

Title of Issue (short descriptive title by which the issue may be referenced)

MS in Applied Behavior Analysis New Program Proposal

Description of Issue

The Department of Human Movement Studies & Special Education is proposing a new MS in Applied Behavior Analysis

Rationale for Submission

The proposal is being submitted for Faculty Senate review prior to moving to the BOV for approval.

Name	Megan Corbett
Department	Institutional Effectives & Assessment
Email	m4smith@odu.edu
Date	Oct 23, 2025



OLD DOMINION UNIVERSITY

The Graduate School

October 7, 2025

MEMORANDUM

TO: Laura Chezan
Darden College of Education & Professional Studies

FROM: Marisol Perez
Dean of the Graduate School

SUBJ: Status of Request for Curricular Change

The request to establish the new program, **MS in Applied Behavior Analysis** has been internally approved by the Graduate School. The package may potentially be submitted for SCHEV and/or SACSCOC for their review and approval.

The effective date will be determined at the conclusion of the review. **Please wait until the new program has been fully approved by SCHEV and/or SACSCOC before adding the curriculum to the Graduate Catalog.** A copy of the curricular change form is attached and has also been sent to your dean's office.

Let me know if you have any questions or concerns. Thank you.

cc: Tammi Dice, Dean, Darden College of Education & Professional Studies
Helen Jacobson, Graduate Curriculum Coordinator
Megan Corbett, Director, Office of Institutional Effectiveness & Assessment
Courseleaf

The Graduate School
2102 Monarch Hall, Norfolk, VA 23529
Phone: 757/683-4885 · Fax: 757/683-5499 · www.odu.edu/graduateschool

*Old Dominion University is an equal opportunity, affirmative action institution.
Minorities, women, veterans, and individuals with disabilities are strongly encouraged to apply.*

State Council of Higher Education for Virginia
New Degree Program Proposal Form

*With the exception of certain transfer associate degree programs (see the SCHEV New Degree Program Guidance Document) all proposals for new degree programs at Virginia public institutions of higher education must be submitted to SCHEV using the form on the following pages. The text and information already in the form **must not be altered** in any way. The institution's representative completing the form is to provide text in designated empty cells.*

Table of Contents

Note. Do Not Update the table of contents. SCHEV staff will update the table **after** the document has been submitted.

Description of Proposed Degree Program	1
I. Program Background.....	1
II. Institutional Mission.....	2
III. Delivery Format.....	2
IV. Degree Program Accreditation	4
V. State Agency Authorization	5
VI. Admission Criteria.....	5
VII. Curriculum.....	6
IX. Faculty Resources	10
X. Graduate Assistants.....	11
XI. Employment Skills.....	11
XII. Expansion of Existing Program (Sub-area, Certificate).....	12
XIII. Relation to Existing Degree Programs.....	13
XIV. Effect on Existing Degree Programs	13
Justification for the Proposed Degree Program	13
XV. Response to Current Needs (Specific Demand).....	13
XVI. Employment Demand	16
XVII. Duplication	17
XVIII. Student Demand.....	18
Projected Resource Needs for the Proposed Degree Program.....	22
XIX. Resources to Initiate and Sustain	22
Appendices.....	30
Appendix A – Sample Plan of Study	1
Appendix B – Course Descriptions.....	1
Appendix C – Faculty Curriculum Vitae (abbreviated).....	1
Appendix D – Employment Demand Virginia Office of Education Economics (VOEE) “Degree Program Labor Market Profile” Report.....	1
Appendix E – Return on Investment.....	1

Description of Proposed Degree Program

I. Program Background

Information to address: Provide the institution's legal name. Provide the degree designation and degree program name. Provide the location (school or college), and academic unit (office of the dean, if applicable) administering the degree program. Indicate the initiation semester and year. (50 words max.)

Old Dominion University (ODU) is seeking approval to offer a Master of Science (MS) in Applied Behavior Analysis (ABA), CIP Code 42.2814, to begin in Fall 2027. The program will be housed in the Darden College of Education and Professional Studies' Department of Human Movement Studies and Special Education (HMSE).

Discuss the purpose of the proposed new degree program. Indicate the focus/intent of the degree program. What overall knowledge and skills will the degree program provide students? What purpose will graduates with the specific degree designation level and discipline area serve? Indicate whether the degree program prepares students for a licensure or certification examination. (300 words max.)

The purpose of the proposed MS in ABA degree program is to teach students to design, implement, and evaluate scientifically based behavioral programs for individuals with neurodevelopmental disabilities, including autism spectrum disorder (ASD) and intellectual disabilities. ABA is the application of the science of human behavior to address socially significant behavior and improve quality of life. The degree program will provide students with foundational knowledge of human behavior and its relation to environmental events. Students will learn to design and implement behavioral programs within the context of ongoing assessment and data-based decision-making. The program will emphasize the identification, selection, and implementation of evidence-based practices (EBPs) to promote positive outcomes for individuals with neurodevelopmental disabilities. Students will become competent in behavioral assessment, selection, implementation, and evaluation of EBPs.

Graduates will be knowledgeable about the principles of human behavior and prepared to implement effective and scientifically based behavioral programs to address the needs of clients with neurodevelopmental disabilities. Graduates will be eligible to take the national certification examination and apply for state licensure as behavior analysts. The program will prepare graduates to work for public and private educational agencies, including schools, residential facilities, alternative schools, and agencies that provide behavioral services to children and adults with neurodevelopmental disabilities.

The proposed MS in ABA program will address the need for graduate-level professionals with expertise in behavior analysis and training to assess and identify the learning needs of individuals with neurodevelopmental disabilities, develop and implement culturally relevant EBPs tailored to their individual needs, values, and preferences, collaborate with parents, caregivers, and other professionals in providing effective services, and advocate for their clients.

If the degree has sub areas, succinctly summarize in two to three sentences the knowledge and skills students will obtain and what graduates will be prepared/or able to do for each sub area. (150 words max.)

If the degree program is in an emerging or cutting-edge area, indicate such. Provide a cited, formal definition. Provide a brief history of the discipline and evolution of the field. (200 words max.)

Note. Do not use the National Center for Education Statistics (NCES) definition of the CIP code.

II. Institutional Mission (if applicable—leave blank unless this is the institution’s first degree program in that 4-digit CIP category or first degree program in a new discipline at a new level.)

Information to address: How does the proposed degree program align with the institution’s SCHEV-approved mission statement? Include a quoted word or words from the mission statement for the explanation to show alignment. As a standalone statement, indicate whether and how the proposed degree program is referenced in relevant state planning documents, specifically the most recent six-year plan and/or the institution’s performance agreement with the state, if applicable. (150 words max.)

The proposed MS in ABA program will align with ODU’s mission by offering a rigorous and “dynamic online learning” program to equip graduate students with the knowledge, skills, and dispositions and “motivate the pursuit of excellence” in behavior analysis. The program will “collaborate with strategic partners” to provide students with clinical experiences to “address challenges and propose solutions” that impact the “environment, health, and wellness” in their communities.

The proposed program is included in ODU’s 2023-2028 Six-Year Plan.

III. Delivery Format

The delivery format is the format for the entire degree program and not individual courses in the degree program.

- “Face to face” delivery format means that the institution offers the entire degree program in person including all core and required courses, all experiential courses, all restricted elective courses, and all sub areas, if applicable. If at least one core course or a required experiential course *must* be taken only online, the degree program would be considered a “hybrid” delivery format.
- A “fully online” delivery format means that the institution offers the entire degree program online including all core and required courses, all experiential courses, all restricted elective courses, and all sub areas, if applicable. If at least one core course or a required experiential course *must* be taken only face to face (in person), the degree program would be considered a “hybrid” delivery format.
- A “hybrid” delivery format means that the program is intentionally designed to require that at least one core or required course, including experiential courses be available and offered in a delivery format that is different from other core or required courses. The course is not available in multiple delivery formats.

Check one box.

- ☐ Face to face
☒ Fully online
☐ Hybrid
☐ Face to face and Fully Online

If the proposed degree program will be available fully online, describe the institutional resources to offer the degree program fully online. Or, if the degree program will be available in a hybrid format, describe institutional resources to offer the core or required courses that are only available in the online format. Indicate services and the availability of services to support students. Indicate the training and support, and availability of both for the faculty teaching online core and required courses. (500 words max.)

Note. If the degree program will be offered in a hybrid format, indicate the specific core or required courses would be offered **only** face to face or which core or required courses would be offered **only** online. The courses cannot be offered in multiple delivery formats.

The proposed MS in ABA will be offered in a fully online format. All required courses will be offered in an online asynchronous format. Several institutional resources are available to support the proposed fully online program.

First, ODU has a long-standing history of delivering distance learning or online education through its ODUGlobal programs. ODUGlobal offers more than 120 academic programs, including over 40 online bachelor's degrees and master's degrees in multiple domains. In 2025, ODUGlobal was ranked #1 Best Online College in Virginia (Niche.com) and #8 Best Online Colleges and Universities (SDsmart.org). Therefore, ODU has the infrastructure to provide effective and high-quality online programs in addition to multiple marketing and recruitment strategies.

Second, ODU utilizes Canvas as the institution's Learning Management System (LMS). Canvas is a web-based course management tool that allows faculty to manage course content while accommodating the needs of students through multiple electronic media tools, including Microsoft Word, PowerPoint, Excel, and video and audio recordings. For asynchronous courses and course content management, faculty and students will utilize Canvas. For weekly office hours, students and faculty will connect via Zoom. Zoom is a cloud-based web-conference tool that allows users from various locations to meet, collaborate, share content, and engage in discussions. Moreover, ODU uses Microsoft Office 365, which allows students to work individually or collectively on documents and presentations.

Third, a variety of resources and services are available to support students and the learning process. Examples of services include academic coaching, educational accessibility, library and interlibrary loan services, tutoring, advisement, mentoring, counseling and mental health, and technology services. For example, the university provides technology services 24 hours a day, 7 days a week, to students and faculty. The Technology Services Help Desk assists students in accessing university services and online courses, provides training on how to access online courses, free software, and resources on how to succeed as an online ODU

student. These services are available to all students enrolled in degree and non-degree programs offered at ODU.

Fourth, all faculty teaching online courses are trained in course development and delivery through the Center for Faculty Development. The instructional designers, technologists, and other staff (a) assist faculty with the implementation of digital technology into courses, (b) disseminate the latest in course development strategies, and (c) provide ongoing support throughout the semester. For example, the Center for Faculty Development offers multiple training sessions each semester on various topics, such as syllabus design, story mapping, online teaching strategies, Canva, AI tools for teaching, and active learning. ODUGlobal offers professional development to support faculty in creating courses in an asynchronous online format and using tools and strategies to promote student learning, motivation, and success.

IV. Degree Program Accreditation (if applicable—leave blank unless accreditation will be sought.)

Information to address: Which accrediting organization will be used for the proposed degree program? Succinctly indicate and cite the mission of the accreditation agency. What will be the process for accreditation? When (in which year) will accreditation be sought and achieved? Indicate the review cycle time frame after a degree program is accredited. (250 words max.)

The proposed MS in ABA degree program will seek accreditation from the Association for Behavior Analysis International (ABAI). The ABAI Accreditation Board (“the Accreditation Board”) is the governance body responsible for the accreditation of post-secondary training programs in behavior analysis at the bachelor’s, master’s, and doctoral levels. The mission of ABAI is to support, develop, and disseminate the science of behavior analysis to enhance the well-being of society and its members.¹.

The accreditation process consists of several steps. First, the program submits a request for preliminary review and determination of eligibility. Second, the program submits a formal application for accreditation consisting of (a) evidence of institutional accreditation, (b) a self-study report, and (c) an application fee. Third, ABAI schedules a site visit for visitors to review and verify the information in the self-evaluation report and evaluate compliance with accreditation standards and policies. Fourth, the program reviews and responds to the site visit report within 30 days prior to ABAI making an accreditation decision.

The proposed degree program will submit the request for preliminary review and determination of eligibility in December 2029. The self-study will be submitted in January 2030, and the site visit will be scheduled in March or April 2030. The ABAI Accreditation Board decision will be made in August 2030.

The review cycle time for accreditation is 5 years, but it may vary between 3 and 7 years in exceptional cases. Programs must apply for re-accreditation 1 year before the expiration of the initial accreditation.

¹ Association for Behavior Analysis International (n.d.). *About Us*. Association for Behavior Analysis. <https://www.abainternational.org/about-us/strategic-plan.aspx>

If the proposed degree program must be approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as a substantive change, indicate such. Indicate whether documentation has been submitted to SACSCOC and if so, the date. Indicate the status of the substantive change submission and the timeline for consideration. If documentation has not been submitted to SACSCOC, indicate why and the timeline for submitting the substantive change request. (200 words max.)

The proposed program does not meet SACSCOC standards for a substantive change.

V. State Agency Authorization (if applicable—leave blank unless the degree program will be submitted for approval to another state agency or board.) Information to address: Which state board licensing agency will have to authorize the proposed degree program? Indicate whether the state board provides information to meet state licensing requirements. What will be the process for state authorization? Indicate the requirements the proposed degree program will be required to meet. (200 words max.)

VI. Admission Criteria (if applicable—leave blank unless the degree program has specific admission criteria beyond the general requirements for admission to the institution.)

Note. *Admission criteria are required for all doctoral level degree programs.*

Information to address: What are the admission criteria for the proposed degree program? Will an admission committee be used? If so, who will comprise the committee and what will be the committee's responsibilities? Will transfer credit be accepted toward fulfillment of program requirements? If there are any limitations on transferability of courses or credit hours into the degree program (e.g., the number of credit hours), indicate such. Indicate to which coursework transfer courses will be applied. (400 words max.)

Note. Transfer courses cannot be used to substitute core coursework. A statement is required to indicate such.

Admission to the proposed MS in ABA program will include additional requirements beyond the admissions policies of the ODU Graduate School. To be admitted to the proposed MS in ABA degree program, students must:

- Have a cumulative GPA of 3.0 or higher (on a 4.0 scale) in the undergraduate degree.
- Submit a resume or CV.
- Provide two letters of recommendation from current or former faculty or employers describing the applicant's previous performance in academic or professional settings, individual characteristics, and strengths that make the applicant a good candidate for a master's degree program in applied behavior analysis.
- Submit a 500-word essay describing the applicant's interest in applied behavior analysis, experience with individuals with disabilities, and their career goals.

International applications will have the following additional requirements.

- English Proficiency: the minimum Test of English as a Foreign Language (TOEFL) score of 550 PBT or 79-80IBT for non-native English speakers

Admission as a graduate student at ODU does not imply acceptance into the MS in ABA program. An admission committee consisting of two full-time faculty members will determine which students are accepted into the program. The committee members will (a) review all

complete applications, (b) score the applicants' essays, (c) determine the applicants' fit with the program, and (d) make an admission decision. The coordinator of the proposed MS in ABA program will inform the applicants about the admission decision.

Three credits can be transferred into the program to substitute for the elective.

VII. Curriculum

Information to address: Indicate degree designation and degree program name and total credit hours required for the degree program. If the degree program will include/require sub areas, only indicate the number and name of the sub areas. If the degree program will require an internship, practicum, capstone course, or dissertation, indicate such via a statement for each. (50 words max.)

Note. This introductory paragraph will have a minimum of one sentence and up to five additional sentences depending on a subarea requirement and experiential learning requirements.

The proposed MS in ABA will require 36 credit hours of graduate-level coursework, including 6 credit hours of supervised experiential learning in behavior analysis. A capstone project will be required at the end of the program. The proposed project does not include sub-areas.

Summarize the core coursework. Indicate the knowledge, skills, and/or abilities that all students will learn from the coursework. What is the particular focus and strengths, if any of the core coursework? Summarize the required coursework and indicate the knowledge and skills all students from gain from required coursework. (150 words max.)

Note. Do not include sub area courses, restricted elective courses, or any other courses that all students are not required to complete.

The curriculum will focus on knowledge of human behavior, and behavioral principles and procedures needed to (a) change behavior, (b) increase independent functioning, and (c) improve quality of life.

The core courses will teach students the history and philosophy of behavior analysis, the technical terminology specific to behavior analysis, and the application of concepts and principles in practice. Students will learn to identify, use, and assess culturally relevant EBPs while engaging in ethical and professional conduct expected of behavior analysts. Students will gain skills in defining, measuring, and recording behavior, graphing and analyzing data, and systematically manipulating interventions to change behavior. Students will learn how to design and conduct experimental studies in educational and clinical settings and critically analyze and evaluate the findings of published behavior-analytic studies. Students will learn to collaborate with clients, caregivers, and other professionals, and will learn to mentor and supervise lower-level behavior analysts and caregivers.

If sub areas are included, summarize in one or two sentences the purpose of each sub area. (75 words max.)

The proposed program does not include sub areas.

If experiential learning (internship, practicum, or clinical) is required, summarize in one to two sentences the purpose of the requirement. What knowledge will the experience provide for students? (75 words max.)

Note. Provide separate paragraphs if more than one experiential requirement is required.

Clinical coursework will prepare students to discuss and investigate issues, problems, concerns, and processes related to their clinical experience in applied settings. It will allow students to practice and master the necessary skills to become effective behavior analysts and scientist-practitioners in applied settings.

If a capstone project or dissertation is required, summarize in one or two sentences the purpose of the requirement. Provide separate paragraphs if a capstone project and dissertation are required. (100 words max.)

The capstone project will provide students with the opportunity to develop competence in selecting a research topic, defining a conceptual or experimental problem, identifying an experimental method to address the topic, conducting an experimental investigation, and disseminating findings. Additionally, it will fulfill the ABAI accreditation requirements.

Are new courses included in the curriculum? If yes, provide a statement indicating how new courses are denoted. (10 words max.)

New courses are denoted with an asterisk.

Program Requirements

Information to address: Provide a category heading (group) (e.g., general education requirements, core courses, foundation courses, research courses, sub areas (term to be used from SCHEV terms), restricted electives, research method courses, clinical, internship, practicum, thesis, electives, dissertation) for all coursework and the required number of credit hours for the category. Indicate course information (designator/prefix, name, and credit hour value). The category headings should be bold. Specific sub area headings are underlined.

Note. Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. The justification will be provided in a separate standalone paragraph.

If sub areas are included/required in the curriculum, include a brief detailed description of the purpose/focus of each sub area. Indicate any required courses for the sub area.

Note. Sub areas are designated as: concentrations, emphasis areas, focus areas, majors, options, specializations, or tracks. (500 words max.) A separate table should be inserted in the text box.

Academic Core Courses (21 credits)

SPED 740 Concepts and Principles in Behavior Analysis (3 credits)
SPED 742 Ethics in Behavior Analysis (3 credits)
SPED 743 Assessments and Interventions I: Positive Behavior Support (3 credits)
SPED 744 Theory and Philosophy in Behavior Analysis (3 credits)
SPED 745 Assessments and Interventions II: Verbal Behavior (3 credits)
SPED 746 Organizational Behavior Management (3 credits)
*SPED 747 Advanced Behavior Analysis (3 credits)

Research Core Courses (6 credits)

SPED 741 Research Methods in Behavior Analysis (3 credits)
FOUN 611 Introduction to Research Methods in Education (3 credits) or
SPED 612 Applied Research Methods in Education (3 credits)

Clinical Courses (6 credits)

*SPED 783 Seminar in Applied Behavior Analysis (3 times at 1 credit each = 3 credits)

*SPED 768 Supervised Experiential Learning in Behavior Analysis (3 credits)

Electives (3 credits)

Students will select one course from a prescribed list of courses in one of the two categories listed below. Additional courses can be identified based on students' interests with the approval of the program director.

Autism Spectrum Disorders

SPED 625 Characteristics of Students with Autism Spectrum Disorder (3 credits)

SPED 627 Instructional Strategies for Students with Autism Spectrum Disorder (3 credits)

Psychology

PSYC 661 Psychopathology (3 credits)

PSYC 750 Organizational Psychology (3 credits)

PSYC 763 Personnel Psychology (3 credits)

Optional Courses (15 credits)

Students may elect to enroll in SPED 769 Applied Behavior Analysis: Supervised Fieldwork Experience (3 credits) if they want to complete their supervised fieldwork through ODU. The course can be repeated 5 times for a total of 15 credits. This course is not required to satisfy the degree requirements.

Total Credit Hours = 36

Indicate the total credit hours for the degree program.

Experiential Learning – Internship, Practicum, Clinical, or Capstone Course (if applicable—leave blank unless the degree program includes an experiential learning requirement.)

Information to address: Provide a detailed description of the requirements of the experiential learning to include: contact hours; if student area allowed to complete the requirement at their current place of employment; what students will be responsible for completing (deliverables); who is responsible for the student's final grade; and what will happen if the student fails the course, once and twice.

Note. If the degree program is fully online, indicate how students will complete any experiential learning requirements. Indicate whether students will be responsible for securing a location to complete the requirements. (650 words max.)

Full-time students will enroll in one seminar course during each semester, except for their last semester in the program. Part-time students will be required to enroll in one seminar course during 3 semesters in the program. The seminar is student-driven, meaning that students will work with their advisor to identify, develop, and finalize their topic for the capstone research project. The seminar does not require contact hours. During their last semester in the program, students must enroll in one supervised experiential learning course. During this course, students will complete their capstone research project and produce a formal written report. Students can complete their supervised learning experience in their current place of

employment or at a clinical site in a behavior-analytic or educational agency under the guidance of a qualified supervisor and their faculty advisor. Students who are not employed have the option to complete their supervised learning experience at one of the clinical sites identified by the program or by the students themselves. If students do not attend one of the clinical sites identified by the program, they are responsible for securing a location to complete this requirement. Students will be required to engage in a minimum of 150 supervised fieldwork experience hours. They will be evaluated by their instructor for the final project and by their site supervisor. Grades will be based on a pass/fail basis. If a student fails, they will be allowed to retake the failed portion. A second failure will result in dismissal from the degree program.

See Appendix __ for a list of experiential learning sites.

Doctoral Requirements and Procedures (if applicable—leave blank unless the degree program is at the doctoral level.)

Information to address: Provide a detailed description of the requirements for students to fulfill all dissertation requirements. Indicate requirements for: committee(s) composition, examinations (written and oral), conduct in research, admission to candidacy, dissertation proposal, and dissertation defense. Time frames can be included if applicable. (800 words max.)

See Appendix A for the sample plan of study.

See Appendix B for course descriptions.

Note. A separate appendix should be added for each of the following, if applicable: experiential (practicum, internship, or clinical) sites, accreditation curriculum standards or requirements, or discipline-specific national organization professional curriculum standards. Add appendices at the end of this proposal document.

Are additional appendix items included at the end of this proposal document?

☒ Yes

☐ No

SCHEV Requirement

If the degree program exceeds the State Council's maximum for a bachelor's degree program or an associate degree program, provide a detailed explanation as to why excess credits are necessary. (200 words max.)

The proposed program is at the master's level and, therefore, is not subject to this SCHEV requirement.

VIII. Time to Degree (if applicable—leave blank unless one of the conditions below is met.)

This section is required if the proposed degree program:

- *is designed to be offered in a non-standard format;*
- *in the case of bachelor and associate degree programs, exceeds SCHEV's maximum for total credit hours; or*
- *is a doctoral level degree program.*

Information to address: How is the proposed degree program designed (e.g., full-time or part-time student enrollment only, cohort model, executive format)? How many years (semesters) will students (full-time and/or part-time) take to complete the degree program? Is summer enrollment required? What is the institution's maximum time (by policy) for completion from matriculation? (200 words max.)

IX. Faculty Resources

Information to address: Describe the extent of faculty resources teaching core and required courses. Indicate the academic unit administering the proposed degree program. Indicate the number of faculty to teach core and required courses; indicate faculty qualifications (years teaching the core and required courses) in the discipline. (100 words max.)

The HMSE has two full-time faculty members who will teach the core and required courses for the proposed program. The faculty members have doctoral degrees in behavior analysis and education and are certified as behavior analysts at the doctoral level (Board Certified Behavior Analyst-Doctoral, BCBA-D). They have over 20 years of combined experience in teaching and research in behavior analysis.

The HMSE has three adjunct supervisors with experience supervising students at clinical sites. The adjunct supervisors are BCBAs with master's degrees in education, psychology, and behavior analysis, and a minimum of 7 years of experience in behavior analysis.

Will faculty from other academic units be used to teach core and required courses? If so, which academic units? Describe qualifications of faculty teaching core and required courses for the proposed degree program. (300 words max.)

Note. The information should be separated by each academic unit.

One of the research core courses (FOUN 611: Introduction to Research Methods in Education or FOUN 612: Applied Research Methods in Education) will be offered in the Department of STEM Education and Professional Studies. The research core courses included in the MS in ABA program are taught by full-time faculty with expertise in educational psychology, assessments and interventions, and experimental methods. These courses are open to all graduate students in the Darden College of Education and Professional Studies.

Will new full-time faculty be hired to teach core and/or required courses? If so, which year(s) during the first five years of offering the proposed degree program? At what rank will new faculty be hired? What specific credentials will be sought or required? What specialization or discipline area will be required or sought? (300 words max.)

No new faculty will be hired to initiate the proposed MS in ABA program.

Will adjunct faculty be utilized or hired to teach core and/or required courses? If so, how many? In which year(s) during the first five years of offering will adjunct faculty be needed? What credentials including, the minimum number of years teaching in the discipline will be sought or required for adjunct faculty? What specialization or discipline area will be required or sought? (100 words max.)

Note. Do not provide the specific credentials of existing adjunct faculty. The credentials for adjunct faculty should be general requirements all adjunct faculty will have to meet to teach core and required courses in the proposed degree program.

The HMSE has two adjunct faculty members who will teach core and required courses. The adjunct faculty members have doctoral degrees and are certified as BCBA-D. They have over 15 years of experience in clinical and academic settings and have taught previously in the existing ABA Certificate Program. Both adjunct faculty members have expertise with individuals with ASD, behavioral support, research methods in behavior analysis, and practice in behavior-analytic clinics. The adjunct faculty members will teach courses offered in the fall semester, beginning with Year 2 of the proposed MS in ABA program.

See Appendix C for faculty abbreviated curriculum vitae.

Faculty Extramural Funding

This section is required if the proposed degree program is a Doctor of Philosophy (PhD) degree program. The section can be included if funding is secured for applied doctoral level degree programs. The information is provided as an appendix entitled "Faculty Extramural Funding."

Information to Address: Indicate the faculty name (indicate investigator status); name of grant; grant amount; time frame/award years; funding agency; and an abstract of the grant. Grants included must be within the last three (3) years prior to submission of the proposal document. The grant must be directly associated with the area of study of the proposed degree program.

X. Graduate Assistants (if applicable—leave blank if graduate assistants will not be funded by the proposed degree program.)

Information to address: Will the proposed degree program have/utilize graduate assistants – teaching and/or research? How many graduate assistants will be utilized? Indicate the duties and responsibilities of graduate assistants. If the number of graduate assistants will increase annually indicate such and the number annually. What will be the total number of graduate assistants by the target year?

In which year during the first five years will graduate teaching assistants be utilized? What will be the responsibilities of the position? (100 words max.)

In which year during the first five years will graduate research assistants be utilized? What will be the responsibilities of the position. (100 words max.)

XI. Employment Skills

Information to address: What **specific** employment skills will all graduates possess? What will all graduates be able to do on a job? (150 words max.)

Note. Employment skills are not learning outcomes. The abilities and skills indicated for the employment skills must be appropriate to the curriculum's core and required coursework **and** the degree designation level and discipline area of the proposed degree program, **and** to the

occupations (position titles) that are identified by the Virginia Office of Education Economics (VOEE) in the Employment Demand section of the proposal document.

Graduates of the proposed degree program will be able to engage in professional practice. All graduates of the proposed MS in ABA will be able to:

- Conduct behavioral assessments to determine the level of performance, including behavioral deficits and excesses.
- Develop, monitor, and evaluate the effects of behavior-change interventions to promote skill acquisition and reduce challenging behavior.
- Train, supervise, and mentor staff members and supervisees in the implementation of assessments, data collection, and behavior-change procedures.
- Identify, select, and use human, material, and technological resources to perform professional roles and keep abreast of the field's knowledge base.
- Engage in collaboration with clients, parents, caregivers, colleagues, and other professionals through communication and shared decision-making.
- Adhere to legal, professional, and ethical guidelines and advocate for sound professional practices and public policies to enhance clients' outcomes.
- Disseminate behavior analysis by educating and training clients, parents, caregivers, and professionals on the use of behavior-change interventions.

What are the specific employment skills of students who complete a specific sub area, if applicable? Provide separate paragraphs for each sub area. (200 words max.)

The proposed program does not include sub areas.

XII. Expansion of Existing Program (Sub-area, Certificate) (if applicable—leave blank if the institution does not already offer a sub-area in an existing degree program or a certificate program at the same level as the proposed degree program.)

Information to address: Is the proposed degree program an expansion of an existing sub-area (e.g., concentration, emphasis area, focus area, major, option, specialization, or track) or certificate program? If so, explain the historical and disciplinary relationship of the proposed degree program to the existing program at the institution. What effects will the proposed degree program have on existing sub areas in degree programs or certificate programs? Will any sub area or certificate program be closed or altered? If so or not, indicate such. (500 words max.)

The proposed MS in ABA is an expansion of the existing ABA Certificate program. The ABA Certificate program targets students who already hold a master's degree or who complete their master's degree concurrently with the certificate program. The ABA Certificate program does not result in a degree, and most students enrolled in the certificate program are full-time professionals who intend to obtain national certification in behavior analysis at the graduate level.

The proposed degree program will expand the certificate by offering students with a bachelor's degree the opportunity to complete their graduate-level education and become eligible for national certification as behavior analysts within the same master's degree program. It will also expand the options for those interested in BCBAs' jobs outside the K-12 settings.

The existing ABA Certificate program will be discontinued in 2029 because it will no longer meet the certification requirements established by BACB. The BACB requires that all applicants seeking national certification in behavior analysis must have a master's degree from an accredited program beginning January 1, 2032. Therefore, the proposed MS in ABA will seek ABAI accreditation in 2029 and will replace the existing ABA Certificate program.

XIII. Relation to Existing Degree Programs (if applicable—leave blank if the institution does not already offer a degree program at the same degree designation level and in a similar or related disciplinary area as the proposed degree program.)

Information to address: Is the institution offering other degree programs that are similar or related to the proposed degree program? Indicate the degree designation and degree program name. Indicate the academic unit location of the existing degree program(s). Indicate the academic unit of the proposed degree program. For each existing degree program, describe and compare the focus/purpose, core and required curriculum requirements, and employment outcomes for graduates to the focus/purpose, core and required curriculum requirements, and employment outcomes for graduates of the proposed degree program. (500 words max.)

Note. Degree programs must be at the same degree level as the proposed degree program.

XIV. Effect on Existing Degree Programs

Information to address: How will the initiation and operation of the proposed degree program affect the operation of existing degree programs? Will the initiation and operation of the proposed degree program affect resources available to any other existing degree programs in the academic unit, college or school, or at the institution? Has the institution analyzed the effect of student enrollment on existing degree programs? Will any degree program(s) close as a result of the initiation of the proposed degree program? (200 words max.)

Justification for the Proposed Degree Program

XV. Response to Current Needs (Specific Demand)

Information to address: Provide an objective account of the need for a new degree program at the degree level and in the discipline proposed. The account should appeal to objective evidence from reliable cited sources. Needs addressed by the proposed degree program should be referenced to all relevant levels: local, state, and, national. Information should be quoted (with citations) where appropriate. Indicate the page number for quoted text. (1200 words max.)

Note. Information about employment demand and information about job openings should not be included in this section.

Professionals with graduate-level degrees in behavior analysis, Board Certified Behavior Analysts (BCBAs), play a critical role in improving the lives of individuals with disabilities, including neurodevelopmental disabilities such as ASD and other behavioral health conditions. They work with clients, caregivers, and other professionals to design comprehensive programs that enhance quality of life. Graduate-level behavior analysts train, supervise, and evaluate lower-level behavior analysts, teachers, and caregivers implementing behavioral interventions in clinical, educational, and home settings. They also work collaboratively with clients,

caregivers, and advocates in the field of ASD to influence policy at local, state, and national levels. Thus, the need to train BCBAs is critical to ensure the delivery of effective, quality, and evidence-based behavioral interventions.

The proposed MS in ABA responds to current needs in the Commonwealth of Virginia and nationwide by preparing students to work within areas that need professionals with a master's degree in behavior analysis. The current needs include (1) an increased market demand for behavioral services, (2) improved client outcomes through scientifically based interventions, and (3) enhanced competence and quality of behavioral services.

Increased Demand for Behavioral Services

One of the factors contributing to the high demand for behavioral services is the growth in the number of children diagnosed with ASD. Current prevalence estimates of ASD in the US suggest that 1 in 31 children has been identified with ASD.² The increase in the number of children with ASD has also been documented in Virginia. According to the Virginia Department of Education, the number of individuals ages 3 to 21 receiving special education services under the category of ASD was 33,576 in 2024-2025.³ Individuals with ASD present unique characteristics, including deficits in social communication and restrictive and repetitive behavior.⁴ Without scientifically based interventions, these deficits become more prominent during the transition to adulthood and lead to social isolation, depression, and challenging behavior.⁵

Although BCBAs can serve various populations, ASD remains their primary employment domain. Specifically, 82.11% of all BCBAs provide services to individuals with ASD⁶. Thus, training more BCBAs expands access to behavioral services. The proposed MS in ABA aims to address the increased demand for behavioral services by providing students with advanced coursework in the science of human behavior to understand the influence of biological and environmental factors on clients' behavior and enhance their quality of life.

Improved Client Outcomes Through Scientifically Based Interventions

ABA (i.e., the application of the science of human behavior to address socially significant behavior and improve the quality of life) has been documented as one of the most effective instructional approaches for individuals with neurodevelopmental disorders.^{7,8} Researchers

² Shaw, K.A., Williams, S., Patrick, M. E., ...Maenner, M. J. (2025). Prevalence and early identification of autism spectrum disorder among children aged 4 and 8 years — Autism and Developmental Disabilities Monitoring Network, 16 Sites, United States, 2022. *MMWR Surveillance Summaries*, 74 (No. SS-2): 1-22.

³ Virginia Department of Education (n.d.). *Child Count*, Virginia Department of Education. <https://www.doe.virginia.gov/programs-services/special-education/reports-plans-statistics>

⁴ American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.

⁵ Laugeson, E. A., Frankel, F., Gantman, A., Dillon, A. R., & Mogil, C. (2012). Evidence-based social skills training for adolescents with autism spectrum disorder: The UCLA PEERS program. *Journal of Autism and Developmental Disorders*, 42, 1025-1036. <https://doi.org/10.1007/s10803-011-1339-1>

⁶ Behavior Analyst Certification Board (BACB, 2024). Retrieved from: https://www.bacb.com/bacb-certificant-data/#demographic_data

⁷ Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.). Pearson Prentice Hall.

⁸ Shook, G. L., Ala'I-Rosales, S., & Glenn, S. S. (2002). Training and certified behavior analysts. *Behavior Modification*, 26, 27-48. <https://doi.org/10.1177/0145445502026001003>

have shown that ABA intensive early intervention services produce positive cognitive, social-communication, and independent living outcomes⁹. ABA interventions are provided by behavior analysts trained to design, implement, and evaluate scientifically based behavioral interventions. Graduates of the proposed MS in ABA program will possess the skills to address the behavioral needs of individuals with neurodevelopmental disabilities across the lifespan.

The proposed MS in ABA will provide extensive training in selecting, implementing, and evaluating culturally relevant EBPs while considering the client's characteristics, values, and preferences. Graduates will learn how to conduct assessments, develop individualized scientific interventions, monitor the effectiveness of interventions and their implementation with fidelity, and make empirical decisions to revise interventions and maximize their effectiveness.

Competence and Quality of Services

In response to the increase in the number of children with ASD and the need to respond to the growing demands for early diagnostic and scientifically based treatment, efforts have been made to facilitate the provision of behavioral services by qualified professionals both at the national and at the state level. Nationally, parent groups have advocated for ABA services for children with ASD and insurance coverage for these services.^{10,11} Most often, BCBAs working with individuals with ASD are paid by Medicaid or private insurance companies. Second, the BACB has raised the training and competency requirements to ensure that professionals have the knowledge and skills to deliver quality behavioral services. Beginning January 1, 2032, the eligibility criterion to obtain a national certification in behavior analysis at the master's level is to have a master's degree from an accredited program¹². Graduates of the proposed MS in ABA program will meet the eligibility criterion to apply for the national certification examination at the master's level.

At the state level, Governor Robert McDonnell signed H.B. 2467 into law, requiring health plans to provide coverage for the diagnosis and treatment of ASD in children aged 2 to 6 years old. One of the treatments covered by health plans is ABA. In 2015, Governor Terry McAuliffe extended coverage to children aged 2 to 10 years old (H.B. 1940), which was subsequently expanded to cover the diagnosis and treatment of individuals with ASD aged 2 to 14 years old (H.B. 984). The law also requires that ABA must be provided by a BCBA who is licensed in Virginia. In Virginia, licensure is overseen by the Virginia Department of Health Professions, Board of Medicine. The Regulations Governing the Practice of Behavior Analysis state that to receive a license as a behavior analyst, "an applicant for a license to practice as a behavior analyst shall hold current certification as a BCBA[®] obtained by meeting

⁹ Lovaas, I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55, 3-9. <https://doi.org/10.1037/0022-006X.55.1.3>

¹⁰ Baller, J. B., Barry, C. L., Shea, K., Walker, M. M., Ouellette, R., & Mandell, D. S. (2016). Assessing early implementation of state autism insurance mandates. *Autism*, 20, 796-807. <https://doi.org/10.1177/1362361315605972>

¹¹ Guercio, J. M., & Murray, W. J. (2014). Licensure for behavior analysts: The path to responsible and cooperative action. *Behavior Interventions*, 29, 225-240. <https://doi.org/10.1002/bin.1388>

¹² Behavior Analyst Certification Board (n.d.). Recent and upcoming changes to the BACB requirements. <https://www.bacb.com/upcoming-changes/>

qualifications and passage of the examination required for certification as a BCBA[®] by the BACB,” (Virginia Regulations Covering the Practice of Behavior Analysis, p. 4).¹³

The proposed MS in ABA will provide advanced coursework to prepare students with knowledge and skills in behavior analysis and behavior-analytic research, which would allow students to design comprehensive and effective programs and deliver high-quality behavioral services. Graduates of the program will also learn to identify and critically evaluate behavior-analytic research to stay informed about the most recent developments in the field of behavior analysis. Furthermore, graduates of the program will be eligible to take the national examination to obtain certification as BCBAs and then apply for licensure as a behavior analyst in Virginia.

Note. If text is quoted from a source that is only available via subscription, paid subscription, or membership, an appendix item of the publication (or excerpt if longer than 15 pages) can be included at the end of the proposal. If more than one article or, book pages, title each appendix with the name of the publication.

XVI. Employment Demand

Provide specified information from the Virginia Office of Education Economics (VOEE) “Degree Program Labor Market Profile” report in tables A and B below.

A. State Labor Market Information for Aligned Occupations

Occupation	Workforce (Current Year)	Workforce (5-yr projection)	Workforce Change (5-yr projection)	Workforce % Change (5-yr projection)
Psychologists, All Other	1,688	1,824	136	8.1%
Managers, All Other	35,643	37,100	1,457	4.1%
State Total	37,331	38,924	1,593	4.3%

(Expand the table as necessary.)

If no data is available, indicate why. For example, the degree or the degree level is not required.
(50 words max.)

INSERT TEXT

B. Regional (GO Virginia) Labor Market Information for Aligned Occupations

Occupation	Workforce (Current Year)	Workforce (5-yr projection)	Workforce Change (5-yr projection)	Workforce % Change (5-yr projection)
Psychologists, All Other	328	350	22	6.6%
Managers, All Other	4,659	4,753	94	2.0%

¹³ <https://www.dhp.virginia.gov/media/dhpweb/docs/med/leg/BehaviorAnalysis.pdf>

Region Total	4,987	5,103	116	2.3%
---------------------	--------------	--------------	------------	-------------

(Expand the table as necessary.)

C. Graduates of Existing Degree Programs Compared with Aligned Workforce Demand (Provide information from the VOEE report. See Chart 8.)

Avg Annual Degrees Granted	Avg Annual Openings	Ratio: Degrees to Openings
65	3,206	65:3206

(Expand the table as necessary.)

D. If no VOEE data is available, information from the U.S. Bureau of Labor Statistics (BLS) and Virginia Works can be provided.

BLS information must only include education and job outlook. 20__-20__ (10-Yr)

INSERT TEXT

Virginia Works, Labor Market Information must only include long-term employment projections. Complete the table. 20__-20__ (10-Yr)

Occupation	Base Year Employment	Projected Employment	Numeric Change	Percent Change	Annual Openings Due to Change

(Expand the table as necessary.)

See Appendix D for the complete VOEE “Degree Program Labor Market Profile” report.

Return on Investment

Information to address: Provide information for ‘return on investment’ for existing similar degree programs in Virginia. The information will utilize an analysis conducted by the Foundation for Research on Equal Opportunity; refer to <https://freopp.org/roi-landing/>.

Note. The information is included as an appendix item. If the Foundation does not have information on the discipline of the proposed degree program, institutions may utilize another credible source and must cite the source in Appendix E.

Is the return on investment table completed in the appendix?

Yes ☐

No ☒

If no, provide an explanation detailing the reason. (300 words max.)

The Foundation does not have information on the discipline of the proposed degree program.
--

See Appendix E for return on investment information.

XVII. Duplication

Information to address: Provide the institution’s name. Provide student enrollment and graduation data for similar (same CIP code) and related (similar name and/or curriculum requirements) existing degree programs at public institutions in Virginia. For degree program

information, utilize the SCHEV Degree and Certificate Inventory <https://www.schev.edu/students/applying-for-college/degree-certificate-search> and the current catalog for institutions. **Note.** Only data from SCHEV Policy Analytics may be used. Do not include CIP codes for the degree programs.

Student enrollment: https://research.schev.edu/enrollment/E16_Report.asp

Student completions: https://research.schev.edu/Completions/C1Level2_Report.asp

Enrollment and Degrees Awarded for Comparable Degree Programs in Virginia

Enrollment	Fall 20__	Fall 20__	Fall 20__	Fall 20__	Fall 20__
Degrees Awarded	Year 20__	Year 20__	Year 20__	Year 20__	Year 20__
Institution Name					

(Expand the table as necessary.)

Optional Explanation

Information to address: Explain how there is need for more graduates in the discipline and at the degree level being proposed.

Note. The explanation should take into account the degree productivity of existing degree programs and relevant labor conditions, according to data from Virginia Office of Education Economics (VOEE) adduced in the Employment Demand section. (300 words max.)

Old Dominion University would be the first public institution in Virginia to offer a standalone MS degree program in Applied Behavior Analysis. Two public institutions in the state offer a related degree program. George Mason University offers a Master's in Special Education with a Graduate Certificate in Applied Behavior Analysis (30 credits; CIP code 13.1099). James Madison University offers a Master of Arts in Psychological Sciences with a Concentration in Behavior Analysis (36 credits; CIP code 42.9999).

With the limited options within the state to earn a degree in Applied Behavior Analysis and a growing need for VOEE aligned positions both at the state and regional level, there is clear need for more graduates in the discipline at the Master's degree level.

XVIII. Student Demand

Target Population/Student Enrollment

Student demand must be demonstrated for all new proposed degree programs. If the proposed degree program is designed to address a special population (e.g., a specific population of professionals or a specific industry), the student demand information should reflect demand from the target population.

Information to address: To which specific groups of people will the institution market the proposed degree program? How did the institution gather data to determine students would enroll in the degree program? Did the institution survey any specific population? If yes, how many people were surveyed? Provide demographic information to describe the population and that demonstrates the people would possess qualifications (e.g., student rank, prior degrees, years of

professional work experience) to be admitted to the degree program. How many people indicated they would enroll in the proposed degree program if offered by the institution? (450 words max.)

Note. Only use real numbers for writing survey results. Do not use percentages. Separate Likert scale responses. If different populations were surveyed, the write-up for results must be separate. A separate appendix must be included for each survey administered. A maximum of 2 sources of student demand can be provided.)

The institution will market the proposed MS in ABA to undergraduate students who have obtained a BS or BA in any field of study. However, preference will be given to graduates from the field of special education, psychology, counselling and mental health, and speech-language pathology who have previous experience with people with disabilities.

Evidence of student demand for the proposed MS in ABA was obtained by administering a survey to current undergraduate students attending ODU. In Fall 2025, the Director of Assessment and Accreditation at ODU sent a survey to junior and senior undergraduate students enrolled in related undergraduate programs. Preliminary data shows a total of 52 students (i.e., 17 juniors and 34 seniors) responded to the survey. When asked if ODU were to offer the proposed master's degree in Applied Behavior Analysis, would they enroll, 6 Juniors and 16 Seniors responded "Definitely" and 6 Juniors and 11 Seniors responded "Very likely".

Did the institution conduct a student demand survey?

Yes ☒

No ☐

If yes, provide the original survey(s) and the results of the survey(s) in Appendix F.

Target Population/Student Enrollment (*if applicable—leave blank unless one of the conditions below is met.*)

This section is required if the proposed degree program:

- *is designed to be offered to a specific population of professionals;*
- *is designed to address a specific industry or specific industry need; or*
- *is designed to address an institutional agreement with a specific business or organization.*

Information to address: To which specific groups of people will the institution market the proposed degree program?

ODU will market the proposed MS in ABA program to undergraduate students enrolled in education, special education, speech and language pathology, counselling, mental health, and psychology.

Student Projected Enrollment in the Proposed Degree Program

With the assistance of the institution's planning, Institutional Effectiveness, or Institutional Research staff, complete the "Summary of Projected Enrollments in Proposed Program" form.

Instructions:

- Enter the appropriate dates at the top of each column.
- Provide **fall headcount (HDCT) student enrollment** and **annual full-time equivalent student (FTES) enrollment**. Round the FTES to the nearest whole number.
- Indicate the **annual number of graduates (GRADS)** expected for each year after the target enrollment year.
- Assumptions: Provide data for 1. Retention (%); 2. Full-time students (%); 3. Part-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

Note. "Target Year" refers to the year the institution anticipates the degree program will have achieved full student enrollment. Degree programs that **do not** anticipate meeting SCHEV productivity standards should not be proposed (see the Virginia Public Higher Education Policy on Program Productivity). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the degree program.

Note:

- For associate degree program proposals, only years 1-4 are completed, with projected graduates provided under year 4.
- For four-year institution degree programs, years 1-5 are completed, with projected graduates to be provided under year 5 only.

State Council of Higher Education for Virginia **Summary of Projected Student Enrollments in Proposed Degree Program**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031			2031 - 2032		
HDCT <u>8</u>	FTES <u>6</u>	HDCT <u>15</u>	FTES <u>12</u>	HDCT <u>17</u>	FTES <u>14</u>	HDCT <u>19</u>	FTES <u>15</u>	GRAD _____	HDCT <u>19</u>	FTES <u>15</u>	GRAD <u>19</u>

Assumptions:

Retention rate: 90%

Full-time students: 80% Part-time students: 20%

Full-time students credit hours per semester: 9

Part-time students credit hours per semester: 6

Full-time students graduate in 1.5 years Part-time students graduate in 3 years

Is summer required? Yes X No

For Doctoral Degree Programs with two entrance pathways

Post-bachelor's pathway

Full-time students credit hours per semester:

Part-time students credit hours per semester:

Full-time students graduate in years

Part-time students graduate in years

Post-master's pathway

Full-time students credit hours per semester:

Part-time students credit hours per semester:

Full-time students graduate in years

Part-time students graduate in years

Is summer required? Yes No

Projected Resource Needs for the Proposed Degree Program

XIX. Resources to Initiate and Sustain

Information to address: Provide the institution's legal name and the academic unit providing resources to support the proposed degree program. Provide the degree designation and degree program name. Provide a statement about the resources available and will be utilized (e.g., library, space) to initiate and sustain the proposed degree program to the target enrollment year. (75 words max.)

Old Dominion University and the HMSE have sufficient resources to initiate and sustain the proposed MS in ABA program. The department has the faculty, staff, equipment, space, and library resources to launch and sustain the proposed program. Existing resources from the ABA Certificate program are available for the proposed degree program.

Fill in the boxes with the appropriate ratio numbers and year.

The proposed degree program allocates 1 FTE of instructional effort for every 10 FTE of student enrollment. The proposed degree program will require 2 FTE of instructional effort in the initiation year, 2027 and will require 2 FTE by the target year of 2032.

Provide a description of resources (currently available and anticipated) to initiate and operate the degree program and the specific sources of funds to provide the resources, including but not limited to state appropriations or other special funds. The narrative description should address the topic categories below. Leave the category blank if not applicable.

Full-time faculty (Indicate the name of the academic unit. Indicate the number of faculty in the administering academic unit who will teach core and required courses in the proposed degree program. Indicate each faculty member's faculty teaching effort (FTE) to the proposed degree program. Indicate the FTE change per year, if applicable. Will any new full-time faculty be hired for the proposed degree program? If so, indicate such and in which year during the first five years of operations? At what rank will the faculty be hired? What will be the salary and fringe benefits?)

Note. Full-time is based on teaching faculty effort to the proposed degree program. Full-time faculty will utilize .50 FTE (50%) or more of their teaching load to teach core and required courses in the proposed degree program. (300 words max.)

Two full-time faculty members in the HMSE will dedicate 100% of their teaching load (2 FTE) to the program. One of the two full-time faculty members will be the program director and serve as the liaison with the accrediting agency (ABAI) and the national certification board (BACB). The program director will be responsible for communicating with current and prospective students, identifying and training adjunct clinical supervisors, and performing the administrative responsibilities required to run the proposed program. No new faculty will be hired to initiate the proposed program.

The proposed program will require 1.0 FTE of instructional effort in 2027-28 and remain at 2.0 FTE in the target year of 2031-2032.

Part-time faculty (Indicate the name of the academic unit(s). Indicate the number of faculty in the administering academic unit and/or in other academic units who will teach core and required

courses part-time in the proposed degree program. Indicate the faculty members' faculty teaching effort (FTE) to the proposed degree program.)

Note. Part-time is based on teaching faculty effort to the proposed degree program. Part-time faculty utilize less than .50 FTE (50%) of their teaching load to teach core and required courses in the proposed degree program. (300 words max.)

No part-time faculty are needed to launch and sustain the proposed program.

Adjunct faculty (Will adjunct faculty be utilized to teach core or required courses in the proposed degree program? If so, how many? What will be the faculty teaching effort (FTE) for the adjunct faculty? In which year(s) will adjunct faculty teach in the proposed degree program? Indicate the salary for adjunct faculty to initiate and sustain the proposed degree program. Indicate if adjunct faculty are paid fringe benefits and the amount. Indicate the total cost for adjunct faculty to initiate and sustain the proposed degree program.) (100 words max.)

One adjunct faculty member will teach core courses beginning with the fall semester in Year 2 (2028-2029). The proposed degree program will require .50 FTE of two adjunct faculty members' effort by the target year 2031-32. The pay rate for adjunct assistant professors is \$1.404 per credit hour. Adjunct faculty members do not receive paid benefits.
--

Graduate assistants (Will graduate assistant positions be utilized in the proposed degree program? Indicate the funding source(s) to fund the graduate assistant positions. Indicate if fringe benefits will be paid and the amount for each type of graduate assistant. How many graduate teaching assistant positions will be utilized in the degree program. How much will graduate teaching assistants be paid annually? What will be the total cost for graduate teaching assistants to initiate and sustain the proposed degree program. How many graduate research assistant positions will be utilized in the degree program? How much will graduate research assistants be paid annually? Will fringe benefits be paid? If so, how much? If not, indicate such. What will be the total cost for graduate research assistants to initiate and sustain the proposed degree program?) (100 words max.)

No graduate assistants are required to launch and sustain the proposed program.

Classified positions Will existing staff or new staff hires be utilized to support the proposed degree program? Indicate the position title and academic unit of existing staff that would be utilized to support the proposed degree program. Indicate a few of the key duties to support the degree program. Indicate the person's time (FTE) to support the degree program. If the position is part-time, indicate the portion of the salary and fringe benefits and total amount for the position based on the time to support the proposed degree program.

If a new position or new hire is needed, indicate such via a statement. Indicate the year of the new hire. Indicate whether the position will be full-time or part-time. If part-time, indicate the time to support the proposed degree program. Indicate a few of the key duties to support the degree program. Indicate the salary and fringe benefits and total salary for the position. If the position is part-time, indicate the portion of the salary and fringe benefits and total amount for the position based on the time to support the proposed degree program. If more than one staff position is needed, provide the information in separate paragraphs for each position. (250 words max.)

One existing staff member will be utilized to support the proposed MS in ABA program. The existing staff member is hired as the Office Manager in the HMSE. The Office Manager will assist with collecting program records (e.g., course syllabi, lists of final grades for the courses offered in the program), completing paperwork related to the approval of adjunct faculty members and clinical supervisors, completing payment paperwork, and submitting schedule changes to the university. The Office Manager will dedicate 0.25 FTE to supporting the proposed MS in ABA program.

Library (Will new (or additional) funding be needed to purchase library publications or resources? If so, indicate the amount of funding, the year(s) for the funding, and provide an example of the publications that would be purchased. Will the degree program be available fully online? If so, indicate such and indicated the library services available for students. Is the degree a doctoral degree program? Indicate library services available for students. For doctoral degree programs, provide a comprehensive list of the library resources specific to the discipline area of the proposed degree program as an appendix item.) (100 words max.)

No new library resources are required to launch and sustain the proposed program. The University Libraries will be able to support the MS in ABA. Print and digital journal collections are available for primary journals in the field, including the Journal of Applied Behavior Analysis, the Journal of the Experimental Analysis of Behavior, the Journal of Positive Behavior Interventions, Behavior Modification, Behavior Analysis in Practice, and the Journal of Behavioral Education. Databases such as ERIC, PsychINFO, APA and PsycNet are available to assist students and faculty in identifying and accessing the publications needed to support teaching and research.

See Appendix __ for library resources.

Special tuition or fee charges (Indicate whether there will be any tuition and/or educational and general (E&G) fees specific to the degree program or academic unit within which the degree program would be administered.)

No special tuition or fee charges will be utilized or instituted to initiate and sustain the proposed degree program.

Categories (*if applicable—leave blank unless one of the conditions below is met.*)

Information to address the categories below is required if the proposed degree program

- will require hiring new faculty in the first five years of offering the degree program;*
- or*
- new (or additional) funding will be needed to support the degree program.*

Equipment (including computers)

Note. Indicate the cost of any equipment or furniture and the year the purchase(s) would be made. If new faculty or staff will be hired, indicate the year the equipment, including computers, would be purchased and for how many new hires. Indicate the cost for equipment, including computers or furniture for each new hire. Itemize the cost. If no equipment, including computers, will be purchased for any new hires, indicate such via a statement.

If new equipment (e.g., lab equipment or training equipment for students) will need to be purchased to support the proposed degree program indicate such. Indicate the year new equipment would be purchased. Indicate the cost for any equipment and itemize the cost. Indicate the total cost for equipment by the target year.

Telecommunications

--

Space

--

Note. Provide the name of the building in which the academic unit administering the proposed new degree is located. Indicate whether sufficient space is available for all new hires.

Targeted Financial Aid (Provide information about funding for financial aid specifically designated for students enrolled in the degree program. Indicate the source of the financial aid. Indicate the amount of funding aid that will be provided per student. Indicate the years(s) for funding. Indicate the total cost for financial aid.)

--

Other Resources (specify)

(Provide an itemized list of expenditures. Indicate the years(s) for funding and the amount to pay for the expense. Examples are marketing, tuition remission, or funding for items specific to the academic unit and/or the institution. Indicate the total cost of other resources, specify.)

--

State Appropriations Request or Support

Information to address: Has the institution requested or does the institution plan to request funding from the Virginia General Assembly to initiate and sustain for the first five years the proposed degree program? Has the General Assembly appropriated funds to initiate and/or sustain the proposed degree program? Describe the institution's request to include: the funding year(s); the amount requested, per year if multiple years; and the specific reason for the funding/what are the funds to support. Indicate whether the funding request is for one-time or recurring funding. If recurring, has the institution requested permanent funding or an increase to the institution's operations budget. Indicate the Appropriations Act information. (500 words max.)

Old Dominion University does not plan to request funding from the Virginia General Assembly to initiate and sustain the first five years of the proposed degree program.
--

Certification Statements

1. A request of any kind will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed degree program.

Yes ☐

No ☒

If “Yes” is checked, a detailed explanation must be provided under a separate heading at the end of the Resources section. Include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. The proposed degree program is included in the institution’s most recent six-year plan.

Yes ☒

No ☐

If “No” is checked, the proposal should not be submitted to SCHEV; if submitted, it will not be accepted.

3. The institution’s Board of Visitors or Governing Board has been provided information regarding employment demand, duplication, relationship to existing degree programs, and return on investment as part of its approval action.

Yes ☐

No ☐

If “No” is checked, the proposal should not be submitted to SCHEV; if submitted, it will not be accepted.

4. The institution acknowledges that, if approved, the proposed degree program will be subject to evaluation under SCHEV’s Degree Program Productivity and Viability policy. The degree program may be subject to closure if the program does not meet productivity viability requirements.

Yes ☒

No ☐

If “No” is checked, the proposal should not be submitted to SCHEV; if submitted, it will not be accepted.

5. Will the institution collaborate with another public institution in Virginia to offer the proposed degree program?

Yes ☐

No ☒

If “Yes” is checked, a detailed explanation must be provided under a separate heading at the end of the Resources section. Include narrative to indicate the institution’s full legal name and which institution will be the institution of record. Describe the collaboration to offer the proposed merged degree program. Additional information may be required.

The institution’s Chief Academic Officer attests to the accuracy of the above statements.

Name (Printed)

Signature

Date

SCHEV Budget form (Place the SCHEV Budget form behind this page. The Excel form is not paginated.)

Appendices

Appendix A – Sample Plan of Study

Full-time Students

First Year			
Fall semester	Credits	Spring semester	Credits
SPED 740: Concepts and Principles in Behavior Analysis	3	SPED 741: Research Methods in Behavior Analysis	3
FOUN 611: Introduction to Research Methods in Education	3	SPED 743: Assessments and Interventions I: Positive Behavior Support	3
SPED 744: Theory and Philosophy in Behavior Analysis	3	Elective	3
SPED 783: Seminar in Applied Behavior Analysis	1	SPED 783: Seminar in Applied Behavior Analysis	1
Subtotal	10	Subtotal	10
Summer Semester	Credits		
SPED 742: Ethics in Behavior Analysis	3		
SPED 745: Assessments and Interventions II Verbal Behavior	3		
SPED 783: Seminar in Applied Behavior Analysis	1		
Subtotal	7		
Total First Year: 27 credit hours			
Second Year			
Fall semester	Credits		
SPED 746: Organizational Behavior Management	3		
SPED 747: Advanced Behavior Analysis	3		
SPED 768: Supervised Experiential Learning in Behavior Analysis	3		
Subtotal	9		
Total Second Year: 9 credit hours			
Total Degree Program: 36 credit hours			

Part-time Students

First Year			
Fall semester	Credits	Spring semester	Credits
SPED 740: Concepts and Principles in Behavior Analysis	3	SPED 741: Research Methods in Behavior Analysis	3
SPED 611: Introduction to Research Methods in Education	3	Elective	3
Subtotal	6	Subtotal	6
Summer semester	Credits		
SPED 742: Ethics for Behavior Analysts	3		
SPED 783: Seminar in Behavior Analysis	1		
Subtotal	4		
Total First Year: 16 credit hours			
Second Year			
Fall semester	Credits	Spring semester	Credits
SPED 744: Theory and Philosophy in Behavior Analysis	3	SPED 743: Assessments and Interventions I. Positive Behavior Support	3
SPED 783: Seminar in Behavior Analysis	1	SPED 783: Seminar in Behavior Analysis	1
Subtotal	4	Subtotal	4
Summer semester	Credits		
SPED 745: Assessments and Interventions II Verbal Behavior	3		
SPED 783: Seminar in Behavior Analysis	1		
Subtotal	4		
Total Second Year: 12 credit hours			
Third Year			
Fall semester	Credits	Spring semester	Credits
SPED 746: Organizational Behavior Management	3	SPED 768: Supervised Experiential Learning in Behavior Analysis	3
SPED 783: Seminar in Behavior Analysis	1	SPED 747: Advanced Behavior Analysis	3
Subtotal	4	Subtotal	6
Total Third Year: 10 credit hours			
Total Degree Program: 36 credit hours			

Appendix B – Course Descriptions

New courses are denoted with an asterisk.

Information to address: All course descriptions are the full description as provided the institution's catalog. If a core or required course is a new course and not yet included in the current catalog, indicate such. Indicate the year the course will be included in the institution's catalog.

Note. All descriptions for new courses must be approved by the Registrar office or be approved to be included in the catalog that will follow the current catalog.

Instructions. Separate courses using the same categories and order as indicated in the curriculum section, program requirements of the proposal document. For example, core courses, restricted electives, electives. If required courses are offered in multiple sub areas, indicate such at the end of the course description. The description does not have to be repeated in each sub area. For restricted elective courses, if the number of courses exceeds 15 courses do not provide the course descriptions. Indicate the number of courses exceeds 15 courses and descriptions are available in the institution's catalog.

Academic Core Courses

SPED 740 Concepts and Principles in Behavior Analysis. 3 credits. This course focuses on the basic concepts and principles of behavior analysis and the identification of factors that increase or decrease the probability of behavior under specific circumstances.

SPED 742 Ethics in Behavior Analysis. 3 credits. This course provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board's *Ethical and Professional Issues*, including ethics codes and requirements, the BACB's code-enforcement mechanisms, and professionalism relevant to the delivery of behavior-analytic services.

SPED 743 Assessments and Interventions I: Positive Behavior Support. 3 credits. This course focuses on the identification and assessment of problem behavior and socially appropriate behaviors, the development, implementation, and evaluation of function-based intervention plans, and the design of environments to prevent and address problem behavior.

SPED 744 Theory and Philosophy in Behavior Analysis. 3 credits. This course focuses on the underlying theoretical and philosophical foundations of behavior analysis. A special emphasis will be placed on radical, contextual, and methodological behaviorism and their historical roots. Applications to behavior-analytic problem solving and case conceptualization in applied settings will be discussed.

SPED 745 Assessments and Interventions II: Verbal Behavior. 3 credits. This course focuses on B.F. Skinner's analysis of verbal behavior, assessment of verbal behavior, and the development, implementation, and evaluation of interventions to enhance the communicative repertoire of individuals with complex communication needs.

SPED 746 Organizational Behavior Management. 3 credits. Application of behavior-analytic principles and procedures to personnel supervision and management, as well as

implementation of evidence-based practices to provide effective supervision and to enhance personnel performance across a variety of organizational settings.

***SPED 747 Advanced Behavior Analysis. 3 credits.** This course will introduce students to the science of behavior analysis, focusing primarily on experimental behavior analysis. Students will develop competence in understanding how principles of behavior are discovered and described in the context of experimental research with human and non-human participants.

Note. This is a new course that will be added to the 2026-2027 catalog.

Research Core Courses

SPED 741 Research Methods in Behavior Analysis (3 credits). Applications of single-case experimental research designs to the analysis of behavior, with emphasis on measurement, visual display of data, and interpretation, intervention and plan evaluation, and research ethics.

FOUN 611. Introduction to Research Methods in Education. 3 credits. The primary goal of the course is to provide students with the knowledge and skills to access, evaluate, and synthesize empirical research. The course examines types of educational research and criteria for evaluating empirical studies. It introduces various types of research questions and associated research designs, components of research reports, sampling, validity of measures, threats to internal and external validity, and simple statistics.

FOUN 612. Applied Research Methods in Education. 3 credits. The primary goal of this course is to provide students with the knowledge and skills to write a research proposal and conduct research. It is intended for those students who are completing a thesis to meet their program requirements, those planning on pursuing a doctoral degree, or those who anticipate conducting research for any other reasons. The course examines types of educational research and criteria for selection of topics for research projects; describes criteria for effective collection and organization of data; review of literature, analysis of data and proposal writing.

Clinical Courses:

***SPED 783 Seminar in Applied Behavior Analysis. 1 credit.** The course prepares students to discuss and investigate issues, problems, concerns, and processes related to supervised practicum experience in applied settings.

Note. This is a new course that will be added to the 2026-2027 catalog.

***SPED 768 Supervised Experiential Learning in Behavior Analysis. 3 credits.** This internship course supplements students' supervised fieldwork experience during the Master of Science in Applied Behavior Analysis program. Students practice engaging in the necessary skills to become effective behavior analysts and scientist-practitioners. The assignments, activities, and discussions will enhance students' understanding of the fundamental concepts, principles, and behavior change programs used in the field. Students will take the course during their final semester in the program to meet the degree requirements.

Note. This is a new course that will be added to the 2026-2027 catalog.

Elective Courses

SPED 625. Characteristics of Students with Autism Spectrum Disorder. 3 credits. This course includes a review of characteristics, etiology, prevalence, and perspectives of students with autism spectrum disorders.

SPED 627. Instructional Strategies for Students with Autism Spectrum Disorder. 3 credits. This course includes a review of intervention strategies for students with autism spectrum disorders.

PSYC 661. Psychopathology. 3 credits. The course provides a conceptual basis for the study of abnormal behavior. Students conduct an in-depth review of the literature related to the classification, etiology, and treatment of mental disorders.

PSYC 750. Organizational Psychology. 3 credits. This course provides an overview of organizational behavior and theory. Topics include leadership, motivation, teams, social processes at work, workplace relationships, organization structure and environments, and organizational development and change.

PSYC 763. Personnel Psychology. 3 credits. This course provides an overview of personnel psychology. Topics include reliability and validity, job analysis, performance criteria, performance appraisal, employee recruitment, employee selection, and training and development.

Appendix C – Faculty Curriculum Vitae (abbreviated)

Indicate only faculty teaching core and required coursework. If faculty are in different academic units, indicate the academic unit in which the faculty member is located. Provide the following information in the following format: faculty name. highest degree designation and degree program name, graduation year, institution name. faculty rank; Specialization area
For new hire(s), indicate credentials. For example. New Hire. Degree designation and discipline, faculty rank. Specialization

Note. If the degree program will have a program director, indicate the faculty member.

Full-Time Faculty

Chezan, Laura Claudia, Ph.D., BCBA-D, LBA. Ph.D. in Education, 2012, University of South Carolina. Associate Professor. Specialization: autism spectrum disorder, significant cognitive disabilities, communication interventions, behavior support, and single-case experimental design.

Layden, Selenia, Ph.D., BCBA-D, LBA. Ph. D. in Education Policy, Planning, and Leadership, Special Education Administration, 2008, College of William and Mary. Associate Professor. Specialization: autism spectrum disorder, teacher and staff training, supervision, evaluation, evidence-based practices, and special education law and policy.

Adjunct Faculty

Ashley Robinson, PhD, BCBA-D, PhD in School Psychology, 2014, University of South Carolina. Assistant Professor. Specialization: autism spectrum disorder, behavioral assessments and interventions, positive behavior support, staff supervision and training.

Meka N. McCammon, PhD, BCBA-D, PhD in Education, 2021, University of South Carolina, Assistant Professor. Specialization: autism spectrum disorder, parent training, functional communication, and single-case experimental design.

**Appendix D – Employment Demand
Virginia Office of Education Economics (VOEE)
“Degree Program Labor Market Profile” Report**

Date: 10/17/2025

Indicate the date the report was obtained.

Appendix E – Return on Investment

Provide specified information on ‘return on investment’ from the Foundation for Research on Equal Opportunity, at <https://freopp.org/roi-landing/>

Insert data for existent degree programs in the same discipline and the same degree designation level at Virginia public institutions. The degree programs should be the similar degree programs indicated in the information report provided by the Virginia Office of Education Economics (VOEE).

Note. The return on investment information should be provided only for similar degree programs with the same CIP Code and not related (e.g., similar name or curriculum program requirements) degree programs.

Institution	Field of Study	Earnings (1 year)	Earnings (10 years)	ROI (on time completion)	ROI (non-completion)

(Expand table as necessary.)

Explanatory text and alternative data sources for return on investment for degree programs at the level and in the discipline proposed may be provided.

INSERT TEXT

Appendix F – Student Demand Survey

Provide the original survey behind this cover page. Provide the results of the survey behind the original survey.

Appendix __ – Library Resources

Information is required for all doctoral level degree programs.

INSERT TEXT
