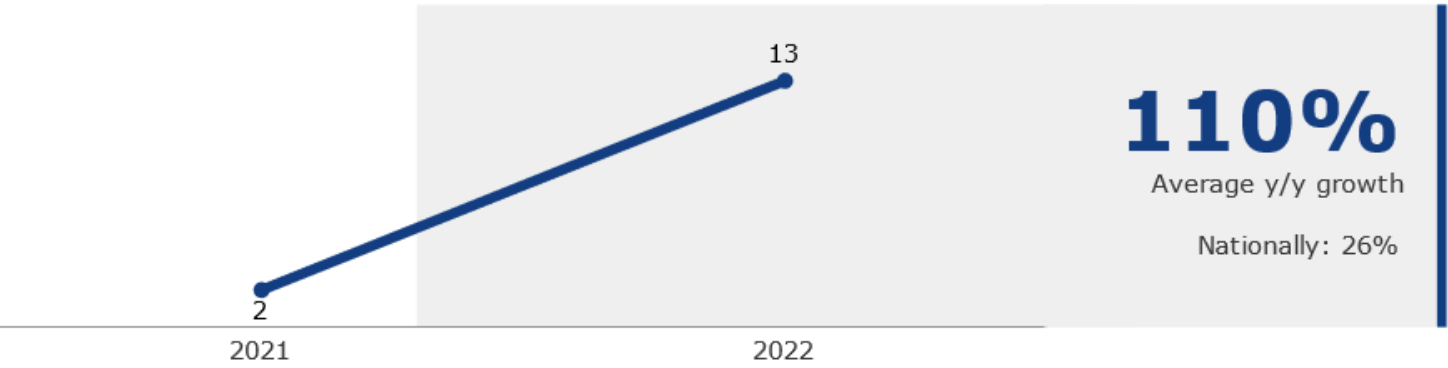
- Two of the largest programs in the country – Florida Institute of Technology and University of North Texas – are located within the region. Although not reported as online in 2022, FIT does offer an online program.
- 21% of schools in the region offer an online programs yet graduate 32% of students.
- Five new online programs have entered the regional market since 2017.

Regional Marketplace: Alabama

No Alabama ABA programs reported online; UA-Huntsville offers a hybrid program

Regional graduates

Master's-level Applied Behavior Analysis



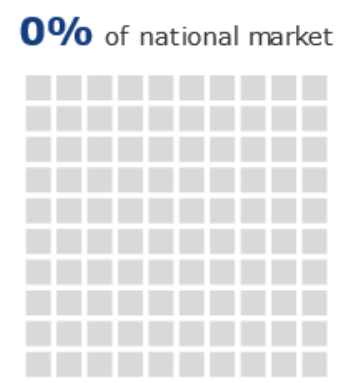
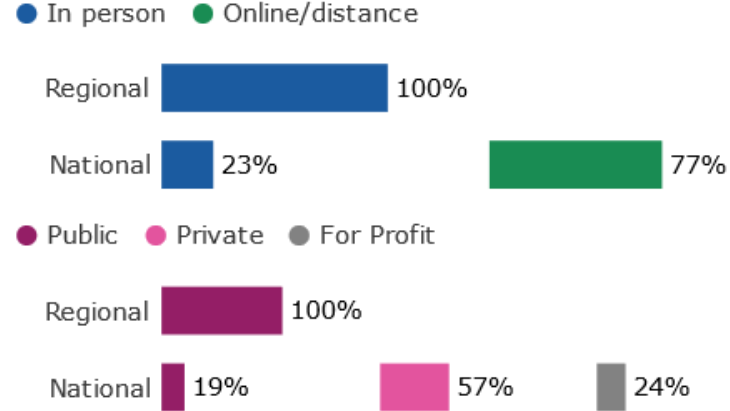
0%
programs online, 2022
(0 of 2 programs)
Nationally: 36%



Largest regional programs by graduates, 2022

University of Alabama in Huntsville			7
Public	Doctoral Universities	#227 National	
Jacksonville State University			6
Public	Master's Colleges & Universities	#64 South	

Graduate share, 2022



What are the trends for this degree?

Small, yet fast-growing market.



3.5K graduates reported for 2021; growing at 26% on average Y/Y, although the total number of graduates took a dip from 2021 to 2022. 98 programs reported with 83 institutions reporting graduates. 43 average graduates per institution; median is 12. ABA is genuinely expanding; however, growth is assisted by some schools reclassifying their existing general Psychology or School Psychology programs. This market has smaller median program sizes and has seen increased online availability in recent years. 36% of programs are offered online nationally.

Top-heavy market with a few large online players.



The 10 largest programs own 71% of market share. 9 of these programs are offered online. The two largest programs in the market – Capella University and National University – each offer an online program and graduated 700+ graduates each in 2022.

Large programs are possible, but not likely.



There is opportunity in this market, however there are some large players that the University of West Alabama would contend with. The median number of graduates for public institutions in UWA's Carnegie classification is 14. This will be a competitive space to enter.

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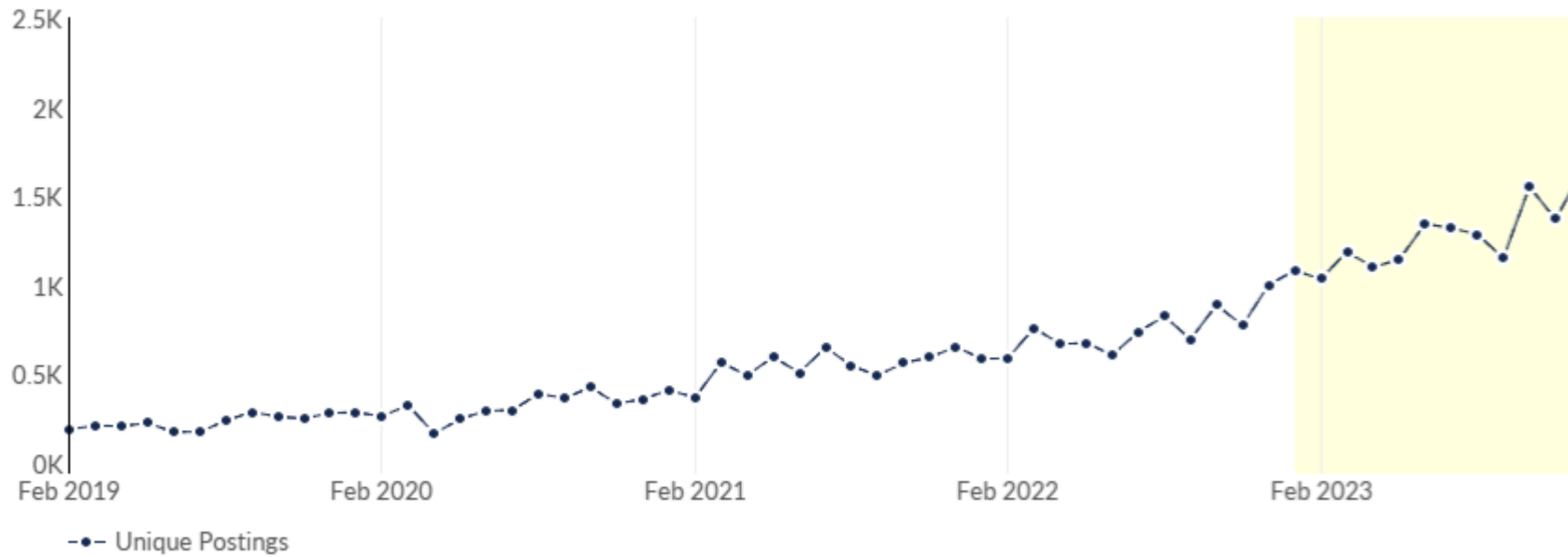
Licensure and Accreditation

What licensure considerations are involved?



Licensure Demand

Unique Postings Trend



Monthly job postings seeking master's-level education & BCBA qualification have been **growing over the last several years.**

Licensure Requirements

Four pathways to earn BCBA licensure

	Pathway 1: APBA-Accredited or ABAI-Accredited or Recognized Program (ABAI Tier 1, 2a, or 2b) ¹	Pathway 2: Behavior-Analytic Coursework	Pathway 3: Faculty Teaching & Research	Pathway 4: Postdoctoral Experience
Degree & Behavior- analytic content	<ul style="list-style-type: none"> Master's degree or higher from an APBA-accredited program or an ABAI-accredited or recognized behavior analysis degree program 	<ul style="list-style-type: none"> Graduate degree from qualifying institution² Specific behavior-analytic coursework 	<ul style="list-style-type: none"> Graduate degree from qualifying institution² Three years of full-time work as a faculty member over the last five years Taught at least 5 sections of graduate-level behavior-analytic coursework, in at least 2 content areas Published one journal article related to behavior analysis 	<ul style="list-style-type: none"> Doctoral degree from qualifying institution² 10 years of full-time, cumulative experience practicing (not teaching) behavior analysis Relevant state license or national professional credential
Fieldwork	2,000 hours supervised fieldwork, OR 1,500 hours concentrated supervised fieldwork			500 hours supervised fieldwork
Exam	Pass Certification Exam			

The following slides detail earning licensure through the **behavior-analytic coursework** pathway.

Licensure Requirements

Behavior-Analytic coursework pathway

Behavior-analytic coursework must be:

- Graduate-level coursework at a qualifying institution
- The coursework was obtained within 10 years of the year the application was submitted
- Taken for academic credit
- Passed with a “C” or better
- Inclusive of these content areas and hours:

Content Area	Hours	Semester Credits	Quarter Credits
BACB Ethics Code and Code-Enforcement System; Professionalism *Must be taught in one or more freestanding courses.	45	3	4.5
Philosophical Underpinnings; Concepts & Principles *45 hours must be taught as one freestanding course on concepts and principles.	90	6	9.0
Measurement, Data Display, and Interpretation; Experimental Design *Must be taught in one freestanding course.	45	3	4.5
Behavior Assessment	45	3	4.5
Behavior-Change Procedures; Selecting and Implementing Interventions	60	4	6.0
Personnel Supervision and Management	30	2	3.0
Total	315	21	31.5

These requirements serve as a quick guide to building your ABA program’s curriculum.

Licensure Requirements

Verified vs. nonverified coursework

Verified Coursework:

- School works with ABAI on the front end to prescreen a set and sequence of courses that meet BCBA coursework requirements.
- Requires application with ABAI ([application info here](#)).
- More work for the school but speeds up the process of students applying for BCBA certification.

Nonverified Coursework:

- School builds out a set and sequence of courses it believes meets BCBA coursework requirements.
- Each BCBA applicant must submit a [Nonverified Course Content Attestation](#) completed by the department chair.
- Less up-front work for the school, but more hoops for the student to jump through when applying for BCBA certification.

- **When building an ABA program, focus on eliminating pain points for students.**
- **Go through the process with ABAI to prescreen your coursework.**

Licensure Requirements

Fieldwork guidelines

	Supervised Fieldwork	Concentrated Supervised Fieldwork
Fieldwork hours required to qualify	2,000	1,500
Supervisory period	1 calendar month	
Fieldwork hours per supervisory period	Minimum of 20, max of 130	
Number of contacts with supervisor per supervisory period	4 contacts	6 contacts
Observations with client per supervisory period	1 observation	
Supervision per supervisory period	5% of hours	10% of hours
Individual supervision hours per supervisory period	At least 50% of supervised hours must be individual (not group)	
Unrestricted activities	At least 60% of supervised fieldwork must be spent engaged in unrestricted activities	

Concentrated supervised fieldwork reduces required fieldwork hours by 25%.

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Leading Indicators

What is the labor market for ABA?



Occupations



Employers



Growth trends



Skillsets



Regional demand

The most impactful degrees align with specific outcomes and result in plentiful employment opportunities after graduation.

Wiley's analysis leverages **Bureau of Labor Statistics** data as well as Emsi's **Lightcast**, the world's most comprehensive and complex labor market data tool.

Leading Indicators

Approach to Analysis



Lightcast: Analysis of government data, job postings, and profile data provides powerful insights into current and future needs of employers. These insights can be leveraged into successful marketing and program development.

Job Postings Analysis

Examined Period: 12-month period ending on 12/31/2023; n = 15,218 unique postings

Location: National

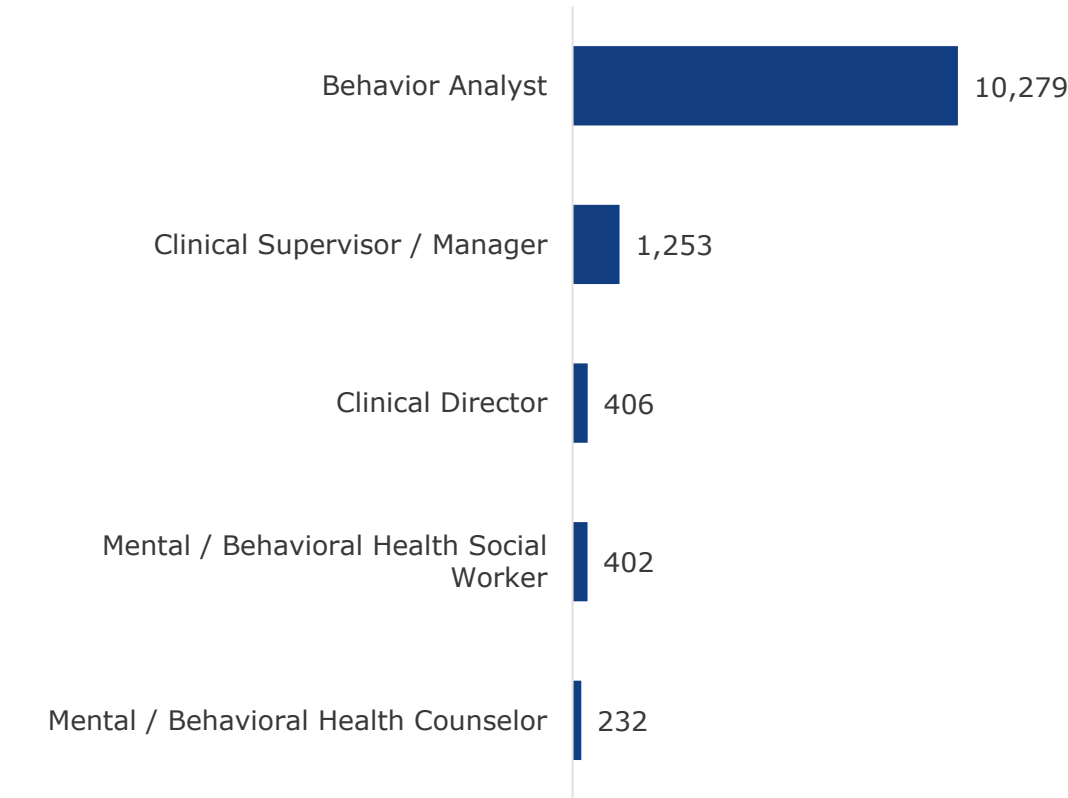
Education Level (required, preferred, or negotiable): Master's degree

Qualification: Board Certified Behavior Analyst (BCBA)

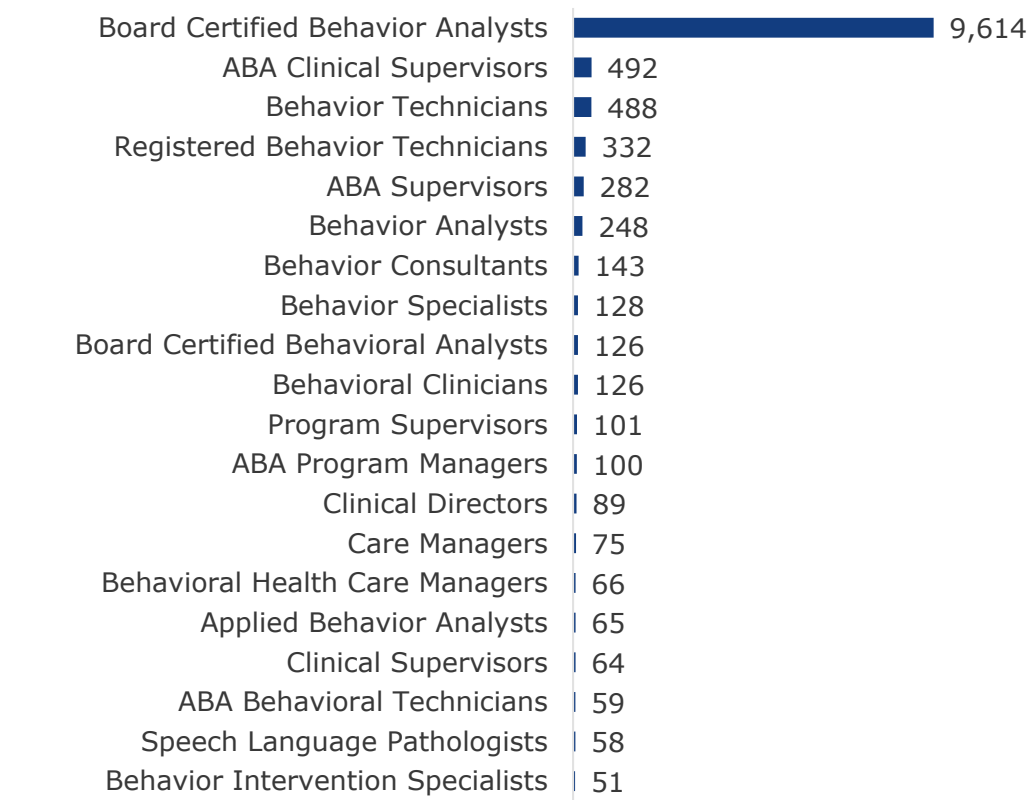
Leading Indicators: Top Occupations & Job Titles

Behavior analyst is top occupation/role; others include clinical admins, social workers and counselors

Top 5 Occupations
(by number of unique postings)



Top 20 Job Titles
(by number of unique postings)

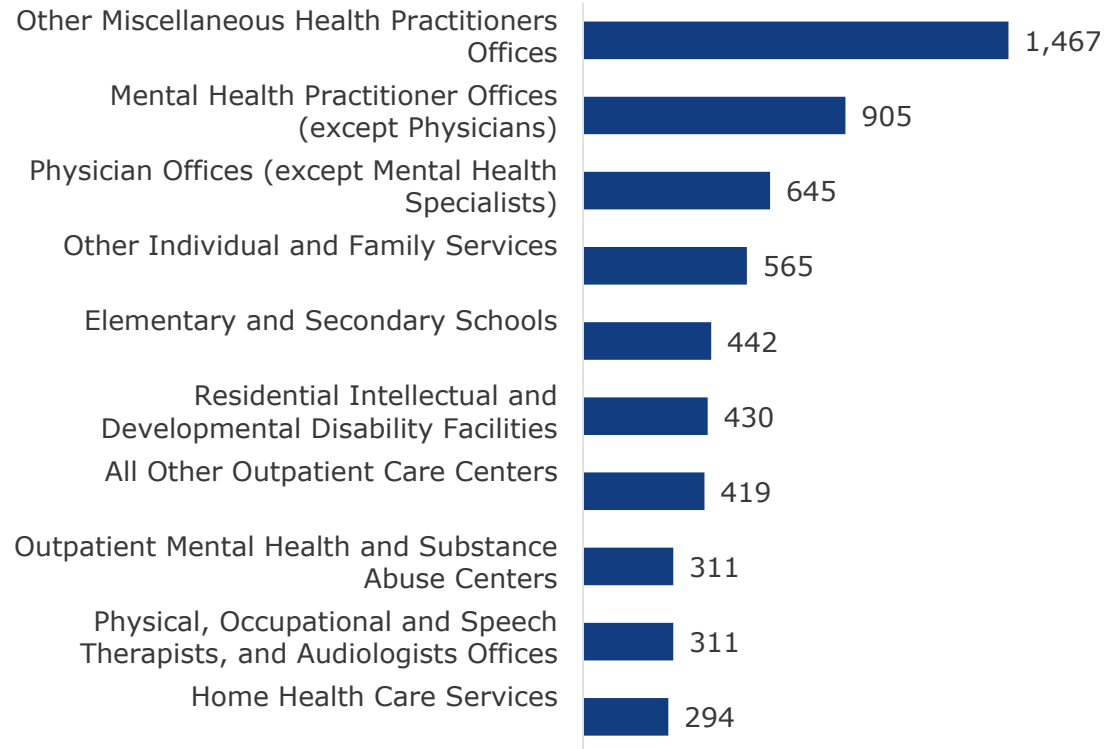


Leading Indicators: Top Industries & Employers

Top hiring companies include health, social services, and education employers

Top 10 Industries

(by number of postings)



Top 20 Employers

(by number of postings)



Leading Indicators: Top Skills

Top skills focused on clinical/counseling, psychology, education

Top Specialized Skills

(by number of postings)



Top-requested skills are focused on psychology and ABA-related skills, as well as education, disability, and case management.

Leading Indicators: Regional Job Postings Summary

Behavior Analyst is top occupation/title; Positive Behavior Supports Corp. top hiring employer

Top Occupations

(by number of postings)



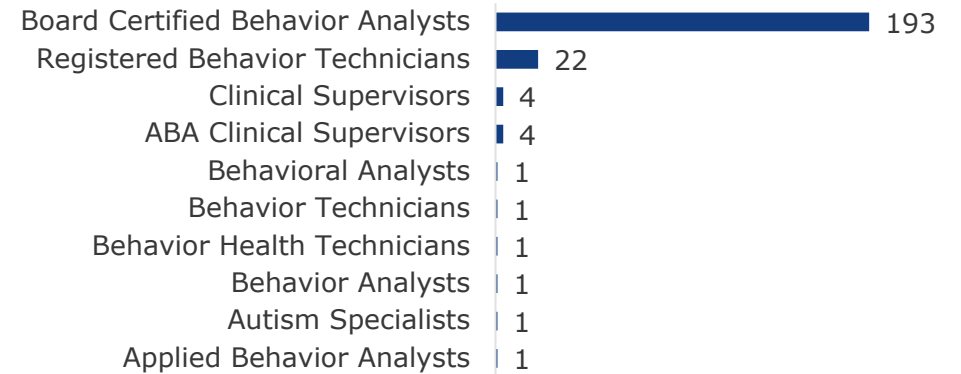
Top Employers

(by number of postings)



Top Job Titles

(by number of postings)



Top Specialized Skills

(by number of postings)



What is the labor market for master's-level ABA?



ABA feeds into a few select occupations.

15.2K related unique postings in 2023. In addition to behavior analysts, counselors, social workers, and other related social services professions were most common. Top hiring companies included health, social services, and education employers.



Top skills focused on psychology and education.

Applied behavior analysis, psychology, and autism spectrum disorder were the top 3 skills posted. Other top skills are focused in areas of education, case management, and disability support services.



UWA's region had ~250 related postings.

241 related postings within 200 miles of the University during 2023. Behavior Analyst is the top occupation/title. Positive Behavior Supports Corp., Key Autism Services, and Early Autism Services are the top hiring employers. Top sought skills in the region are for applied behavior analysis, autism spectrum disorder, and treatment planning.

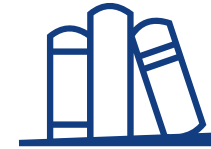
Competitive Analysis

What does the online
competition look like?

Time to
complete



Number of
credits



Focus
areas



Total
tuition



Cost per
credit



Admissions
criteria



Intakes
per year

Wiley examined and reported on key program elements for identified competitors by reviewing IPEDS data, U.S. News Rankings, and program websites.

Competitive Analysis: Common Program Elements

ABA programs can typically be completed in <2 years; 3 intakes per year is common

Sampled program elements	All programs (n = 24)		
Median <input type="checkbox"/>			
Tuition	\$30.6K		
Cost per credit	\$756		
Credits	36		
Months to complete	21		
Intakes per year	3		
Overall <input type="checkbox"/>			
GMAT/GRE	83% No	4% Waiver	13% Yes
Capstone	75% require		
Most common accreditation	None 100%		

- Median program cost is **\$30.6K; \$756 per credit**
- Programs typically require **36 credits**
- **GRE/GMAT** requirement is very rare

Tuition Analysis

Median CPC is \$756; total tuition is \$30.6K

Sample Summary

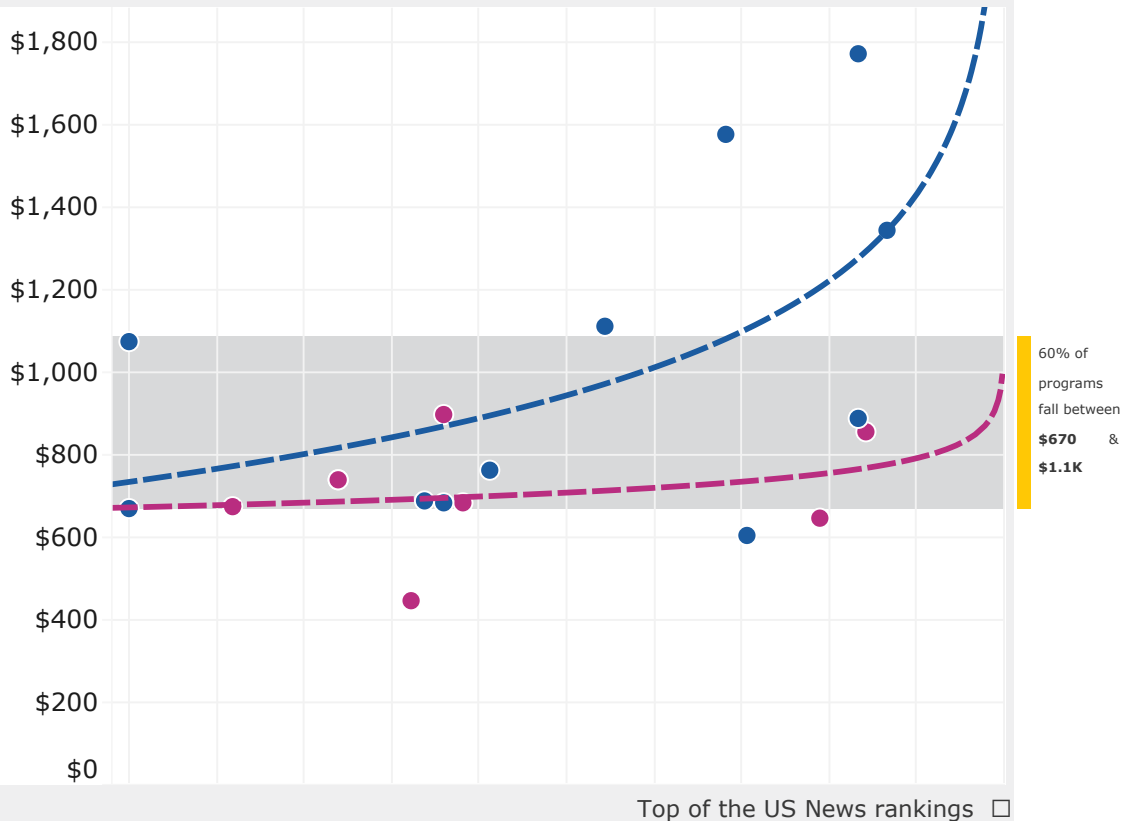
Online Masters in Applied Behavior Analysis

Type of ranking	All	National Universities	Regional Universities	Colleges (not charted)	Unranked (not charted)
# of programs	24	11	8		5
Tuition Median	\$30.6K	\$26.5K	\$33.1K		\$30.0K
Median CPC	\$756	\$884	\$707		\$916
Most expensive	\$1.8K	Pepperdine University			
Least expensive	\$442	National University			

The University of West Alabama’s current online graduate rate of \$429 per credit hour would be considered competitive in the ABA market.

Cost Per Credit and US News Ranking

Nationally-Ranked and Regionally-Ranked Universities



Competitive Analysis: Program Examples

Institution & Program	Modality	US News Ranking	Months to Complete	Intakes per Year	Number of Credits (normalized)	Cost per Credit ¹ (normalized)	Total Tuition▼ ¹
The Chicago School of Professional Psychology at Chicago ² MS in Applied Behavior Analysis	Online	Unranked	24	-	49	\$1,368	\$67,032
Simmons University MS in Behavior Analysis	Online	#151 National	23	3	42	\$1,110	\$46,620
Saint Cloud State University MS in Applied Behavior Analysis	Online	#76 Midwest	-	1	46	\$679	\$31,234
Capella University ² MS in Applied Behavior Analysis Specialization	Online	Unranked	-	4	40	\$765	\$30,600
University of South Florida ² Master of Arts in Applied Behavior Analysis	Online	#89 National	16	2	41	\$600	\$24,600
Florida Institute of Technology ² Master of Arts in Behavior Analysis Practice	Online	#269 National	12	3	33	\$657	\$21,675
University of Cincinnati ² MEd in Foundations in Behavior Analysis	Online	#142 National	20	3	30	\$761	\$22,830
Eastern Kentucky University MS in Psychology – Applied Behavior Analysis	Online	#352 National	-	3	33	\$669	\$22,077
Ball State University MA in Applied Behavior Analysis	Online	#216 National	24	3	30	\$681	\$20,430
National University MS in Applied Behavior Analysis	Online	#105-115 West	10	4	45	\$442	\$19,890

Source: Online Degree Database

¹ Out-of-state or online tuition rate

² Program profiled in following slides

Note: number of credits is normalized to semester credits (for example, if a program requires 45 quarter credits, those credits have been normalized to 30 semester credits).

MS in Applied Behavior Analysis

The Chicago School of Professional Psychology at Chicago

\$67,032

tuition

\$1,368

per credit

–

intakes per year

49

credits

Online

modality

Unranked

US News

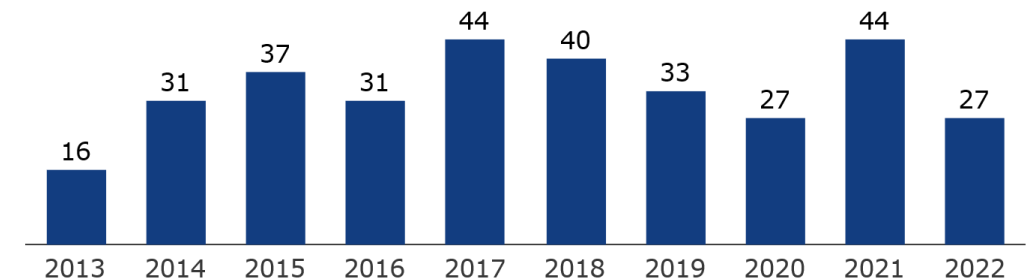
Program Notes

- Full-time program can be completed in 2 years
- The program meets the educational requirements for students who wish to pursue a career as a Board Certified Behavior Analyst (BCBA)
- The program is accredited by the Association for Behavior Analysis International Accreditation Board
- Students in the master's in ABA online degree program are required to complete a thesis (Advanced Research Project) or choose a non-thesis option where they complete an Advanced Applied Project
- GRE/GMAT not required



The Chicago School of Professional Psychology at Chicago

Graduates, master's-level Applied Behavior Analysis



MS in Applied Behavior Analysis Specialization

Capella University

\$30,600

tuition

\$510

per quarter credit

4

intakes per year

60

quarter credits

Online

modality

Unranked

US News

Program Notes

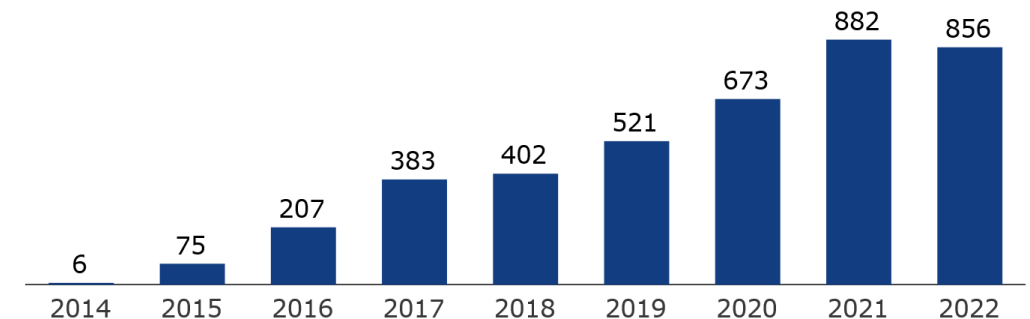
- Three specialization options:
 - Autism Spectrum Disorder
 - Behavior Analysis in Education; OR
 - Organizational Behavior Management
- The Association for Behavior Analysis International has verified Capella's seven-course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst exam
- GRE/GMAT not required



CAPELLA UNIVERSITY

Capella University

Graduates, master's-level Applied Behavior Analysis



MA in Applied Behavior Analysis

University of South Florida

\$24,600

tuition

\$600

per credit

2

intakes per year

41

credits

Online

modality

#89

National, US News

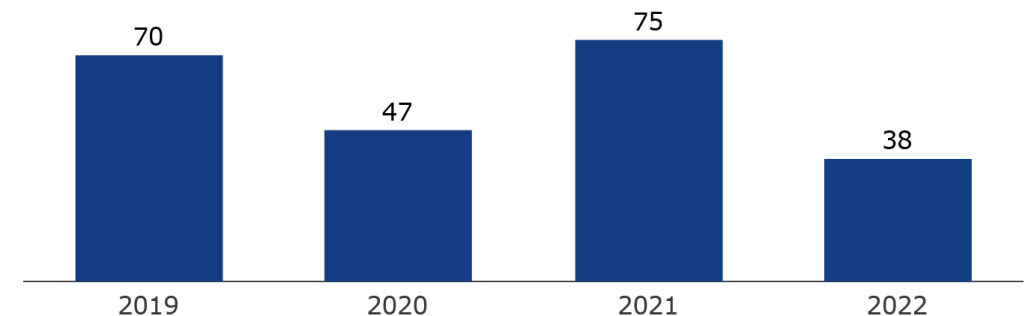
Program Notes

- Verified course sequence delivered fully online in 5 semesters
- Seven classes needed to sit for the BCBA exam embedded within the MA program
- Practicum Seminars to guide students' Concentrated Supervised Fieldwork activities where they will acquire 1,500 hours of supervised experience required by the BACB
- GRE/GMAT not required



University of South Florida

Graduates, master's-level Applied Behavior Analysis



MA in Behavior Analysis Practice

Florida Institute of Technology

\$21,675

tuition

\$657

per credit¹

3

intakes per year

33

credits

Online

modality

#269

National, US News

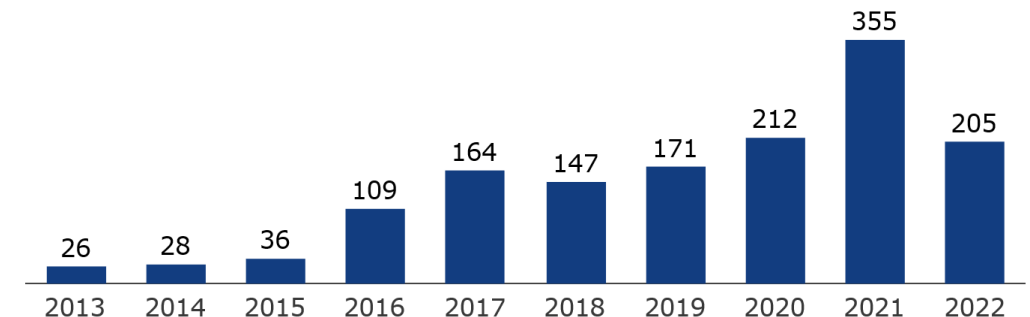
Program Notes

- The M.A. program requires students to complete 33 credits of coursework, including 21 credits in courses verified by the as meeting the for certification at the BCBA level
- Students can graduate in as few as six semesters
- Three enrollment periods each year (fall, spring, and summer)
- Live weekly meetings with co-instructors
- ABAI verified course sequence – Master's/BCBA/BCaBA/(5th ed.)
- GRE/GMAT not required



Florida Institute of Technology

Graduates, master's-level Applied Behavior Analysis



MEd in Foundations in Behavior Analysis

University of Cincinnati

\$22,830

tuition

\$761

per credit

3

intakes per year

30

credits

Online

modality

#142

National, US News

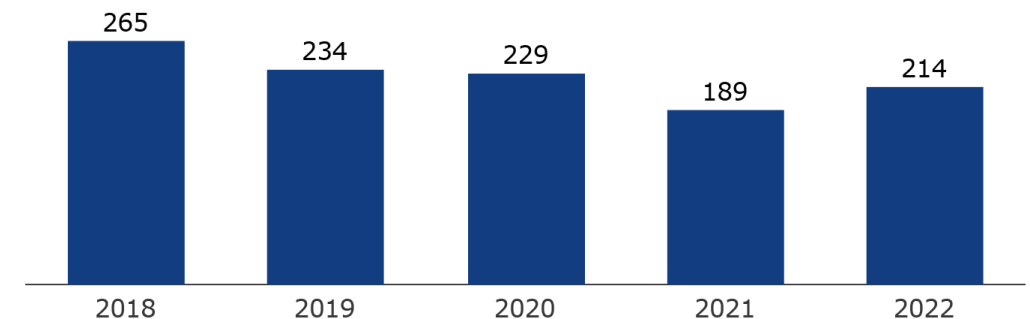
Program Notes

- Ten total courses (30 semester hours)
- Graduate in as few as five semesters (20 months, 2 classes/semester)
- The program provides the specific Association for Behavior Analysis International (ABAI) verified course sequence required by the Behavior Analyst Certification Board (BACB) and prepares students for the Board Certified Behavior Analyst (BCBA) exam when supervision requirements are also met
- GRE/GMAT not required



University of Cincinnati-Main Campus

Graduates, master's-level Applied Behavior Analysis



What does the online competition look like?



Programs compete on time to completion & other elements.

The typical program length for online ABA master's program is 21 months with 36 credit hours required for degree completion. Most programs do not require or offer a waiver for the GRE/GMAT. A capstone project is common (75% of programs sampled require a capstone).



National median tuition is \$30.6K, cost per credit is \$756.

The University of West Alabama's current online graduate rate of \$429 per credit hour would be considered competitive in the online ABA market (based on the median for sampled programs).



Programs should align to ABAI verified course sequence.

The profiled programs all market that their curriculum meets the educational requirements/provides the Association for Behavior Analysis International (ABAI) verified course sequence required by the Behavior Analyst Certification Board (BACB) in order to prepare students for the Board Certified Behavior Analyst (BCBA) exam.

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Final Thoughts

How do we proceed
from here?



PROPRIETARY & CONFIDENTIAL

The Big Picture

3.5K

Total graduates, 2022

26%

Average yearly
graduate growth

12

Median
program size, 2022

36%

Programs
offered online, 2022

\$30.6K

Median online
tuition

\$756

Median online
cost per credit

Small, fast-growing degree.

3.5K total graduates in 2021, growing at an average Y/Y rate of 26%. There are a few large players in the market, including Capella University (856 graduates) and National University (732).

ABA is focused on a few key select occupations.

Counselors, social workers, and social services professions were most common. Top hiring companies included health, social services, and education employers; top sought skills were focused on applied behavior analysis, psychology, and autism spectrum disorder, along with education, case management, and disability support services.

Programs compete on cost, time to completion.

Sampled programs generally cost \$30.6k and can be completed in <2 years. Median cost per credit = \$756. Sampled programs have verified course sequences to ease licensure for students.

Final Thoughts:

- Applied Behavior Analysis is a small but growing discipline within Psychology. Currently a few large programs control a majority of the market, but with the degree still in its relative infancy online there's still opportunity for new programs to enter the space and make an impact.
- When building out an ABA program, pay special attention to BCBA licensure requirements. Build curriculum according to the BACB's content area requirements, and before launching the degree be sure to work with ABAI to prescreen curriculum and establish a verified course sequence.
- Also consider building practicum seminars into the program so students can earn their 1,500-2,000 required hours of supervised fieldwork as they progress through the program. Additionally, think about opportunities to help students with field placements.

Thank You!