

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Proposal Cover Sheet

1. Institution Old Dominion University	2. Academic Program (Check one): New program proposal <input checked="" type="checkbox"/> Certificate document <input type="checkbox"/>
3. Name of proposed program Applied Behavior Analysis	4. CIP code 42.2814
5. Degree/certificate designation Master of Science in Applied Behavior Analysis	6. Semester and year of initiation Fall 2023
7. Semester and year of first graduates Spring 2025	8. Date approved by Board of Visitors
9. For community colleges: date approved by local board date approved by State Board for Community Colleges	
10. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
11. Location of program within institution (complete for every level, as appropriate and <u>specify</u> the unit from the choices). Department(s) or division of <u>Department of Communication Disorders and Special Education</u> School(s) or college(s) of <u>Darden College of Education and Professional Studies</u> Campus(es) or off-campus site(s) <u>Norfolk Campus</u>	
12. Mode(s) of delivery: Face-to-face, traditional <input type="checkbox"/> Hybrid (both face-to-face and distance) <input checked="" type="checkbox"/> Distance (100% web-based) <input type="checkbox"/>	
13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program. Sierra Crocker, SCHEV Liaison, 757-683-3154, scrocker@odu.edu	

Appendices

Appendix A
Behavior Analyst Certification Board Coursework Standards
(BCBA Task List 5th Edition)



BCBA/BCaBA Task List (5th ed.)

Introduction

The *BCBA/BCaBA Task List* includes the knowledge and skills that serve as the foundation for the BCBA and BCaBA examinations.

Structure

The *BCBA/BCaBA Task List* is organized in two major sections, *Foundations*, which includes basic skills and underlying principles and knowledge, and *Applications*, which includes more practice-oriented skills.

Section 1: Foundations

- A Philosophical Underpinnings
- B Concepts and Principles
- C Measurement, Data Display, and Interpretation
- D Experimental Design

Section 2: Applications

- E Ethics (*Professional and Ethical Compliance Code for Behavior Analysts*)
- F Behavior Assessment
- G Behavior-Change Procedures
- H Selecting and Implementing Interventions
- I Personnel Supervision and Management

This document should be referenced as follows:

Behavior Analyst Certification Board. (2017). *BCBA/BCaBA task list* (5th ed.). Littleton, CO: Author.

Section 1: Foundations

A. Philosophical Underpinnings

- A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).
- A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).
- A-3 Describe and explain behavior from the perspective of radical behaviorism.
- A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.
- A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

B. Concepts and Principles

- B-1 Define and provide examples of behavior, response, and response class.
- B-2 Define and provide examples of stimulus and stimulus class.
- B-3 Define and provide examples of respondent and operant conditioning.
- B-4 Define and provide examples of positive and negative reinforcement contingencies.
- B-5 Define and provide examples of schedules of reinforcement.
- B-6 Define and provide examples of positive and negative punishment contingencies.
- B-7 Define and provide examples of automatic and socially mediated contingencies.
- B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.
- B-9 Define and provide examples of operant extinction.
- B-10 Define and provide examples of stimulus control.
- B-11 Define and provide examples of discrimination, generalization, and maintenance.
- B-12 Define and provide examples of motivating operations.
- B-13 Define and provide examples of rule-governed and contingency-shaped behavior.
- B-14 Define and provide examples of the verbal operants.
- B-15 Define and provide examples of derived stimulus relations.

C. Measurement, Data Display, and Interpretation

- C-1 Establish operational definitions of behavior.
- C-2 Distinguish among direct, indirect, and product measures of behavior.
- C-3 Measure occurrence (e.g., frequency, rate, percentage).
- C-4 Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time).
- C-5 Measure form and strength of behavior (e.g., topography, magnitude).

- C-6 Measure trials to criterion.
- C-7 Design and implement sampling procedures (i.e., interval recording, time sampling).
- C-8 Evaluate the validity and reliability of measurement procedures.
- C-9 Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording.
- C-10 Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).
- C-11 Interpret graphed data.

D. Experimental Design

- D-1 Distinguish between dependent and independent variables.
- D-2 Distinguish between internal and external validity.
- D-3 Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).
- D-4 Describe the advantages of single-subject experimental designs compared to group designs.
- D-5 Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).
- D-6 Describe rationales for conducting comparative, component, and parametric analyses.

Section 2: Applications

E. Ethics

Behave in accordance with the *Professional and Ethical Compliance Code for Behavior Analysts*.

- E-1 Responsible conduct of behavior analysts
- E-2 Behavior analysts' responsibility to clients
- E-3 Assessing behavior
- E-4 Behavior analysts and the behavior-change program
- E-5 Behavior analysts as supervisors
- E-6 Behavior analysts' ethical responsibility to the profession of behavior analysis
- E-7 Behavior analysts' ethical responsibility to colleagues
- E-8 Public statements
- E-9 Behavior analysts and research
- E-10 Behavior analysts' ethical responsibility to the BACB

F. Behavior Assessment

- F-1 Review records and available data (e.g., educational, medical, historical) at the outset of the case.
- F-2 Determine the need for behavior-analytic services.
- F-3 Identify and prioritize socially significant behavior-change goals.
- F-4 Conduct assessments of relevant skill strengths and deficits.
- F-5 Conduct preference assessments.
- F-6 Describe the common functions of problem behavior.
- F-7 Conduct a descriptive assessment of problem behavior.
- F-8 Conduct a functional analysis of problem behavior.
- F-9 Interpret functional assessment data.

G. Behavior-Change Procedures

- G-1 Use positive and negative reinforcement procedures to strengthen behavior.
- G-2 Use interventions based on motivating operations and discriminative stimuli.
- G-3 Establish and use conditioned reinforcers.
- G-4 Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).
- G-5 Use modeling and imitation training.
- G-6 Use instructions and rules.
- G-7 Use shaping.
- G-8 Use chaining.
- G-9 Use discrete-trial, free-operant, and naturalistic teaching arrangements.
- G-10 Teach simple and conditional discriminations.
- G-11 Use Skinner's analysis to teach verbal behavior.
- G-12 Use equivalence-based instruction.
- G-13 Use the high-probability instructional sequence.
- G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).
- G-15 Use extinction.
- G-16 Use positive and negative punishment (e.g., time-out, response cost, overcorrection).
- G-17 Use token economies.
- G-18 Use group contingencies.
- G-19 Use contingency contracting.
- G-20 Use self-management strategies.

G-21 Use procedures to promote stimulus and response generalization.

G-22 Use procedures to promote maintenance.

H. Selecting and Implementing Interventions

H-1 State intervention goals in observable and measurable terms.

H-2 Identify potential interventions based on assessment results and the best available scientific evidence.

H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.

H-4 When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.

H-5 Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.

H-6 Monitor client progress and treatment integrity.

H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.

H-8 Make data-based decisions about the need for ongoing services.

H-9 Collaborate with others who support and/or provide services to clients.

I. Personnel Supervision and Management

I-1 State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).

I-2 Establish clear performance expectations for the supervisor and supervisee.

I-3 Select supervision goals based on an assessment of the supervisee's skills.

I-4 Train personnel to competently perform assessment and intervention procedures.

I-5 Use performance monitoring, feedback, and reinforcement systems.

I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.

I-7 Use function-based strategies to improve personnel performance.

I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

Appendix B
Behavior Analyst Certification Board Fieldwork Experience Standards



BCBA FIELDWORK REQUIREMENTS

Table of Contents

Supervisor Requirements	2
Supervision Requirements	2
Fieldwork Criteria	5
Documentation of Ongoing Supervision and Fieldwork	7
Optional Resources	8
Fieldwork Audits	9
Glossary of Terms	10

BCBA FIELDWORK REQUIREMENTS

One of the primary eligibility requirements for certification as a Board Certified Behavior Analyst® (BCBA®) is the completion of defined practical supervised fieldwork in applied behavior analysis. The BCBA Fieldwork Requirements represent the criteria for supervised fieldwork (hereafter referred to as “fieldwork”).

Regardless of when the hours were earned, applicants who apply for BCBA certification on or after January 1, 2022 must meet these requirements. Because BACB requirements may change over time, supervisors and trainees are responsible for being knowledgeable about current information from the [BACB website](#), [BACB newsletters](#), and the [online table of recent and upcoming changes](#) to ensure that accrued experience hours will qualify at the time of application.

Supervisor Requirements.

Supervisor Qualifications. Supervisors must be one of the following:

- A BCBA/BCBA-D™ in good standing who has been certified for at least one year and meets an [ongoing supervision CEU requirement](#); or
- A BCBA/BCBA-D™ in good standing who has been certified for less than one year and is receiving consultation on a monthly basis from a qualified consulting supervisor; or
- A licensed or registered psychologist certified by the American Board of Professional Psychology in [Behavioral and Cognitive Psychology](#) who was tested in Applied Behavior Analysis; or
- An ABAI Verified Instructor.

Supervisor Training. Supervisors must complete an [8-hour supervision training](#) before providing any supervision to those accruing fieldwork hours. Supervisors are responsible for ensuring they have completed the training prior to providing supervision. Trainees must confirm the date that the supervisor completed the training prior to signing a supervision contract.

Supervisor/Trainee Relationship. The supervisor may not be related to, subordinate to, or employed by the trainee during the fieldwork period. Employment does not include compensation paid to the supervisor by the trainee for supervision services.

Supervision Requirements.

Nature of Supervision. The purpose of supervision is to improve and maintain the behavior-analytic, professional, and ethical repertoires of the trainee and facilitate the delivery of high-quality services to the trainee’s clients. Behavior-analytic supervision includes, but is not limited to:

- Monitoring the skills of the trainee throughout the supervised fieldwork
- Developing and communicating performance expectations to the trainee
- Conducting behavioral skills training for the trainee
- Observing the trainee’s performance with clients and delivering feedback
- Modeling technical, professional, and ethical behavior
- Guiding the development of behavioral case conceptualization, problem-solving, and decision-making repertoires
- Reviewing the trainee’s written materials (e.g., behavior programs, data sheets, reports) and delivering related feedback about the products
- Overseeing and evaluating the effects of the trainee’s behavior-analytic service delivery
- Evaluating the effects of supervision throughout the supervised fieldwork

BCBA FIELDWORK REQUIREMENTS

Structure of Supervision. Supervision should ideally consist of individual (i.e., one-on-one) contacts between the supervisor and trainee, however, group supervision is permitted in certain circumstances. Groups are interactive meetings in which 2-10 trainees who share similar experiences participate in the supervision activities described above (Nature of Supervision). The number of trainees in a group meeting may not exceed 10 at any time, regardless of the number of BCBA's in the meeting. If non-trainees are present, their participation should be limited and their presence must not inhibit discussion or interfere with participation by trainees.

Group Supervision Restrictions. The amount of group supervision may not exceed the amount of individual supervision in a given supervisory period. In other words, supervision may be conducted in groups for no more than half of the total supervised hours in each supervisory period.

Observation with Client Requirements. The trainee must be observed working with a client in the natural environment during each supervisory period by at least one supervisor (i.e., an observation by at least one supervisor when there are multiple supervisors at one organization or one observation per individual supervisor). In-person, on-site observation is preferred. However, the observation may be conducted using asynchronous (e.g., recorded video) or synchronous (e.g., live video conference) formats.

Responsibilities of the Supervisor. When behavior analysts are functioning as supervisors, they must take full responsibility for all facets of this experience. Therefore, it is the responsibility of the supervisor to ensure that the trainee abides by all ethical and legal requirements. Responsibilities of the supervisor include, but are not limited to:

- Being fluent in, current in, and compliant with the all BACB requirements relating to fieldwork
- Confirming that the trainee has met all requirements prior to the outset of supervised fieldwork
- Consistently demonstrating technical, professional, and ethical behavior for the trainee
- Ensuring that fieldwork activities are in the best interest of the client rather than strictly for the purpose of meeting the fieldwork requirements
- Providing supervision only within their areas of defined competence
- Taking on only a volume of supervisory activity that is commensurate with their ability to be effective
- Delegating to their trainees only those responsibilities that trainees can reasonably be expected to perform competently, ethically, and safely, or providing the conditions for the trainee to acquire those skills in an ethical and safe manner
- Ensuring that supervision, fieldwork activities, and trainings are behavior-analytic in content, effectively and ethically designed, and meet the requirements for licensure, certification, or other defined goals

BCBA FIELDWORK REQUIREMENTS

- Providing a clear written description of the purpose, requirements, evaluation criteria, conditions, and terms of supervision prior to the onset of the supervision (i.e., behavior analysts are responsible for the development and execution of the supervision contract, see Supervision Contract below)
- Designing and implementing feedback and reinforcement systems in a way that improves trainee performance
- Providing documented, timely feedback regarding the trainee's performance on an ongoing basis
- Designing systems for obtaining ongoing evaluation of their own supervision activities

Supervision Contract. The trainee and supervisor must develop and sign a written contract at the outset of the supervisory relationship. The purpose of the contract is to protect all involved parties and align fieldwork activities with the purpose of supervision (see the [Sample Supervision Contract for BCBA/BCaBA Trainees](#)). The contract should include:

- The responsibilities of the supervisor and trainee, including the completion of the 8-hour supervision training by the supervisor and the adherence of both parties to the fieldwork requirements;
- A description of the appropriate activities and training objectives individualized to the trainee;
- The objective and measurable circumstances under which the supervisor will not sign the trainee's Monthly and Final Fieldwork Verification Form;
- The consequences if the parties do not adhere to their responsibilities (including proper termination of the relationship);
- A statement requiring the trainee to obtain written permission from the trainee's on-site employer or manager when applicable;
- An attestation that both parties will adhere to the BACB's ethics requirements; and
- A statement that the trainee and supervisor are responsible for retaining and providing a copy of the contractual agreement and supervision documentation to the BACB, if requested. These documents should be retained for at least 7 years from the date of the final supervision meeting.

Disputes about the supervisory relationships should first be addressed directly between the supervisor and the trainee. If there is an ethical violation related to the fieldwork, the matter may be reported to the BACB by filing a Notice of Alleged Violation (NAV). Trainees may submit a [Contested Fieldwork Form](#) when the supervisor refuses or is unable to sign the Final Fieldwork Verification Form even though all of the supervision-contract terms have been met. In the event of a contractual dispute, issues may need to be addressed through an appropriate independent legal process.

Multiple Supervisors/Settings. It is permissible to use multiple supervisors and settings in order to meet the fieldwork requirements. In such cases, all parties must take care to ensure that the supervision contract includes all relevant parties and clearly defines all roles and responsibilities. In cases where multiple supervisors share responsibility for a trainee's fieldwork, the [Monthly and Final Fieldwork Verification Forms](#) for Multiple Supervisors at One Organization should be used to document the fieldwork.

BCBA FIELDWORK REQUIREMENTS

Fieldwork Criteria

The table below summarizes the criteria for each fieldwork type.

	Supervised Fieldwork	Concentrated Supervised Fieldwork
Fieldwork Hours Required to Qualify	2000	1500
Supervisory Period	1 calendar month	
Fieldwork Hours per Supervisory Period	min of 20 hrs. - max of 130 hrs.	
Minimum Number of Supervisor-Trainee Contacts per Supervisory Period (contacts must be at least 15 minutes)	4 contacts	6 contacts
Observation of Trainee with Client per Supervisory Period	1 observation	1 observation
Supervised Hours per Supervisory Period*	5% of hours	10% of hours
Individual Supervision Hours per Supervisory Period	At least 50% of supervised hours must be individual (i.e., group supervision may not exceed 50%).	
Unrestricted Activities	At least 60% of supervised fieldwork must be spent engaged in unrestricted activities.	

*The supervision percentage is calculated by dividing the supervised hours by the total fieldwork hours.

Onset of Fieldwork. Trainees may not start accumulating fieldwork hours until they have:

- Started [qualifying coursework](#) for BCBA certification (they may begin accruing hours after attending the first class meeting); and
- Secured a qualified supervisor (see Supervisor Qualifications above).

Duration of Fieldwork. The timeframe of the fieldwork may not exceed 5 continuous years (e.g., May 2020 to April 2025).

Fieldwork Types. There are two supervised fieldwork types: Supervised Fieldwork and Concentrated Supervised Fieldwork. Concentrated Supervised Fieldwork provides a pathway for individuals to complete their fieldwork in fewer hours and with more supervision than Supervised Fieldwork.

Combination of Fieldwork Types. Trainees may accrue hours in a single category or may combine the two types to meet the fieldwork requirement (i.e., within a supervisory period or across supervisory periods), with fieldwork hours for Concentrated Supervised Fieldwork having approximately 1 1/3 times the temporal value of Supervised Fieldwork. Trainees must meet all other supervision requirements independently for each fieldwork type. For example, the required percentage of supervision, number of observations, and number of contacts must be met independently for each fieldwork type.

Accrual of Fieldwork. No fewer than 20 hours but no more than 130 hours of fieldwork may be counted per month. Fieldwork hours include independent hours (supervisor not present) and supervised hours (supervisor present).

BCBA FIELDWORK REQUIREMENTS

Partial Months. Some fieldwork requirements (e.g., number of contacts) may need to be prorated in instances where a trainee does not work a full calendar month (e.g., 4 contacts were required but only 2 weeks of fieldwork were accrued within the month). The BACB does not provide formulas for prorating every instance where there may be a deviation in the calculation of the supervisory period. Instead, it is the responsibility of the supervisor to determine how best to prorate the fieldwork. In the event of an audit, the BACB will require evidence of how the supervisor prorated the fieldwork (and all associated requirements) to ensure the partial fieldwork was consistent with these criteria.

Clients. Any person (or groups of people) for whom behavior-analytic services are appropriate may be a client. The trainee may not be related to the client, be the client's primary caregiver, or be related to the client's primary caregiver. Trainees must work with, be observed with, and receive feedback from their supervisor for multiple clients. This requirement is applicable for the duration of the fieldwork (i.e., not per supervisory period).

Acceptable Activities. The trainee's primary focus should be on acquiring the skills necessary to demonstrate competence of relevant tasks on the appropriate [BACB Task List](#) and the skills necessary to interact effectively with consumers, supervisors, families, and others.

The supervisor will be responsible for determining whether activities qualify for accruing fieldwork hours consistent with the requirements in this document.

Trainees are strongly encouraged to have multiple experiences (e.g., different settings, populations) with multiple supervisors and from each of the areas of activity below:

- Conducting assessments related to the need for behavioral intervention or for evaluating behavioral interventions (e.g., stimulus preference assessment, functional assessment, staff performance assessment)
- Designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs
- Writing behavior/treatment plans, progress summaries, clinical notes, transition summaries, and professional correspondence
- Overseeing the implementation of behavior-analytic programs by others
- Training others, designing behavioral systems, and performance management
- Communicating and collaborating effectively with caregivers and other professionals
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior-analytic program and researching the literature that is relevant to a current client's programming

Restricted Activities. There is a restriction on the overall amount of hours that may be spent delivering therapeutic and instructional procedures during fieldwork. This restriction is designed to ensure that trainees have sufficient time to acquire the other skills necessary for practice as a BCBA (see Unrestricted Activities below). Restricted activities may comprise no more than 40% of the total fieldwork hours (i.e., not per supervisory period). Please note that this restriction does not necessarily refer to all time spent working with clients.

Unrestricted Activities. Activities that are unrestricted are those that are most likely to be performed by a BCBA. Unrestricted activities must comprise at least 60% of the total fieldwork hours (i.e., not per supervisory period). Examples of unrestricted activities include, but are not limited to:

- Observation and data collection
- Training staff and caregivers on behavior-analytic programs or content
- Conducting assessments related to the need for behavioral intervention

BCBA FIELDWORK REQUIREMENTS

- Meeting with clients about behavior-analytic programming and services
- Conducting behavior-analytic assessments (e.g., functional analyses, stimulus preference assessments)
- Data graphing and analysis
- Researching the literature relevant to a current client's programming
- Writing and revising behavior-analytic programs

Unacceptable Activities. Only behavior-analytic activities may be counted toward fieldwork requirements. Non-behavior-analytic activities, while valuable, may not be counted. Examples of activities that will not count as fieldwork include, but are not limited to:

- Attending meetings with little or no behavior-analytic content
- Providing interventions that are not based in behavior analysis
- Performing nonbehavioral administrative activities
- Non-behavior-analytic trainings related to service delivery (e.g., crisis management, CPR, billing systems)
- Completing nonbehavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis
- Attending professional conferences, workshops, or university courses
- Didactic-course assignments

Documentation of Supervision and Fieldwork

Unique Documentation System. Because fieldwork varies across settings and practice areas, the BACB is granting supervisors and trainees the flexibility to develop their own system for documenting ongoing supervision and fieldwork in a way that demonstrates adherence to all of the requirements in this document and the BACB's ethics requirements. Documentation must include the following:

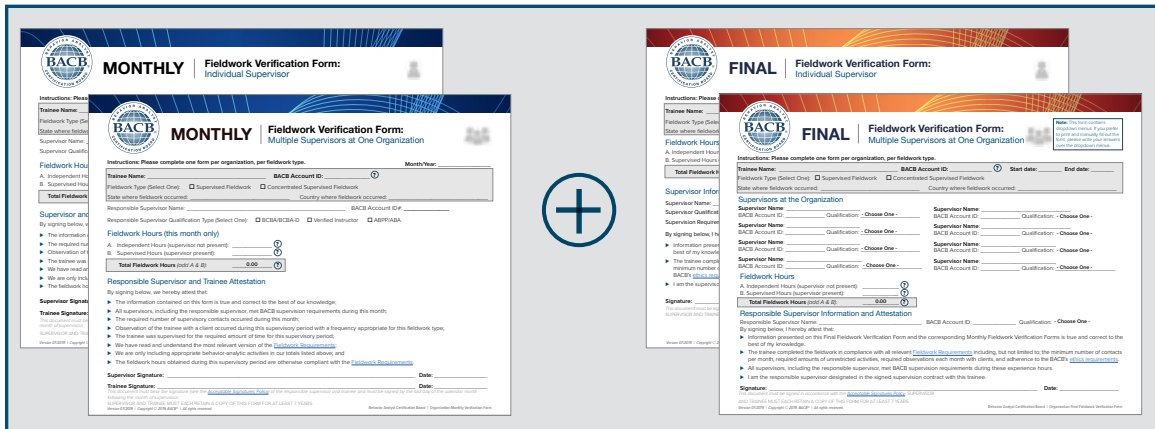
Independent Hours	Supervised Hours
<p>For each session, document:</p> <ul style="list-style-type: none"> • Date • Start Time • End Time • Fieldwork Type • Setting Name • Supervisor Name • Activity Category: Restricted or Unrestricted 	<p>For each contact, document:</p> <ul style="list-style-type: none"> • Date • Start Time • End Time • Format (e.g., in person, online) • Fieldwork Type • Supervision Type: Individual or Group • Activity Category: Restricted or Unrestricted (when supervision involves observing the trainee in an activity as opposed to a meeting) • Summary of Supervision Activity (e.g., feedback provided, task-list items discussed)
	<p>For each supervisory period, document:</p> <ul style="list-style-type: none"> • Total Hours of Individual and Group Supervision • Total Number of Contacts • Total Number of Observations of the Trainee with Clients

BCBA FIELDWORK REQUIREMENTS

Fieldwork Forms. Supervisors and trainees are required to use two forms to verify fieldwork:

- Monthly Fieldwork Verification Form (Monthly-FVF) — must be submitted upon request
- Final Fieldwork Verification Form (Final-FVF) — must be submitted in the certification application

Two versions of each form are available and should be selected based upon the supervisory structure (i.e., one individual supervisor; multiple supervisors at one organization). Non-BACB forms will not be accepted.



These documents must be signed in accordance with the [Acceptable Signatures Policy](#). The Monthly-FVF must be signed by the last day of the calendar month following the month of supervision and we recommend that the Final-FVF be signed at the end of a specific fieldwork experience. Both parties must retain a copy of completed fieldwork forms for at least 7 years.

Optional Resources



Fieldwork Checklist and Tip Sheet. The Fieldwork Checklist and Tip Sheet provides guidance on important tasks that should be completed prior to beginning fieldwork. The BACB strongly encourages the trainee to complete this checklist and share it with the responsible supervisor at each fieldwork setting.



Fieldwork Tracker. The Fieldwork Tracker allows the trainee to enter their fieldwork and supervision hours to assess whether fieldwork requirements are being met.

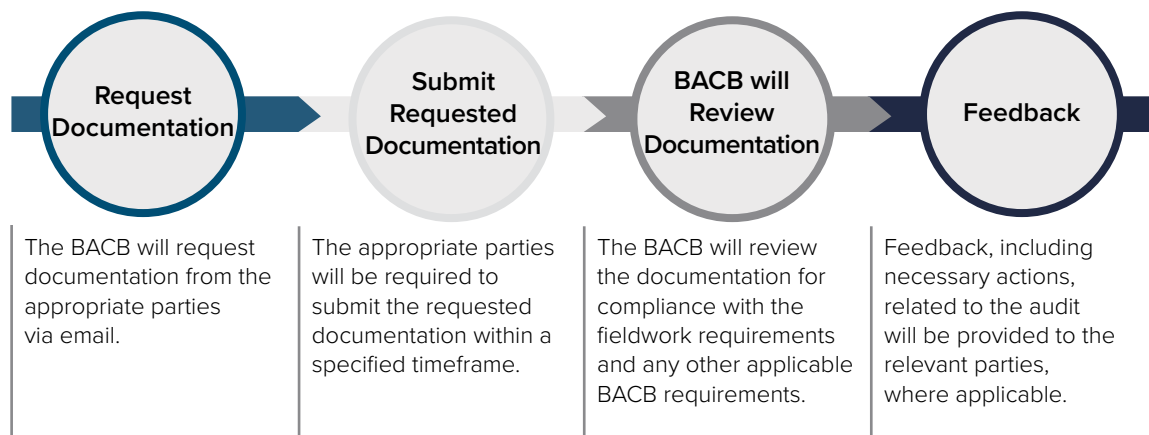
BCBA FIELDWORK REQUIREMENTS

Fieldwork Audits

Fieldwork is subject to audit at any time and for any reason at the discretion of the BACB. In the event that a certification application is audited for fieldwork, application processing will be suspended until the completion of the audit. Any fieldwork that is not in compliance with the fieldwork requirements will be disqualified. Information or documentation may be requested from the trainee or the supervisor during this process. Examples of when an audit may be performed include, but are not limited to:

- Ongoing quality assurance audits
- [Administrative appeals](#) related to experience
- [Disciplinary matters](#) related to experience

In the event of an audit:



In the event of an audit, the following documentation may be requested:

- Supervision contract
- The trainee and supervisor's unique records for documenting fieldwork
- Monthly Fieldwork Verification Forms
- The Fieldwork Tracker

If audited, the relevant party may be required to submit the requested documents within seven (7) business days. Thus, it is strongly recommended that the trainee complete the Fieldwork Tracker as fieldwork hours are being obtained, rather than entering the data retroactively.

BCBA FIELDWORK REQUIREMENTS

Glossary of Terms

Certification Application

Any initial application for BACB certification (e.g., BCBA, BCaBA).

Client

Any person (or groups of people) for whom behavior-analytic services are appropriate.

Fieldwork

The experiential and supervision activities one engages in as part of the eligibility requirements for obtaining BCBA or BCaBA certification.

Fieldwork Verification Forms

The forms used by the supervisor and trainee to document fieldwork hours each month (the Monthly Fieldwork Verification Form) and at the end of fieldwork (the Final Fieldwork Verification Form). Versions of the forms are provided for individual supervisors as well as organizations with multiple supervisors.

Group Supervision

An interactive supervision meeting that includes no fewer than 2 and no more than 10 trainees. The number of trainees in a group meeting may not exceed 10 at any time, regardless of the number of BCBA's in the meeting.

Independent Hours

Fieldwork hours that are accrued when a supervisor is not present.

Observation with a Client

The trainee must be observed working with a client in the natural environment during each supervisory period by at least one supervisor. In-person, on-site observation is preferred. However, the observation may be conducted using asynchronous (e.g., recorded video) or synchronous (e.g., live video conference) formats.

Qualifying Coursework

Coursework must come from a qualifying institution and cover the required content outlined in the applicable BACB Task List and Course Content Allocation documents. Only graduate (i.e., master's or doctoral) courses where the applicant was formally enrolled and earned a passing grade ("C" or better for graded courses) are acceptable.

Responsible Supervisor

A supervisor who signs a BACB fieldwork verification form on behalf of an organization where multiple supervisors are providing supervision for one trainee.

Restricted Activities

The delivery of therapeutic or instructional procedures to a client. **Note:** *not all time spent working with a client is considered restricted. For example, a number of unrestricted activities may involve the trainee working directly with a client (see "Unrestricted Activities" definition below).*

Supervised Hours

Fieldwork hours that are accrued when a supervisor is present. These may include restricted or unrestricted activities being observed by a supervisor, or individual or group meetings with the supervisor.

Supervisor

An individual who is qualified as a supervisor (see Supervisor Qualifications) for trainees who are accruing fieldwork hours towards BCBA or BCaBA certification.

Supervisor-Trainee Contact

A real-time interaction between the supervisor and trainee that takes place in an individual or group format.

Trainee

Any individual accruing fieldwork toward fulfilling eligibility requirements for BCBA or BCaBA certification.

Unrestricted Activities

Activities that are most likely to be performed by a BCBA or BCaBA, including conducting assessments, staff training, developing behavior plans, among others.



Copyright © 2019 by the Behavior Analyst Certification Board,® Inc. ("BACB®"), all rights reserved. Unauthorized reproduction, copying, or transmission in any medium is strictly prohibited.

®The trademarks "Behavior Analyst Certification Board,® Inc.," "BACB®" "Board Certified Behavior Analyst®," "BCBA®," "Board Certified Assistant Behavior Analyst®," "BCaBA®," and "RBT ®," are owned by the Behavior Analyst Certification Board®. Unauthorized use or misrepresentation is strictly prohibited.

**Appendix C
Practicum Sites**

Autism Consulting & Therapy, LLC
3101 Magic Hollow Blvd.
Virginia Beach, VA 23453
Christine Hettling, MS, BCBA, LBA
Site Director
757-639-2218 ex 1002

KORA Analysis, LLC
ABA Consultation + Treatment
6420 Old Bullock's Circle
Suffolk, VA 23435
Kristin Helgerson Frigelj, M.S., BCBA, LBA
Owner, KORA Analysis, LLC
703-675-7465

Peninsula School at the Faison Center
803 Diligence Drive
Newport News, VA 23606
Adam Warman, MS, BCBA, LBA
Vice President, Program Development, The Faison Center
804-612-1947

Appendix D
Course Content Allocation 5th Edition Task List

Content Area (Course Number and Name)	SPED 640 ABA: Concepts and Principles	SPED 641 ABA: Empirical Basis	SPED 642 ABA: Ethics and Professional Conduct	SPED 643 ABA: Assessments and Interventions	SPED 644 ABA: Applications	SPED 645 ABA: Verbal Behavior	SPED 646 ABA: Personnel Supervision and Management	Total Hours
BACB Compliance Code and Disciplinary Systems; Professionalism			45					45
Philosophical Underpinnings				3	6	3	3	90
Concepts & Principles	45				6	12	12	
Measurement, Data Display and Interpretation; Experimental Design		45						45
Behavior Assessment				27	3	15		45
Behavior-Change Procedures; Selecting and Implementing Interventions				15	24	15	6	60
Personnel Supervision and Management					6		24	30
Total Hours	45	45	45	45	45	45	45	315

**Appendix E
Sample Plan of Study
Full-Time Student**

First Year

Fall semester	credits	Spring semester	credits
SPED 640 – Concepts and Principles	3	SPED 641 - Empirical Bases	3
SPED 642 - Ethics and Professional Conduct for Behavior Analysts	3	Elective	3
CDSE 769 - Concentrated Supervised Fieldwork	3	CDSE 769 - Concentrated Supervised Fieldwork	3
Subtotal	9	Subtotal	9

Total First Year: 18 credit hours

Second Year

Fall semester	Credits	Spring semester	credits
SPED 643 - Assessments and Intervention	3	SPED 645 - Verbal Behavior	3
SPED 644 - Applications	3	SPED 646 - Personnel Supervision and Management	3
CDSE 769 - Concentrated Supervised Fieldwork	3	CDSE 769 - Concentrated Supervised Fieldwork	3
Subtotal	9	Subtotal	9

Total Second Year: 18 credit hours

Total Degree Program: 36 credit hours

**Sample Plan of Study
Part-Time Student**

First Year

Fall semester	credits	Spring semester	credits
SPED 640 – Concepts and Principles	3	SPED 641 - Empirical Bases	3
SPED 642 - Ethics and Professional Conduct for Behavior Analysts	3	Elective	3
Subtotal	6	Subtotal	6

Total First Year: 12 credit hours

Second Year

Fall semester	Credits	Spring semester	credits
SPED 643 - Assessments and Intervention	3	SPED 645 - Verbal Behavior	3
CDSE 769 - Concentrated Supervised Fieldwork	3	CDSE 769 - Concentrated Supervised Fieldwork	3
Subtotal	6	Subtotal	6

Total Second Year: 12 credit hours

Third Year

Fall semester	credits	Spring semester	credits
SPED 644 - Applications	3	SPED 646 - Personnel Supervision and Management	3
CDSE 769 - Concentrated Supervised Fieldwork	3	CDSE 769 - Concentrated Supervised Fieldwork	3
Subtotal	6	Subtotal	6

Total Third Year: 12 credit hours

Total Degree Program: 36 credit hours

Appendix F Course Descriptions

Academic Core Courses

SPED 640. Applied Behavior Analysis: Concepts and Principles. 3 credits. This course focuses on the concepts and principles of behavior analysis and the identification of factors that increase or decrease the probability of behavior under specific circumstances.

SPED 642. Applied Behavior Analysis: Ethics and Professional Conduct for Behavior Analysts. 3 credits. This course provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board's *Ethics Code for Behavior Analysts*, disciplinary systems, and professional conduct consistent with the practice of applied behavior analysis.

SPED 643. Applied Behavior Analysis: Assessments and Interventions. 3 credits. This course focuses on the identification and assessment of problem behavior and socially-appropriate behaviors, the design and implementation of function-based intervention plans, and the design of environments to prevent and address problem behavior.

SPED 644. Applied Behavior Analysis: Applications. 3 credits. This course focuses on the application of the concepts and principles of behavior analysis to a wide-range of populations, settings, and behaviors within the context of more sophisticated clinical and professional issues and environments.

SPED 645. Applied Behavior Analysis: Verbal Behavior. 3 credits. This course focuses on B. F. Skinner's analysis of verbal behavior and the development of interventions to enhance the communicative repertoire of individuals with language delays.

SPED 646. Applied Behavior Analysis: Personnel Supervision and 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.

Research Core Courses

SPED 641. Applied Behavior Analysis: Empirical Bases. 3 credits. Applications of single-case experimental research designs to the analysis of behavior, with emphasis on measurement, visual display of data, and interpretation of results.

Clinical (or Fieldwork Experience) Courses:

CDSE 769. Applied Behavior Analysis: Concentrated Fieldwork Experience. 3 credits. Supervised fieldwork experiences that apply university-approved coursework to instruction of children, youth, and their families in the natural environment. As stated in the Behavior Analyst Certification Board (BACB) Experience Standards, the purpose of supervised fieldwork experience is to improve and maintain the behavior-analytic, professional, and ethical repertoires of the supervisee and facilitate the delivery of high-quality services to clients.

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.

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.

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 G

Abbreviated Faculty Curriculum Vitae

Academic Faculty

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

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

Adjunct Clinical Faculty

Bloom, Bologna Lorraine, M. A. in Applied Behavior Analysis, BCBA, LBA, 2011, Chicago School of Professional Psychology. Adjunct Clinical Supervisor. Specialty areas: behavioral assessments and intervention to increase skill acquisition in children with autism spectrum disorder, verbal behavior, staff training and evaluation.

Frigelj, Henderson Kristin, M. S. in Applied Behavior Analysis, BCBA, LBA, 2007, Florida Institute of Technology. Adjunct Clinical Supervisor. Specialty areas: verbal behavior, natural environment teaching, parent and caregiver training, and early intervention.

Hettling, Christine, M. S. in Psychology, BCBA, LBA, 2010, University of Phoenix. Adjunct Clinical Supervisor. Specialty areas: positive behavior support, staff and parent training, natural teaching environment, and pivotal response training.

Snow, Sarah, M. Ed. in Communication Disorders, BCBA, LBA, CCC-SLP, 2006, University of Virginia. Adjunct Clinical Supervisor. Specialty areas: language and social skills interventions, verbal behavior, autism spectrum disorder, staff training and supervision.

Barnes, Carolyn, M. S. in Reading Education, BCBA, LBA, 2003, Old Dominion University. Adjunct Clinical Supervisor. Specialty areas: functional behavior assessment, behavior support, verbal behavior, incidental teaching, parent and staff training, and supervision.

Dunbar, Leslie, M. S. in Education, BCBA, LBA, 2012, George Mason University Specialty areas: functional behavior assessment, evidence-based training, inclusive environments, social skills.

Appendix H
Commonwealth of Virginia Regulations Governing the Practice of Behavior Analysis

Commonwealth of Virginia



REGULATIONS

GOVERNING THE PRACTICE OF BEHAVIOR ANALYSIS

VIRGINIA BOARD OF MEDICINE

Title of Regulations: 18VAC85-150-10 et seq.

**Statutory Authority: § 54.1-2400 and Chapter 29
of Title 54.1 of the *Code of Virginia***

Effective Date: March 22, 2019

9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463

(804) 367-4600 (TEL)
(804) 527-4426 (FAX)
email: medbd@dhp.virginia.gov

TABLE OF CONTENTS

Part I	3
General Provisions	3
18VAC85-150-10. Definitions.....	3
18VAC85-150-20. Public participation.	3
18VAC85-150-30. Current name and address.	3
18VAC85-150-40. Fees.	3
Part II.....	4
Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst	4
18VAC85-150-50. Application requirements.	4
18VAC85-150-60. Licensure requirement.....	4
Part III Renewal and Reinstatement.....	5
18VAC85-150-70. Renewal of licensure.	5
18VAC85-150-80. Inactive licensure.....	5
18VAC85-150-90. Reactivation or reinstatement.	5
18VAC85-150-100. Continuing education requirements.	6
Part IV Scope of Practice	7
18VAC85-150-110. Scope of practice.	7
18VAC85-150-120. Supervisory responsibilities.	7
18VAC85-150-130. Supervision of unlicensed personnel.....	8
Part V Standards of Professional Conduct	8
18VAC85-150-140. Confidentiality.....	8
18VAC85-150-150. Client records.	8
18VAC85-150-160. Practitioner-client communication; termination of relationship.	9
18VAC85-150-170. Practitioner responsibility.	10
18VAC85-150-180. Solicitation or remuneration in exchange for referral.	10
18VAC85-150-190. Sexual contact.	11
18VAC85-150-200. Refusal to provide information.	11

Part I General Provisions

18VAC85-150-10. Definitions.

A. The following words and terms when used in this chapter shall have the meanings ascribed to them in § 54.1-2900 of the Code of Virginia:

Board

Practice of behavior analysis

B. The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"BACB" means the Behavior Analyst Certification Board, Inc.

"BCBA®" means a Board Certified Behavior Analyst®.

"BCaBA®" means a Board Certified Assistant Behavior Analyst®.

18VAC85-150-20. Public participation.

A separate board regulation, [18VAC85-11](#), entitled Public Participation Guidelines, provides for involvement of the public in the development of all regulations of the Virginia Board of Medicine.

18VAC85-150-30. Current name and address.

Each licensee shall furnish the board his current name and address of record. All notices required by law or by this chapter to be given by the board to any such licensee shall be validly given when sent to the latest address of record provided or served to the licensee. Any change of name or change in the address of record or public address, if different from the address of record, shall be furnished to the board within 30 days of such change.

18VAC85-150-40. Fees.

A. The following fees have been established by the board:

1. The initial fee for the behavior analyst license shall be \$130; for the assistant behavior analyst license, it shall be \$70.

2. The fee for reinstatement of the behavior analyst license that has been lapsed for two years or more shall be \$180; for the assistant behavior analyst license, it shall be \$90.

3. The fee for active license renewal for a behavior analyst shall be \$135; for any assistant behavior analyst, it shall be \$70. The fees for inactive license renewal shall be \$70 for a

behavior analyst and \$35 for an assistant behavior analyst. Renewals shall be due in the birth month of the licensee in each odd-numbered year. For 2019, the renewal of an active license as a behavior analyst shall be \$108, and the renewal fee for an inactive license shall be \$54; the renewal fee for an active license as an assistant behavior analyst shall be \$54, and the renewal fee for an inactive license shall be \$28.

4. The additional fee for processing a late renewal application within one renewal cycle shall be \$50 for a behavior analyst and \$30 for an assistant behavior analyst.

5. The fee for a letter of good standing or verification to another state for a license shall be \$10.

6. The fee for reinstatement of licensure pursuant to § 54.1-2408.2 of the Code of Virginia shall be \$2,000.

7. The fee for a returned check shall be \$35.

8. The fee for a duplicate license shall be \$5.00, and the fee for a duplicate wall certificate shall be \$15.

B. Unless otherwise provided, fees established by the board shall not be refundable.

Part II

Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst

18VAC85-150-50. Application requirements.

An applicant for licensure shall submit the following on forms provided by the board:

1. A completed application and a fee as prescribed in 18VAC85-150-40.
2. Verification of certification as required in 18VAC85-150-60.
3. Verification of practice as required on the application form.
4. If licensed or certified in any other jurisdiction, verification that there has been no disciplinary action taken or pending in that jurisdiction.
5. Verification from the BACB on disciplinary action taken or pending by that body.

18VAC85-150-60. Licensure requirement.

An applicant for a license to practice as a behavior analyst or an assistant behavior analyst shall hold current certification as a BCBA® or a BCaBA® obtained by meeting qualifications and passage of the examination required for certification as a BCBA® or a BCaBA® by the BACB.

Part III

Renewal and Reinstatement

18VAC85-150-70. Renewal of licensure.

A. Every behavior analyst or assistant behavior analyst who intends to maintain an active license shall biennially renew his license each odd-numbered year during his birth month and shall:

1. Submit the prescribed renewal fee; and
2. Attest to having met the continuing education requirements of 18VAC85-150-100.

B. The license of a behavior analyst or assistant behavior analyst that has not been renewed by the first day of the month following the month in which renewal is required is lapsed. Practice with a lapsed license may be grounds for disciplinary action. A license that is lapsed for two years or less may be renewed by payment of the renewal fee, a late fee as prescribed in 18VAC85-150-40, and documentation of compliance with continuing education requirements.

18VAC85-150-80. Inactive licensure.

A behavior analyst or assistant behavior analyst who holds a current, unrestricted license in Virginia shall, upon a request on the renewal application and submission of the required fee, be issued an inactive license. The holder of an inactive license shall not be entitled to perform any act requiring a license to practice as a behavior analyst or assistant behavior analyst in Virginia.

18VAC85-150-90. Reactivation or reinstatement.

A. To reactivate an inactive license or to reinstate a license that has been lapsed for more than two years, a behavior analyst or assistant behavior analyst shall submit evidence of competency to return to active practice to include one of the following:

1. Information on continued practice in another jurisdiction as a licensed behavior analyst or a licensed assistant behavior analyst or with certification as a BCBA® or BCaBA® during the period in which the license has been inactive or lapsed;
2. Sixteen hours of continuing education for each year in which the license as a behavior analyst or 10 hours for each year in which the license as an assistant behavior analyst has been inactive or lapsed, not to exceed three years; or
3. Recertification by passage of the BCBA® or the BCaBA® certification examination from the BACB.

B. To reactivate an inactive license, a behavior analyst or assistant behavior analyst shall pay a fee equal to the difference between the current renewal fee for inactive licensure and the renewal fee for active licensure.

C. To reinstate a license that has been lapsed for more than two years, a behavior analyst or assistant behavior analyst shall file an application for reinstatement and pay the fee for reinstatement of his license as prescribed in 18VAC85-150-40. The board may specify additional requirements for reinstatement of a license so lapsed to include education, experience, or reexamination.

D. A behavior analyst or assistant behavior analyst whose licensure has been revoked by the board and who wishes to be reinstated shall make a new application to the board, fulfill additional requirements as specified in the order from the board, and make payment of the fee for reinstatement of his licensure as prescribed in 18VAC85-150-40 pursuant to § 54.1-2408.2 of the Code of Virginia.

E. The board reserves the right to deny a request for reactivation or reinstatement to any licensee who has been determined to have committed an act in violation of § 54.1-2915 of the Code of Virginia or any provisions of this chapter.

18VAC85-150-100. Continuing education requirements.

A. In order to renew an active license, a behavior analyst shall attest to having completed 32 hours of continuing education and an assistant behavior analyst shall attest to having completed 20 hours of continuing education as approved and documented by a sponsor recognized by the BACB within the last biennium. Four of the required hours shall be related to ethics in the practice of behavior analysis. Up to two continuing education hours may be satisfied through delivery of behavioral analysis services, without compensation, to low-income individuals receiving services through a local health department or a free clinic organized in whole or primarily for the delivery of health services. One hour of continuing education may be credited for three hours of providing such volunteer services. For the purpose of continuing education credit for voluntary service, the hours shall be approved and documented by the health department or free clinic.

B. A practitioner shall be exempt from the continuing education requirements for the first biennial renewal following the date of initial licensure in Virginia.

C. The practitioner shall retain in his records the completed form with all supporting documentation for a period of four years following the renewal of an active license.

D. The board shall periodically conduct a random audit of its active licensees to determine compliance. The practitioners selected for the audit shall provide all supporting documentation within 30 days of receiving notification of the audit.

E. Failure to comply with these requirements may subject the licensee to disciplinary action by the board.

F. The board may grant an extension of the deadline for continuing education requirements, for up to one year, for good cause shown upon a written request from the licensee prior to the renewal date.

G. The board may grant an exemption from all or part of the requirements for circumstances beyond the control of the licensee, such as temporary disability, mandatory military service, or officially declared disasters.

Part IV

Scope of Practice

18VAC85-150-110. Scope of practice.

The practice of a behavior analyst includes:

1. Design, implementation, and evaluation of environmental modifications using the principles and methods of behavior analysis to produce socially significant improvement in human behavior, including the use of direct observation, measurement, and functional analysis of the relationship between environment and behavior; and
2. Supervision of licensed assistant behavior analysts and unlicensed personnel.

18VAC85-150-120. Supervisory responsibilities.

A. The licensed behavior analyst is ultimately responsible and accountable for client care and outcomes under his clinical supervision.

B. There shall be a written supervisory agreement between the licensed behavior analyst and the licensed assistant behavior analyst that shall address:

1. The domains of competency within which services may be provided by the licensed assistant behavior analyst; and
2. The nature and frequency of the supervision of the practice of the licensed assistant behavior analyst by the licensed behavior analyst.

A copy of the written supervisory agreement shall be maintained by the licensed behavior analyst and the licensed assistant behavior analyst and made available to the board upon request.

C. Delegation shall only be made if, in the judgment of the licensed behavior analyst, the task or procedures can be properly and safely performed by an appropriately trained assistant behavior analyst or other person, and the delegation does not jeopardize the health or safety of the client.

D. Supervision activities by the licensed behavior analyst include:

1. Direct, real-time observation of the supervisee implementing behavior analytic assessment and intervention procedures with clients in natural environments and/or training others to implement them, with feedback from the supervisor.
2. One-to-one, real-time interactions between supervisor and supervisee to review and discuss assessment and treatment plans and procedures, client assessment and progress data and reports, published research, ethical and professional standards and guidelines, professional development needs and opportunities, and relevant laws, regulations, and policies.

3. Real-time interactions between a supervisor and a group of supervisees to review and discuss assessment and treatment plans and procedures, client assessment and progress data and reports, published research, ethical and professional standards and guidelines, professional development needs and opportunities, and relevant laws, regulations, and policies.

4. Informal interactions between supervisors and supervisees via telephone, electronic mail, and other written communication are encouraged but may not be considered formal supervision.

For the purposes of this subsection, "real-time" shall mean live and person-to-person.

E. The frequency and nature of supervision interactions are determined by the individualized assessment or treatment plans of the clients served by the licensed behavior analyst and the assistant behavior analyst but shall occur not less than once every four weeks with each supervision session lasting no less than one hour.

18VAC85-150-130. Supervision of unlicensed personnel.

A. Unlicensed personnel may be supervised by a licensed behavior analyst or a licensed assistant behavior analyst.

B. Unlicensed personnel may be utilized to perform:

1. Nonclient-related tasks, including but not limited to clerical and maintenance activities and the preparation of the work area and equipment; and

2. Certain routine client-related tasks that, in the opinion of and under the supervision of a licensed behavior analyst or a licensed assistant behavior analyst, have no potential to adversely impact the client or the client's treatment plan and do not constitute the practice of behavior analysis.

Part V
Standards of Professional Conduct

18VAC85-150-140. Confidentiality.

A practitioner shall not willfully or negligently breach the confidentiality between a practitioner and a client. A breach of confidentiality that is required or permitted by applicable law or beyond the control of the practitioner shall not be considered negligent or willful.

18VAC85-150-150. Client records.

A. Practitioners shall comply with the provisions of § 32.1-127.1:03 of the Code of Virginia related to the confidentiality and disclosure of client records.

B. Practitioners shall provide client records to another practitioner or to the client or his personal representative in a timely manner in accordance with provisions of § 32.1-127.1:03 of the Code of Virginia.

C. Practitioners shall properly manage and keep timely, accurate, legible, and complete client records.

D. Practitioners who are employed by a health care institution, educational institution, school system, or other entity in which the individual practitioner does not own or maintain his own records shall maintain client records in accordance with the policies and procedures of the employing entity.

E. Practitioners who are self-employed or employed by an entity in which the individual practitioner owns and is responsible for client records shall:

1. Maintain a client record for a minimum of six years following the last client encounter with the following exceptions:
 - a. Records of a minor child shall be maintained until the child reaches the age of 18 years or becomes emancipated, with a minimum time for record retention of six years from the last client encounter regardless of the age of the child;
 - b. Records that have previously been transferred to another practitioner or health care provider or provided to the client or his legally authorized representative; or
 - c. Records that are required by contractual obligation or federal law may need to be maintained for a longer period of time.
2. Post information or in some manner inform all clients concerning the time frame for record retention and destruction. Client records shall only be destroyed in a manner that protects client confidentiality, such as by incineration or shredding.
3. When closing, selling, or relocating his practice, meet the requirements of § 54.1-2405 of the Code of Virginia for giving notice that copies of records can be sent to any like-regulated provider of the client's choice or provided to the client or legally authorized representative.

18VAC85-150-160. Practitioner-client communication; termination of relationship.

A. Communication with clients.

1. Except as provided in § 32.1-127.1:03 F of the Code of Virginia, a practitioner shall accurately present information to a client or his legally authorized representative in understandable terms and encourage participation in decisions regarding the client's care.
2. A practitioner shall not deliberately make a false or misleading statement regarding the practitioner's skill or the efficacy or value of a treatment or procedure provided or directed by the practitioner.
3. Before an initial assessment or intervention is performed, informed consent shall be obtained from the client or his legally authorized representative. Practitioners shall inform clients or their legally authorized representative of the risks, benefits, and alternatives of the recommended procedure that a reasonably prudent practitioner would tell a client.

a. Informed consent shall also be obtained if there is a significant change to a therapeutic procedure or intervention performed on a client that is not part of routine, general care and that is more restrictive on the continuum of care.

b. In the instance of a minor or a client who is incapable of making an informed decision on his own behalf or is incapable of communicating such a decision due to a physical or mental disorder, the legally authorized person available to give consent shall be informed and the consent documented.

c. An exception to the requirement for consent prior to performance of a procedure or intervention may be made in an emergency situation when a delay in obtaining consent would likely result in imminent harm to the client.

4. Practitioners shall adhere to requirements of § 32.1-162.18 of the Code of Virginia for obtaining informed consent from clients prior to involving them as subjects in human research with the exception of retrospective chart reviews.

B. Termination of the practitioner-client relationship.

1. The practitioner or the client may terminate the relationship. In either case, the practitioner shall make the client record available, except in situations where denial of access is allowed by law.

2. A practitioner shall not terminate the relationship or make his services unavailable without documented notice to the client that allows for a reasonable time to obtain the services of another practitioner.

18VAC85-150-170. Practitioner responsibility.

A. A practitioner shall not:

1. Perform procedures or techniques that are outside the scope of his practice or for which he is not trained and individually competent;

2. Knowingly allow a subordinate to jeopardize client safety or provide client care outside of the subordinate's scope of practice or area of responsibility. Practitioners shall delegate client care only to subordinates who are properly trained and supervised;

3. Engage in an egregious pattern of disruptive behavior or interaction in a health care setting that interferes with client care or could reasonably be expected to adversely impact the quality of care rendered to a client; or

4. Exploit the practitioner-client relationship for personal gain.

B. Advocating for client safety or improvement in client care within a health care entity shall not constitute disruptive behavior provided the practitioner does not engage in behavior prohibited in subdivision A 3 of this section.

18VAC85-150-180. Solicitation or remuneration in exchange for referral.

A practitioner shall not knowingly and willfully solicit or receive any remuneration, directly or indirectly, in return for referring an individual to a facility or institution as defined in § 37.2-100 of the Code of Virginia or hospital as defined in § 32.1-123 of the Code of Virginia.

Remuneration shall be defined as compensation, received in cash or in kind, but shall not include any payments, business arrangements, or payment practices allowed by 42 USC § 1320 a-7b(b), as amended, or any regulations promulgated thereto.

18VAC85-150-190. Sexual contact.

A. For purposes of § 54.1-2915 A 12 and A 19 of the Code of Virginia and this section, sexual contact includes, but is not limited to, sexual behavior or verbal or physical behavior that:

1. May reasonably be interpreted as intended for the sexual arousal or gratification of the practitioner, the client, or both; or
2. May reasonably be interpreted as romantic involvement with a client regardless of whether such involvement occurs in the professional setting or outside of it.

B. Sexual contact with a client.

1. The determination of when a person is a client for purposes of § 54.1-2915 A 19 of the Code of Virginia is made on a case-by-case basis with consideration given to the nature, extent, and context of the professional relationship between the practitioner and the person. The fact that a person is not actively receiving treatment or professional services from a practitioner is not determinative of this issue. A person is presumed to remain a client until the practitioner-client relationship is terminated.
2. The consent to, initiation of, or participation in sexual behavior or involvement with a practitioner by a client does not change the nature of the conduct nor negate the statutory prohibition.

C. Sexual contact between a practitioner and a former client after termination of the practitioner-client relationship may still constitute unprofessional conduct if the sexual contact is a result of the exploitation of trust, knowledge, or influence of emotions derived from the professional relationship.

D. Sexual contact between a practitioner and a key third party shall constitute unprofessional conduct if the sexual contact is a result of the exploitation of trust, knowledge, or influence derived from the professional relationship or if the contact has had or is likely to have an adverse effect on client care. For purposes of this section, key third party of a client means spouse or partner, parent or child, guardian, or legal representative of the client.

E. Sexual contact between a supervisor and a trainee shall constitute unprofessional conduct if the sexual contact is a result of the exploitation of trust, knowledge, or influence derived from the professional relationship or if the contact has had or is likely to have an adverse effect on client care.

18VAC85-150-200. Refusal to provide information.

A practitioner shall not willfully refuse to provide information or records as requested or required by the board or its representative pursuant to an investigation or to the enforcement of a statute or regulation.

Appendix I
US Behavior Analyst Workforce: Understanding the National Demand for
Behavior Analysts



US Employment Demand for Behavior Analysts:

2010-2020



Copyright © 2021 Behavior Analyst Certification Board®, BACB®. All rights reserved.
Board Certified Behavior Analyst®, BCBA®, Board Certified Behavior Analyst-Doctoral™, BCBA-D™, Board Certified Assistant Behavior Analyst®, and BCaBA® are owned by the Behavior Analyst Certification Board.

Electronic and/or paper copies of part or all of this work may be made for personal, educational, or policymaking purposes, provided such copies are not made or distributed for profit or commercial advantage. All copies, regardless of medium, must include this notice on the first page. Abstracting with proper credit is permitted.

This document should be referenced as follows:

Behavior Analyst Certification Board. (2021). *US employment demand for behavior analysts: 2010-2020*. Littleton, CO: Author.

Summary

[Burning Glass Technologies](#)[®] is a software company that collects and analyzes labor market data in the United States. These data are aggregated in the [Labor Insight](#)[™] database, which includes online job postings collected from over 50,000 sources. This database allows advanced searches of over 70 data fields that are extracted from each posting, including job title, occupation, employer, industry, required skills, credentials, and salary. Duplicate job postings are excluded from Labor Insight search results.

The Labor Insight database was used to assess the national employment demand for behavior analysts from the past 11 years (2010–2020) and the demand by state from the past 12 months.

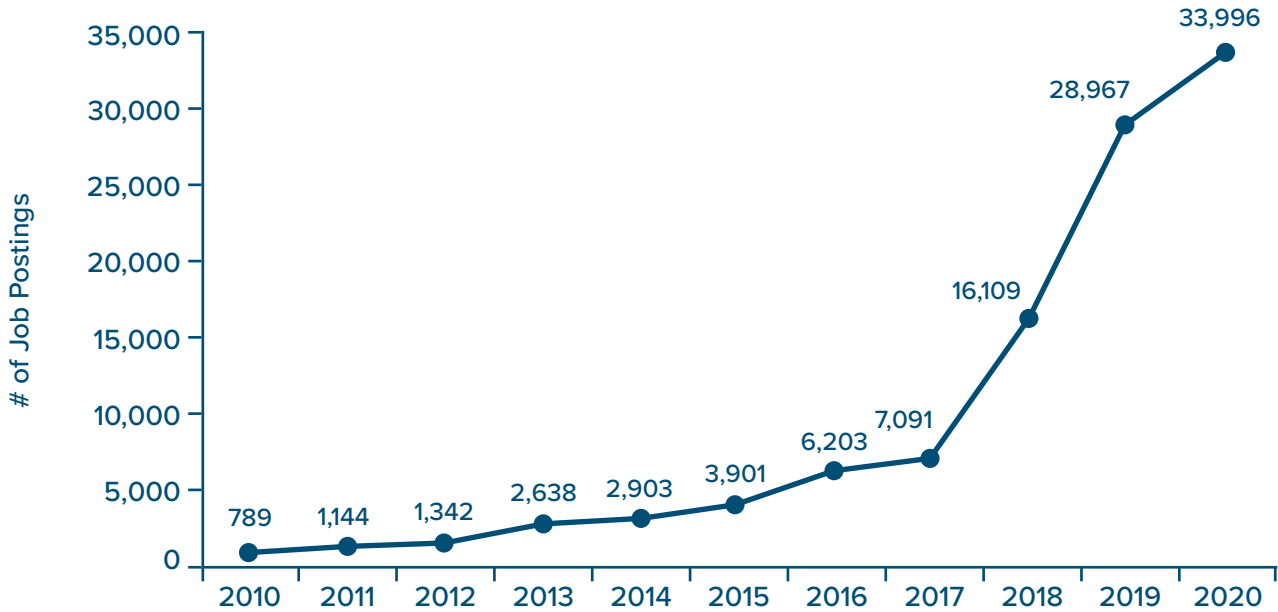
Key Findings

- **Demand for behavior analysts is increasing:** Over the past 11 years, demand for behavior analysts holding BCBA or BCBA-D certification has increased by 4,209%. Annual demand for individuals holding BCBA/BCBA-D certification has increased each year since 2010, with a 17% increase from 2019 to 2020. In 2020, demand was highest in 5 states (beginning with the highest): California, Massachusetts, Texas, Florida, and Georgia. These 5 states account for 47% of the recent demand for behavior analysts, with California alone accounting for 23% of the 2020 demand.
- **Demand for assistant behavior analysts is increasing:** Annual demand for individuals holding BCaBA certification has increased each year since 2010, with a 17% increase from 2019 to 2020. In 2020, demand was highest in 5 states (beginning with the highest): California, Florida, Virginia, Texas, and Pennsylvania. These 5 states account for 56% of the recent demand for assistant behavior analysts, with California alone accounting for 36% of the 2020 demand.

Annual Demand for BCBA Certification

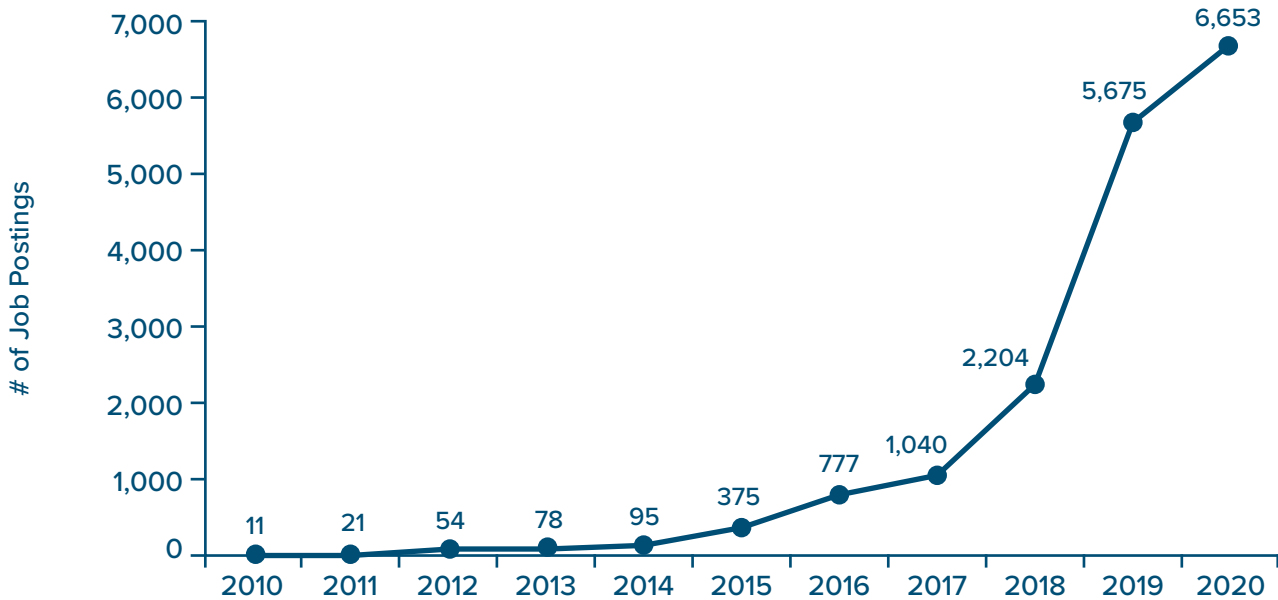
The following graph depicts the annual number of job postings over the past 11 years (2010–2020) that either required or preferred BCBA/BCBA-D certification.

Note: There are currently 31 states that license behavior analysts, and 1,054 job postings in 2020 either required or preferred a license to practice behavior analysis.



Annual Demand for BCaBA Certification

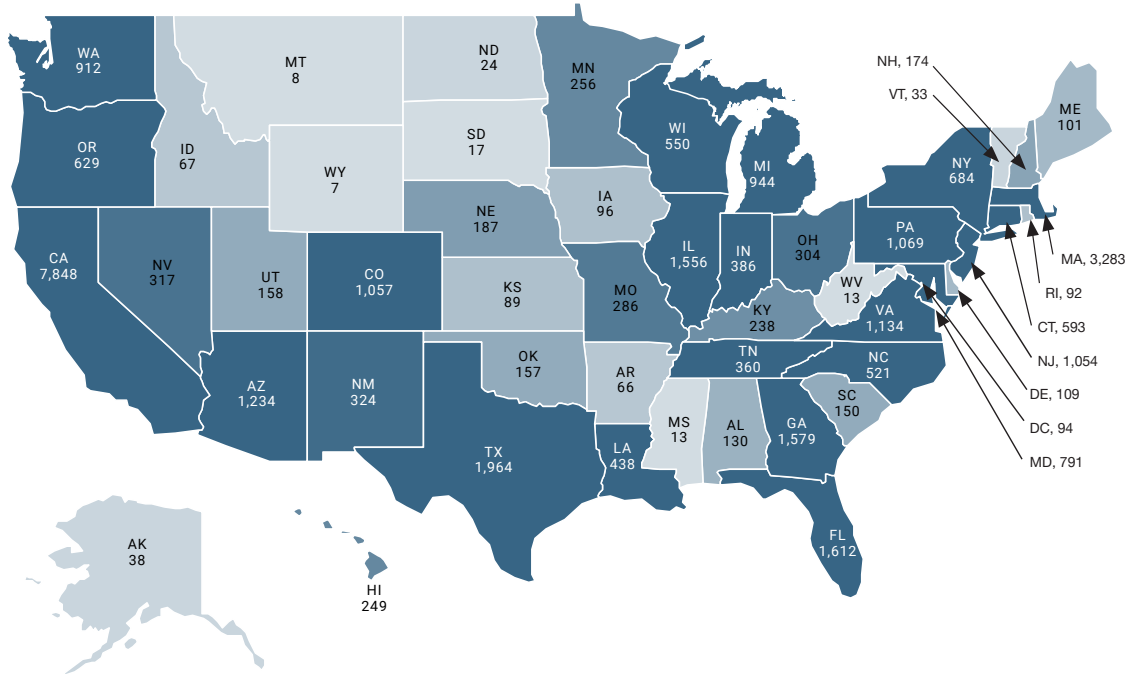
The following graph depicts the annual number of job postings over the past 11 years (2010–2020) that either required or preferred BCaBA certification.



Demand for BCBA/BCBA-D Certification by State

The following heat map depicts the number of job postings per state in 2020. The map represents job postings that either required or preferred BCBA/BCBA-D certification. Data from the top 15 states and their respective changes from 2019 to 2020 are depicted in the table below.

2020

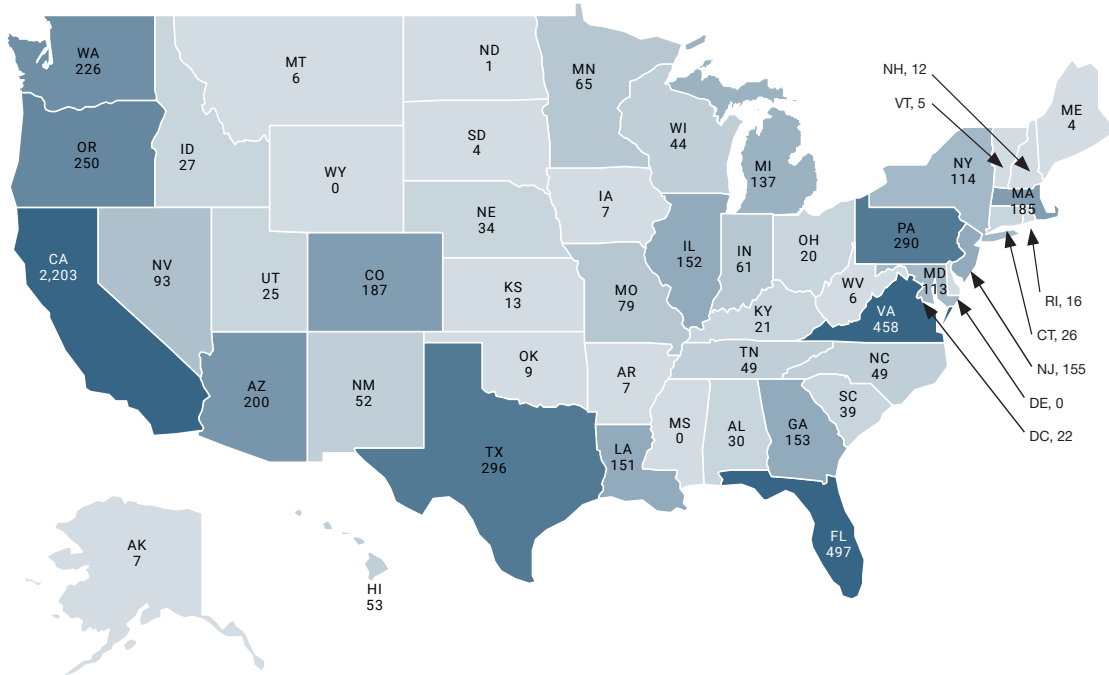


State	2019 Postings	2020 Postings	% Increase from 2019
California	8,884	7,848	-12%
Massachusetts	2,378	3,283	38%
Texas	1,535	1,964	28%
Florida	958	1,612	68%
Georgia	783	1,579	102%
Illinois	1,233	1,556	26%
Arizona	865	1,234	43%
Virginia	866	1,134	31%
Pennsylvania	795	1,069	34%
Colorado	750	1,057	41%
New Jersey	854	1,054	23%
Michigan	809	944	17%
Washington	883	912	3%
Maryland	687	791	15%
New York	573	684	19%

Demand for BCaBA Certification by State

The following heat map depicts the number of job postings per state in 2020. The map represents job postings that either required or preferred BCaBA certification. Data from the top 15 states and their respective changes from 2019 to 2020 are depicted in the table below.

2020



State	2019 Postings	2020 Postings	% Increase from 2019
California	2,048	2,203	8%
Florida	344	497	44%
Virginia	287	458	60%
Texas	264	296	12%
Pennsylvania	73	290	297%
Oregon	204	250	23%
Washington	221	226	2%
Arizona	229	200	-13%
Colorado	161	187	16%
Massachusetts	121	185	53%
New Jersey	177	155	-12%
Georgia	81	153	89%
Illinois	163	152	-7%
Louisiana	149	151	1%
Michigan	177	137	-23%

Appendix J
Employment Demand Job Announcements

Board Certified Behavior Analyst (BCBA)

POSTED ON 5/11/2022 AVAILABLE BEFORE 7/9/2022

[Autism Builders](#) Manassas, VA Full Time

Job Posting for **Board Certified Behavior Analyst (BCBA)** at **Autism Builders**

Autism Builders has a job opening for a Board Certified Behavior Analysts (BCBAs) to provide direct applied behavior analysis (ABA) treatment to children with autism and related disorders within the Northern Virginia and Virginia Beach area. We are looking for talented, hard-working and experienced individuals to provide behavior analytic support to our clients. We look forward to speaking with you!

Job Duties

- Develop behavior and skill acquisition programs for assigned clients
- Implement behavior and skill acquisition programs in a one-on-one or group setting with assigned clients
- Conduct initial, quarterly and/or bi-annual assessments
- Report on client progress in daily, monthly and bi-annual data summary reports
- Meet all deadlines on or before the due date for assigned task and reports
- Attend all team meetings, as needed
- Train and supervise paraprofessional staff, as needed
- Act as a mandated reported on all cases

Requirements

- Licensed as a Behavior Analyst in the state of Virginia
- Certified as a Behavior Analyst with the BACB or other qualified board
- Has a graduate degree or higher in applied behavior analysis, special education, psychology or related field
- 1 year of experience working in the field of education, mental health or applied behavior analysis
- 1 year of experience working directly with children or adults autism and/or other related disorders
- Current CPR/First Aid certification
- Have access to modern technology devices such as a laptop, iPad, tablet, smartphone, etc. that can be used to perform day-to-day work task, on-site and off-site
- Has availability to work between the hours of 2 and 8p
- Clear background check

Benefits

- Competitive pay
- Health Insurance
- 401K Retirement Plan

Job Types: Full-time

COVID-19 considerations: Autism Builders will abide by all CDC, local, state and federal government suggestions.

Job Type: Full-time

Benefits:

- 401(k)
- Dental insurance
- Health insurance
- Paid time off
- Vision insurance

Schedule:

- Monday to Friday
- Weekend availability

COVID-19 considerations:

Autism Builders will abide by all CDC, local, state and federal government suggestions.

Willingness to travel:

- 25% (Preferred)

Work Location: On the road

[View Less](#)

Apply for this job

Receive alerts for other Board Certified Behavior Analyst (BCBA) job openings

Board Certified Behavior Analyst (BCBA)

POSTED ON 5/11/2022 AVAILABLE BEFORE 7/9/2022

[Autism Builders](#) Check, VA Full Time

Job Posting for **Board Certified Behavior Analyst (BCBA)** at **Autism Builders**

Autism Builders has a job opening for a Board Certified Behavior Analysts (BCBAs) to provide direct applied behavior analysis (ABA) treatment to children with autism and related disorders within the Northern Virginia and Virginia Beach area. We are looking for talented, hard-working and experienced individuals to provide behavior analytic support to our clients. We look forward to speaking with you!

Job Duties

- Develop behavior and skill acquisition programs for assigned clients
- Implement behavior and skill acquisition programs in a one-on-one or group setting with assigned clients
- Conduct initial, quarterly and/or bi-annual assessments
- Report on client progress in daily, monthly and bi-annual data summary reports
- Meet all deadlines on or before the due date for assigned task and reports
- Attend all team meetings, as needed
- Train and supervise paraprofessional staff, as needed
- Act as a mandated reported on all cases

Requirements

- Licensed as a Behavior Analyst in the state of Virginia
- Certified as a Behavior Analyst with the BACB or other qualified board
- Has a graduate degree or higher in applied behavior analysis, special education, psychology or related field
- 1 year of experience working in the field of education, mental health or applied behavior analysis
- 1 year of experience working directly with children or adults autism and/or other related disorders
- Current CPR/First Aid certification
- Have access to modern technology devices such as a laptop, iPad, tablet, smartphone, etc. that can be used to perform day-to-day work task, on-site and off-site
- Has availability to work between the hours of 2 and 8p
- Clear background check

Benefits

- Competitive pay
- Health Insurance
- 401K Retirement Plan

Job Types: Full-time

COVID-19 considerations: Autism Builders will abide by all CDC, local, state and federal government suggestions.

Job Type: Full-time

Benefits:

- 401(k)
- Dental insurance
- Health insurance
- Paid time off
- Vision insurance

Schedule:

- Monday to Friday
- Weekend availability

COVID-19 considerations:

Autism Builders will abide by all CDC, local, state and federal government suggestions.

Willingness to travel:

- 25% (Preferred)

Work Location: On the road

[View Less](#)

Apply for this job

Receive alerts for other Board Certified Behavior Analyst (BCBA) job openings

[Report this Job](#)

Board Certified Behavior Analyst

BREAKTHROUGH BEHAVIOR

Stafford, VA

- Posted: May 10, 2022
- Full-Time

The Breakthrough Behavior Model

Breakthrough Behavior strives to help communities one family at a time. More than five million adults in the United States have autism, and one in 54 are diagnosed with autism spectrum disorder (ASD). We believe every person with autism and other developmental disabilities are entitled to simple access to care, clinical excellence and personal service. Breakthrough Behavior provides applied behavior analysis (ABA) therapy to families in their homes, schools, communities and inside our clinics. ABA utilizes research-based techniques to increase useful and positive behaviors and reduce those that may cause harm or interfere with learning and is the most effective evidence-based treatment for autism recommended by physicians, the American Psychological Association, and the U.S. Surgeon General.

Strategy for Success: Board Certified Behavior Analysts

Breakthrough Behavior is searching for the next leaders and innovators in our industry. Our Board Certified Behavior Analysts (BCBAs) are Clinical Supervisors that provide support to individuals and their families, and ensure we reach the most successful outcomes. BCBAs coordinate services in ABA, function analyses and assessment, behavior acquisition and reduction procedures, and adaptive life skills. They also oversee programming of associate behavior analysts and provide ongoing support and supervision to registered behavior technicians (RBTs) as it relates to the implementation and documentation associated with Behavior Support Plans.

How You Will Improve Lives

- Provide supervision of behavior technicians working with clients in clinic, and home settings
- Implement 1:1 behavior intervention programs
- Participate in modeling activities as needed, providing instruction on Applied Behavior Analysis, discrete trial teaching techniques, management of challenging behaviors, child development and data collection techniques applicable to the client
- Facilitate and assist in the development and identification of resources and support information for clients and their families
- Assist in the development and implementation of assessment tools, conduct functional assessments and analyses when appropriate, and to develop appropriate behavior strategies to teach appropriate behavior and reduce maladaptive behaviors

How We Help You Succeed & Grow

- Highly competitive compensation packages based on experience
- Monthly performance incentives
- Benefits packages for full time employees (medical, dental, vision, PTO, holidays, 401K)
- ABA Conference assistance (registration, travel, and hotel)
- CEUs and professional development opportunities, including invited speakers

- Fully web-based clinical software
- Company issued laptop
- Participation in work groups and team building activities
- Research opportunities

How You Will Fit This Role

- Master's Degree in Applied Behavior Analysis or related field
- BCBA certification for a minimum of one (1) year
- Must maintain credentialing in compliance with the BACB
- Must complete Continuing Education Courses as outlined by the BACB
- Must complete supervision courses as outlined by the BACB
- Strong commitment and passion for working with children and families affected by ASD
- Ability to demonstrate competence in behavior management skills, instructional skills, oral and written communication, organizational skills and interpersonal relations
- Ability to work with a variety of clients in regard to age, functionality, and with minimal direction
- Knowledge of DTT programming and implementation
- Resilience and ability to balance multiple competing priorities, to self-direct time, and meet deadlines
- Flexibility and ability to embrace change and seek feedback with a growth mindset
- Understanding of the business and industry; knowledge of emerging trends and industry practices
- Exhibit servant leadership with a positive and compassionate attitude
- Ability to utilize critical and independent thinking to identify and solve problems

Our Mission & Core Values

Breakthrough Behavior's mission is to provide meaningful outcomes to individuals with developmental disabilities and we focus on excellence, compassion, innovation and accountability to deliver clinical success to all our patients. Our core values define our work, our goals and our strategy every day

Excellence. Unwavering commitment to clinical outcomes and professional growth

Innovation. Continuous learning through research and professional development

Compassion. Being humble, kind, respectful and honest to staff, patients and community partners

Accountability. Personally accountable for delivering on our commitments

Are you ready to change the world? Breakthrough Behavior is your place to start

Breakthrough Behavior recognizes and boldly declares that all individuals (client, staff, caretakers or otherwise) are worthy and deserving of the same respect, empathy and nurturance as anyone else. Compassion is a right and pivotal to maintaining human dignity. As such, compassion is a standard of the care we provide. Compassion extends to all individuals and is not limited to any one specific person or group; regardless of age, race, gender identity, sex, religion, sexual preference, disability,

neurology, cultural identity, or social/economic status. We pride ourselves in our commitment to diversity, equity and inclusion for every individual we encounter both in and out of our facility.

At Breakthrough Behavior we are committed to fostering a diverse inclusive workplace and hiring employees without regard to race, ethnicity, color, age, sex, religion, national origin, neurodiversity, ancestry, pregnancy, sexual orientation, gender identity, gender expression, genetic information, physical or mental disability, registered domestic partner status, caregiver status, marital status, veteran or military status, citizenship status, or any other legally protected category. Breakthrough Behavior's formal Non-Discrimination/Harassment Policy prohibits discrimination and harassment and applies to all persons involved with our organization, to include internal employees and families to whom we serve.

PI177548799

BREAKTHROUGH BEHAVIOR

Address

Stafford, VA
22554 USA

Industry

Healthcare

[View all jobs at BREAKTHROUGH BEHAVIOR](#) Report Job



See more jobs →



Board Certified Behavior Analyst (BCBA)-Virginia Beach, VA
Golden Steps ABA
Virginia Beach, VA

Description

Golden Steps ABA - Virginia -

Board Certified Behavior Analyst (BCBA)

Job Summary:

Golden Steps ABA is dedicated to hiring qualified, caring BCBA therapists to provide the highest standard of care to children with Autism. Golden Steps ABA offers some of the most exciting and rewarding positions in the industry. We understand the importance of working with each therapist and their interests individually. We realize that for a therapist to do their best in helping a child reach their highest levels of performance, we must do our best to help make their job as rewarding as possible.

We are looking for full-time or part-time team members for Virginia Beach, Virginia.

Board Certified Behavior Analyst (BCBA) Responsibilities and Duties:

- Ensures program effectiveness.
- Perform comprehensive initial assessments.
- Plans, manages, coordinates, and evaluates assigned staff efforts to achieve the objectives of the client's IEP/IFSP.
- Provides training and supervision of Behavior Technicians.
- Provides direct services to the clients and their parents, when appropriate.
- Implements the program curricula.
- Managing data regarding the client's progress.
- Assumes responsibility for recording data daily and reporting client status.
- Prepares annual reports regarding program effectiveness.

Board Certified Behavior Analyst (BCBA) Qualifications and Skills:

- Experience working with individuals with developmental disabilities and/or behavior challenges with ABA.

Education:

- Master's in Behavior Analysis, Psychology or Education (required)

License/Certification:

- BCBA

Board Certified Behavior Analyst (BCBA) Benefits:

We strongly value work-life balance! Starting with taking away administrative tasks and travel time. Everything is software-based, Flexible hours, with the ability to make your own schedule. Bonus opportunities are available as well. **Our goal is, that you should love what you do!**

We offer:

- Competitive salaries
- Referral Program
- Employee Recognition Program
- Team building events
- 401 (k) matching
- Dental insurance
- Vision insurance
- Health insurance
- Life insurance
- Generous paid time off
- Flexible schedule
- Training
- Paid 32 CEU's for BCBA recertification
- Tuition discount
- Friendly, enjoyable, and mission-driven work environment
- Collaborative, fast paced and forward-thinking workplace
- Ongoing professional development opportunities

[Menu](#)[Portsmouth jobs](#)

Licensed Behavior Analyst

Posted Today by New Story Schools | Be the first to apply

Portsmouth, Virginia

Do you have a passion for education and being a part of a mission-driven organization? Do you want to join a fast-growing company with excellent benefits, such as tuition reimbursement, generous paid time off, and so much more?

Rivermont, a New Story School in Hampton, VA is seeking a qualified Licensed Behavior Analyst/Site Supervisor to develop, implement, and supervise the assigned administrative and clinical program and services.

RESPONSIBILITIES

- Conducts various evidence-based assessments (e.g., FBAs, VB-MAPP, etc.) and develops appropriate programming based on assessment results (e.g., treatment goals and behavior intervention plans).
- Collaborates with parents to promote skill maintenance and generalization.
- Ensures programming includes transition planning for clients ages 14 and older (e.g., life skills, vocational, self-help, etc.)
- Manages and coordinates intake of new clients.
- Provides on-site clinical supervision to the assigned program to ensure implementation, training, and competence of staff with ABA/VB methodology, procedures, techniques, and strategies. Provides RBT supervision and supervision of others to obtain BCBA credentials as needed.
- Ensures training on and utilization of scientifically validated behavior analytic teaching procedures and techniques.
- Other duties

BENEFITS

Eligible Rivermont Employees will receive competitive pay and benefits including:

- Medical, Dental, Vision, and Health Savings Account (HSA)
- Company-paid Short-Term Disability and Life Insurance
- Voluntary Life Insurance, Long-Term Disability, Hospital, and Accident Coverage
- Paid time off and paid holidays
- Tuition reimbursement
- 401K with 100% vested company contribution
- Healthcare, dependent care, and commuter Flexible Spending Accounts (FSA)
- Employee Assistance Program (EAP)
- Wellness Incentive Program
- Employee Discount Program
- Rewards program which allows you to earn points to purchase items

Rivermont, is a subsidiary of **New Story Schools**, which is an educational organization comprised of special education schools in Pennsylvania, Virginia, Ohio, New Jersey, and Massachusetts. We offer an academic learning environment integrated with behavior support services for students diagnosed with autism or emotional/behavioral disorders. Our multidisciplinary teams collaborate with families, school districts and community partners to empower children in overcoming challenges and creating new stories in their lives.

New Story Schools is proud to be an equal opportunities employer and embraces diversity in the workplace. We are also committed to providing a drug-free, safe workplace for our employees and the students we serve. For more information about **New Story Schools** careers and benefits, please visit our website ([url removed](#))

#SoutheastR

EducationRequired

- Masters or better in Human Services

Licenses & CertificationsRequired

- Brd Cert Beh Anlst
- Lic Behavior Analyst

SkillsRequired

- Funct Behavioral Assess
- Crisis Intervention
- Funct Behavioral Analysis

Job type: **Permanent**

Job ID: **71515362**

Save

Share

Create Job Alert

Create a new Job Alert to make sure you see the best new jobs first!

Keywords / job title

Licensed Behavior Analyst

Location

23708

Distance

35 Miles

Create Alert



Apply for this job now >

Board Certified Behavior Analyst

RICHMOND, VIRGINIA | PERMANENT | POSTED 5 JUN 2022

Acorn Health is looking for Board Certified Behavior Analysts (BCBAs) to join our Virginia team in the Richmond area! We offer a supportive environment, rich in learning and growth opportunities. Come join a company focused on supporting its employees, so that together we can provide our clients with the highest quality services!

At Acorn Health we are driving autism therapy forward.

About Acorn Health

Acorn Health a family is a family of companies that deliver the highest quality of intensive, behavior-based treatment for individuals with autism spectrum and related disorders. We are a partnership of behavior analytic professionals who develop, apply, and share the latest advances in the science of applied behavior analysis (ABA) to improve the lives of the families we serve. And while each of our partner companies is unique, we all share important core values.

AUTHENTICITY: We create a place where everyone can show up as their true selves.

ACCOUNTABILITY: We keep our promises and can be trusted with the life and future of a child.

TEAMWORK: The best outcomes are produced by people who collaborate with enthusiasm.

GROWTH: We know the needs of children and their families are unique and ever-changing.

HUSTLE: In autism care and treatment, time is always of the essence. We do things now.

With multiple clinical centers and staff across Florida, Tennessee and Virginia we provide an unparalleled

This site uses cookies. By continuing to use this site you consent to our use of cookies



clients, to learn, grow and prepare to become the future leaders of the company, through collaboration with our professional staff.

- **Acorn Leadership Development Institute** - innovative program for BCBA's looking for professional advancement.
- **Newly appointed Board of Director, Gregory Hanley, Ph.D., BCBA-D** - you'll have excellent resources and opportunities to participate in ongoing research efforts.

Job Duties and Responsibilities:

- Oversees client treatment from assessment through care delivery
- Conducts initial and follow-up functional, behavioral and developmental assessments
- Develops, oversee and implement client's BIPs and Treatment Plans
- Serves as the clinical lead on client cases, providing supervision to Behavior Technicians implementing treatment interventions designed by the BCBA
- Collects, maintain and evaluate data on each client's progress
- Monitors and review client programs to analyze data, measure progress and make necessary changes to the treatment plan
- Observes program implementation, and provide training on interventions as needed
- Works closely with clients and their families providing family training and support
- Meets with primary caregivers to discuss observations and concerns
- Collaborates with colleagues, parents, and schools to share information and implement best practice intervention programs across settings
- Conducts trainings for the client's extended care team
- Promotes a high level of professional and ethical standards, following both company standards and BACB guidelines
- Helps cover treatment sessions for other staff members when needed
- Completes other job-related duties and special assignments as directed
- Promotes awareness and disseminate information regarding ASD and Applied Behavior Analysis (ABA) through training and presentations, both on- and off-site, as directed

Why Should You Apply?

Leadership mentoring opportunities.

Top benefits.

This website uses cookies. By continuing to use this website you consent to our use of cookies.



Excellent growth and advancement opportunities.

Bonus program and profit sharing.

Continuing education.

The Benefits:

We offer career development opportunities for those who show up and work hard.

Very competitive salary package.

Paid time off and paid holidays

Sign on bonus.

CEU reimbursement.

Relocation Bonus.

Professional development opportunities (both ABA and non-ABA)

Career development opportunities

Flexible work environment.

Complete administrative support.

Position Requirements

Must possess a master's degree in ABA or a related field.

Must be a Board-Certified Behavior Analyst (BCBA) in good standing with the BACB.

A history of work with children, adolescents, young adults, and/or families is essential. Specific training/experience in developmental disabilities and Autism Spectrum Disorders is preferred.

Must be able to communicate effectively, verbally and in writing, in English.

Must have reliable transportation, a valid driver's license, and satisfactory driving record.

Must meet the physical requirements of the position, to include lifting of clients, packages, or equipment, and accessing non-barrier free premises.

Should enjoy working in an interdisciplinary team approach to develop and implement client treatment plans.

Strong organizational skills, detail-oriented, reliably develop timely correspondence relat

This site uses cookies to enhance your navigation. We'll assume you agree to our use of cookies.





(<https://virginiaaba.org/>)

Navigation



Awesome Minds ABA seeks BCBA, LBA in Fairfax

April 1st, 2022

Company: Awesome Minds ABA

Position: BCBA

Location: Fairfax

Website: <https://awesomeminds.hi5aba.com/>
(<https://awesomeminds.hi5aba.com/>)

Phone #: 703-310-8068

Email: sakin.mire@hi5aba.com
(sakin.mire@hi5aba.com)

The mission of the BCBA is to diligently provide ABA services to clients with autism or related special needs in order for the clients to achieve mastery of behavior treatment goals. The position requires compassion, integrity, organization skill, a firm grasp of ABA, and professionalism. The position offers hands-on training, part-time hours, and career growth. Our BCBA's provide services within 30⁰min of Fairfax, VA.



[Privacy](#) - [Terms](#)

Responsibilities of BCBA:

- Respond to referral source and client/family in need of services within 24 hours of receiving a referral.
- Manage the entire client engagement process from referral to termination of services, including client intake, orientation, assessment, attaining a physician's letter of necessity, authorizations, providing direct care, and reauthorizations.
- Create and implement Individualized Service Plans (ISP) with client or client and parent/guardian.
- Conduct staff meetings/supervision and training per insurance requirements.
- Maintain contact with a referring agency on a periodic basis to discuss updates, progress, concerns, or provide feedback as defined by insurance or contract.
- Adhere to all agency policies and procedures and complete other tasks deemed necessary for the successful operation of services.
- Complete all required documentation which includes, but is not limited to, tracking of the individual service plan, permanent client binders, and related paperwork.
- Must complete a TB screening within 30 days.
- Maintain Licensing, Credentialing, Board Certification, CPR, and First Aid Certification at all times.
- Must be found eligible via a background check with the State, FBI, and CPS.
- Maintain insurance authorizations for all active clients.
- Assist with recruiting and maintaining BT/RBT personnel and their qualifications to fulfill insurance and clinical requirements.
- Manage the schedule of technicians to meet ISP.
- Assist in the staffing of qualified team members.

Required education:

Master's

BCBA

Required license or certification:

CPR

HIPAA

State License as Behavior Analyst, as applicable

Job Type: Full-time or Part-time

Compensation for this position ranges between \$72,000-\$102,000, depending on experience.

Schedule

Day shift

Flexible schedule

Benefits

On the job training

Commuter benefits

0



*Awesome Minds, LLC, an independently owned and operated franchisee of Hi-5 ABA, is an equal employment opportunity employer.

[Privacy - Terms](#)

To create your account, Google will share your name, email address, and profile picture with recruit.net.



Board Certified Behavior Analyst- Newport News, VA

Golden Steps ABA - Virginia (Newport News VA, USA)

20 hours ago

Create Alert

[Upload Your Resume](#)

Let employers contact you directly.

Join Our Data Analyst Bootcamp - Check out our Demo for Free

<https://www.practicum.com/data/analyst>

Launch your *new* career today. Sign up for our bootcamp with a money-back guarantee. A bootcamp with real projects, comprehensive support, and a money-back guarantee. Mentor Support. A Leading IT Company. A 480-hour program. Portfolio of 15 Projects. Professional certificate. Start Learning for Free. Based on Real Data. Python, Jupyter and SQL. Python, Jupyter Notebook.

Job Description

Board Certified Behavior Analyst (BCBA)

Job Summary:

Golden Steps ABA is dedicated to hiring qualified, caring BCBA therapists to provide the highest standard of care to children with Autism. Golden Steps ABA offers some of the most exciting and rewarding positions in the industry. We understand the importance of working with each therapist and their interests individually. We realize that for a therapist to do their best in helping a child reach their highest levels of performance, we must do our best to help make their job as rewarding as possible.

We are looking for full-time or part-time team members for Newport News, Virginia.

- Ensures program effectiveness.
- Perform comprehensive initial assessments.
- Plans, manages, coordinates, and evaluates assigned staff efforts to achieve the objectives of the client's IEP/IFSP.
- Provides training and supervision of Behavior Technicians.
- Provides direct services to the clients and their parents, when appropriate.
- Implements the program curricula.
- Managing data regarding the client's progress.
- Assumes responsibility for recording data daily and reporting client status.
- Prepares annual reports regarding program effectiveness.

Board Certified Behavior Analyst (BCBA) Qualifications and Skills:

Experience working with individuals with developmental disabilities and/or behavior challenges with ABA.

Education:

Master's in Behavior Analysis, Psychology or Education (required)

License/Certification:

BCBA

Board Certified Behavior Analyst (BCBA) Benefits:

We strongly value work-life balance! Starting with taking away administrative tasks and travel time. Everything is software-based, Flexible hours, with the ability to make your own schedule, Bonus opportunities are available as well. **Our goal is, that you should love what you do!**

We offer:

- Competitive salaries
- Referral Program
- Employee Recognition Program
- Team building events

More from Golden Steps ABA - Virg



Board Certified Behavior Ana (BCBA)-Virginia Beach, VA

Golden Steps ABA - Virginia 21 hour



Board Certified Behavior Ana Hampton, VA

Golden Steps ABA - Virginia 20 hour



Board Certified Behavior Ana (BCBA)-Virginia Beach, VA

Golden Steps ABA - Virginia 1 hour

[See all jobs at Golden Steps ABA - Virg](#)

Detect insider threats and advanced external threats before they strike with Trellix XDR, delivered by CDW, to adjust your security posture quickly.



Board Certified Behavior Analyst- Newport News, VA

Training
 Paid 32 CEU's for BCBA recertification
 Tuition discount
 Friendly, enjoyable, and mission-driven work environment
 Collaborative, fast paced and forward-thinking workplace
 Ongoing professional development opportunities
 Golden Steps ABA provides equal employment opportunity to all persons without regard to race, color, religion, creed, age, marital status, sexual orientation, gender identity or expression, citizenship status, national origin, ethnicity, military/veteran status, or disability which can be reasonably accommodated undue hardship, or any other classification protected by law. This applies to all terms and conditions of employment including recruitment, hiring, compensation, training, promotions, terminations, layoffs, and leaves of absence.

#HP

13/10/2021

SAVE JOB

Show more

[Board Certified Behavior Analyst jobs in Newport News VA](#)

[Board Certified Behavior Analyst jobs](#)

[Golden Steps ABA - Virginia jobs in Newport News VA](#)

[Newport News VA jobs](#)

Similar jobs



BCBA or BCaBA Clinical Supervisor of ABA Center

Intercept Health 14 days ago



Intensive Program Clinician II – REACH (NRV)

New River Valley Community Services 23 hours ago



Intensive Program Clinician II – REACH (Roanoke)

New River Valley Community Services 23 hours ago



[About Us](#)
[Career Blog](#)

[Contact Us](#)

[Browse Vacancies](#)

[Employers](#)

[Popular Job Searches](#)

[Companies that hire the most](#)

[Trending Job Titles](#)

English

USA

© Copyright 2022 Recruit.net. Terms and Conditions | Privacy Policy



Online Data Analyst Bootcamp - Job

Sign in to recruit.net with Google

Laura Chezan
 lchezan@odu.edu

Continued Login

To create your account, Google will share your name, email address, and profile picture with recruit.net.

No commute

Ad <https://www.innovatetel.com/psychiatrist/career>
 We are looking for exceptional psychiatrists join our telepsychiatry team. Apply Now! For (866) 492-7597
[Apply Now](#) · [How We Hire](#)

BCBA Jobs (Hiring Now) - BCBA Jobs — Hiring Now - BCBA Jobs

Ad <https://www.ziprecruiter.com/>
 Find Jobs That Match Your Resume. Setup Alerts & Apply With One Click. Hire Top Talent for ziprecruiter.com
[Part Time Jobs](#) [Full Time Jobs](#)
[Work From Home Jobs](#) [Search Salaries](#)
[Amazon Jobs](#) [Find a Job](#)

Newport News, VA Jobs - \$19-57/Hr: Hiring Immediately - All Current Job

Ad <https://www.jobs2careers.com/newport-news>
 New Jobs Open In Newport News. No Experience Required. Hiring Now. Apply Today
[Work From Home Jobs](#) [Rating](#)

BCBA hiring - Newport News, VA - \$10-\$65/Hr

Ad <https://www.jobs-bear.com/jobs/bcba+hiring>
 Companies are looking for you. Find BCBA hiring in Newport News, VA. Hundreds of...
 Immediate Start



Board Certified Behavior Analyst- Newport News, VA

[back to search page](#)

Support Ukraine during the russian invasion

Make a donation

jooble



Log in



Find

Board Certified Behavior Analyst (BCBA) - North Carolina center based and/or in home opportunities



\$65k - \$100k

Full-time

Key Autism Services

Asheville, NC

Apply on keyautismservices.efficientapply.com

Feedback

We offer Part Time and Full Time Opportunities. FT Salary Potential: \$60,000-\$75,000 (plus significant bonus potential! No cap on quarterly bonus potential), PT Salary Range: \$60-\$70 hourly.

If you are passionate about working with individuals diagnosed with autism, Key Autism Services is hiring for Board-Certified Behavior Analysts (BCBAs) to join our team in North Carolina!

We have BCBA Center based opportunities in the following cities : Raleigh, Asheville, Chapel Hill

We have in home opportunities in the following regions:

We use cookies to improve your browsing experience on our site, show personalized content and targeted ads, analyze site usage, and assist in our marketing efforts. (Optional cookies)

[More info](#)

[Accept](#)

Our Durham County Region consists of: Durham, Gorman, Rougemont

Our Guilford County Region consists of: Greensboro, Jamestown, High Point, McLeansville, Mt Airy, Oakridge, Pleasant Gardens, Sedalia, Stokesdale, Summerfield, Whitsett, Winston-Salem

Our Mecklenburg County Region consists of: Charlotte, Huntersville, Matthews, Cornelius, Mint Hill, Pineville

Our Wake County Region consists of: Holly Springs, Knightdale, Morrisville, Zebulon, Raleigh, Garner, Apex, Fuquay-Varina, Rolesville, Wendell

As a BCBA, you can manage your own schedule and do your case planning from the comfort of your own home. We have both full-time, salaried positions and part-time, hourly positions available. Additional benefits are discussed below!

Our trained behavior technicians (BTs) provide Applied Behavior Analysis (ABA) services for individuals diagnosed with autism under the guidance and supervision of a BCBA. With this position, you'll be working in-home with families, implementing ABA programs, training BTs on implementation of said programs, and establishing parent training opportunities in order to promote generalization of programming, maintenance, and carryover of acquisition skills.

Board Certified Behavior Analyst (BCBA) Job Responsibilities:

- Conduct initial assessments, reassessments, and write progress reports
- Develop & monitor individualized treatment plans and behavior support plans
- Supervise and train ABA/ Behavioral Technicians
- Develop and monitor individual behavior management protocols and behavior intervention plans for children
- Provide support, instruction, and feedback to families and caregivers with regard to managing challenging behaviors and teaching replacement behaviors through the principles of ABA
- Conduct Functional Assessments and Functional Analysis of all problem behaviors when needed and clinically warranted
- Review program effectiveness, make recommendations, monitor data collection, and graph/monitor progress

Trackback

We use cookies to improve your browsing experience on our site, show personalized content and targeted ads, analyze site usage, and assist in our marketing efforts. (See our [Privacy Policy](#) for more details.)

[More info](#)[Accept](#)

- Flexible hours and the ability to choose your work schedule
- 15 days Paid Time off
- Life and Disability Insurance
- Free access to our on-demand training library
- Training, professional development, and CEU opportunities with annual reimbursement allotment for CEUs (up to \$750 per year!)
- Two Professional Development Days Off for CEU use
- Opportunities to network with other experienced BCBAs on the KEY team and collaborate with professionals in the field
- Virtual electronic data collection system to allow for light paperwork

BCBA Part-Time Offers:

- Excellent competitive hourly rates, commensurate with experience and education
- Training, professional development, and CEU opportunities
- Opportunities to network with other experienced BCBAs on the KEY team and collaborate with specialists and other professionals in the field
- Virtual electronic data collection system to allow for light paperwork
- Flexible hours and the ability to choose your work schedule

Requirements:

- Must have a current BCBA Certification and LABA (if applicable by state)
- Master's Degree in ABA or related field (Psychology, Education, Special Education)
- Obtain and maintain Safety Care Specialist status
- Personal means of transportation with a reliable vehicle
- Previous ABA Experience
- Must be comfortable working with families and providing in-home services

About us:

Currently, Key Autism Services provides services to children and adults diagnosed with autism throughout the states of Colorado, Florida, Georgia, Illinois, Massachusetts, North Carolina and Texas. Services include programs for children with Autism Spectrum Disorder (ASD) and other related mental health and developmental conditions. We have been serving families since 2014. At Key we work as compassionate partners with individuals, families, case managers and other professionals to provide the level of support needed to improve the

We use cookies to improve your browsing experience on our site, show personalized content and targeted ads, analyze site usage, and assist in our marketing efforts. (Learn more about our use of cookies)

More info

Accept

we know that learning happens best when it happens in the context of playful, reciprocal interactions with life partners.

We believe family is the foundation for a child's development. Family is the ever-present guiding force in a child's life from the first breath through childhood, adolescent, and adult years. Family doesn't close for the holidays, go on vacation or call it quits at five o'clock. Family remains a persistent presence on a day-in, day-out basis, through all the seasons of the year, through all the years in a lifetime.

Our team is committed to helping individuals and their families become self-sufficient and live as independently as their abilities allow. We hire compassionate, highly trained, and dedicated BCBA's who show a passion to contribute their skills to make our clients more successful, more passionate and active in their plan of care, and more independent in their life.

Check out what we have to offer!

Apply on keyautismservices.efficientapply.com

Vacancy posted 9 days ago



FULL TIME
JOB

PART TIME
JOB

IMME
HIR



About Jooble

Partnership

Additional

© 2007-2022 Jooble

We use cookies to improve your browsing experience on our site, show personalized content and targeted ads, analyze site traffic.

More Info

Apply

[Salary](#)[Company](#)[Resume Critique](#)[How To Become](#)[Job Openings](#)

Direct Service - Board Certified Behavior Analyst (BCBA)

POSTED ON 4/26/2022 AVAILABLE BEFORE 6/25/2022

[Autism Builders](#) Virginia Beach, VA Full Time

Job Posting for Direct Service - Board Certified Behavior Analyst (BCBA) at Autism Builders

Autism Builders has a job opening for a Board Certified Behavior Analyst (BCBA) to provide direct applied behavior analysis (ABA) treatment to children with autism and related disorders within the Northern Virginia area. We are looking for talented, hard-working and experienced individuals to provide behavior analytic support to our clients. We look forward to speaking with you!

Job Duties

- Develop behavior and skill acquisition programs for assigned clients
- Implement behavior and skill acquisition programs in a one-on-one or group setting with assigned clients
- Conduct initial, quarterly and/or bi-annual assessments
- Report on client progress in daily, monthly and bi-annual data summary reports
- Meet all deadlines on or before the due date for assigned task and reports
- Attend all team meetings, as needed
- Train and supervise paraprofessional staff, as needed
- Act as a mandated reported on all cases

Requirements

- Licensed as a Behavior Analyst in the state of Virginia
- Certified as a Behavior Analyst with the BACB or other qualified board
- Has a graduate degree or higher in applied behavior analysis, special education, psychology or related field
- 1 year of experience working in the field of education, mental health or applied behavior analysis
- 1 year of experience working directly with children or adults autism and/or other related disorders
- Current CPR/First Aid certification
- Have access to modern technology devices such as a laptop, iPad, tablet, smartphone, etc. that can be used to perform day-to-day work task, on-site and off-site
- Has availability to work between the hours of 2 and 8p
- Clear background check

Benefits

- Competitive pay
- Health Insurance
- 401K Retirement Plan

Job Types: Full-time

COVID-19 considerations: Autism Builders will abide by all CDC, local, state and federal government suggestions.

Job Type: Full-time

Pay: \$65,000.00 - \$75,000.00 per year

Benefits:

- 401(k)
- Dental insurance
- Health insurance
- Paid time off
- Vision insurance

Schedule:

- Monday to Friday
- Weekend availability

COVID-19 considerations:

Autism Builders will abide by all CDC, local, state and federal government suggestions.

Willingness to travel:

- 25% (Preferred)

Work Location: On the road

[View Less](#)

Apply for this job

Receive alerts for other Direct Service - Board Certified Behavior Analyst (BCBA) job openings

[Report this Job](#)

Appendix K
Employment Demand Letters of Support



Dr. Laura Chezan
Associate Professor
Department of Communication Disorders and Special Education
Old Dominion University
Norfolk, VA 23504

March 10, 2022

Dear Dr. Chezan,

I enthusiastically support the plans for Old Dominion University to offer a Master of Science in Applied Behavior Analysis. Southeastern Virginia is currently lacking any higher education institution offering a master's degree in applied behavior analysis with other similar programs being offered in northern Virginia and in the National Capital region.

There are many individuals in southeastern Virginia interested in pursuing a master's degree in applied behavior analysis and their only option has been to enroll in online programs offered at institutions of higher education located in other states that have a long tradition in offering degrees in applied behavior analysis. Furthermore, there is a critical need for credentialed professionals in behavior analysis in our region as the number of children with autism spectrum disorder continues to increase. Due to the limited number of professionals available, many children in need of behavior-analytic services are placed on waiting lists and do not receive the services needed to enhance their independent functioning in the natural environment.

I would welcome the opportunity to hire certified behavior analysts with a degree from Old Dominion University and am excited that Old Dominion University is considering offering a Master of Science in Applied Behavior Analysis. This new program will fill the geographic gap that currently exists in our region. Having this program available to residents of southeastern Virginia will be of great benefit to the profession of behavior analysis and the communities we serve.

Sincerely,

A handwritten signature in black ink that reads "Christine Hettling". The signature is written in a cursive style.

Christine Hettling, MS, BCBA, LBA
Site Director
Autism Consulting & Therapy, LLC



Blossom

Behavioral Services

8 San Jose Drive Suite 3B Newport News, VA 23606 | phone: 757 524 2510 | fax: 888 494 2076 |

Dr. Laura Chezan
Associate Professor
Department of Communication Disorders and Special Education
Old Dominion University
Norfolk, VA 23504

May 8, 2022

Dear Dr. Chezan,

It is my pleasure to support Old Dominion University's efforts to offer a Master of Science in Applied Behavior Analysis. When we first spoke regarding supervision for the current BACB coursework I was incredibly excited at the prospect of a local Master's program in this area and I hope this letter is only the first step of many to support this program.

This proposed program increasing the accessibility to training in behavior analysis in southeastern Virginia is absolutely vital to not just increase the number of Board-Certified Behavior Analysts in the area, but to ensure that those analysts are prepared to enter the field upon graduation. Specifically, no institution of higher education in this region currently offers a Master of Science in Applied Behavior Analysis. Therefore, individuals interested in pursuing careers in the field of behavior analysis must enroll in online programs offered in other states or in northern Virginia. From my personal experience in an online program the online program has several pitfalls as compared to the in person programs many of my colleagues were able to experience living in other areas. This local opportunity to pursue a master's degree in applied behavior analysis will provide students the ability to engage one-on-one with fellow students, faculty, and local agencies providing behavior-analytic services and, thus, enhance their overall educational experience.

The faculty at Old Dominion University has the expertise and qualifications to provide high-quality instruction to students enrolled in the program and had designed a program that meets the academic and supervised fieldwork experience standards required for national certification as BCBAs. In addition to strong curriculum with skilled faculty, practicum placement is critical to applying the concepts taught in the classroom to the field, and Blossom Behavioral Services would be thrilled to partner with the program to assist in the developments of effective behavior analysts, and would also look forward to discussing future employment opportunities with Old Dominion University graduates of the proposed program.

I truly hope for our area and the field as a whole that Old Dominion University will have the opportunity to offer the Master of Science in Applied Behavior Analysis. I strongly support your efforts and I am looking forward to assisting if needed.

Sincerely,



Katie Fitterer, M.A., BCBA, LBA
Owner & Clinical Director
Blossom Behavioral Services
Phone: (757) 524-2510



Pioneering Possibility

Dr. Laura Chezan
Associate Professor
Department of Communication Disorders and Special Education
Old Dominion University
Norfolk, VA 23504

April 5, 2022

Dear Dr. Chezan,

On behalf of the Faison School and Peninsula School, I am offering enthusiastic support for Old Dominion University's proposal to offer a Master of Science in Applied Behavior Analysis. Your graduate program will address a critical need for certified behavior analysts at graduate level qualified to design and implement high-quality and effective services to individuals with autism spectrum disorder and other developmental disabilities in southeastern Virginia. Furthermore, the program will facilitate residents of Virginia with an in-state option to complete their graduate coursework and supervised fieldwork experience rather than relying on out-of-state online education.

The Faison School and the Peninsula School will be more than happy to collaborate with Old Dominion University in training the students enrolled in this program by providing a place for supervised fieldwork experience. We would welcome further opportunities for students of the proposed Master of Science in Applied Behavior Analysis as they complete the program requirements and become certified as well as hire graduates who have been trained in the proposed program.

This is an exciting opportunity for your institution and for the field of behavior analysis in our state. I am looking forward to hearing the good news about the approval of the Old Dominion University Master of Science in Applied Behavior Analysis and to collaborating with your institution.

Sincerely,

Adam Warman, MS, BCBA, LBA
Vice President, Program Development, The Faison Center





K O R A Analysis, LLC

ABA Consultation + Treatment

(phone) 703.675.7465
(fax) 888-548-0846
www.aba-consult.com

Dr. Laura Chezan
Associate Professor
Department of Communication Disorders and Special Education
Old Dominion University
Norfolk, VA 23504

May 10, 2022

Dear Dr. Chezan,

I am writing in support of Old Dominion University's proposal for the creation of a Master of Science in Applied Behavior Analysis to prepare professionals eligible for national certification as Board Certified Behavior Analysts (BCBAs). The unique sequence of coursework and supervised fieldwork experience that meets the academic and supervision standards put forth by the Behavior Analysis Certification Board® will provide students enrolled in the program with the knowledge and clinical training needed to become effective and highly-qualified professionals in the field of behavior analysis.

There is a significant shortage of BCBAs in the state of Virginia, resulting in children and adults with autism spectrum disorder and other developmental disabilities being placed on waiting lists to receive needed services. With the rapid growth of prevalence rates in the number of children being diagnosed with autism spectrum disorder, the gap between the number of trained professionals who can provide needed services along with supervising those seeking certification and the number of children in need of behavior-analytic services will continue to increase. Therefore, there is a strong demand for professionals with training in applied behavior analysis in the state of Virginia.

I would welcome the opportunity to collaborate with Old Dominion in the training and preparation of these professionals with the goal of expanding the pool of qualified BCBAs in southeastern Virginia. A Master of Science in Applied Behavior Analysis would further increase the number of qualified professionals to work with individuals in need of behavior-analytic services. Furthermore, I would be happy to hire certified behavior analysts with a degree from Old Dominion University.

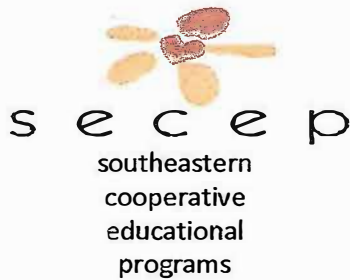
As a professional who had to leave the state to obtain a Master of Science in Applied Behavior Analysis, I am excited that Old Dominion is considering offering this program and truly believe it will fill the geographic gap that currently exists in our region. Therefore, the program proposed by Old Dominion University has my full support.

Sincerely,

A handwritten signature in black ink, appearing to read "Kristin Helgerson Frigelj". The signature is written in a cursive, flowing style.

Kristin Helgerson Frigelj, M.S., BCBA, LBA

Owner, KORA Analysis, LLC



administrative office | 6160 KEMPSVILLE CIRCLE * SUITE 300B
NORFOLK, VIRGINIA 23502 | OFFICE (757) 892-6100 | FAX (757) 892-6111

Dr. Laura Chezan
Associate Professor
Department of Communication Disorders and Special Education
Old Dominion University
Norfolk, VA 23504

March 30, 2022

Dear Dr. Chezan,

I am writing to offer my enthusiastic support of Old Dominion University's proposal for the development of a Master of Science in Applied Behavior Analysis. This unique constellation of coursework and supervised fieldwork experience will provide professional preparation to students enrolled in the program who will be eligible for national certification as Board Certified Behavior Analysts (BCBAs).

One career path for BCBAs is to work in school settings. Increasingly, school districts and educational agencies are recognizing the need to employ behavior interventionists to provide consultation to teachers and direct assistance in applied behavior analysis and intervention to students with disabilities, including autism spectrum disorder, emotional disability, and other learners who display challenging behavior. There is a shortage of professionals credentialed in behavior analysis in our state.

Several years ago, Southeastern Cooperative Educational Programs (SECEP) began assisting our educational personnel by offering course tuition and textbook assistance to individuals seeking the BCBA credential. Toward this end, SECEP has partnered with Old Dominion University to provide our teachers, teacher specialists, and administrators the academic coursework and supervised fieldwork experience required to become eligible for national certification as BCBAs.

A Master of Science in Applied Behavior Analysis at Old Dominion University would further assist SECEP in its mission to build capacity among professionals who are able to provide high-quality services and effective interventions to students with academic and behavioral needs. Considering Old Dominion University's reputation in providing high-quality education and our successful partnership in preparing educators eligible for national certification as BCBAs, we would welcome the opportunity to hire graduates of the proposed program.

Please accept my full, unwavering support of this proposal. Should you have any questions or need to speak with me directly, please contact me by phone at 757-892-6100 or email at sadler.david@secep.net

Sincerely yours,



David B. Sadler
Executive Director

Appendix L
Student Demand Survey and Results

Master of Science in Applied Behavior Analysis Survey

Interested in pursuing a master’s degree in applied behavior analysis? Darden College of Education and Professional Studies is planning a new Master of Science in Applied Behavior Analysis that will focus on training students in the science of human behavior and its application to the development, implementation, and evaluation of environmental modifications to promote acquisition of socially significant behaviors in individuals across the life span.

The coursework and the fieldwork supervision experience will prepare graduates of the program to work for schools, private agencies, non-governmental organizations, and clinics that provide behavior-analytic services to individuals with autism and other developmental disabilities. The program graduates will also prepare students to meet the eligibility requirements for graduate-level national certification examination in behavior analysis (i.e., Board Certified Behavior Analyst).

As part of the approval process, Old Dominion University is conducting a survey about interest in the program among potential students. Please take a few minutes to answer the following questions.

We appreciate your participation.

Which degree program are you currently enrolled in (please check all that apply)?

- Education
- Psychology
- Speech-language pathology

What is your rank?

- Junior
- Senior

Please circle the number (1 to 5) that indicates your agreement with each statement below.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am interested in pursuing a master’s degree in general.	1	2	3	4	5
I am interested in pursuing a master’s degree in applied behavior analysis.	1	2	3	4	5
If ODU offered a master’s degree in applied behavior analysis I would enroll.	1	2	3	4	5
It is important for a master’s degree in applied behavior analysis to be offered in southeastern Virginia.	1	2	3	4	5

A part-time option would be important in my decision to pursue a master's degree in applied behavior analysis.	1	2	3	4	5
--	---	---	---	---	---

To thank you for participating in this brief survey, you have the opportunity to enter a drawing for a \$50 VISA gift card. Please type your email address into the box below if you wish to enter the drawing. Thank you.

- Insert your email address in this box

Student Demand Survey Results

TOTAL RESPONDENTS BY PROGRAM: 136

- Education: 26
- Psychology: 91
- Speech-language pathology: 19

TOTAL RESPONDENTS BY RANK: 136

- Junior: 57
- Senior: 79

TOTAL RESPONDENTS BY LIKERT-SCALE CATEGORY:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am interested in pursuing a master's degree in general.	3 (2.21%)	1 (0.74%)	5 (3.68%)	41 (30.15%)	86 (63.2%)
I am interested in pursuing a master's degree in applied behavior analysis.	2 (1.47%)	10 (7.35%)	39 (28.68%)	45 (33.09%)	40 (29.41%)
If ODU offered a master's degree in applied behavior analysis I would enroll.	3 (2.21%)	7 (5.15%)	38 (27.94%)	42 (30.88%)	46 (33.82%)
It is important for a master's degree in applied behavior analysis to be offered in southeastern Virginia.	2 (1.47%)	2 (1.47%)	18 (13.24%)	40 (29.41%)	74 (54.41%)
A part-time option would be important in my decision to pursue a master's degree in applied behavior analysis.	3 (2.21%)	3 (2.21%)	19 (13.97%)	54 (39.71%)	57 (41.91%)

Table of Contents

Description of the Proposed Program	0
Program Background	0
Institutional Mission	1
Delivery Format	1
Admission Criteria	2
Curriculum	3
Time to Degree	5
Faculty Resources	5
Student Learning Assessment	6
Employment Skills	9
Relation to Existing Programs	10
Justification for the Proposed Program	10
Response to Current Needs (Specific Demand)	10
Employment Demand	13
Duplication	15
Student Demand	18
Summary of Projected Student Enrollment	19
Projected Student Enrollment	19
Projected Resource Needs for the Proposed Program	20
Narrative Description of Resources to Initiate and Operate the Degree Program	20
Part V: Certification Statements	24
Appendices	27
Appendix A - Behavior Analyst Certification Board Coursework Standards	A-1
Appendix B - Behavior Analyst Certification Board Fieldwork Experience Standards	B-1
Appendix C - Practicum Sites	C-1
Appendix D - Course Content Allocation	D-1
Appendix E - Sample Plan of Study for Full-Time Students	E-1
Appendix F - Course Descriptions	F-1
Appendix G - Faculty Curriculum Vitae (Abbreviated)	G-1
Appendix H - Virginia Regulations Governing the Practice of Behavior Analysis	H-1
Appendix I - Burning Glass Technologies Report	I-1
Appendix J - Employment Demand Job Announcements	J-1
Appendix K - Employment Demand Letters of Support	K-1
Appendix L - Student Demand Survey	L-1

Description of the Proposed Program

Program Background

Old Dominion University (ODU) in Norfolk, Virginia, seeks approval to offer a Master of Science (MS) in Applied Behavior Analysis, CIP Code 42.2814, to begin in Fall 2023. The proposed program will be offered through the Department of Communication Disorders and Special Education in the Darden College of Education and Professional Studies.

The purpose of the proposed MS in Applied Behavior Analysis is to train master-level students to become eligible for the national examination required for certification by the Behavior Analyst Certification Board and for state licensure. The program will emphasize the identification, selection, and implementation of evidence-based practices to promote positive outcomes and improve quality of life for clients who need behavior-analytic services. Students will gain skills in behavioral assessment, selection and implementation of behavior-change, data collection and evaluation of behavior-change programs within the context of professional and ethical conduct. Such skills are greatly valued by educational agencies, behavior-analytic providers, and community organizations. Students will also learn to collaborate with clients, caregivers, and other professionals. Furthermore, students will gain skills in mentoring and supervision lower level behavior analysts.

The program will provide a foundation in the study of human behavior that will allow graduates to design and implement high-quality and effective behavior-change programs with fidelity within the context of ongoing assessment and data-based decision making. Graduates will be prepared to use a decision-making process encompassing professional and ethical judgement, research evidence, and client individual and contextual variables for identifying, selecting, and evaluating behavior-change programs to address the academic, behavioral, and social needs of clients who need behavior-analytic services in Virginia and nationwide.

The proposed master's degree program is aligned with the Behavior Analyst Certification Board Coursework and Experience Standards for graduate-level certification in behavior analysis (see Appendix A for coursework standards and Appendix B for experience standards requirements). Furthermore, in the Commonwealth of Virginia the license to practice as a behavior analyst is issued by the Virginia Department of Health Professions, Board of Medicine regardless of the work setting: school, medical, residential, or clinical.¹ Consistent with national certification standards and with state licensure, the title of the program – MS in Applied Behavior Analysis – is intended to accurately reflect the breadth of training provided in the proposed program.

The proposed program responds to current needs in the Commonwealth of Virginia and in the nation. A need exists for highly qualified behavior analysts due to the increased prevalence of individuals with autism spectrum disorder and other developmental disabilities, changes in state and federal legislation that require the implementation of scientifically based interventions to address behaviors of social significance, and economic changes. Graduates of the program will be knowledgeable about the principles of human behavior and prepared to implement effective

¹ <https://www.dhp.virginia.gov/Boards/Medicine/AbouttheBoard/RegulatedProfessions/BehaviorAnalyst/>

and scientifically based behavior-change programs to address the needs of clients in the settings listed previously.

See Appendix A for Behavior Analyst Certification Board coursework standards.

See Appendix B for Behavior Analyst Certification Board fieldwork experience standards.

Institutional Mission

The mission of ODU states: “Old Dominion University, located in the city of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.”

The proposed MS in Applied Behavior Analysis program will align with the mission of the university by offering a rigorous academic program that (a) equips students with the knowledge, skills, and dispositions to become highly qualified professionals in the field of behavior analysis, (b) engages students with their communities by requiring fieldwork experiences in community settings, and (c) connects and engages students with the field of behavior analysis at local, state, and national levels. Therefore, the proposed program addresses the ongoing needs of well-trained and highly skilled professionals who meet certification and licensing requirements.

Students in the proposed degree program are encouraged to participate with professional organizations, such as the Virginia Association for Behavior Analysis (VABA)² and the Association for Behavior Analysis International (ABAI)³ to advocate at the state and national levels for the legislation and policies that promote access to education and treatment resources.

Delivery Format

The proposed MS in Applied Behavior Analysis will be offered in a hybrid format consisting of online academic courses and in-person supervised fieldwork experience courses. All academic courses will be offered online with web-based synchronous and asynchronous offerings as the delivery method. For synchronous courses and weekly office hours, students and faculty will connect via Zoom. Zoom is a cloud-based web-conference tool that permits users from various locations to meet, collaborate, share content, and engage in discussions. For asynchronous courses and course content management, faculty and students will utilize Canvas. Canvas is a web-based course management tool that allows faculty to administrate and manage course content while accommodating the needs of students through a variety of electronic media, such as Microsoft Word, Power Point or Prezi, Excel, and video and audio recordings. The supervised fieldwork experience courses will be offered in-person on campus and in professional clinical sites throughout the southeastern Virginia region.

ODU has a well-developed and effective distance learning support network that assists faculty in web-based course development and delivery and has been a pioneer in technology-delivered learning since 1980s. Faculty who teach in the program are trained in the course development

² <https://virginiaaba.org/>

³ <https://www.abainternational.org/welcome.aspx>

and delivery through the Center for Learning and Teaching (CLT). The instructional designers, technologists, and other staff work with faculty to assist in implementing technology into courses, to disseminate the latest in course development strategies, and to provide ongoing support throughout the semester. Furthermore, online students have access to a multitude of resources and services to support their academic learning, including 24/7 technical support for accessing university services and online courses, training on how to access online courses, free software (e.g., Zoom, Microsoft One Drive, Microsoft Office 365), and resources on how to succeed as an online ODU student.

Admission Criteria

Admission criteria for the proposed MS in Applied Behavior Analysis consist of:

- A completed online application and admission fee;
- Official transcripts indicating evidence of a completed bachelor's degree from an accredited US institution or an equivalent degree from a foreign institution;
- Cumulative GPA of 3.0 or higher (on a 4.0 scale) in the undergraduate degree;
- For international students, Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based test (or 79-80 on the IBT) for non-native English speakers;
- Resume or CV;
- 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;
- A 500-word essay describing the applicant's interest in applied behavior analysis and their career goals.

Admission as a graduate student at ODU does not imply acceptance into the MS in Applied Behavior Analysis program. A faculty committee will determine which students are accepted to the program.

Students with previous graduate work completed in a Verified Course Sequence (VCS) approved by the ABAI and offered at an accredited institution of higher education in the US may submit a request for a maximum of nine credit hours to be transferred toward the core courses.

Transferred hour requests will be submitted to the program director, and if approved, added to the transcript. A VCS is a sequence of academic courses in applied behavior analysis that has been reviewed and approved by the ABAI as meeting the coursework standards required by the Behavior Analyst Certification Board, the content hours in each content domain included in the standards, and the faculty qualifications to teach the content. A maximum of nine transferred hours is allowed based on the coursework standards and content hour allocation required by the Behavior Analyst Certification Board. Specifically, the Behavior Analyst Certification Board requires that all VCS nationwide provide three credit hours in "Measurement, Data Display, and Interpretation; Experimental Design" in one freestanding course, three credit hours in "Philosophical Underpinnings; Concepts and Principles" in one freestanding course, and three credit hours in "Ethics and Professional Conduct" in one freestanding course. These nine credits can be transferred toward the core courses because they address the same content regardless of

the institution where the courses were offered. However, the remaining required credits will vary from institution to institution and, if transferred, may lead to ineligibility for national certification examination.

Curriculum

The proposed MS in Applied Behavior Analysis will require 36 credit hours of graduate-level instruction: 24 academic credits, 12 clinical (or fieldwork experience) credits, and a Capstone research project.

The structure of the curriculum provided through the proposed master's program is guided by the standards put forth by the Behavior Analyst Certification Board. These standards require that students have knowledge and skills in the following nine areas (See Appendix D for course content allocation):

1. knowledge of philosophical underpinnings guiding the field of behavior analysis;
2. knowledge of basic concepts and principles pertaining to human behavior;
3. knowledge and skills related to measurement, data display, and interpretation of behavior changes;
4. knowledge of experimental research designs as applied to evidence-based practices;
5. knowledge of professional ethics;
6. knowledge and skills regarding behavioral assessment to identify behavior excesses and deficits;
7. knowledge and skills pertaining to behavior-change procedures to address behavior excesses and deficits;
8. knowledge and skills regarding the selection and implementation of specific interventions to change behavior;
9. knowledge and skills in providing personnel supervision and management.

Guided by those standards, the curriculum includes seven 3-credit academic courses in applied behavior analysis (21 credits) and an elective 3-credit academic course. The focus of these courses is to equip students with the knowledge and skills required across the nine content areas.

Students also will complete 12 credit hours in four semesters of fieldwork experience in various settings providing behavior-analytic services. In the fieldwork experience courses, students will accrue a total of 1,500 hours of fieldwork experience with no more than 600 hours working directly with children and adults who need behavior-analytic services.

Program Requirements

New courses are indicated with an asterisk (*).

Academic Core Courses (18 credit hours required)

- SPED 640 Applied Behavior Analysis: Concepts and Principles (3 credits)
SPED 642 Applied Behavior Analysis: Ethics and Professional Conduct for Behavior Analysts (3 credits)
SPED 643 Applied Behavior Analysis: Assessments and Interventions (3 credits)

- SPED 644 Applied Behavior Analysis: Applications (3 credits)
- SPED 645 Applied Behavior Analysis: Verbal Behavior (3 credits)
- SPED 646 Applied Behavior Analysis: Personnel Supervision and Management (3 credits)

Research Core Course (3 credit hours required)

- SPED 641 Applied Behavior Analysis: Empirical Bases (3 credits)

Restricted Electives (3 credit hours required)

Students will select from a prescribed list of courses. The restricted electives have been divided into three categories. Selected coursework must be approved by the program director.

Autism Spectrum Disorder

- SPED 625 Characteristics of Students with Autism Spectrum Disorder (3 credits)
- SPED 627 Instructional Strategies for Students with Autism Spectrum Disorder (3 credits)

Educational Research

- FOUN 611 Introduction to Research Methods in Education (3 credits)
- FOUN 612 Applied Research Methods in Education (3 credits)

Psychology Special Interests

- PSYC 661 Psychopathology (3 credits)
- PSYC 750 Organizational Psychology (3 credits)
- PSYC 763 Personnel Psychology (3 credits)

Clinical Courses (12 credit hours required)

- CDSE 769* Applied Behavior Analysis: Concentrated Supervised Fieldwork (4 times at 3 credits each = 12 credits)

Capstone Project and Fieldwork Experience

Across four semesters throughout the program, students will accrue a total of 1,500 hours of fieldwork experience with no more than 600 hours working directly with children and adults who need behavior-analytic services. During the fieldwork experience, students will develop and demonstrate mastery in clinical skills of assessment, data collection, implementation of behavior-change procedures, and evaluation of behavior-analytic interventions. All fieldwork experience will take place in professional clinical sites throughout the southeastern Virginia region (see Appendix C for list of practicum sites). In clinical sites, students will be supervised by a BCBA. As part of the fieldwork experience, students will be required to identify a problem of practice in the clinical placement and to propose and conduct a Capstone research project under the supervision of a faculty member.

Fieldwork experience competence will be rated across semesters with a Clinical Skills Competencies rating scale. The extensive scale lists professional behaviors pertaining to oral and written communication skills, assessment and data collection, intervention skills, and personal and interaction skills. The scale is rated as: 0 (dependent), 1 (emerging), 2 (present), 3 (developed), and 4 (exceptional). The scale is completed in each fieldwork experience course by the student's primary supervisor at midterm and end of semester. At the completion of the first

year of fieldwork experience, students are expected to perform at the level of 2-3 across criteria. At the completion of the second year, students are expected to perform at a level 3 or greater across all criteria. Students will be evaluated by both a faculty member and their primary supervisor at the practicum site. Grades for the fieldwork experience courses will be based on a pass/fail option. Students who do not meet expected levels of competency in a given semester and fail the course will be required to re-enroll in the course in the following semester. Failure to meet competency after the second opportunity leads to dismissal from the degree program.

Comprehensive Exam

The culmination of the academic and fieldwork experience training will be a written comprehensive examination. All students must pass a comprehensive exam that consists of multiple-choice questions simulating the Behavior Analyst Certification Board examination at the BCBA level and covers topics from all behavior-analytic courses taught in the program. In the semester of the comprehensive examination, students will be given guided study questions for each topic area to facilitate their preparation for the exam. The final examination will be administered toward the end of the student's final semester in the program.

Students will take the comprehensive examination in one three-hour setting proctored by program faculty. A grade of 80% or greater will be required to pass the comprehensive exam. Students who fail the examination on the first attempt will have the opportunity to meet with the faculty member to receive feedback to assure preparation for the exam prior to re-taking the exam. By university policy, failure to pass the exam on the second attempt will result in dismissal from the program.

See Appendix A for Behavior Analyst Certification Board coursework

See Appendix B for Behavior Analysts Certification Board fieldwork experience standards

See Appendix C for practicum sites

See Appendix D for course content allocation

See Appendix E for a sample plan of study for full-time and part-time students

See Appendix F for course descriptions.

Time to Degree

Full-time students will complete the program in two academic years (4 semesters – fall and spring). Part-time students will complete the program in approximately 3 years, depending on their course load each semester. Students must complete their master's degree at ODU within 8 years. Summer enrollment is not required.

Faculty Resources

Two full-time faculty members and five adjunct clinical supervisors in the Department of Communication Disorders and Special Education have experience teaching and supervising students in clinical sites to initiate and operate the proposed program. All full-time faculty and adjunct clinical supervisors maintain their certification in behavior analysis and will devote their time to the program.

The full-time faculty includes one associate professor and one tenure-track assistant professor who have terminal degrees in education and are certified as behavior analysts at doctoral level (BCBA-D). The full-time faculty members will teach the required academic and research core courses in the program. Collectively, the academic faculty have 19 years of teaching experience in the field of behavior analysis and education. In addition, the full-time faculty members have provided behavior-analytic services to students and clients in school and residential settings. Therefore, the two full-time faculty members have expertise in behavior analysis and are qualified to deliver relevant course content that allows students to learn from those who are knowledgeable and engaged in topics relevant to the courses they are teaching. Faculty members have expertise in autism spectrum disorders, significant cognitive disabilities, behavior support, language and communication interventions, single-case experimental research designs, and training and supervision.

Adjunct clinical supervisors have a master's degree from an accredited institution of higher education in the US and are certified as BCBAs. They will provide supervision to students at clinical sites. The adjunct clinical supervisors have a combined 57 years of clinical experience working in educational and clinical settings and providing supervision to students and implementing behavior-analytic procedures with clients. All adjunct clinical supervisors have previously provided supervision to students enrolled in the Applied Behavior Analysis Certificate program at ODU. Individual adjunct clinical supervisors hold special credentials including, speech-language pathology and teaching certifications. They have broad experiences with specialized interests to assure high-quality training to students.

See Appendix G for abbreviated CVs of the applied behavior analysis faculty

Student Learning Assessment

The proposed MS in Applied Behavior Analysis program will use ongoing formative assessments across the curriculum to determine if students met the objectives targeted in each academic course. Students will be assessed in each academic course using a variety of assessment methods consisting of quizzes, exams, homework assignments, projects, and presentations that are aligned with the standards of the field of behavior analysis. During fieldwork experience training, students will be evaluated on their performance on the implementation of specific assessment and behavior-change interventions, and personal and interaction skills. Students will be assessed by the primary supervisor at the clinical practicum site as well as by a faculty member. Each of these professionals will monitor students' performance during direct observations and supervisory meetings with the students.

The proposed MS in Applied Behavior Analysis will also use summative assessments to evaluate student mastery of knowledge and skills. First, all students will complete a written comprehensive examination consisting of multiple-choice questions simulating the Behavior Analyst Certification Board examination at the BCBA level and covering topics from all courses taught in the program. Second, the culminating summative assessment of fieldwork experience training will consist of a Capstone research project where students will demonstrate the mastery of clinical skills by designing and implementing a behavior-change intervention to address a

socially-significant behavior of one or multiple clients or by researching a problem of clinical significance through a review of the behavior-analytic literature.

Student Learning Outcomes

The student learning outcomes (SLOs) for the proposed degree program are specific to graduate-level knowledge and skills that students should acquire by the end of the program. Faculty worked with staff members in the ODU’s Office of Institutional Effectiveness and Assessment to develop learning outcomes and select appropriate measures. In addition, faculty identified SLOs aligned with the academic coursework standards put forth by the national certification organization (i.e., Behavior Analyst Certification Board). The following SLOs were identified:

1. Utilize techniques of measurement, data display, and interpretation to investigate questions relevant to research and practice.
2. Apply ethical and professional guidelines to dilemmas in applied behavior analysis.
3. Implement techniques of assessment, behavior-change procedures, and interventions to promote socially appropriate behaviors and language acquisition.
4. Analyze individual and contextual variables to facilitate the implementation of effective interventions targeting socially significant behaviors.
5. Integrate behavior-analytic principles, procedures, and ethical guidelines to provide effective supervision and enhance personnel performance.
6. Collaborate with colleagues, other professionals, and parents to develop, implement, and evaluate behavior-analytic programs.
7. Use communication skills for professional roles and practice.

Data related to the SLOs will be collected on an annual basis and reported on the university’s assessment database. Evidence of student achievement of learning objectives will be assessed during the program through assessments embedded in coursework, including written exams, quizzes, projects, case studies, and clinically related assignments. Each course has objectives that must be met for the student to successfully pass the course, and those objectives are aligned with the program’s SLOs.

Below is a map of the SLOs for the proposed MS in Applied Behavior Analysis program, as well as the courses where assessment takes place to address each outcome. Multiple courses throughout the curriculum help students develop and master the knowledge and skills needed for professional practice. At the completion of the curriculum, each student will demonstrate mastery of each SLO. The program director will summarize the results of student achievement in a cumulative tracking sheet.

Curriculum Map: Master of Science in Applied Behavior Analysis

Student Learning Outcome	Course	Assessment Method
Utilize techniques of measurement, data display, and interpretation to investigate questions	SPED 641 Applied Behavior Analysis: Empirical Bases	<u>Formative:</u> scenario-based assignments; article critique; oral presentations; fieldwork experiences

<p>relevant to research and practice.</p>	<p>CDSE 769 Applied Behavior Analysis: Concentrated Supervised Fieldwork</p>	<p><u>Summative:</u> experiment project assessed with a program-level rubric; final exam on techniques of measurement, data display, and interpretation; Capstone research project assessed with a program-level rubric; subset of questions on the supervised fieldwork evaluation form; subset of questions on the comprehensive exam</p>
<p>Apply ethical and professional guidelines to dilemmas in applied behavior analysis.</p>	<p>SPED 642 Applied Behavior Analysis: Ethics and Professional Conduct for Behavior Analysts</p> <p>CDSE 769 Applied Behavior Analysis: Concentrated Supervised Fieldwork</p>	<p><u>Formative:</u> quizzes; case studies; fieldwork experiences</p> <p><u>Summative:</u> final exam on ethical and professional guidelines; Capstone research project assessed with a program-level rubric; subset of questions on the supervised fieldwork evaluation form; subset of questions on the comprehensive exam</p>
<p>Implement techniques of assessment, behavior-change procedures, and interventions to promote socially appropriate behaviors and language acquisition.</p>	<p>SPED 643 Applied Behavior Analysis: Assessments and Interventions</p> <p>SPED 645 Applied Behavior Analysis: Verbal Behavior</p> <p>CDSE 769 Applied Behavior Analysis: Concentrated Supervised Fieldwork</p>	<p><u>Formative:</u> scenario-based assignments; quizzes; discussion board forums; case studies; fieldwork experiences</p> <p><u>Summative:</u> function-based intervention project assessed with a program-level rubric; verbal behavior instructional project assessed with a program-level rubric; supervised fieldwork evaluation; subset of questions on the comprehensive exam</p>
<p>Analyze individual and contextual variables to facilitate the implementation of effective interventions targeting socially significant behaviors.</p>	<p>SPED 643 Applied Behavior Analysis: Assessments and Interventions</p> <p>SPED 644 Applied Behavior Analysis: Applications</p>	<p><u>Formative:</u> scenario-based assignments; discussion board forums; quizzes; case studies</p> <p><u>Summative:</u> function-based intervention project assessed with a program-level rubric; final exam on effective interventions; complex case study analysis assessed with a program-level rubric</p>

<p>Integrate behavior-analytic principles and procedures and ethical guidelines to provide effective supervision and enhance personnel performance.</p>	<p>SPED 646 Applied Behavior Analysis: Personnel Supervision and Management</p> <p>CDSE 769 Applied Behavior Analysis: Concentrated Supervised Fieldwork</p>	<p><u>Formative:</u> oral presentation; performance-evaluation assignment; quizzes; fieldwork experiences</p> <p><u>Summative:</u> training program assessed with a program-level rubric; subset of questions on the supervised fieldwork evaluation form; subset of questions on the comprehensive exam</p>
<p>Collaborate with colleagues, other professionals, and parents to develop, implement, and evaluate behavior-analytic programs.</p>	<p>SPED 643 Applied Behavior Analysis: Assessments and Interventions</p> <p>SPED 646 Applied Behavior Analysis: Personnel Supervision and Management</p> <p>CDSE 769 Applied Behavior Analysis: Concentrated Supervised Fieldwork</p>	<p><u>Formative:</u> scenario-based assignments; discussion board forums; group case studies; fieldwork experiences</p> <p><u>Summative:</u> function-based intervention project assessed with a program-level rubric; peer assessment with rubric; subset of questions on the supervised fieldwork evaluation form</p>
<p>Use communication skills for professional roles and practice.</p>	<p>SPED 646 Applied Behavior Analysis: Personnel Supervision and Management</p> <p>CDSE 769 Applied Behavior Analysis: Concentrated Supervised Fieldwork</p>	<p><u>Formative:</u> written assignments; oral presentation; fieldwork experiences</p> <p><u>Summative:</u> training program assessed with a program-level rubric; subset of questions on the supervised fieldwork evaluation form; Capstone research project assessed with a program-level rubric</p>

Employment Skills

Upon completion of the MS in Applied Behavior Analysis program, students will be able to engage in professional practice as expected of an entry level BCBA and be able to do:

- Conduct behavioral assessments to determine current level of performance, including behavioral deficits and excesses.

- Develop, monitor, and evaluate the effects of behavior-change interventions to promote skill acquisition and reduce problem behavior.
- Train, supervise, and mentor staff and supervisees in the implementation of assessments, data collection, and behavior-change procedures.
- Identify, select, and use human, material, and technological resources needed to perform professional roles and keep abreast of the field's changing 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 outcomes of all clients.
- Disseminate behavior analysis by educating and training clients, parents, caregivers, and professionals on the use of behavior-change interventions.

Relation to Existing Programs

Expansion of Existing Certificate Program

The proposed MS in Applied Behavior Analysis is an expansion of the existing Applied Behavior Analysis Certificate program. The Applied Behavior Analysis Certificate program targets students who already hold a master's degree or complete their master's degree concurrent with the certificate program. The Applied Behavior Analysis Certificate program does not result in a degree and most of the students enrolled in the certificate program are full-time professionals who intend to obtain a certificate in behavior analysis.

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 BCBA jobs outside the K-12 settings.

If the proposed MS in Applied Behavior Analysis is approved, the Applied Behavior Analysis Certificate program will continue to be offered to eligible students who seek national certification in behavior analysis. The certificate program will not be altered or discontinued because it targets a different student population.

Relation to Existing ODU Degree Programs

The proposed MS in Applied Behavior Analysis has no relationship with or similarity to other master's programs at ODU.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

The field of behavior analysis uses the principles of behavior to identify and design comprehensive programs that promote independent and effective functioning in the natural environment and enhances quality of life. Professionals with graduate-level degrees in behavior analysis work with clients, caregivers, and other professionals to identify biological and

environmental factors the influence one's behavior and use a decision-making process to design comprehensive programs that facilitate socially appropriate behaviors. Graduate-level behavior analysts also work collaboratively with clients, caregivers, and advocates in the field of autism to influence policy at local, state, and national levels.

The proposal MS in ABA responds to current needs in the Commonwealth of Virginia and nationwide and prepares students to work within areas that need professionals with a master's degree in behavior analysis. The current needs include (1) a market demand for more highly trained behavior analysts due to the significant increase in the number of children diagnosed with autism spectrum disorder, (2) the focus on providing scientifically based interventions and enhancing the quality of services provided to individuals with autism spectrum disorder to promote positive outcomes and an enhanced quality of life, and (3) preparing highly qualified professionals to implement behavior-analytic interventions.

Increase in the Number of Children Diagnosed with Autism Spectrum Disorder

One of the factors contributing to the high demand for BCBA's is the rapid growth in the number of children diagnosed with autism spectrum disorder. Current prevalence estimates of autism spectrum disorder in the US suggest that 1 in 54 children, or about 1.9%, have been identified with autism spectrum disorder (Maenner et al., 2020).⁴ The prevalence of autism spectrum disorder has steadily increased over time. In 2000, the reported prevalence of autism spectrum disorder was 1 in 149 children, and by 2010, it had risen to 1 in 68 children (Maenner et al., 2020). The increase in the number of children with autism spectrum disorder has also been documented in Virginia. According to the Commonwealth of Virginia data published in 2022, the number of individuals ages 3 to 21 receiving special education services under the category of autism spectrum disorder increased from 22,704 in 2018 to 25,373 in 2022.⁵ Individuals with autism spectrum disorder present unique characteristics, including deficits in social interaction, communication, and behavior (American Psychiatric Association, 2013).⁶ Without effective and scientifically based interventions, these deficits become more prominent during transition to adulthood when the complexity of social situations increases and, thus, leading to social isolation, limited or no friendships, depression, and problem behavior (Laugeson et al., 2012).⁷

The proposed MS in ABA provides advanced coursework in the science of human behavior that will allow students to understand the main characteristics of autism spectrum disorder, their impact on the academic, social, and behavioral development of individuals with autism spectrum disorder, and the influence of biological and environmental factors on their behavior. Graduates will acquire knowledge and skills to understand the purpose of one's behavior and to manipulate environmental events to facilitate appropriate behavior and reduce the likelihood of problem

⁴ Maenner, M. J., Shaw, K. A., & Baio, J. (2020). Prevalence of autism spectrum disorder among children aged 8 years—autism and developmental disabilities monitoring network, 11 sites, United States, 2016. *MMWR Surveillance Summaries*, 69(4), 1. <https://doi.org/10.15585/mmwr.ss6904a1>

⁵ https://p1pe.doe.virginia.gov/apex/f?p=260:1:::p_session_id,p_application_name:-3875887330272364168,december1

⁶ American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.

⁷ 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>

behavior and, consequently, minimize the impact of biological and environmental events on one's functioning in the natural environment.

Focus on Providing Scientifically Based Interventions

Applied behavior analysis (i.e., the application of the science of human behavior to address socially significant behavior and improve the quality of life of individuals) has been documented as one of the most effective instructional approaches for individuals with autism spectrum disorder (Cooper et al., 2020⁸; Shook et al., 2002⁹). Researchers have shown that intensive early intervention services rooted in applied behavior analysis led to positive outcomes in the areas of cognitive, social-communication, and independent living functioning (Lovaas, 1987¹⁰). Applied behavior analysis interventions are provided by professionals certified as behavior analysts who have the knowledge, skills, and training to design, implement, and evaluate interventions leading to positive outcomes for the clients with whom they work. Graduates of the proposed MS in Applied Behavior Analysis program will possess the academic and clinical training to address the behavioral needs of individuals with autism spectrum disorder and other disabilities across the life span.

The proposed MS in ABA provides extensive training in selecting, implementing, and evaluating scientifically based interventions within the context of a decision-making model. This model will allow graduates to identify and implement behavior-change programs based on empirical evidence while considering the client's individual characteristics, values, and preferences within the context of professional and ethical practice. Graduates will learn how to conduct assessments, develop data-based scientific interventions that match the unique characteristics of clients, monitor the effectiveness of interventions and their implementation with fidelity, and make data-based decisions to revise and adjust interventions to maximize their effectiveness.

Preparing Highly Qualified Professionals

In response to the increase in the number of children with autism spectrum disorder and the need to respond to the growing demands for early diagnostic and scientifically based treatment, numerous efforts have been undertaken to facilitate the provision of behavior-analytic services by qualified professionals both at the national and at the state level. At the national level, numerous parent groups have advocated for the provision of applied behavior analysis for children with autism spectrum disorder and for insurance coverage of these services (Baller et al., 2016¹¹; Guercio & Murray, 2014¹²). Most often, BCBA's working with children and adults with autism spectrum disorder are paid by Medicaid or private insurance companies. Second, the Behavior Analyst Certification Board has raised the training and competency requirements to

⁸ Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.). Pearson Prentice Hall.

⁹ 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>

¹⁰ 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>

¹¹ 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>

¹² 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>

ensure that professionals have the knowledge and skills needed to provide high-quality interventions while following the ethical and professional guidelines for behavior analysts. Beginning with January 1, 2022, the eligibility criteria to obtain a national certification in behavior analysis at the master's level are: (a) master's degree from an accredited institution in U.S.; (b) 315 hours of graduate-level instruction in a VCS program, and (c) 1,500 – 2,000 hours of fieldwork experience. Graduates of the proposed MS in Applied Behavior Analysis program will meet the eligibility criteria to apply for the national certification examination at the master's level.

At the state level, the Governor Robert McDonnell signed H.B. 2467 into law requiring that health plans provide coverage for the diagnosis and treatment of autism spectrum disorder in children ages 2 to 6 years old. One of the treatments covered by health plans is applied behavior analysis. In 2015, Governor Terry McAuliffe extended the coverage to children ages 2 to 10 years old (H.B. 1940) which was then expanded to cover the diagnosis and treatment of individuals with autism spectrum disorder ages 2 to 14 years old (H.B. 984). The law also requires that applied behavior analysis must be provided or supervised by a BCBA who is licensed by the Board of Medicine. In Virginia, licensure is overseen by the Virginia Department of Health Profession, Board of Medicine. To practice as a behavior analyst in Virginia, an individual must be licensed by the 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 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).

The proposed MS in ABA will provide advanced coursework to prepare students with knowledge and skills in behavior analysis and behavior-analytic research that would allow students to design comprehensive and effective programs and provide high quality behavior-analytic services. Graduates of the proposed program will learn to identify and critically evaluate behavior-analytic research to stay updated with the most recent developments in the field of behavior analysis and, consequently, implement effective interventions. Furthermore, graduates of the proposed 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.

See Appendix H for Regulations Governing the Practice of Behavior Analysis in Virginia

Employment Demand

Over the past two decades, the field of applied behavior analysis has grown significantly as suggested by the increase in the number of professionals certified by the Behavior Analyst Certification Board (Deochand & Fuqua, 2016¹³). For example, the total number of BCBAs in 2021 was 54,223 compared to 37,859 in 2019 (BACB, 2021¹⁴). Despite the increase in the number of BCBAs, this credential is not listed as a specific job title in the Occupational Outlook Handbook published by the US Bureau of Labor Statistics (BLS). The closest specific job title to

¹³ Deochand, N., & Fuqua, R. W. (2016). BACB certification trends: State of the states (1999 to 2014). *Behavior Analysis in Practice*, 8, 176-189. <https://doi.org/10.1007/s40617-016-0118-z>

¹⁴ BACB (2021). <https://www.bacb.com/bacb-certificant-annual-report-data/>

BCBA listed in the Occupational Outlook Handbook is substance abuse, behavioral disorder, and mental health counselor. According to the US BLS, “Employment of substance abuse, behavioral disorder, and mental health counselors is projected to grow 23 percent from 2020 to 2030, much faster than the average for all occupations.”¹⁵ The occupational outlook for substance abuse, behavioral disorder, and mental health counselor positions from 2020 to 2030¹⁶ is presented below:

Labor Market Information: Bureau of Labor Statistics, 2020-2030 (10-Yr)

Occupation Title	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Substance abuse, behavioral disorder, and mental health counselors	327,500	402,600	23	Bachelor’s degree

Additional data pertaining specifically to the ODU region of the country can be found in the Virginia Employment Commission statistics. Data for Virginia show that demand for mental health and substance abuse workers will be robust. The Virginia Employment Commission, Labor Market Information data projects growth between 2018 and 2028.

Labor Market Information: Virginia Employment Commission, 2018-2028 (10-Yr)¹⁷

Occupation Title	Base Year Employment	Projected Employment	Total % Change	Annual Change	Education
Mental health and substance abuse worker	4943	5545	12.17	60	Bachelor’s degree

Furthermore, a recent market analysis conducted by Burning Glass Technologies (2021) revealed that “over the past 11 years, demand for behavior analysts holding BCBA or BCBA-D certification has increased by 4,209%. Annual demand for individuals holding BCBA/BCBA-D certification has increased each year since 2010, with a 17% increase from 2019 to 2020 (Burning Glass Technologies, 2021, p. 1). For example, the annual number of job postings has increased from 789 in 2010 to 33,996 in 2020. Furthermore, in Virginia the number of job postings has increased from 866 in 2019 to 1,134 in 2020 suggesting an increase of 31% in just one year (Behavior Analyst Certification Board, 2021¹⁸).

The proposed degree program prepares students to become BCBAs which is a national credential required to provide behavioral interventions and supports to children and adults with autism spectrum disorder and other developmental disabilities. BCBAs provide services that are

¹⁵ <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

¹⁶ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Substance Abuse, Behavioral Disorder, and Mental Health Counselors, at <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

¹⁷ <https://viriniaworks.com/occupational-projections>

¹⁸ Behavior Analyst Certification Board. (2021). *US employment demand for behavior analysts: 2010-2020*. Author

reimbursed through Medicaid and private insurance and the average entry salary is between \$47,700 and \$74,000 for full employment.¹⁹

The employability of BCBA's is difficult to capture because they are often self-employed. Similar to other professions who bill private insurance or Medicaid for services (e.g., physicians), BCBA's often establish their own companies upon obtaining their credential. Consequently, the employment data in the table below underestimates the opportunities for individuals with this credential. Furthermore, BCBA's can work in a variety of settings and with a variety of populations, but the current state of services for children with autism spectrum disorder in Virginia can provide an indicator of employment opportunities for BCBA's in the state.

In Virginia, there are 24,202 individuals with autism spectrum disorder between the ages of 2 and 21 years old. There are currently 1,450 BCBA's in Virginia. Not all of them are practicing, nor do they all work with individuals with autism spectrum disorder ages 2 to 21 years old – many of them work with adults and other populations. The credentialing board provides guidance that a BCBA working with individuals with autism spectrum disorder should have no more than 6-12 clients at one time.²⁰ Thus, even if all the BCBA's in Virginia were actively providing services to individuals with autism spectrum disorder, they could serve between 8,700 and 17,400 individuals. Considering that not all of BCBA's are practicing (i.e., they may be university faculty) and not all of those practicing work with individuals with autism spectrum disorder ages 2 to 22 years old (i.e., they may work with adults with other disabilities), there is clear documentation of a high demand in the state for professionals with this credential to serve this population.

Additionally, this analysis represents just one employment opportunity for BCBA's. These professionals may also work with children with autism spectrum disorder and receive payment through private insurance, or they may work in school settings, mental health clinics, or hospitals, or as independent behavior support providers with adults with intellectual and developmental disabilities.

See Appendix I for the US Behavior Analyst Workforce: Understanding the National Demand for Behavior Analysts (Burning Glass Technologies Report, 2021)

See Appendix J for employment announcements

See Appendix K for employment letters of support

Duplication

Three other public institutions in Virginia offer similar or related degree programs to the proposed MS in Applied Behavior Analysis at ODU:

1. James Madison University: Master of Arts in Psychological Sciences with a Concentration in Behavior Analysis (36 credits; CIP code 42.9999)
2. Mary Baldwin University: Master of Science in Applied Behavior Analysis (35 credits; CIP code 42.2814)
3. Shenandoah University: Master of Science in Applied Behavior Analysis (37 credits; CIP code 42.2814)

¹⁹ <https://www.payscale.com/mypayscale.aspx?pid=68a738a2-00a9-46cc-a9ca-09d273e6285c&wizardid=7&s=1&ft=0&surveyId=fff9825d-dca9-4341-99da-1b0da7927026>

²⁰ <https://casproviders.org/asd-guidelines/>

Similarities

The three universities (James Madison University, Mary Baldwin University, and Shenandoah University) and ODU offer a VCS that is approved by the ABAI under the 5th Edition Task List (i.e., academic coursework standards put forth by the national credentialing organization that consist of 315 hours of graduate-level instruction in behavior analysis).²¹ A VCS is a sequence of academic courses in applied behavior analysis that has been reviewed and approved by the ABAI as meeting the coursework standards required by the Behavior Analyst Certification Board, the content hours in each domain included in the standards, and the faculty qualifications to teach the content. Therefore, the programs are similar in the course content and the distribution of hours across content domains to address curriculum requirements.

Differences

There are differences between the proposed ODU master's program, and the existing programs offered at the other three universities in Virginia. The differences can be noted in how the curricula are structured to meet the certification requirements, the fieldwork experience courses, and the culminating requirement to complete the degree. The geographic location of ODU differs from the other three programs. The location of ODU in southeastern Virginia in a large urban metropolitan community provides a breadth of fieldwork experiences working with children and adults with autism spectrum disorder and other disabilities and has a large concentration of military students. The three programs (James Madison University, Mary Baldwin University, and Shenandoah University) are located west and northwest of Richmond. The geography of the locations of ODU and the other universities differ and, thus, appealing to different students. Specific differences for each program are described below.

James Madison University (JMU) Master of Arts with a Concentration in Behavior Analysis (36 credits)

The program offered at JMU is housed in the Department of Graduate Psychology, whereas the program at ODU is offered in the Department of Communication Disorders and Special Education in the Darden College of Education and Professional Studies. JMU's curriculum for graduate students interested in behavior analysis is structured differently from the proposed program at ODU. JMU's program is intended for students interested in pursuing a doctoral degree in behavior analysis or a related field (e.g., behavioral pharmacology, behavioral neuroscience, exceptional education) and focuses on experimental behavior analysis compared to the proposed program at ODU intended for students interested in working with children and adults with autism spectrum disorder and other disabilities and focuses on applied behavior analysis. JMU's program consists of 5 methods and research core courses (15 credits), 3 content courses (9 credits), and 4 concentration and elective courses (12 credits). ODU will have the same number of courses but will include 6 core courses (18 credits), 1 research course (3 credits), 1 elective (3 credits), and 4 fieldwork experience courses (12 credits).

Although both the JMU program and the proposed ODU program are verified and approved by ABAI under the 5th Edition Task List requirements, the content covered in the courses included in the program is different. JMU's program includes topics such as, experimental analysis of behavior, neuroscience, human neuropsychology, systematic behavioral interventions, and special topics in psychology. These topics are not offered in the proposed program at ODU.

²¹ <https://www.abainternational.org/vcs/directory.aspx>

Another difference between JMU and ODU program consists of the number of credits required to complete the fieldwork experience requirements. JMU offers 1 and 6 credit hours courses, while the fieldwork experience courses at ODU consist of 3 credit hours for a total of 12 credits. The culminating projects for the JMU's degree program differ as well. Students at JMU must complete a thesis consisting of an experimental study while enrolling in 3 or 6 thesis credits. ODU's culminating experience includes a comprehensive exam and a Capstone research project.

Mary Baldwin University Master of Science in Applied Behavior Analysis (35 credits)

Mary Baldwin University has structured its MS in Applied Behavior Analysis in a different format than the ODU format. Mary Baldwin University has 14 academic courses: two 4-credit courses, seven 3-credit courses, one 2-credit course, and four 1-credit courses. ODU will have eight 3-credit academic courses. Mary Baldwin University has several 3- and 4-credit courses on topics not offered in the ODU proposed program (e.g., exceptionality, professional inquiry, legal and professional processes of exceptionality). Another difference is that Mary Baldwin University does not offer fieldwork experience courses to meet the eligibility criteria to sit for the national certification examination. Students are required to complete this requirement independent of the university. The proposed program at ODU requires students to complete fieldwork experience courses for a total of 12 credits and, thus, graduates will meet all three requirements for national certification, including a master's degree, 315 hours of graduate instruction in behavior analysis, and 1500 hours of fieldwork experience. We could not locate any information on the culminating experience for the Mary Baldwin University program. ODU's culminating experience includes a comprehensive examination and a Capstone research project.

Shenandoah University Master of Science in Applied Behavior Analysis (33 credits)

Shenandoah University has structured its master's curriculum for behavior analysis students in a format that differs from the ODU format. Shenandoah University has seven 3-credit academic courses. In addition, it offers six credit hours of electives, and six credit hours for a Capstone project. The proposed program at ODU requires eight 3-credit academic courses and 12 credit hours of fieldwork experience (four 3-credit courses). Although both the Shenandoah University program and the ODU proposed program are approved under the 5th Edition Task List put forth by the BACB, Shenandoah University offers two courses (PSY 571: Special Populations and Applied Behavior Analysis and PSY 580: The Organization Context for Applied Behavior Analysis [OBM]) that are not offered at ODU. Similarly, ODU offers two courses (SPED 644: Applied Behavior Analysis: Applications and SPED 646: Applied Behavior Analysis: Personnel Management and Supervision) that are not offered in the Shenandoah University program. In addition, the program at Shenandoah University does not offer students the possibility of accruing fieldwork experience hours during enrollment in the program to meet the eligibility for national certification. Thus, students must complete this requirement independent of the degree program. The proposed degree program at ODU will offer fieldwork experience hours during enrollment in the program. Furthermore, the program at Shenandoah University is offered in the Department of Psychology, whereas the proposed program at ODU will be offered in the Department of Communication Disorders and Special Education. The culminating experience for the Shenandoah University program consists of a Capstone research project, while the culminating experience for the proposed program at ODU consists both of a comprehensive examination and of a Capstone research project.

Data from the SCHEV research unit, retrieved on February 10, 2022, in the form of enrollment²² and degrees awarded²³ for the three other Virginia public universities offering a master’s degree program similar to the proposed ODU program are provided in the table below.

Enrollment and Degrees Awarded at Comparable Programs in Virginia

Enrollment	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
JMU	Not reported	Not reported	Not reported	Not reported	Not reported
Mary Baldwin University	Not reported	5	27	81	93
Shenandoah University	Not reported	23	18	16	19
Degrees Awarded	2017	2018	2019	2020	2021
JMU	Not reported	Not reported	Not reported	Not reported	Not reported
Mary Baldwin University	Not reported	Not reported	Not reported	3	14
Shenandoah University	7	11	11	9	8

Student Demand

Evidence of student demand for the proposed MS in Applied Behavior Analysis is based on two sets of data: enrollment numbers in the Applied Behavior Analysis Certificate program and a survey of current undergraduate students.

Enrollment in the Applied Behavior Analysis Certificate Program

Over the past 7 years, the coursework and fieldwork experience required to sit for the national certification exam has been offered in the Applied Behavior Analysis Certificate program to students who had a master’s degree or were in the process of completing a master’s degree while enrolled in the certificate program. The number of students enrolled in the program suggest a strong interest for obtaining the BCBA credential. The overall numbers of students enrolled in the Applied Behavior Analysis Certificate program are displayed in the table below.

Year	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Enrollment	10	19	17	10	17	17

²² http://research.schev.edu/enrollment/E16_Report.asp

²³ http://research.schev.edu/Completions/C1Level2_Report.asp

Survey

In Spring 2022, the program director of the Applied Behavior Analysis Certificate program conducted a survey of undergraduate students at Old Dominion University. The survey was sent to junior and senior undergraduate students taking courses in psychology, speech-language pathology, and special education to evaluate their interest for the proposed program. Responses were received from 136 students (91 students in psychology, 17 students in speech-language pathology, and 26 students in special education).

Undergraduate students were asked about their interest in pursuing graduate education in general. Among the undergraduate respondents, 86 (63.2%) “strongly agreed” and 41 (30.15%) “agreed” that they were interested in pursuing a graduate degree in general. When asked about their interest in pursuing a graduate degree in applied behavior analysis, specifically, 40 (29.41%) “strongly agreed,” 45 (33.09%) “agreed,” 39 (28.68%) were “neutral,” and 2 (1.47%) “strongly disagreed.” When asked about their level of interest in pursuing a graduate degree in applied behavior analysis at ODU, 46 (33.82%) “strongly agreed” and 42 (30.88%) “agreed.” Furthermore, when asked about the need to offer a graduate degree in applied behavior analysis in southeastern Virginia, 74 (54.41%) “strongly agreed” and 40 (29.41%) “agreed” that this program would be important.

See Appendix L for Student Demand Survey.

Summary of Projected Student Enrollment

Projected Student Enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027			2027 - 2028		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>8</u>	<u>6</u>	<u>15</u>	<u>12</u>	<u>17</u>	<u>14</u>	<u>19</u>	<u>15</u>	<u>19</u>	<u>19</u>	<u>15</u>	<u>19</u>

The table above indicates projections of eight new students starting each year as a cohort in the fall semester in the first two years of the program, but also growth of 2 new students in additional years with 10 new students starting each fall in Years 3, 4, and 5. One of the factors contributing to the limited number of students accepted into the program each year is based on the intensity of fieldwork experience requirements. Specifically, the Behavior Analyst Certification Board has very specific requirements related to the number of fieldwork experience hours and the type of activities that can be counted toward experience. For example, a student who completes 25 hours of independent fieldwork experience hours per week must spend 2.1 hours with a supervisor. A supervisor who works with 3 students must spend a total of 6.3 hours

weekly providing supervision to students (see Appendix B for Experience Standards requirements).

As it is expected with any program, we have accounted for potential attrition. Specifically, we anticipate that one student may not continue to the second year of the program for each cohort. Also, cohorts would graduate in the spring semesters and the new cohorts would begin in the fall semesters.

Assumptions

Retention percentage: 90%

Percentage of full-time students: 80%; Percentage of part-time students: 20%

Full-time student credit hours per semester: 9

Part-time student credit hours per semester: 6

Full-time students graduate in 2 years

Part-time students graduate in 3 years

Projected Resource Needs for the Proposed Program

Narrative Description of Resources to Initiate and Operate the Degree Program

Old Dominion University and the Department of Communication Disorders and Special Education have sufficient resources to initiate and sustain the proposed MS in Applied Behavior Analysis program. The department has the faculty, staff, equipment, space, and library resources to launch and maintain the proposed program. Existing resources from the Applied Behavior Analysis Certificate program are available for the proposed degree program.

The proposed program allocates 2 FTE of instructional effort for every 5 FTE of enrollment. The proposed program will, therefore, require a total of 2 FTE of instructional effort in Years 1 and 2 when the proposed program is launched. In Years 3, 4, and 5, the program will require a total of 3.5 FTE. Resources used for this program will not negatively impact any other program at ODU.

Full-time Faculty

Two full-time faculty in the Department of Communication Disorders and Special Education will teach academic coursework in the MS in Applied Behavior Analysis. Both faculty members will dedicate 100% of their teaching load (2 FTE) to the program. One faculty member, the program director will also serve as the VCS Director and the liaison with the Behavior Analyst Certification Board, communicate with current and prospective students and with the credentialing board, identify and train adjunct clinical supervisors, and perform additional administrative responsibilities. Her additional responsibility involved with the new degree will be related to the assessment and evaluation of the new degree program and to the communication with the clinical sites where the students will complete fieldwork experience hours. Combined, the two full-time faculty will contribute 2 FTE when the proposed program is launched and into the target year.

Part-time Faculty

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

Adjunct Clinical Supervisors

Two adjunct clinical supervisors will supervise students in the fieldwork experience courses and are needed to launch the proposed program in Year 1. As the number of students increases every year, additional adjunct clinical supervisors will be involved in supervising students so that an adjunct clinical supervisor does not work with more than 3 or 4 students in a semester (Year 2 – three adjunct clinical faculty; Year 3 – five adjunct clinical faculty; Years 4 and 5 – six adjunct clinical faculty). The limited number of students assigned to a supervisor is based on the intensive nature of the fieldwork experience requirements. For example, a student who completes 100 of independent fieldwork experience hours per month must be supervised for at least 10% of the total supervised and independent hours accrued in a month (i.e., 11 hours with the supervisor). Thus, an adjunct clinical faculty supervising 3 students will spend a minimum of 33 monthly hours providing supervision. The proposed degree program will require 5 FTE of adjunct effort by the target year 2027-28. All adjunct faculty will be paid at the same rate of \$1200 per 3-credit hours per student. Adjunct faculty members are not paid benefits.

Graduate Assistants

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

Classified Positions

An administrative assistant currently employed by the Department of Communication Disorders and Special Education will support the proposed program. The program will require .25 FTE of classified support to initiate, and this level of support will remain constant through the target year of 2027-28. The salary for the administrative assistant is \$ xxx plus fringe benefits in the amount of \$ xxx.

Equipment (including computers)

No new equipment is necessary to launch and sustain the proposed program.

Library

No new library resources are required to launch and sustain the proposed program. The University Libraries will be able to fully support the MS in Applied Behavior Analysis. Print and digital journal collections are available for a variety of primary journals in the field, including 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. Several prominent databases (ERIC, PsychINFO, JSTORE, APA PsycNet) and Interlibrary Loan are available to assist students and faculty to identify and readily access necessary articles to support teaching and research.

Telecommunications

No new telecommunication resources are required to launch and sustain the proposed program.

Space

No new space is required to launch and sustain the proposed program.

Targeted Financial Aid

No targeted financial aid is required or designated to launch and sustain the proposed degree program.

Special Tuition or Fee Charges

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

Other resources (specify)

No additional resources, other than those described above, are required to launch and sustain the proposed degree program.

Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current base adequacy model. The comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution’s assumptions are correct or require modifications as a condition of approval.

Note: Institutions must use the recommended student-faculty ratio when estimating FTE enrollments and required faculty FTEs.

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2023-2024	Program Full Enrollment Year 2025-2026
1.	Projected Enrollment (Headcount)	8	17
2.	Projected Enrollment (FTE)	6	14
3.	Projected Enrollment Headcount of In-State Students	7	12
4.	Projected Enrollment Headcount of Out-of-State Students	1	5
5.	Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	\$14,114	\$14,970
6.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$33,866	\$35,920
7.	Projected Total Revenue from Tuition and E&G Fees Due to the Proposed Program	\$132,664	\$359,240
8.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

Part V: Certification Statements

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

Yes
No

If “Yes” is checked, 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.

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

Yes
No

If “No” is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

3. The institution’s governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

Yes
No

If “No” is checked, include narrative text to explain why the governing board has not been provided the information.

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

Name (Printed)

Signature

Date