

**Docket Item:**

University Program Approval: University of Oregon, Master of Science (M.S.) in Applied Behavior Analysis.

**Summary:**

University of Oregon proposes a new degree program leading to a M.S. in Applied Behavior Analysis. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the program as proposed.

**Staff Recommendation:**

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

M.S. in Applied Behavior Analysis at University of Oregon.



## Proposal for a New Academic Program

**Institution:** University of Oregon

**College/School:** College of Education

**Department/Program Name:** Special Education and Clinical Sciences

**Degree and Program Title:** Master of Science in Applied Behavior Analysis

### 1. Program Description

- a. **Proposed Classification of Instructional Programs (CIP) number.** 42.2814
- b. **Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.**

We propose an Online Master of Science in Applied Behavior Analysis program, aimed at increasing the number of UO graduates with the knowledge, skills, and experiences necessary to design, deliver, and evaluate applied behavior analytic services and supports to individuals with disabilities (e.g. intellectual and developmental disability including autism spectrum disorder). This specialized professional graduate degree will include core courses covering the principles of behavior; research methods; conceptual, experimental, and applied behavior analysis; and ethics. Objectives for students include: (a) applying their knowledge, understanding, and problem-solving abilities in new or unfamiliar environments within multidisciplinary contexts, (b) communicating their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously, (c) undertaking study in a manner that is largely self-directed (Association for Behavior Analysis International Standards 9-106). In addition, a Capstone Research Project will provide student opportunities for originality in developing and applying ideas within a research context. The knowledge gained in coursework will be integrated into student practice in their chosen area of population specialization through supervised experiential learning. Additional supervision for professional licensure will be available to students at a distance using telehealth independent and group supervision during a second internship year of the program.

This program follows the verified course sequence and Master's degree requirements put forth by the professional and licensing organization of Behavior Analysis and Board Certified Behavior Analysts (BCBAs): the Association for Behavior Analysis International (ABAI) and the Behavior Analyst Certification Board (BACB).

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

**Master's in Applied Behavior Analysis  
Proposed Course Sequence  
Option 1: Full time, 1-year online program, degree only, 52 credits**

Year 1		
Term	Course	Credits
Fall	SPED 570 Prin App Behv Analysis	5
Fall	SPED 670 Phil App Behv Analysis	3
Fall	SPED 671 Exp Rsrch in ABA	3
Fall	SPED 571 ABA Assessment	3
Fall	SPED 572 Behavior Change Group Settings	3
Winter	SPED 573 Behv Change Proc I	3
Winter	SPED 574 Ethics in ABA	4
Winter	SPED 575 Sngl Case Rsrc Design	5
Winter	SPED 672 Exp Rsrc ABA Lab	2
Winter	SPED 673 Superv Prac in ABA	3
Spring	SPED 576 Behv Change Proc II	3
Spring	SPED 577 Personnel Mgmt	3
Spring	SPED 674 Supv Rsrch Proj ABA(Masters Report)	6
Spring	SPED 673 Supervised Practice in ABA	6
	TOTAL	52

**Master's in Applied Behavior Analysis  
Proposed Course Sequence**

**Option 2: Full time 2 year online program, with supervision for licensure, 101 credits**

Year 1		
Term	Course	Credits
Fall	SPED 570 Prin App Behv Analysis	5
Fall	SPED 670 Phil App Behv Analysis	3
Fall	SPED 671 Exp Rsrch in ABA	3
Fall	SPED 571 ABA Assessment	3
Fall	SPED 572 Behavior Change Group Settings	3
Winter	SPED 573 Behv Change Proc I	3
Winter	SPED 574 Ethics in ABA	4
Winter	SPED 575 Sngl Case Rsrc Design	5
Winter	SPED 672 Exp Rsrc ABA Lab	2
Winter	SPED 673 Superv Prac in ABA	8
Spring	SPED 576 Behv Change Proc II	3
Spring	SPED 577 Personnel Mgmt	3
Spring	SPED 674 Supv Rsrch Proj ABA(Masters Report)	6
Spring	SPED 673 Supervised Practice in ABA	5
Summer	SPED 673 Supervised Practice in ABA	9
Year 2		
Fall	SPED 673 Supervised Practice in ABA	9
Winter	SPED 673 Supervised Practice in ABA	9
Spring	SPED 673 Supervised Practice in ABA	9
Summer	SPED 673 Supervised Practice in ABA	9
	TOTAL	101

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The program will be delivered online.

**e. Adequacy and quality of faculty delivering the program.**

The administrator of the program will be a doctoral-level behavior analyst and a full-time member of the core faculty, whose training and experience equip them to lead the program. The faculty will consist of behavior analysts who document their expertise in the applied, experimental, or conceptual analysis of behavior. The core faculty will consist of full-time doctoral-level behavior analysts. Other program faculty, full- or part-time NTTF will have masters or doctoral degrees in behavior analysis or a related field. Faculty assignments and hires will be made within the Special Education and Clinical Sciences Department. Tenure-track faculty will be expected to meet the promotion and tenure guidelines advanced by the U of O College of Education at their appropriate rank (Assistant, Associate, Full) which includes excellence in research, teaching, and service. Non-tenure track faculty will be expected to meet the promotion and tenure guidelines advanced by the U of O College of Education at their appropriate rank. Faculty associated with the program will be expected to carry out innovative research in applied behavior analysis, engage in the dissemination of their research through peer-reviewed publications and professional presentations. All of the aforementioned activities will be evaluated annually and at other assigned times per the U of O CBA guidelines and College of Education procedures for faculty evaluation. Faculty will be expected to deliver high-quality engaging coursework as assessed by student evaluation, instructor reflection, and peer observation of teaching activities and materials.

**f. Adequacy of faculty resources – full-time, part-time, adjunct.**

See e.

**g. Other staff.**

One 0.50 FTE Classified Staff position within the College of Education.

Three level two Graduate Employees with Master's Degrees in Applied Behavior Analysis or related field and current licensure as Board Certified Behavior Analyst to assist in teaching courses (allowable for licensure courses per accreditation bodies) and supervising students' supervised experiences.

**h. Adequacy of facilities, library, and other resources.**

The program will receive operational support from UO Online including instructional technologist and designers, online education and online teaching integration, and copyright expertise.

The current library resources are adequate for the initiation of the proposed programs; however, additional e-texts associated with courses and institutional subscriptions to peer-reviewed journals in applied behavior analysis would assist in ensuring adequate resources for a Master's level program. The library currently has approximately 73 catalog results for books and ebooks related to Applied Behavior Analysis. In consultation with the Social Sciences/Education Librarian, Katherine Donaldson, and her colleagues in Psychology, we determined that some of the needed resources lie within the currently available Psychological Sciences (particularly Clinical Psychology) and Special Education resources. Regarding peer-reviewed journals in applied behavior analysis, the Knight Library currently has access to the following journals:

Behavior and Social Issues - Journal freely available and we also have access from 2001 through Proquest Social Science Journals (<https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/r3itvj/CP71185190790001451>)

Journal of Experimental Analysis of Behavior - Access available through Proquest Social Science Journals but with an embargo, meaning that most recent 3 years are not available (<https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/r3itvj/CP71186199360001451>)

Journal of Organizational Behavior Management - Access available from 2006 to 2016, however when I tried looking at articles after 2016, I was still able to see full text. I can follow up on this. (<https://alliance->

[primo.hosted.exlibrisgroup.com/permalink/f/r3itvj/CP71186199500001451](https://primo.hosted.exlibrisgroup.com/permalink/f/r3itvj/CP71186199500001451))

The Psychological Record - Access available through several databases with an embargo (either the most recent 1 year or 3 years) (<https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/r3itvj/CP71185691880001451>)

Perspectives on Behavior Science (Previously the Behavior Analyst) - Access available through Springer (<https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/r3itvj/CP71271920740001451>)

Currently licensed Board Certified Behavior Analysts (which would include the program faculty and Graduate Employees) have free access through the Behavior Analyst Certification Board to the Journal of Applied Behavior Analysis, the Journal of the Experimental Analysis of Behavior, and Behavioral Interventions, which fills in some of the limited access journals above.

These additional, ideal resources could be explored following growth of the program to allow a grow your own approach to the programmatic library resources. The addition of 5 key peer-reviewed journals to the library collection would result in an annual cost of approximately \$3261.

- i. **Anticipated start date.**  
Fall 2022

## 2. Relationship to Mission and Goals

- a. **Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.**

The U of O is a research-intensive public university with a mission of exceptional scientific discovery and contribution to scholarship, teaching, and service. This program's curricular focus is on the science of human behavior and learning, which leverages the U of O Special Education Program's national reputation as the 3rd best special education program in the nation (U.S. News Report) and the expertise of current TTF in applied behavior analysis, multi-tiered systems of support (e.g., Positive Behavior Interventions and Supports), single-case research design, academic instruction, and intellectual disabilities, and autism spectrum disorders to provide high-quality instruction and mentorship to graduate students seeking knowledge and skills in this science. A Masters in Applied Behavior Analysis leading to certification as a BCBA is a unique addition to the Department and College of Education more broadly as BCBA's do not neatly fall into a single occupational category and certification is often combined with other professional certification. For instance, a recently conducted market analysis indicated that employers of related occupations (i.e., clinical, counseling, school psychologists, speech language pathologist, special education teachers, and education administrators) are increasingly noting a requirement or preference for applicants who also hold a BCBA credential (Burning Glass Technologies, 2015).

Additionally, the U of O is internationally known for the development of positive behavior support systems and cutting-edge research in autism and developmental disabilities intervention. We have an important role to play in increasing the number of highly trained BCBA's regionally and nationally. Our reputation and research faculty will likely draw students from across the country as well as internationally. This new program is integral to the stated mission of the College of Education that is dedicated to enhancing individual lives and systems within a culture that values diversity and promotes respect and inclusion.

- b. **Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.**

### *Student access and diversity*

An online master's degree in behavior analysis offers students rigorous training in the science of human behavior and learning from their home communities in Oregon. This online program seeks to leverage our partnerships with Educational Service Districts and school districts across Oregon, including in rural communities, in recruitment efforts to ensure that we are developing local talent that will improve access to our program for nontraditional and diverse students. This grow your own approach is essential for ensuring our graduates provide much needed services for families of children with autism, schools, and community agencies in Oregon, but also provides the program with opportunities to increase the diversity of students enrolled. We are committed to recruiting and supporting individuals from traditionally underrepresented groups (students with disabilities, students who are Black, Indigenous, or a person of color, first-generation students) and will ensure that our admissions and program evaluation activities reflect this priority.

Offering core courses at the 4/500 level (BSCI 4/5XX Principles of ABA ; BSCI 4/5XX ABA Assessment; BSCI 4/5XX Advanced Classroom and Behavior Management) will allow undergraduates to sample the coursework within the Master's program as electives or formal completion of an Undergraduate Minor in Applied Behavior Analysis.

### *Quality learning, research, knowledge creation and innovation*

We are proposing a research-intensive master's degree which prepares graduates to work in school and community based mental health organizations, to prepare for Ph.D. programs, and to obtain eligibility to sit for the BCBA licensure exam. The U of O College of Education provides a rich research environment with 16 research and outreach units including Early Childhood CARES, and the HEDCO Clinic. These resources are sufficient in number and quality to support student learning outcomes including completion of a Capstone master's report or thesis. In other nationally regarded applied behavior analysis Master's programs, these types of Capstone projects are often publishable studies that contribute to the creation of knowledge regarding evidence-based practices for individuals with disabilities.

### *Economic and cultural support of Oregon*

The national employment demand for behavior analysts from 2010 to 2018 has increased each year with a 1,942% increase from 2010 to 2018 and a 127% increase from 2017 to 2018 (BACB, 2019). Moreover, demand has increased in every state since 2010. In 2018, 16,109 national job postings required or preferred BCBA's. 339 of these job postings originated in Oregon, and 586 job postings in Washington (BACB, 2019).

A Market Analysis was completed by the U of O in June 2019 (see Hanover Research Report, 2019) and reported several key findings of relevance: (a) the market for applied behavior analysis degrees is not saturated, particularly in Oregon; (b) the average annualized growth rate of applied behavior analysis completions in the Far West region of the U.S. is 42.5%. For perspective, the national average for all programs is 1.6% (Hanover, 2019), (c) national projected employment growth for relevant occupations from 2016 to 2026 is 16.2%. and (d) the current number of online applied behavior analysis master's programs nationwide is 7.

Board Certified Behavior Analysts (BCBA's) at the Master's level are independently practicing professionals who are often self-employed or open up small businesses employing high school graduates and college graduates of 2-year community colleges and 4-year universities, which directly supports the economic growth of Oregon communities both by stabilizing families of children with autism by providing needed insurance mandated applied behavior analysis and creating unique jobs within the community.

- c. **Manner in which the program meets regional or statewide needs and enhances the state's capacity to:**
  - i. **improve educational attainment in the region and state;**

- ii. **respond effectively to social, economic, and environmental challenges and opportunities; and**
- iii. **address civic and cultural demands of citizenship.**

This program proposal directly responds to an area of need for licensed master's level applied behavior analysis professionals in Oregon and nationally. Although BCBAs work in a number of fields and settings, the most common area of expertise and employment is related to intellectual and developmental disabilities including autism spectrum disorder. Autism spectrum disorder, a neurodevelopmental disorder characterized by social communication delays and a pattern of rigid and repetitive behavior (APA, 2015), has a current prevalence of 1 in 54 children eight years of age (CDC, 2020). Without appropriate early intervention autism symptoms persist over time, can seriously limit educational progress and can contribute to worsened postsecondary outcomes. Costs of autism services in the United States alone is \$236-262 billion annually, but costs of lifelong care can be reduced by 2/3 with early diagnosis and intervention. One of the few types of treatment services that show evidence in improving the concerns associated with ASD are intervention programs that use applied behavior analysis.

Oregon has the added context of the recent passage of legislation (SB 365, 2013) mandating the coverage of medically necessary applied behavior analysis for the treatment of autism spectrum disorder as delivered by licensed behavior analysts (i.e., BCBA) for both public (The Oregon Health Plan) and private insurers. As of 2019, there were 186 BCBAs in Oregon; however, the recommended case load for a BCBA supervising intensive services is 10 clients (Behavior Analyst Certification Board, 2014). Autism is estimated at 1.5 to 2 percent for children under 18 years of age; therefore, we can expect that approximately 15,000 children in Oregon have ASD. If prevalence remains stable and every child received ABA, Oregon would require a minimum of 1500 BCBAs. Not surprisingly, regional coordinated care organizations, particularly in Southern Oregon, Eastern Oregon, and coastal cities, have noted that the need for BCBAs is unmet. We expect 100% employment for the graduates of this program.

A goal of the program is to help develop students as lifelong learners who reflect on the impact of their practice and the practice of behavior analysis on society. The program requires a freestanding course in ethics and a freestanding course in personnel management. Other courses in the curriculum also embed content on the ethical practices and decision-making models pertaining to assessment, intervention development and evaluation with individuals with disabilities, consultation with adult change agents such as parents and teachers, and consultation with schools and organizations, and on conducting human research.

### **3. Accreditation**

- a. **Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

ABAI

- b. **Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

The program follows the verified course sequence and Master's degree requirements put forth by the professional and licensing organization of Behavior Analysis and Board Certified Behavior Analysts (BCBAs): the Association for Behavior Analysis International (ABAI) and the Behavior Analyst Certification Board (BACB).

- c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

N/A

- d. **If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

We will be seeking accreditation of the Master’s program through the Association for Behavior Analysis International (ABAI), which accredits post-secondary program in behavior analysis at the bachelor’s master’s and doctoral levels. Programs seeking accreditation must meet eligibility criteria, complete a formal application and self-study report (Mission and scope of program, catalog or other publication describing the program and documentation of program’s ability to meet standards including description of the program, curriculum, and resources), submit an application fee, and conduct a formal site visit with a team selected by ABAI. Expenses for the accreditation visit (including travel) are covered by the program. For initial accreditation (lasting 5 years), a resource visit may be requested at the program’s expense to assess the readiness of the program and to provide consultation. Once accredited, programs must file an application with fees and a self-study report one year prior to expiration of the original application. Additionally, the program must annually submit a report to ABAI which includes enrollment data. The fee schedule for accreditation activities is available at <https://accreditation.abainternational.org/apply/fee-schedule.aspx> In addition to accreditation, all programs leading to licensure must include Behavior Analyst Certification Board Verified Course Sequences (VCS) which is a separate, parallel application through ABAI.

**4. Need**

- a. **Anticipated fall term headcount and FTE enrollment over each of the next five years.**

Year 1	Year 2	Year 3	Year 4	Year 5
15	20	25	25	25

- b. **Expected degrees/certificates produced over the next five years.**

Year 1	Year 2	Year 3	Year 4	Year 5
0	15	20	25	25

- c. **Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).**

We plan to attract a broad spectrum of students to the program given asynchronous delivery. Many students who are already teachers in the field or working as applied behavior analysis therapists may be interested in studying to receive their master’s degree and certification as a behavior analyst. This career path will appeal to special educators, psychologists, behavior assistants, educational assistants, and others looking for a career change. There is also the possibility of offering the coursework internationally although certification will not be possible for those students, but they can pursue the master’s degree path.

- d. **Evidence of market demand.**

The national employment demand for behavior analysts from 2010 to 2018 has increased each year with a 1,942% increase from 2010 to 2018 and a 127% increase from 2017 to 2018 (BACB, 2019). Moreover, demand has increased in every state since 2010. In 2018, 16,109 national job postings required or preferred BCBA’s. 339 of these job postings originated in Oregon, and 586 job postings in Washington (BACB, 2019).

A Market Analysis was completed by the U of O in June 2019 (see Hanover Research Report, 2019) and reported several key findings of relevance: (a) the market for applied behavior analysis degrees is

not saturated, particularly in Oregon; (b) the average annualized growth rate of applied behavior analysis completions in the Far West region of the U.S. is 42.5%. For perspective, the national average for all programs is 1.6% (Hanover, 2019), (c) national projected employment growth for relevant occupations from 2016 to 2026 is 16.2%. and (d) the current number of online applied behavior analysis master's programs nationwide is 7.

The Hanover Market Analysis report is available upon request.

- e. **If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

N/A

- f. **Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?**

In June of 2019, the U of O Provost Office contracted with the HANOVER Research group to assess demand for master's degree programs in applied behavior analysis. This report includes an examination of student and labor market demand, as well as analysis of potential competitor programs. HANOVER recommended that (a) an online master's program in applied behavior analysis should be pursued due to the positive student and labor demand indicators for applied behavior analysis and the relative few local competitors; and (b) offer fieldwork or supervised experience opportunities to students to increase employability. In summary, this 2019 report had several key findings relevant to the prospects for our graduates:

1. Applied behavior analysis is a small but rapidly growing field with viability for an online distance formatted program, particularly for working professionals.
2. Positive employment prospects are anticipated for program graduates. The national projected employment growth for relevant occupations held by Board Certified Behavior Analysts (BCBAs) is 16.2% between 2016 and 2026. This is compared to the national average of all Master's programs at 7.4% employment growth.
3. The market for applied behavior analysis degrees is not saturated, particularly in Oregon. There are 7 online applied behavior analysis master's programs nationwide and only two applied behavior analysis programs in Oregon (one is a certification program only).

The national employment demand for behavior analysts from 2010 to 2018 has increased each year with a 1,942% increase from 2010 to 2018 and a 127% increase from 2017 to 2018 (BACB, 2019). Demand is especially high in California, Massachusetts, New Jersey, Washington, and Illinois. Moreover, demand has increased in every state since 2010. In 2018, 16,109 national job postings required or preferred BCBAs. 339 of these job postings originated in Oregon, and 586 job postings in Washington (BACB, 2019). The HANOVER report analyzed the last 6 months (prior to June 2019) of job postings and suggest that the production of newly certified BCBAs has matched the demand and has yet to outpace the high need.

A Master's in Applied Behavior Analysis leading to certification as a BCBA is a unique addition to the Department and College of Education more broadly as BCBAs do not neatly fall into a single occupational category and certification is often combined with other certification. For instance, a recently conducted market analysis indicated that employers of related occupations (i.e., clinical, counseling, school psychologists, speech language pathologist, special education teachers, and education administrators) are increasingly noting a requirement or preference for applicants who also hold a BCBA credential (Burning Glass Technologies, 2015).

## 5. Outcomes and Quality Assessment

### a. Expected learning outcomes of the program.

The 5th edition of the BCBA/BCaBA Task List (Behavior Analyst Certification Board, 2017) outlines the knowledge and skills that are foundational to the BCBA and BCaBA examinations required for licensure. Foundational content includes basic skills, underlying principles and knowledge (Items A-D), whereas Applications includes practice-oriented skills (Items E-I). The 95-item Task List (Learning Outcomes) was created based on formal job analysis of the work of BCBAAs and BCaBAAs and is routinely revised to reflect changes in best practice. Task list items (learning outcomes) can be reviewed at <https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-task-list-5th-ed-.pdf>.

### b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Per standards (9-106-00 through 9-106-04) set by ABAI for Master's programs, Master's students will demonstrate knowledge and understanding founded upon their bachelor's level studies; the Master's program will provide students with opportunities to apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to behavior analysis. Students will be able to communicate their conclusions, the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

As many of the specific task items include both knowledge targets and practice-related competency, supervised experiences are integral to both fully covering the task list and moving to mastery. For the Master's Program, students will also take coursework in Experimental Analysis of Behavior. SPED 671 Experimental Research in ABA and the associated SPED 672 Experimental Research in ABA Lab will cover basic research with humans and non-human animals that explores behavior analytic principles and mechanisms of learning and behavior. Students will (a) develop competence in understanding how principles of behavior are discovered and described in the context of basic human and non-human animal research; (b) be able to explain basic behavior analysis theory and define basic behavior analysis terms and principles; and (c) will apply the basic principles of behavior analysis to the development of intervention procedures to promote learning and behavior during simulated animal lab exercises using CyberRat (Ray & Miraglia) software online.

Each student, with the assistance of their advisor, will quarterly complete/update a personal assessment of their knowledge, skills, and confidence regarding the The 95-item Task List (Learning Outcomes). Program faculty will provide evaluation of the quality and scope of the student's completion of these task items and track their progress and growth throughout the program. Master's students will be approved for beginning their supervised research project in ABA when all 95-items on the task list have been approved as completed successfully or in progress.

Additionally, broad learning outcome items have been selected according to the self-study standards checklist of the ABAI requirements for accreditation to provide a global evaluation process for the program's curriculum and outcomes (see attachment "ABA Proposed Curriculum"). Although other program and process outcomes will be tracked, this chart only includes those assessment items related to the assessment of learning outcomes. Outcomes will be assessed on an annual basis by a team of program faculty and students and the findings of the annual self-study evaluation of the program, curriculum, and learning outcomes will be used to revise the program accordingly. In accordance with accreditation standards, the results of the annual program self-study will be posted publicly for relevant stakeholder consumption. The table below summarizes program learning outcomes as mandated by the ABAI certification board and the method of assessment.

<b>Broad Learning Outcome from ABAI Accreditation Standards</b>	<b>Method of Assessment</b>
Students demonstrate knowledge and understanding in behavior analysis.	<ul style="list-style-type: none"> <li>• Course grades.</li> <li>• Program faculty assessment of student performance on 95-item program task list (Master’s students, undergraduate, licensure coursework students).</li> <li>• Performance on key application assignments in: SPED 571 ABA Assessment; SPED 572 Advcd Behav Class Mgmt; SPED 573 Behv Change Proc I; SPED 576 Behv Change Proc II.</li> <li>• Success rate on Behavior analysis Certification Board examination.</li> </ul>
Program extends and/or enhances knowledge and provides opportunities for originality in developing or applying ideas, often within a research context.	<ul style="list-style-type: none"> <li>• Quality of Master’s reports or theses as judged by faculty ratings and percentage of products published in a peer-reviewed journal or presented as a peer-reviewed presentation at a professional conference. (Master’s students)</li> <li>• Quality of written research papers in SPED 576 Behv Change Proc II; and SPED 575 Single-Case Research Design as assessed by program faculty ratings of proportion of randomly selected student papers.</li> </ul>
Students apply their knowledge, and problem-solving abilities in unfamiliar environments within broader (or multidisciplinary) contexts.	<ul style="list-style-type: none"> <li>• Instructor/Supervisor evaluation of student during: SPED 673 Superv Prac in ABA; SPED 574 Ethics in ABA; SPED 577 Personnel Mgmt.</li> </ul>
The students communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.	<ul style="list-style-type: none"> <li>• SPED 674 Supv Rsrch Proj ABA(Masters Report or Thesis)</li> <li>• Quality of written assignments in SPED 577 Personnel Management and SPED 574 Ethics in ABA as assessed by program faculty ratings of proportion of randomly selected student papers.</li> </ul>

**c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.**

The administrator of the program will be a doctoral-level behavior analyst and a full-time member of the core faculty, whose training and experience equip them to lead the program. The faculty will consist of behavior analysts who document their expertise in the applied, experimental, or conceptual analysis of behavior. The core faculty will consist of full-time doctoral-level behavior analysts. Other program faculty, full- or part-time NTTF will have masters or doctoral degrees in behavior analysis or a related field. Faculty assignments and hires will be made within the Special Education and Clinical Sciences Department. Tenure-track faculty will be expected to meet the promotion and tenure guidelines advanced by the U of O College of Education at their appropriate rank (Assistant, Associate, Full) which includes excellence in research, teaching, and service. Non-tenure track faculty will be expected to meet the promotion and tenure guidelines advanced by the U of O College of Education at their appropriate rank. Faculty associated with the program will be expected to carry

out innovative research in applied behavior analysis, engage in the dissemination of their research through peer-reviewed publications and professional presentations. All of the aforementioned activities will be evaluated annually and at other assigned times per the U of O CBA guidelines and College of Education procedures for faculty evaluation. Faculty will be expected to deliver high-quality engaging coursework as assessed by student evaluation, instructor reflection, and peer observation of teaching activities and materials.

## **6. Program Integration and Collaboration**

### **a. Closely related programs in this or other Oregon colleges and universities.**

Oregon Institute of Technology – M.S. in Applied Behavior Analysis with Licensure and Certification

Portland State University – Applied Behavior Analysis Certificate

### **b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.**

Oregon Institute of Technology and Portland State University are the only two state institutions that offer relevant programs (both online), and Portland State University's program is a Certificate rather than a full master's degree. Given high demand and low saturation, University of Oregon will likely find the market viable, especially for a program that is available online. The proposed program would be the first graduate program accredited by ABAI in the Pacific Northwest and is part of strategic planning for our college to remain viable at the graduate level while responding to changing undergraduate licensure demands in the state.

In conversations with OIT ABA faculty, there was agreement among the faculty that market analysis of the job prospects for board certified behavior analysts in Oregon and nationally suggests careers and master programs in ABA are high growth areas. There was consensus that we need more BCBA's in Oregon and that additional programs could assist to fulfill local need.

The institutions discussed several ways the two programs can collaborate to mitigate competition concerns and to synergistically support the training of high quality, culturally competent researcher-clinicians from our programs. Implementation of these ideas will require ongoing planning and conversations between program faculty at both universities, but there is a shared commitment to high quality academic programming for students in ABA, and there is potential for future collaboration. In addition, both programs have a shared interest in working with our state's ABA chapter, ORABA, and our national professional organizations to raise issues pertaining to autism and developmental disability licensure and practice legislation and those issues pertaining to higher education. A second master's program in ABA in Oregon could support advocacy and policy efforts already underway with ORABA and Oregon Tech faculty.

- Program faculty will explore opportunities for collaborative recruitment efforts within Oregon with particular emphasis on rural and frontier communities that are difficult to reach due to distance.
- Informal agreements about sharing accurate and timely information about the 2 programs to potential students that highlights goodness of fit of the program to the student's individual situation (e.g., Oregon Tech part time, synchronous online program might be better suited to working professionals and students desiring a synchronous online program).
- The program faculty will explore the option of UO students enrolling in supervised experience practica in their internship year with Oregon Tech through the BIG ABA Clinic in Klamath Falls and transferring these credits to UO. Currently, there is room for approximately 5 interns with room to grow in the future.
- The program faculty will explore opportunities for sharing resources around research supervision for master's students enrolled at Oregon Tech. Both programs have needs

related to research supervision, but the UO Special Education Doctoral students may be able to support these activities as part of their supervised doctoral competencies.

- The programs will explore potential collaboration around a shared, online professional seminar series to serve the purpose of fulfilling programmatic requirements not linked to coursework
- The programs will explore potential collaboration on a future US Department of Education Office of Special Education Programs interdisciplinary personnel preparation grant.
- Faculty with both programs are concurrently working on curriculum and embedded ABA and Special Education student outcomes related to diversity, equity, and inclusion. A merge of efforts through an online professional learning community (PLC) could improve efficiencies in development and enable a research informed approach to implementation and assessment of program outcomes across programs as innovations are implemented.

**c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.**

N/A

**d. Potential impacts on other programs.**

There is some reasonable concern that UO might compete with Oregon Tech for students seeking these types of programs. However, both the UO and Oregon Tech are in competition with the other 6 Far West master's degree programs in ABA and 10 national programs, which include fully online Master programs. The actual impact of the UO's program on the Oregon Tech program is unknown, but we discussed potential collaborations and informal agreements that could support non-competition between the programs (see 6b)

## **7. External Review**

**If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.**

An external review was satisfactorily completed in April of 2021 and is available upon request.

**University of Oregon**  
**Proposed Master of Science in Applied Behavior Analysis**  
**Summary Document**

**a. A brief description of the anticipated program**

UO proposes a new Online Master of Science in Applied Behavior Analysis within the Special Education and Clinical Sciences Department. This new degree program is aimed at increasing the number of UO graduates with the knowledge, skills, and experiences necessary to design, deliver, and evaluate applied behavior analytic services and supports to individuals with disabilities (e.g., intellectual and developmental disability including autism spectrum disorder). This specialized professional graduate degree will include core courses covering the principles of behavior; research methods; conceptual, experimental, and applied behavior analysis; and ethics.

This program follows the verified course sequence and Master's degree requirements put forth by the professional and licensing organization of Behavior Analysis and Board Certified Behavior Analysts (BCBAs): the Association for Behavior Analysis International (ABAI) and the Behavior Analyst Certification Board (BACB). In addition to the Master's in Applied Behavior Analysis, we will offer the following graduate and undergraduate paths in Applied Behavior Analysis that are entirely situated within the curriculum of the Master's Program: Non-Degree Seeking Applied Behavior Analysis verified course sequence, and Undergraduate Minor in Applied Behavior Analysis.

**b. Program location and modality (face to face, online, and/or hybrid)**

Online

**c. Anticipated start date**

Fall 2021

**d. Anticipated enrollment, at launch and goals for 5 and 10 years out**

The COE ABA program forecast starting with a cohort of 15 and growing to 25 by the third cohort. This is an anticipated enrollment of 60 in year five and 80 in year ten (cohorts of 30 and 40 respectively).

**e. An abbreviated description of how the program contributes to addressing statewide needs and goals and aligns with the university's mission and strategic plan.**

This program's curricular focus is on the science of human behavior and learning, which leverages the UO Special Education Program's national reputation as the 3rd best special education program in the nation (U.S. News Report) and the expertise of current TTF in applied behavior analysis, multi-tiered systems of support (e.g., Positive Behavior Interventions and Supports), single-case research design, academic instruction, and intellectual disabilities, and autism spectrum disorders to provide high-quality instruction and mentorship to graduate students seeking knowledge and skills in this science.

*Student access and diversity*

An online master's degree in behavior analysis offers students rigorous training in the science of human behavior and learning. This online program seeks to leverage our partnerships with

Educational Service Districts and school districts across Oregon, including in rural communities, in recruitment efforts to ensure that we are developing local talent that will improve access to our program for nontraditional and diverse students. This “grow your own” approach is essential for ensuring our graduates provide much needed services for families of children with autism, schools, and community agencies in Oregon, but also provides the program with opportunities to increase the diversity of students enrolled. We are committed to recruiting and supporting individuals from traditionally underrepresented groups (students with disabilities, students who are Black, Indigenous, or a person of color, first-generation students) and will ensure that our admissions and program evaluation activities reflect this priority.

*Quality learning, research, knowledge creation and innovation*

We are proposing a research-intensive master’s degree which prepares graduates to work in school and community based mental health organizations, to prepare for Ph.D. programs, and to obtain eligibility to sit for the BCBA licensure exam. The UO College of Education provides a rich research environment with 16 research and outreach units including Early Childhood CARES and the HEDCO Clinic. These resources are sufficient in number and quality to support student learning outcomes including completion of a Capstone master’s report or thesis. In other nationally regarded applied behavior analysis Master’s programs, these types of Capstone projects are often publishable studies that contribute to the creation of knowledge regarding evidence-based practices for individuals with disabilities.

*Economic and cultural support of Oregon*

The national employment demand for behavior analysts from 2010 to 2018 has increased each year with a 1,942% increase from 2010 to 2018 and a 127% increase from 2017 to 2018 (BACB, 2019). Moreover, demand has increased in every state since 2010. In 2018, 16,109 national job postings required or preferred BCBA’s. 339 of these job postings originated in Oregon, and 586 job postings in Washington (BACB, 2019).

A Market Analysis was completed by UO in June 2019 (see Hanover Research Report, 2019) and reported several key findings of relevance: (a) the market for applied behavior analysis degrees is not saturated, particularly in Oregon; (b) the average annualized growth rate of applied behavior analysis completions in the Far West region of the U.S. is 42.5%. For perspective, the national average for all programs is 1.6% (Hanover, 2019), (c) national projected employment growth for relevant occupations from 2016 to 2026 is 16.2%. and (d) the current number of online applied behavior analysis master’s programs nationwide is 7.

Board Certified Behavior Analysts (BCBA’s) at the Master’s level are independently practicing professionals who are often self-employed or open up small businesses employing high school graduates and college graduates of 2-year community colleges and 4-year universities, which directly supports the economic growth of Oregon communities both by stabilizing families of children with autism by providing needed insurance mandated applied behavior analysis and creating unique jobs within the community.

This program proposal directly responds to an area of need for licensed master’s level applied behavior analysis professionals in Oregon and nationally. Although BCBA’s work in a number of fields and settings, the most common area of expertise and employment is related to intellectual and developmental disabilities including autism spectrum disorder. Autism spectrum disorder, a neurodevelopmental disorder characterized by social communication delays and a

pattern of rigid and repetitive behavior (APA, 2015), has a current prevalence of 1 in 54 children eight years of age (CDC, 2020). Without appropriate early intervention autism symptoms persist over time, can seriously limit educational progress, and can contribute to worsened postsecondary outcomes. Costs of autism services in the United States alone is \$236-262 billion annually, but costs of lifelong care can be reduced by 2/3 with early diagnosis and intervention. One of the few types of treatment services that show evidence in improving the concerns associated with ASD are intervention programs that use applied behavior analysis.

Oregon has the added context of the passage of legislation (SB 365, 2013) mandating the coverage of medically necessary applied behavior analysis for the treatment of autism spectrum disorder as delivered by licensed behavior analysts (i.e., BCBA) for both public (The Oregon Health Plan) and private insurers. As of 2019, there were 186 BCBA in Oregon; however, the recommended case load for a BCBA supervising intensive services is 10 clients (Behavior Analyst Certification Board, 2014). Autism is estimated at 1.5 to 2 percent for children under 18 years of age; therefore, we can expect that approximately 15,000 children in Oregon have ASD. If prevalence remains stable and every child received ABA, Oregon would require a minimum of 1500 BCBA. Not surprisingly, regional coordinated care organizations, particularly in Southern Oregon, Eastern Oregon, and coastal cities, have noted that the need for BCBA is unmet. We expect 100% employment for the graduates of this program.

**Institution: University of Oregon**  
**Program: MS in Applied Behavior Analysis**

**Action:** At the **March 2, 2022** meeting, the Statewide Provosts Council approved a new program for **University of Oregon, MS in Applied Behavior Analysis** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **University of Oregon** Board of Trustees approved the **MS in Applied Behavior Analysis** program at its **December 1, 2021** meeting.

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**Eastern Oregon University**

Sarah Witte, provost

Approved  
 Opposed  
 Abstained



**Oregon Health & Science University**

David Robinson, interim provost

Approved  
 Opposed  
 Abstained



**Oregon State University**

Ed Feser, provost

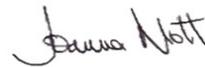
Approved  
 Opposed  
 Abstained



**Oregon Tech**

Joanna Mott, provost

Approved  
 Opposed  
 Abstained



**Portland State University**

Susan Jeffords, provost

Approved  
 Opposed  
 Abstained



**Southern Oregon University**

Susan Walsh, provost

Approved  
 Opposed  
 Abstained



**University of Oregon**

Patrick Phillips, provost

Approved  
 Opposed  
 Abstained



**Western Oregon University**

Rob Winningham, provost

Approved  
 Opposed  
 Abstained

