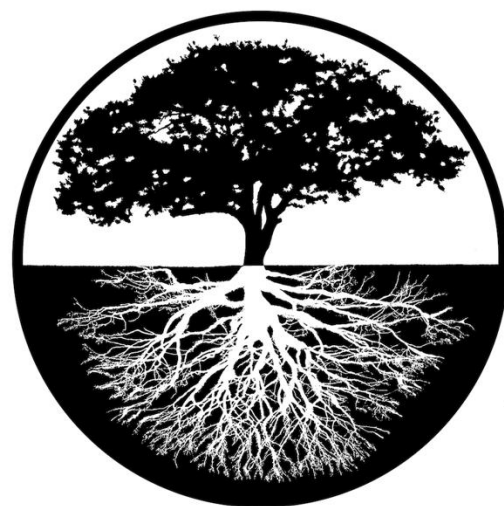


**Association for Behavior Analysis International
Accreditation Board**

Annual Accreditation Report



**ABAI
ACCREDITATION
BOARD**

2019

Reporting Period

Table of Contents

Overview of the Association for Behavior Analysis International Accreditation Board	3
Accredited Program Annual Report Form	4
Appendix A: Accredited Doctoral Programs	7
Appendix B: Accredited Doctoral Program Missions	8
Appendix C: Accredited Doctoral Program Contact Information	9
Appendix D: Accredited Doctoral Program Graduation Information	10
Appendix E: Accredited Doctoral Program Enrollment and Retention	10
Appendix F: Accredited Doctoral Program Admissions	11
Appendix G: Accredited Doctoral Program Faculty and Contributors	11
Appendix H: Accredited Doctoral Program Student to Core Faculty Ratios	12
Appendix I: Accredited Doctoral Program Practical Training Opportunities	13
Appendix J: Accredited Doctoral Program Research Training Opportunities	14
Appendix K: Accredited Doctoral Program Innovation and Substantive Changes	15
Appendix L: Accredited Master’s Programs	16
Appendix M: Accredited Master’s Program Missions	17
Appendix N: Accredited Master’s Program Contact Information	20
Appendix O: Accredited Master’s Program Graduation Information	22
Appendix P: Accredited Master’s Program Enrollment and Retention	23
Appendix Q: Accredited Master’s Program Admissions	24
Appendix R: Accredited Master’s Program Faculty and Contributors	25
Appendix S: Accredited Master’s Program Student to Core Faculty Ratios	26
Appendix T: Accredited Master’s Program Practical Training Opportunities	27
Appendix U: Accredited Master’s Program Research Training Opportunities	28
Appendix V: Accredited Master’s Program Innovation and Substantive Changes	29
Appendix W: Accredited Bachelor’s Programs	33
Appendix X: Accredited Bachelor’s Program Missions	33
Appendix Y: Accredited Bachelor’s Program Contact Information	33
Appendix Z: Accredited Bachelor’s Program Graduation Information	34
Appendix AA: Accredited Bachelor’s Program Enrollment and Retention	34
Appendix BB: Accredited Bachelor’s Program Admissions	34
Appendix CC: Accredited Bachelor’s Program Faculty and Contributors	35
Appendix DD: Accredited Bachelor’s Program Student to Core Faculty Ratios	35
Appendix EE: Accredited Bachelor’s Program Practical Training Opportunities	36
Appendix FF: Accredited Bachelor’s Program Research Training Opportunities	36
Appendix GG: Accredited Bachelor’s Program Innovation and Substantive Changes	37

Overview of the Association for Behavior Analysis International Accreditation Board

The Association for Behavior Analysis International (ABAI) Accreditation Board (“the Board”) is the governance body responsible for the accreditation of post-secondary training programs in behavior analysis at the bachelor’s, master’s, and doctoral levels. The ABAI Accreditation Board operates as a board of the Association for Behavior Analysis International (“ABAI” or “the association”) and carries out its responsibilities in a manner consistent with the ABAI bylaws and articles of incorporation.

The mission of the ABAI Accreditation Board is to establish and implement standards for the accreditation of educational programs in behavior analysis. The accreditation process is designed to encourage, support, and recognize exemplary training of behavior scientists and scientist-practitioners in the experimental and theoretical foundations of behavior analysis and in ethical and evidence-based practice, and to promote continuous improvement through voluntary accreditation.

The Annual Accreditation Report to the Association for Behavior Analysis International’s (ABAI) Executive Council is a compilation of data collected in compliance with standard 7-1-100 of the ABAI Accreditation Board Accreditation Handbook:

7-1-100 Annual Report. The administrator of a program that holds ABAI Accreditation Board accreditation is required each year to submit a report to the ABAI Accreditation Board, providing statistical data and other information about the sponsor institution, program(s), faculty, and students. The information submitted in the annual report is used to update ABAI Accreditation Board records to help determine whether the program continues to comply with the accreditation standards. Information collected as part of the annual report includes enrollment data as well as data in other areas of interest. Annual reports are reviewed by ABAI Accreditation Board staff, and, if particular concerns or problems are identified, the reports are reviewed further by the ABAI Accreditation Board. The ABAI Accreditation Board can require additional reporting or a focused or comprehensive site visit on the basis of information provided in the annual report.

Program administrators from 23 institutions submitted annual report data for 32 accredited programs. Data were submitted online using the Accredited Program Annual Report Form. This form contained 25 questions, which can be found on the following page. All but one program submitted their annual reports within one month of the deadline (which was extended due to COVID-19). California State University, Los Angeles M.S. Program in Counseling, Option in Applied Behavior Analysis program’s 2019 data are not included in this report.

Accredited Program Annual Report Form

All ABAI Accreditation Board accredited programs must submit their Annual Reports to the Accreditation Administrator, before April 1st every year. A separate report must be filled out by the Program Administrator for each accredited program even if an institution houses multiple programs.

Reporting Period

1. What is the reporting period for this annual report (e.g., 2019)?

Please enter the last full calendar year in the space provided. For example, if the current date is March 1, 2020, the reporting period is 2019 and data reported within should only come from the 2019 calendar year.

Program Information

2. Institution:
3. School/College (if applicable):
4. Department:
5. Program:
6. Program Mission:
7. Program Administrator:
8. Mailing Address:
9. Phone:
10. Email:
11. Program Website:

Program Outcomes

12. Number of students whose degrees were conferred by the program during the reporting period. *When reporting data for this question only include degrees conferred by the accredited program. For example, students earning Master's degrees while enrolled in an accredited doctoral program would not be counted.*
13. Median years until graduation for students whose degrees were conferred by the program during the reporting period.
14. Number of students enrolled in the program on January 1st during the reporting period.
15. Number of students no longer enrolled for any reason other than conferral of degree during the reporting period.
16. Number of completed applications received during the reporting period.

17. Number of students admitted during the reporting period.
18. Number of Core Program Faculty Members during the reporting period. *“Core Program Faculty” are faculty members who devote at least 50% of their professional time to program-related activities. This does not include broader department administration or teaching in programs outside the accredited program.*
19. Number of Associated Program Faculty Members during the reporting period. *“Associated Program Faculty” are faculty who do not meet the criteria for core faculty but make a substantial contribution to the program (e.g., Faculty within the department that teach program courses.*
20. Number of Other Contributors during the reporting period. *“Other Contributors” are individuals who have a role in the program, but to a much more limited extent than core or associated faculty and have minimal contact with students (e.g., adjunct faculty, supervisors, seminar presenters, etc.)*
21. Check all of the *practical* training opportunities the program offered to students during the reporting period:
- Alcohol / Drug Abuse
 - Autism
 - Business / Industry / Government
 - Dependency / Foster Care
 - Developmental Disabilities
 - Education (College)
 - Education (Regular K-12)
 - Education (Special Ed)
 - Families / Couples
 - Health
 - Mental Health
 - Health
 - Other:
22. Check all of the *research* training opportunities the program offered to students during the reporting period:
- Applied Animal Behavior
 - Autism
 - Behavioral Pharmacology
 - Clinical / Family / Behavioral Medicine

- Community Interventions / Social Ethical Issues
- Developmental Disabilities
- Education
- Experimental Analysis of Behavior
- Human Development
- Organizational Behavior Management
- Theoretical, Philosophical, and Conceptual Issues
- Verbal Behavior
- Other:

Program Innovation

23. Please report activities or examples of innovation your program practices to promote academic quality and advance student achievement.

Program Updates

24. Below, please address any substantive changes that occurred during the reporting period regarding your faculty, curriculum, training sites, or other resources pertinent to clinical and didactic experience, such as new faculty and promotions, training site additions/deletions, changes in curriculum, etc.

Public Posting

25. Below, please provide the website link that displays the accreditation seal and programmatic data (which may be the link provided back to our annual report data website).

Appendix A: Accredited Doctoral Programs

Institution	School/College	Department	Program	Accreditation Periods
Columbia University	Teachers College	Health and Behavior Studies	Ph.D. in Teaching as Applied Behavior Analysis	2011 – 2021
Florida Institute of Technology	School of Behavior Analysis	Behavior Analysis	Ph.D. in Behavior Analysis	2014 – 2019
The Ohio State University	Education and Human Ecology	Educational Studies	Ph.D. in Special Education	1995 – 2000; 2002 – 2021
University of Kansas	College of Liberal Arts and Sciences	Applied Behavioral Science	Ph.D. in Behavioral Psychology	2002 – 2007; 2009 – 2019
University of Nebraska Medical Center	Munroe Meyer Institute	Center for Autism Spectrum Disorder, Pediatric Feeding, & Psychology	Ph.D. in Applied Behavior Analysis	2014 – 2019
University of Nevada, Reno	College of Liberal Arts	Psychology	Ph.D. in Psychology – Behavior Analysis	2000 – 2020
West Virginia University	Eberly College of Arts and Sciences	Psychology	Ph.D. in Behavior Analysis	2003 – 2012; 2014 – 2024
Western Michigan University	College of Arts & Sciences	Psychology	Ph.D. in Psychology – Behavior Analysis	1998 – 2019

Appendix B: Accredited Doctoral Program Missions

Institution	Program	Program Mission
Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	Our teacher preparation program is devoted to the practices of teaching as a science. We believe that education should be first driven by the needs of students and families in terms of their contribution and access to habitative lifestyles through the application of the basic and applied sciences of behavior. Thus, what works for the individual student drives both pedagogical and curricular decisions. The state of the science in teaching as behavior analysis calls for expert identification of the appropriate strategies and tactics needed by each student in the continuum leading to their maximum achievement of recognized educational standards as well as scientifically identified functional repertoires. Research from related fields of cognitive psychology and health and behavior studies serve as additional resources for tactics that are then applied through behavior analytic teaching. We develop teachers who are strategic scientists of pedagogy and behavior change tactics. Our graduates provide measurably effective schooling for children and work with others to realize a research-based systems approach to education (Greer, 2002). We prepare teachers who can provide state of the science instruction for students with and without disabilities. Our graduates are especially prepared to work with diverse populations and students who require expert instruction.
Florida Institute of Technology	Ph.D. in Behavior Analysis	The mission of our Ph.D. Behavior Analysis Degree Program is to produce competent behavior-analytic researchers, instructors, and practitioners who are solidly grounded in basic principles derived from the experimental analysis of behavior (EAB). We expect graduates of our doctoral program to approach the world from a radical behaviorist perspective, continue to contribute to behavioral research, inform their practice with current research findings, obtain academic and professional positions, and effectively manage behavior analysts under their supervision.
The Ohio State University	Ph.D. in Special Education	The mission of the Ph.D. program in special education and applied behavior analysis is to prepare leadership personnel for positions in special education whose research, professional practice, and teaching are guided by the philosophical, scientific, and technological principles of applied behavior analysis.
University of Kansas	Ph.D. in Behavioral Psychology	The mission of the Department of Applied Behavioral Science is to promote individual, family, and community development through the integration of teaching, research, and public service. The department teaches undergraduate students to understand behavior and solve societal problems through evidence-based practice, critical thinking, research, and experiential learning. The department's graduate programs educate and train scientist-practitioners and researchers in the discovery and production, translation and application, and communication of knowledge in the behavioral sciences for understanding and solving problems of societal importance.
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	To provide students with independent study, investigation and research skills in Applied Behavior Analysis that will prepare students for prominent leadership positions in academic, clinical and research arenas.
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	The mission of the Behavior Analysis Program at the University of Nevada, Reno, is to strengthen Behavior Analysis as a scientific discipline and as a professional occupation.
West Virginia University	Ph.D. in Behavior Analysis	The mission of the PhD program area in Behavior Analysis at West Virginia University is to produce an individual who can function effectively in various academic or applied settings, advance our understanding of the principles of behavior, and apply those principles to socially significant problems.
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	The doctoral program in behavior analysis in the Department of Psychology at Western Michigan University provides intense training in the conceptual, basic, and applied foundations of behavior analysis. In addition to giving students substantial training in a core specialty area (e.g., autism and developmental disabilities, health or safety, behavioral pharmacology, experimental analysis of behavior, or behavioral neuroscience), the program exposes students to a broad range of applied and experimental areas through coursework, research, and applied experiences.

Appendix C: Accredited Doctoral Program Contact Information

Institution	Program	Program Administrator	Mailing Address	Phone	Email	Program Website
Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	R. Douglas Greer	Box 223, 525 West 120th St., New York, NY 10027	212-678-3800	rdg13@columbia.edu	https://www.tc.columbia.edu/health-and-behavior-studies/applied-behavior-analysis/degrees--requirements/applied-behavior-analysis-phd/
Florida Institute of Technology	Ph.D. in Behavior Analysis	David Wilder	Fl Tech, School of Behavior Analysis, 150 W. University Blvd, Melbourne, FL 32901	321-674-7516	dawilder@fit.edu	http://cpla.fit.edu/aba/doctoral-program-requirements.php
The Ohio State University	Ph.D. in Special Education	Sheila Alber-Morgan	A356 PAES Bldg. 305 Annie & John Glenn Ave. Columbus, OH 43210	614-247-8714	morgan.651@osu.edu	https://ehe.osu.edu/educational-studies/special-education/phd/
University of Kansas	Ph.D. in Behavioral Psychology	Derek Reed	4001 Dole Human Development Center, 1000 Sunnyside Avenue, Lawrence, KS 66045	785-864-0504	dreed@ku.edu	http://absc.ku.edu/phd
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	Nicole M. Rodriguez	985450 Nebraska Medical Center	402-559-2410	nicole.rodriguez@unmc.edu	https://www.unmc.edu/mmi/training/phdaba/index.html
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	Ramona Hومانfar	1664 North Virginia Street, Mail stop 296	775-682-8693	ramonah@unr.edu	http://www.unr.edu/degrees/psychology/behavior-analysis-phd
West Virginia University	Ph.D. in Behavior Analysis	Claire St. Peter	53 Campus Drive, 1124 Life Sciences Building – P.O. Box 6040, West Virginia University, Morgantown, WV 26506-6040	304-293-4603	claire.stpeter@mail.wvu.edu	http://psychology.wvu.edu/students/current-graduate-students/phd-in-psychology-behavior-analysis
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	Jessica Frieder	3748 Wood Hall, 1903 W. Michigan Ave, Department of Psychology, Western Michigan University	269-387-4500	Jessica.frieder@wmich.edu	http://www.wmich.edu/psychology/academics/ba/doctoral

Appendix D: Accredited Doctoral Program Graduation Information

Institution	Program	Degrees Conferred	Median Years Until Graduation
Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	5	3
Florida Institute of Technology	Ph.D. in Behavior Analysis	2	5
The Ohio State University	Ph.D. in Special Education	4	4
University of Kansas	Ph.D. in Behavioral Psychology	4	5.5
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	7	3.57
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	1	8
West Virginia University	Ph.D. in Behavior Analysis	4	4
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	13	3.25
SUM		40	36.32
RANGE		1 – 13	3 – 8
MEDIAN		4	4
AVERAGE		5	4.54

Appendix E: Accredited Doctoral Program Enrollment and Retention

Institution	Program	Student Enrollment	Student Withdrawals
Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	25	0
Florida Institute of Technology	Ph.D. in Behavior Analysis	18	4
The Ohio State University	Ph.D. in Special Education	9	0
University of Kansas	Ph.D. in Behavioral Psychology	36	2
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	22	0
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	27	0
West Virginia University	Ph.D. in Behavior Analysis	18	2
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	46	1
SUM		201	9
RANGE		9 – 46	0 – 1
MEDIAN		23.5	0.5
AVERAGE		25.13	1.13

Appendix F: Accredited Doctoral Program Admissions

Institution	Program	Completed Applications	Students Admitted
Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	6	3
Florida Institute of Technology	Ph.D. in Behavior Analysis	19	5
The Ohio State University	Ph.D. in Special Education	12	8
University of Kansas	Ph.D. in Behavioral Psychology	31	5
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	14	4
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	28	4
West Virginia University	Ph.D. in Behavior Analysis	30	5
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	26	5
SUM		166	39
RANGE		6 – 31	3 – 8
MEDIAN		22.5	5
AVERAGE		20.75	4.88

Appendix G: Accredited Doctoral Program Faculty and Contributors

Institution	Program	Core Program Faculty	Associated Program Faculty	Other Program Contributors
Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	4	7	7
Florida Institute of Technology	Ph.D. in Behavior Analysis	5	5	4
The Ohio State University	Ph.D. in Special Education	6	0	0
University of Kansas	Ph.D. in Behavioral Psychology	10	11	3
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	7	4	6
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	6	0	1
West Virginia University	Ph.D. in Behavior Analysis	4	1	1
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	13	9	2
SUM		55	37	24
RANGE		4 – 13	0 – 11	0 – 7
MEDIAN		6	4.5	2.5
AVERAGE		6.88	4.63	3

Appendix H: Accredited Doctoral Program Student to Core Faculty Ratios

Institution	Program	Student Enrollment	Core Program Faculty	Student : Core Faculty
Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	25	4	25:4
Florida Institute of Technology	Ph.D. in Behavior Analysis	18	5	18:5
The Ohio State University	Ph.D. in Special Education	9	6	3:2
University of Kansas	Ph.D. in Behavioral Psychology	36	10	18:5
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	22	7	22:7
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	27	6	9:2
West Virginia University	Ph.D. in Behavior Analysis	18	4	9:2
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	46	13	46:13
SUM		201	55	N/A
RANGE		9 – 46	4 – 13	N/A
MEDIAN		23.5	6	N/A
AVERAGE		25.13	6.88	N/A

Appendix I: Accredited Doctoral Program Practical Training Opportunities

Institution	Program	Alcohol / Drug Abuse	Autism	Business / Industry / Government	Dependency / Foster Care	Developmental Disabilities	Education (College)	Education (Regular K-12)	Education (Special Ed)	Families / Couples	Health	Mental Health	Other	Totals
Columbia University	Ph.D. in Teaching as Applied Behavior Analysis		✓			✓		✓	✓				✓	5
Florida Institute of Technology	Ph.D. in Behavior Analysis		✓	✓		✓	✓	✓						5
The Ohio State University	Ph.D. in Special Education		✓			✓		✓						3
University of Kansas	Ph.D. in Behavioral Psychology	✓	✓	✓	✓	✓	✓		✓	✓	✓			9
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis		✓			✓		✓	✓	✓	✓	✓	✓	8
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis		✓	✓		✓		✓	✓		✓	✓		7
West Virginia University	Ph.D. in Behavior Analysis		✓			✓		✓	✓					4
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
Totals		2	8	4	2	8	3	7	6	3	4	3	3	53

Appendix J: Accredited Doctoral Program Research Training Opportunities

Institution	Program	Applied Animal Behavior	Autism	Behavioral Pharmacology	Clinical / Family / Behavioral Medicine	Community Interventions / Social Ethical Issues	Developmental Disabilities	Education	Experimental Analysis of Behavior	Human Development	Organizational Behavior Management	Theoretical, Philosophical, and Conceptual Issues	Verbal Behavior	Other	Totals
Columbia University	Ph.D. in Teaching as Applied Behavior Analysis		✓				✓	✓	✓	✓			✓	✓	7
Florida Institute of Technology	Ph.D. in Behavior Analysis		✓				✓	✓	✓	✓	✓	✓	✓		8
The Ohio State University	Ph.D. in Special Education		✓				✓	✓					✓		4
University of Kansas	Ph.D. in Behavioral Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		12
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis		✓		✓		✓	✓				✓	✓	✓	7
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis		✓			✓	✓	✓	✓		✓	✓	✓		8
West Virginia University	Ph.D. in Behavior Analysis		✓	✓			✓	✓	✓			✓			6
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13
Totals		2	8	3	3	3	8	8	6	4	4	6	7	3	65

Appendix K: Accredited Doctoral Program Innovation and Substantive Changes

Institution	Program	Program Innovation	Substantive Changes
Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	See related website www.cabasschools.org	Switched to new ABAI course alignment, added a fulltime lecturer position, graduated 242 nd PhD.
Florida Institute of Technology	Ph.D. in Behavior Analysis	We increased teaching opportunities for our Ph.D. students.	We lost two faculty members during 2019; we are replacing them.
The Ohio State University	Ph.D. in Special Education	We have new online courses, we are expanding our field experience opportunities in the community, and we're collaborating across programs.	None.
University of Kansas	Ph.D. in Behavioral Psychology	Created a departmental Twitter account, publish regular Newsletters, online course formats available, generated a holistic admissions plan	Affiliated with the newly formed Cofrin Logan Center for Addiction Research and Treatment, hired a new substance use disorder researcher, new online professors and practicum advisors.
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	Student achievements are shared on MMI's Facebook page and our Ph.D. program website (which is updated periodically)	The following faculty left in August 2019: Dr. Greer. The following faculty left in December 2019: Drs. Fisher, Piazza, and Peterson. We have a new hire, Dr. Rey, joining EI in August 2020. And an ongoing job search for two new hires in the Severe Behavior Program. Pediatric Feeding hired two new faculty who will be joining in the summer, but they are not BCBAs. Dr. Hansen remains the only BCBA in that department. We are moving to a newly renovated building with additional clinical resources in March 2021.
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	The Behavior Analysis Training Committee (BATC) supports existing instructional innovations (e.g., Psy 101, inter-teaching, off-campus program) and encourages faculty to innovate and experiment with new content and new ways of delivering it. One course in particular greatly increased student involvement by organizing team-based classroom competitions in every class period. The range of activities was very broad, but included group relational maps, competitive “quiz shows” over assigned readings, the creation of visual images for complex concepts, debates, speeches in the style of historical figures or researchers we were reading about, functional analyses applying specific models and theories, and so on. Faculty are encouraged to be creative when designing their courses in order to appropriately challenge students and enhance the student-learning experience.	The Department of Psychology moved from College of Liberal Arts to College of Science. Dr. Larry Williams retired effective December 31, 2019. Dr. Matthew Lewon joined the Behavior Analysis Program faculty effective January 1, 2020.
West Virginia University	Ph.D. in Behavior Analysis	There were no major changes this year.	Claire St. Peter was promoted to Professor.
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	Looking at innovated ways for ongoing recruitment and retention, pursuing potential international collaboration with Oslo Metropolitan University	We hired new faculty

Appendix L: Accredited Master's Programs

Institution	School/College	Department	Program	Accreditation Periods
Caldwell University	College of Natural, Behavioral, and Health Sciences	Dept. of Applied Behavior Analysis	M.A. in Applied Behavior Analysis	2014 – 2019
Columbia University	Teachers College	Health and Behavior Studies	M.A. in Teaching as Applied Behavior Analysis	2011 – 2021
Florida Institute of Technology	College of Psychology and Liberal Arts	School of Behavior Analysis	M.S. in Applied Behavior Analysis M.S. in Organizational Behavior Management M.S. in ABA/OBM	2008 – 2019
Florida State University	College of Arts & Sciences	Psychology	M.S Applied Behavior Analysis	2007 – 2024
Jacksonville State University	School of Human Services and Social Sciences	Psychology	M.S. in Psychology with an emphasis in Applied Behavior Analysis	2013 – 2023
McNeese State University	Burton College of Education	Psychology	M.A. in Psychology with a concentration in Applied Behavior Analysis	2013 – 2021
Montana State University Billings	College of Education	Educational Theory and Practice	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	2019 – 2023
Oslo Metropolitan University	Faculty of Health Sciences	Department of Behavioral Science	Master of Behavioral Science	2014 – 2019
Rollins College	Hamilton Holt School	Health Professions	M.A. in Applied Behavior Analysis & Clinical Science	2019 – 2024
Simmons University	College of Natural, Health and Behavioral Sciences	Behavior Analysis	M.S. in Behavior Analysis	2005 – 2020
Southern Illinois University Carbondale	College of Education and Human Services	Rehabilitation Institute	M.S. in Behavior Analysis and Therapy	2001 – 2021
St. Cloud State University	School of Health and Human Services	Community Psychology, Counseling, and Family Therapy	M.S. in Applied Behavior Analysis	1999 – 2019
The Chicago School of Professional Psychology, Chicago Campus	--	Applied Behavior Analysis	M.S. in Applied Behavior Analysis	2019 – 2024
The Ohio State University	College of Education and Human Ecology	Educational Studies	M.A. in Special Education	1995 – 2000; 2002 – 2021
University of Houston, Clear Lake	Human Sciences and Humanities	Clinical, Health, and Applied Sciences	M.A. in Behavior Analysis	2010 – 2020
University of Kansas	College of Liberal Arts and Sciences	Applied Behavioral Science	M.A. in Applied Behavioral Science	2009 – 2019
University of Maryland, Baltimore County	College of Arts Humanities and Social Sciences	Psychology	M.A. in Applied Behavior Analysis from the Human Services Psychology Program	2003 – 2019
University of Nevada, Reno	College of Liberal Arts	Psychology	M.A. in Psychology – Behavior Analysis	2000 – 2020
University of Nevada, Reno	College of Liberal Arts	Psychology	M.A. in Behavior Analysis – Satellite Program	2015 – 2020
University of North Texas	College of Health and Public Service	Behavior Analysis	M.S. in Behavior Analysis	1993 – 2023
University of South Florida	College of Behavioral and Community Sciences	Child and Family Studies	M.S. in Applied Behavior Analysis	2011 – 2023
Western Michigan University	College of Arts & Sciences	Psychology	M.A. in Behavior Analysis	1998 – 2019

Appendix M: Accredited Master's Program Missions

Institution	Program	Program Mission
Caldwell University	M.A. in Applied Behavior Analysis	The mission of the Caldwell University Master of Arts program in Applied Behavior Analysis is to: (1) produce highly skilled scientist-practitioners, (2) expand access to behavior analytic services for individuals in NJ and surrounding areas by increasing the number of highly qualified Board Certified Behavior Analysts, and (3) conduct and disseminate quality research that contributes to the advancement of our field and ultimately improves individual and social conditions.
Columbia University	M.A. in Teaching as Applied Behavior Analysis	Our teacher preparation program is devoted to the practices of teaching as a science. We believe that education should be first driven by the needs of students and families in terms of their contribution and access to habilitative lifestyles through the application of the basic and applied sciences of behavior. Thus, what works for the individual student drives both pedagogical and curricular decisions. The state of the science in teaching as behavior analysis calls for expert identification of the appropriate strategies and tactics needed by each student in the continuum leading to their maximum achievement of recognized educational standards as well as scientifically identified functional repertoires. Research from related fields of cognitive psychology and health and behavior studies serve as additional resources for tactics that are then applied through behavior analytic teaching. We develop teachers who are strategic scientists of pedagogy and behavior change tactics. Our graduates provide measurably effective schooling for children and work with others to realize a research-based systems approach to education (Greer, 2002). We prepare teachers who can provide state of the science instruction for students with and without disabilities. Our graduates are especially prepared to work with diverse populations and students who require expert instruction.
Florida Institute of Technology	M.S. in Applied Behavior Analysis M.S. in Organizational Behavior Management M.S. in ABA/OBM	The mission of the School of Behavior Analysis is to enhance the human condition through behavioral education, research, scholarship and service delivery by facilitating and reinforcing member actions that lead to these outcomes; and enhance the quality of life through outreach and dissemination of behavior scientists and services, based on the following beliefs and values: A behaviorally based educational approach will maximize student potential by inducing high standards of academic behavior and a strong knowledge base from which they can grow professionally. As is the discipline of behavior analysis, each program within the school is accountable not only to its students and faculty, but also the local community and the global community at large. The school is committed to excellence both in how to educate and mentor students and the product of their and the faculty's work. As the first school of behavior analysis, there is a unique opportunity to model how future schools and departments of behavior analysis should be created and managed. Through a time-tested training model and diverse faculty, the school has built a world-renowned reputation for both excellence in research and clinical realms. It is the continued aim of the school to advance the science of behavior analysis in an effort to provide a comprehensive science of behavior that will allow society to increase quality of life and reduce human suffering.
Florida State University	M.S Applied Behavior Analysis	The mission of the program is to (a) provide students with a thorough understanding of the principles and applications of behavior analysis through coursework and experiential practica which allow students the opportunity to gain knowledge and experience across myriad settings; (b) to contribute to the discipline of behavior analysis and the community by preparing graduate students to become Board Certified Behavior Analysts; and, (c) to utilize research to develop useful solutions to social and behavioral problems.
Jacksonville State University	M.S. in Psychology with an emphasis in Applied Behavior Analysis	Our mission is to develop a thoroughgoing, science-based curriculum for understanding behavior; to establish student learning outcomes related to the principles of behavior analysis, research methods, critical thinking, and professional skills; and to support student participation in faculty research programs and community service projects. We design these experiences to allow our students the opportunity to practice discussing behavioral principles and research findings; to apply behavioral principles and procedures in real-life settings; and to eventually pursue careers in an array of human-service industries or admission to various graduate programs.
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	The goal of the Applied Behavior Analysis (ABA) Program at McNeese State University is to provide students with a well-rounded, educational experience that provides a firm foundation in behavior analysis through an integrated sequence of coursework and practica.
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	The mission of the SPED/ABA program at Montana State University Billings is congruent with the College of Education, which is dedicated to: Preparing incomparable, caring and committed professionals for schools and communities in Montana and beyond. Conducting socially significant applied research to improve the human condition. Providing community service to improve the quality of life in Montana. Providing graduate and continuing education for career-long professional development.

Oslo Metropolitan University	Master of Behavioral Science	In the master's program in Behavioral Science (formerly Learning in complex systems), students acquire knowledge, skills and competencies for implementing goal-oriented processes of change in complex systems, with well-documented behavioral strategies. The program profile is explicitly behavior analytic, and the intervention methods are empirically based and suitable for systematic measuring and assessment of results. The program educates graduates who can meet challenges in a number of fields of increasing social and technological complexity.
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	The mission of the Applied Behavior Analysis and Clinical Science master's program is to produce graduates skilled in behavior analysis and clinical science. By the completion of their training, students will exhibit a mastery of application and research skills that will permit them to design and evaluate behavioral interventions and research.
Simmons University	M.S. in Behavior Analysis	The Mission of the Program in Behavior Analysis at Simmons University includes the following five criteria: (1) to make the philosophy, theory, and science of behavior analysis explicable and accessible to individuals in an optimal position to affect meaningful educational, social, and behavioral changes, (2) to generate and publish innovative research by fusing behavior analysis with relevant findings from other scientific disciplines, (3) to include, whenever possible students as authors on presentations and publications (4) to demonstrate how behavior analysis can influence the breadth and depth of issues centered on the human condition. (5) to prepare student to pass the Behavior Analysis Certification Board's examination to become a Board Certified Behavior Analyst.
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	The kind of life we make for ourselves is very much dependent on the options we exercise and the resources we mobilize now and in the future. The basic assumption that guides the Rehabilitation Institute has been stated as follows: The Rehabilitation Institute shares the conviction that higher education must assume a vital and active role in integrating social and economic challenges of society. It recognizes and appreciates the well-articulated thesis that we often jeopardize our chances for realizing a full and satisfying life and possibly our very existence. The basic premises undergirding this philosophy imply that in its own way the Institute can, through its internal structure and its programs, become a factor in shaping social and environmental conditions so that we can live with more dignity and sense of fulfillment. Therefore, the Institute is committed to the improvement of socio-cultural conditions, economic concerns, and the enhancement of the quality of life we face now and in the future. More specifically, the mission of the Institute includes these: A. To prepare students to function as action-oriented practitioners concerned with and capable of dealing with the three major elements of rehabilitation: person, behavior, and environment. B. To provide a flexible model for rehabilitation education and training which, in addition to a rigorous course of study in the classroom, includes practical work in community agencies and institutions where a student interacts directly with clients and their needs under the supervision of an Institute staff or faculty member; C. To develop and provide programs of education, research, and service to assist the community, region, and nation in dealing with special needs and to assist persons in living as independently as possible. D. To make contributions, through its faculty, to local, state, and national organizations concerned with rehabilitation and to further the field of rehabilitation by publication of research findings and conceptual studies. In summary, the goals of the Rehabilitation Institute are to educate students, encourage faculty research and service, and engage in mutually useful programs with other units of the University and with local and national agencies and institutions in the various areas of rehabilitation.
St. Cloud State University	M.S. in Applied Behavior Analysis	The mission of the MS in Applied Behavior Analysis is to produce behavior analysts with academic, research, clinical, and professional skills that meet the needs of their various clients, employers, and other academic entities around the world in a rigorous and effective manner.
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	The Master of Science in Applied Behavior Analysis program, (MS ABA), has as its mission to provide students with the scientific, analytical, and conceptual tools they need to provide effective, ethical, and practical behavior-analytic interventions to the diverse populations that they serve.
The Ohio State University	M.A. in Special Education	The mission of the Master of Arts (M.A.) program in special education and applied behavior analysis is to equip practitioners with the knowledge and skills necessary for the development and implementation of evidence-based behavioral interventions for improving socially significant behavior.
University of Houston, Clear Lake	M.A. in Behavior Analysis	The goal of the Behavior Analysis M.A. Program is to provide students with a well-rounded foundation in behavior analysis through an integrated sequence of coursework, practicum, and research activities. Students obtain competency in the basic principles of learning and the application of these principles with particular emphasis on interventions for individuals with developmental disabilities. Practicum and research experiences are provided in a variety of settings. All students complete a major research project prior to graduation. The program, which is accredited by the Association for Behavior Analysis-International®, includes a course sequence and practicum approved by the Behavior Analyst Certification Board, Inc®. Students completing the coursework and practicum requirements of the program will be eligible to sit for the Board Certified Behavior Analyst (BCBA) exam and become Licensed Behavior Analysts. Furthermore, graduates will be prepared to pursue doctoral degrees behavior analysis, psychology, or education.

University of Kansas	M.A. in Applied Behavioral Science	The mission of the department of Applied Behavioral Science is to promote individual, family, and community development through the integration of teaching, research, and public service. The department teaches undergraduate students to understand behavior and solve societal problems through evidence-based practice, critical thinking, research, and experiential learning. The department's graduate programs educate and train scientist-practitioners and researchers in the discovery and production, translation and application, and communication of knowledge in the behavioral sciences for understanding and solving problems of societal importance.
University of Maryland, Baltimore County	M.A. in Applied Behavior Analysis from the Human Services Psychology Program	The mission of the M. A. track in Applied Behavior Analysis at UMBC is to prepare graduates to enter the workforce as well-trained clinicians who can work in a variety of applied contexts, by applying the principles of behavior to socially significant behavioral problems. In addition, we seek to prepare graduates for doctoral training in behavior analysis, should they choose. Training, in coursework and in practice, is designed to promote a culture of inclusive excellence.
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	The mission of the Behavior Analysis Program at the University of Nevada, Reno, is to strengthen Behavior Analysis as a scientific discipline and as a professional occupation.
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	Behavior Analysis is a sub-division of the discipline of Psychology, distinguished by a unique philosophical, theoretical, and methodological orientation. Historically and contextually situated behavior-environment relations constitute its subject matter. Its method is experimental, with aims of prediction, and control of its subject matter. It has a distinctive, widely applicable, and effective technology. The mission of the Behavior Analysis Program is to produce skilled behavior analysts who meet the needs of the community and contribute to the science and practice of behavior analysis in a socially valid manner. The mission of the Satellite Program in Behavior Analysis, more specifically, is to meet the need for graduate training in behavior analysis wherever such training is unavailable or inaccessible to fully employed human services workers, with the aim of developing a competent workforce for the human services sector.
University of North Texas	M.S. in Behavior Analysis	The mission of the Department of Behavior Analysis (DBA) is to provide a program of learning opportunities for graduate and undergraduate students that is nationally recognized for excellence and that establishes knowledge and skills that allow graduates to compete successfully in and make significant contributions to society to contribute to the discipline of Behavior Analysis and to the community by conduct applied and basic research that furthers understanding of human behavior and results in demonstrable positive behavior change and to develop behavioral solutions to problems at local, national, and international levels.
University of South Florida	M.S. in Applied Behavior Analysis	The mission of our program is to prepare graduates in applied behavior analysis to work in a variety of fields including autism, education, developmental disabilities, child protective services, mental health, and rehabilitation provide graduates with knowledge and skills needed to become Board Certified Behavior Analysts (BCBAs) provide graduates with the expertise to be successful researchers contribute to the field of applied behavior analysis by producing quality research and increasing the number of practicing behavior analysts.
Western Michigan University	M.A. in Behavior Analysis	The Behavior Analysis (BA) graduate programs provide intense training in the conceptual, basic, and applied foundations of behavior analysis. In addition to giving students substantial training in a core specialty area (e.g., autism and developmental disabilities, health or safety, behavioral pharmacology, experimental analysis of behavior, or behavioral neuroscience), the program exposes students to a broad range of applied and experimental areas through coursework, research, and applied experiences.

Appendix N: Accredited Master's Program Contact Information

Institution	Program	Program Administrator	Mailing Address	Phone	Email	Program Website
Caldwell University	M.A. in Applied Behavior Analysis	Sharon A. Reeve	Caldwell University, 120 Bloomfield Avenue, Caldwell, NJ 07006	973-618-3315	sreeve@caldwell.edu	https://www.caldwell.edu/graduate/academic-department/applied-behavior-analysis/
Columbia University	M.A. in Teaching as Applied Behavior Analysis	R. Douglas Greer	Box 223, 525 West 120th St., New York, NY 10027	212-678-8328	rdg13@columbia.edu	https://www.tc.columbia.edu/health-and-behavior-studies/applied-behavior-analysis/degrees--requirements/applied-behavior-analysis-ma-dual/
Florida Institute of Technology	M.S. in Applied Behavior Analysis M.S. in Organizational Behavior Management M.S. in ABA/OBM	David Wilder	FI Tech, School of Behavior Analysis, 150 W. University Blvd, Melbourne, FL 32901	321-674-7516	dawilder@fit.edu	https://www.fit.edu/psychology-and-liberal-arts/schools/behavior-analysis/
Florida State University	M.S Applied Behavior Analysis	Leah Koehler	4750 Collegiate Drive, Panama City, FL 32405	352-213-7634	lkoehler@fsu.edu	https://pc.fsu.edu/aba/program
Jacksonville State University	M.S. in Psychology with an emphasis in Applied Behavior Analysis	Paige McKerchar	Psychology Department, Jacksonville State University, 700 Pelham Road North, Jacksonville, AL 36265	256-782-5808	pmckerchar@jsu.edu	http://www.jsu.edu/psychology/graduate.html
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	Cam L. Melville	Box 91895, Department of Psychology, McNeese State University, Lake Charles, LA 70609	337-475-5462	melville@mcneese.edu	https://www.mcneese.edu/academics/graduate/applied-behavioral-analysis
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	Cheryl Young-Pelton	1500 University Drive, College of Education, Montana State University Billings, Billings, MT 59101	406-657-2195	cyoung@msbillings.edu	http://www.msubillings.edu/grad/program-aba/
Oslo Metropolitan University	Master of Behavioral Science	Gunnar Ree	PO Box 4, St. Olavs plass, 0130 Oslo, Norway	+4791607580	gree@oslomet.no	https://www.oslomet.no/studier/hv/atferdsvitenskap
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	April Michele Williams	1000 Holt Avenue- 2791 Winter Park, FL 32789	407-646-2036	AMWilliams2@Rollins.edu	https://www.rollins.edu/evening/academics/graduate/master-of-arts-in-applied-behavior-analysis.html
Simmons University	M.S. in Behavior Analysis	Russell. W. Maguire	300 The Fenway, Boston, MA 02215	617-521-2550	russell.maguire@simmons.edu	https://www.simmons.edu/graduate/academic-programs/graduate-and-certificate-programs/behavior-analysis
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	Eric Jacobs	School of Psychological and Behavioral Sciences 1125 Lincoln Drive Southern Illinois University, Mail Code: 6502, Carbondale, IL 62901	618-453-3529	eajacobs@siu.edu	https://ehs.siu.edu/rehab/graduate/behavior-analysis/

St. Cloud State University	M.S. in Applied Behavior Analysis	Benjamin N. Witts	EB B246; 720 4th Ave. S. St. Cloud, MN 56301	320-208-2233	bnwitts@stcloudstate.edu	https://www.stcloudstate.edu/cpcf/programs-grad/applied-behavior-analysis/
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	Ashley Whittington-Barnish	325 N Wells St. Chicago, IL 60654	312-467-2311	abarnish@thechicagoschool.edu	https://www.thechicagoschool.edu/chicago/programs/ms-applied-behavior-analysis/
The Ohio State University	M.A. in Special Education	Sheila Morgan	A356 PAES Bldg. 305 Annie & John Glenn Rd., Columbus OH 43210	614-247-8714	morgan.651@osu.edu	https://ehe.osu.edu/educational-studies/special-education/ma/
University of Houston, Clear Lake	M.A. in Behavior Analysis	Dorothea Lerman	2700 Bay Area Blvd., Houston, TX, 77058	281-283-3437	lerman@uhcl.edu	https://www.uhcl.edu/human-sciences-humanities/departments/clinical-health-applied-sciences/behavior-analysis/
University of Kansas	M.A. in Applied Behavioral Science	Derek Reed	1000 Sunnyside Avenue, 4001 Dole Human Development Center, Lawrence, KS 66049	785-864-0504	dreed@ku.edu	http://absc.ku.edu/graduate
University of Maryland, Baltimore County	M.A. in Applied Behavior Analysis from the Human Services Psychology Program	John C. Borrero	Psychology Department 1000 Hilltop Circle, Baltimore MD 21250	410-455-2326	jborrero@umbc.edu	https://psychology.umbc.edu/masters-degree-in-human-services-psychology-applied-behavior-analysis/
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	Ramona Houmanfar	1664 North Virginia Street, Mail stop 296	775-682-8693	ramonah@unr.edu	https://www.unr.edu/psychology/degrees/ma-behavior-analysis
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	Linda J. Hayes	1664 North Virginia Street, Mail stop 296	775-682-8670	lhayes@unr.edu	https://www.unr.edu/degrees/psychology/ma-satellite
University of North Texas	M.S. in Behavior Analysis	Manish Vaidya	1155 Union Circle, #310919, Denton, TX 76203	940-369-7961	vaidya@unt.edu	https://behv.hps.unt.edu/
University of South Florida	M.S. in Applied Behavior Analysis	Raymond G. Miltenberger	Department of Child and Family Studies, University of South Florida, 13301 Bruce B. Downs Blvd., MHC 2113A, Tampa, FL 33612	813-974-5079	miltenbe@usf.edu	https://www.usf.edu/cbcs/cfs/academics/aba/masters/index.aspx
Western Michigan University	M.A. in Behavior Analysis	Jessica Frieder	3748 Wood Hall 1903 W. Michigan Ave. Kalamazoo, MI 49008-5439	269-387-4500	Jessica.frieder@wmich.edu	http://www.wmich.edu/psychology/academics/ba/master

Appendix O: Accredited Master's Program Graduation Information

Institution	Program	Degrees Conferred	Median Years Until Graduation
Caldwell University	M.A. in Applied Behavior Analysis	16	3
Columbia University	M.A. in Teaching as Applied Behavior Analysis	11	2
Florida Institute of Technology	M.S. in Applied Behavior Analysis M.S. in Organizational Behavior Management M.S. in ABA/OBM	33	2
Florida State University	M.S Applied Behavior Analysis	16	1.6
Jacksonville State University	M.S. in Psychology with an emphasis in Applied Behavior Analysis	6	2
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	9	2
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	6	2
Oslo Metropolitan University	Master of Behavioral Science	17	3.3
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	10	3
Simmons University	M.S. in Behavior Analysis	44	2
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	27	N/A ¹
St. Cloud State University	M.S. in Applied Behavior Analysis	27	3.66
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	26	2.3
The Ohio State University	M.A. in Special Education	7	2
University of Houston, Clear Lake	M.A. in Behavior Analysis	10	3
University of Kansas	M.A. in Applied Behavioral Science	1	3.3
University of Maryland, Baltimore County	M.A. in Applied Behavior Analysis from the Human Services Psychology Program	4	2
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	8	5
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	25	2.5
University of North Texas	M.S. in Behavior Analysis	14	3.25
University of South Florida	M.S. in Applied Behavior Analysis	25	2.3
Western Michigan University	M.A. in Behavior Analysis	28	2
SUM		370	54.21
RANGE		1 – 44	1.6 – 5
MEDIAN		15	2.3
AVERAGE		16.82	2.58

¹Not included in the calculation

Appendix P: Accredited Master's Program Enrollment and Retention

Institution	Program	Student Enrollment	Student Withdrawals
Caldwell University	M.A. in Applied Behavior Analysis	53	9
Columbia University	M.A. in Teaching as Applied Behavior Analysis	28	0
Florida Institute of Technology	M.S. in Applied Behavior Analysis M.S. in Organizational Behavior Management M.S. in ABA/OBM	65	1
Florida State University	M.S Applied Behavior Analysis	32	0
Jacksonville State University	M.S. in Psychology with an emphasis in Applied Behavior Analysis	8	1
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	22	0
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	21	1
Oslo Metropolitan University	Master of Behavioral Science	115	9
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	34	7
Simmons University	M.S. in Behavior Analysis	90	6
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	78	7
St. Cloud State University	M.S. in Applied Behavior Analysis	71	8
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	106	8
The Ohio State University	M.A. in Special Education	12	0
University of Houston, Clear Lake	M.A. in Behavior Analysis	37	0
University of Kansas	M.A. in Applied Behavioral Science	6	1
University of Maryland, Baltimore County	M.A. in Applied Behavior Analysis from the Human Services Psychology Program	25	0
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	21	0
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	27	2
University of North Texas	M.S. in Behavior Analysis	74	0
University of South Florida	M.S. in Applied Behavior Analysis	52	1
Western Michigan University	M.A. in Behavior Analysis	74	0
SUM		1051	61
RANGE		6 – 115	0 – 9
MEDIAN		35.5	1
AVERAGE		47.77	2.77

Appendix Q: Accredited Master's Program Admissions

Institution	Program	Completed Applications	Students Admitted
Caldwell University	M.A. in Applied Behavior Analysis	52	39
Columbia University	M.A. in Teaching as Applied Behavior Analysis	40	20
Florida Institute of Technology	M.S. in Applied Behavior Analysis M.S. in Organizational Behavior Management M.S. in ABA/OBM	77	31
Florida State University	M.S Applied Behavior Analysis	72	17
Jacksonville State University	M.S. in Psychology with an emphasis in Applied Behavior Analysis	17	9
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	47	17
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	28	20
Oslo Metropolitan University	Master of Behavioral Science	254	52
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	21	20
Simmons University	M.S. in Behavior Analysis	116	65
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	48	28
St. Cloud State University	M.S. in Applied Behavior Analysis	106	28
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	67	58
The Ohio State University	M.A. in Special Education	16	11
University of Houston, Clear Lake	M.A. in Behavior Analysis	69	15
University of Kansas	M.A. in Applied Behavioral Science	25	2
University of Maryland, Baltimore County	M.A. in Applied Behavior Analysis from the Human Services Psychology Program	66	9
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	19	1
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	0	0
University of North Texas	M.S. in Behavior Analysis	75	21
University of South Florida	M.S. in Applied Behavior Analysis	65	24
Western Michigan University	M.A. in Behavior Analysis	56	36
SUM		1336	523
RANGE		0 – 254	0 – 65
MEDIAN		54	20
AVERAGE		60.73	23.77

Appendix R: Accredited Master’s Program Faculty and Contributors

Institution	Program	Core Program Faculty	Associated Program Faculty	Other Program Contributors
Caldwell University	M.A. in Applied Behavior Analysis	6	2	1
Columbia University	M.A. in Teaching as Applied Behavior Analysis	4	7	7
Florida Institute of Technology	M.S. in Applied Behavior Analysis M.S. in Organizational Behavior Management M.S. in ABA/OBM	5	5	4
Florida State University	M.S Applied Behavior Analysis	4	0	1
Jacksonville State University	M.S. in Psychology with an emphasis in Applied Behavior Analysis	4	0	0
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	4	1	1
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	2	0	13
Oslo Metropolitan University	Master of Behavioral Science	9	5	4
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	3	3	1
Simmons University	M.S. in Behavior Analysis	5	3	70
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	6	2	0
St. Cloud State University	M.S. in Applied Behavior Analysis	4	0	1
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	6	1	75
The Ohio State University	M.A. in Special Education	6	0	0
University of Houston, Clear Lake	M.A. in Behavior Analysis	3	0	9
University of Kansas	M.A. in Applied Behavioral Science	10	11	3
University of Maryland, Baltimore County	M.A. in Applied Behavior Analysis from the Human Services Psychology Program	3	2	1
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	6	0	1
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	1	2	9
University of North Texas	M.S. in Behavior Analysis	9	0	3
University of South Florida	M.S. in Applied Behavior Analysis	7	0	70
Western Michigan University	M.A. in Behavior Analysis	13	9	2
SUM		120	53	276
RANGE		1 – 13	0- 11	0 – 75
MEDIAN		5	1.5	2.5
AVERAGE		5.45	2.41	12.55

Appendix S: Accredited Master’s Program Student to Core Faculty Ratios

Institution	Program	Student Enrollment	Core Program Faculty	Student : Core Faculty
Caldwell University	M.A. in Applied Behavior Analysis	53	6	53:6
Columbia University	M.A. in Teaching as Applied Behavior Analysis	28	4	7:1
Florida Institute of Technology	M.S. in Applied Behavior Analysis M.S. in Organizational Behavior Management M.S. in ABA/OBM	65	5	13:1
Florida State University	M.S Applied Behavior Analysis	32	4	8:1
Jacksonville State University	M.S. in Psychology with an emphasis in Applied Behavior Analysis	8	4	2:1
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	22	4	11:2
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	21	2	21:2
Oslo Metropolitan University	Master of Behavioral Science	115	9	115:9
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	34	3	34:3
Simmons University	M.S. in Behavior Analysis	90	5	18:1
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	78	6	13:1
St. Cloud State University	M.S. in Applied Behavior Analysis	71	4	71:4
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	106	6	53:3
The Ohio State University	M.A. in Special Education	12	6	2:1
University of Houston, Clear Lake	M.A. in Behavior Analysis	37	3	37:3
University of Kansas	M.A. in Applied Behavioral Science	6	10	3:5
University of Maryland, Baltimore County	M.A. in Applied Behavior Analysis from the Human Services Psychology Program	25	3	25:3
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	21	6	7:2
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	27	1	27:1
University of North Texas	M.S. in Behavior Analysis	74	9	74:9
University of South Florida	M.S. in Applied Behavior Analysis	52	7	52:7
Western Michigan University	M.A. in Behavior Analysis	74	13	74:13
SUM		1051	120	N/A
RANGE		6 – 115	1 – 13	N/A
MEDIAN		35.5	5	N/A
AVERAGE		47.77	5.45	N/A

Appendix T: Accredited Master's Program Practical Training Opportunities

Institution	Program	Alcohol / Drug Abuse	Autism	Business / Industry / Gov.	Dependency / Foster Care	Developmental Disabilities	Education (College)	Education (Regular K-12)	Education (Special Ed)	Families / Couples	Health	Mental Health	Other	Totals
Caldwell University	M.A. in Applied Behavior Analysis		✓			✓	✓		✓					4
Columbia University	M.A. in Teaching as Applied Behavior Analysis		✓			✓		✓	✓				✓	5
Florida Institute of Technology	M.S. in Applied Behavior Analysis M.S. in Organizational Behavior Management M.S. in ABA/OBM		✓	✓		✓	✓	✓	✓		✓			7
Florida State University	M.S Applied Behavior Analysis		✓	✓	✓	✓			✓					5
Jacksonville State University	M.S. in Psychology with an emphasis in Applied Behavior Analysis		✓			✓	✓							3
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	✓	✓			✓			✓		✓	✓		6
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	✓	✓			✓	✓	✓	✓			✓		7
Oslo Metropolitan University	Master of Behavioral Science													0
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science		✓			✓			✓					3
Simmons University	M.S. in Behavior Analysis		✓			✓	✓	✓	✓		✓	✓		7
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy		✓		✓	✓		✓	✓					5
St. Cloud State University	M.S. in Applied Behavior Analysis		✓	✓	✓	✓	✓	✓	✓		✓	✓		9
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis		✓			✓		✓	✓					4
The Ohio State University	M.A. in Special Education		✓			✓		✓	✓					4
University of Houston, Clear Lake	M.A. in Behavior Analysis		✓			✓					✓			3
University of Kansas	M.A. in Applied Behavioral Science	✓	✓	✓	✓	✓	✓		✓		✓			8
University of Maryland, Baltimore County	M.A. in Applied Behavior Analysis from the Human Services Psychology Program		✓			✓								2
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis		✓	✓		✓		✓	✓		✓	✓		7
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program		✓	✓		✓								3
University of North Texas	M.S. in Behavior Analysis		✓	✓		✓					✓			4
University of South Florida	M.S. in Applied Behavior Analysis		✓		✓	✓		✓	✓					5
Western Michigan University	M.A. in Behavior Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
Totals		4	21	8	6	21	8	11	16	1	9	6	2	113

Appendix U: Accredited Master's Program Research Training Opportunities

Institution	Program	Applied Animal Behavior	Autism	Behavioral Pharmacology	Clinical / Family / Behavioral Medicine	Community Inter. / Social Ethical Issues	Developmental Disabilities	Education	Experimental Analysis of Behavior	Human Development	Organizational Behavior Management	Theoretical, Phil., and Conceptual Issues	Verbal Behavior	Other	Totals
Caldwell University	M.A. in Applied Behavior Analysis		✓				✓	✓	✓			✓	✓		6
Columbia University	M.A. in Teaching as Applied Behavior Analysis		✓				✓	✓	✓				✓		5
Florida Institute of Technology	M.S. in Applied Behavior Analysis M.S. in Organizational Behavior Management M.S. in ABA/OBM		✓				✓	✓	✓	✓	✓	✓	✓		8
Florida State University	M.S Applied Behavior Analysis		✓			✓	✓				✓				4
Jacksonville State University	M.S. in Psychology with an emphasis in Applied Behavior Analysis						✓		✓						2
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis		✓	✓	✓	✓	✓	✓	✓			✓	✓		9
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	✓	✓				✓	✓	✓			✓			6
Oslo Metropolitan University	Master of Behavioral Science		✓			✓	✓	✓	✓		✓	✓	✓		8
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science		✓				✓				✓		✓		4
Simmons University	M.S. in Behavior Analysis	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		10
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy		✓	✓			✓	✓					✓		5
St. Cloud State University	M.S. in Applied Behavior Analysis		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		10
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis		✓			✓	✓	✓	✓		✓	✓	✓	✓	9
The Ohio State University	M.A. in Special Education		✓				✓	✓					✓		4
University of Houston, Clear Lake	M.A. in Behavior Analysis	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	11
University of Kansas	M.A. in Applied Behavioral Science	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		12
University of Maryland, Baltimore County	M.A. in Applied Behavior Analysis from the Human Services Psychology Program		✓				✓								2
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis		✓			✓	✓	✓	✓		✓	✓	✓		8
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program		✓				✓				✓	✓	✓		5
University of North Texas	M.S. in Behavior Analysis	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	12
University of South Florida	M.S. in Applied Behavior Analysis		✓		✓	✓	✓	✓			✓		✓		7
Western Michigan University	M.A. in Behavior Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13
Totals		6	21	5	8	11	22	17	15	5	14	14	18	4	159

Appendix V: Accredited Master's Program Innovation and Substantive Changes

Institution	Program	Program Innovation	Substantive Changes
Caldwell University	M.A. in Applied Behavior Analysis	Our curriculum was revised to reflect new ABAI accreditation standards for master's program in behavior analysis. This included new coursework in <u>Organizational Behavior Management</u> .	Our curriculum was revised to reflect new ABAI accreditation standards for Master's program in behavior analysis.
Columbia University	M.A. in Teaching as Applied Behavior Analysis	See special website www.cabasschools.org	Switched to new ABAI course alignment. Added a fulltime lecturer position
Florida Institute of Technology	M.S. in Applied Behavior Analysis M.S. in Organizational Behavior Management M.S. in ABA/OBM	Our M.S programs are working towards a competency-based practicum for all of our students.	Two faculty members left during 2019; we are replacing them. We also developed and started a new curriculum based on the BACB's 5th edition task list.
Florida State University	M.S Applied Behavior Analysis	Our program keeps social media up to date on student achievements and our program statistics (e.g., pass rate). Students have opportunities both in and out of class to work on projects and research. All students are required to attend our state conference (FABA) and our entire program attends. Two students recently presented posters in 2019 and more will be in this upcoming year. Graduate students have the opportunity to assist with undergraduate classes and training opportunities as well as mentor undergraduate research assistants.	Our site visit occurred in 2019 and we have made changes outlined in the response to the reviewers. No other substantial changes have occurred since the visit.
Jacksonville State University	M.S. in Psychology with an emphasis in Applied Behavior Analysis	None to report	None.
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	The onsite internship in the McNeese Autism Program was revised to provide a more systematic and developmental training sequence across the five-term internship.	Two new faculty joined our program in the Fall of 2019. These faculty add substantial breadth of expertise across the discipline of Applied Behavior Analysis, including additional specialization in behavioral assessment and behavioral pharmacology.
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	1. We have put forward two proposals to the Montana Board of Regents (BoR) for an on-campus clinic where our graduate students in the MSSED/ABA will be able to complete research and practicum requirements in applied behavior analysis while supporting the needs of the greater Billings community. The third and final proposal to the BOR will come in September will a full budget proposal and initial endowment. We have a 28-member advisory board for the "Institute for Neurodiversity and ABA" that has met bi-monthly since September 2019 and includes representation from our "flagship" MSU in Bozeman (Dean of the COE and Psychology Chair), a Montana State Representative, an Insurance Company Administrator, two Psychiatrists (one inpatient, one private practice), a Pediatrician, a retired Disabilities/Family Lawyer, a family advocate and Nurse PA, Special Education Director for the School District, two BCBAs and members of MSU Billings faculty, administration and foundation.	We have redesigned our MSSED/ABA degree to combine the two-track system (professional practice track with 15-credit internship and thesis track with 9-credit thesis & elective) into a single-track degree plan of study. This was made possible after the BACB University Intensive Practicum became non-existent, which caused us to re-think the professional practice option. The plan uses a 1-credit seminar as a co-requisite with the applied behavior analysis courses (SPED 551 Assessment & Program Planning and SPED 574 Data-Based Instruction) to have students complete 90 hours of practicum (45 hours each semester). The new plan of study is 35 credits and is available at this link https://msubillings.box.com/s/btwbk9ufpybz0p9vz6x8kgjvg18dw3pm

		2. Upon receipt of the most recent BACB exam results, we discovered from the 6 or 7 first-time test-takers, that we have a gap in checking students preparedness for the BCBA exam. We had made assumptions on the high-quality of our test-takers, only to realize our non-degree seeking completers and thesis students were not taking part in our study groups or using the follow-along task-list guides. We will work to close those gaps with faculty attention given to the matter and graduate research assistants in the coming academic year.	
Oslo Metropolitan University	Master of Behavioral Science	We believe the best way to promote academic quality is through student involvement in research and application of behavioral science, and encourage students from all cycles (bachelor/master/Ph. D.) to work closely with faculty in lab groups and on research projects.	The Master's program was previously known as Master in Learning in Complex Systems. It is now called Master of Behavioral Science, effective for graduates from 2019 and onwards.
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	In BACS 511: Behavioral Assessment, the professor assigns a project she calls "Choose your own FA" in which she gives realistic, individualized clinical scenarios & requires each student to design an appropriate assessment for their own simulated client, providing new data for each step in the process. The same instructor then follows up on that exercise in BACS 541: Behavioral Interventions I by asking the students to design appropriate interventions based on their client's simulated case data from the previous semester & to change the intervention accordingly based on additional (simulated) data provided. In BACS 522: Principles of ABA, another professor applied for and received a Faculty Instructional Technology Integration grant from Rollins to record approximately 50 brief video modules on essential topic areas. She then assigned specific modules to be watch before the relevant class meeting. Students were also required to correctly answer online quiz questions on the module topic. These modules remain available to students after they have completed the course & can be reassigned by other instructors teaching other courses as needed. Because she continues to collect data on module completion, attempts, & the associated quiz scores, she has determined that scores in the course have improved since implementing the modules.	Three new training sites were added from within the local community and 3 were removed because they no longer met our students' needs, resulting in a total of 11 training sites total. Additionally, Dr. Kara Wunderlich's contingent faculty position was converted to a tenure-track position, effective August 2020.
Simmons University	M.S. in Behavior Analysis	Master's program curriculum revised to satisfy BACB's 5th edition task list.	Master's program curriculum revised to satisfy BACB's 5th edition task list.
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	In 2019 our program was updated to the BCBA 5th edition standards, including a course on radical behaviorism.	Additional opportunities have been made available at Project 12 ways which is a training program funded by the Illinois Department of Child and Family Services (DCFS). In this role behavior analysts help train parents who have been flagged by DCFS. This role is traditionally held by social workers (working with parents who abuse/neglect their kids). This is a unique training opportunity for behavior analysts.
St. Cloud State University	M.S. in Applied Behavior Analysis	None.	In 2019 we hired Dr. Odessa Luna as a full-time core faculty member. And, in 2019 we changed our campus option to support a full-time intensive first year on campus followed by the second year being spent in practical settings, thus allowing more flexibility in study relocation.

The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	TCS ABA shares pictures of students presenting posters or papers and other achievements (with permission) via The Chicago School's social media channels. We also share achievements in our internal monthly newsletter. As mentioned below (in substantive changes), we are starting an insect lab to provide additional opportunities for research. Drs. Mittelman and Whittington-Barnish received an internal grant to revise the instructional materials for Concepts and Principles I to create more intentional e-learning activities using instructional design practices. When these modules are complete, this will allow students to contact many exemplars and non-exemplars of concepts, while receiving immediate feedback. The goal is to utilize these for our hybrid students and to have supplemental activities for all students.	We hired Dr. Ruth Anne Rehfeldt as Professor and Assistant Chair of Applied Behavior Analysis. She started in December 2019 and is now teaching in the MS program and supervising theses and applied projects. Dr. Cameron Mittelman, Director of Clinical Training, officially had his PhD conferred after manuscript preparation. No major curriculum changes were made since the accreditation. In our work toward more opportunities in Experimental Analysis of Behavior (EAB), we secured space and building approval for an insect lab (ants and caterpillars) on campus. Dr. Shannon Ormandy and Rocco Catrone are actively ordering materials (with funding from an internal grant) to set up Respondent and Operant Animal Research (ROAR). We expect to be up and running by the end of Spring 2020 semester. We have the following new training sites: Creative Communications, Autism Therapy Group, Pediatric Therapy Group, Chicago Pediatric Therapy and Wellness Center, Progressive Behavior Solutions, Partnership for Behavior Change, Trumpet Behavioral Health, Leap Behavior Therapy, Marissa Bennett Consulting, and Newline Behavioral Solutions.
The Ohio State University	M.A. in Special Education	Our program will be moving the BCBA course sequence online.	None.
University of Houston, Clear Lake	M.A. in Behavior Analysis	None.	We added a new required course, Personnel Management and Supervision
University of Kansas	M.A. in Applied Behavioral Science	Created a departmental Twitter account, publish regular Newsletters, online course formats available, generated a holistic admissions plan	Affiliated with the newly formed Cofrin Logan Center for Addiction Research and Treatment, hired a new substance use disorder researcher, new online professors and practicum advisors
University of Maryland, Baltimore County	M.A. in Applied Behavior Analysis from the Human Services Psychology Program	Student achievements are promoted via social media.	None.
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	The Behavior Analysis Training Committee (BATC) supports existing instructional innovations (e.g., Psy 101, inter-teaching, off-campus program) and encourages faculty to innovate and experiment with new content and new ways of delivering it. One course in particular greatly increased student involvement by organizing team-based classroom competitions in every class period. The range of activities was very broad, but included group relational maps, competitive “quiz shows” over assigned readings, the creation of visual images for complex concepts, debates, speeches in the style of historical figures or researchers we were reading about, functional analyses applying specific models and theories, and so on. Faculty are encouraged to be creative when designing their courses in order to appropriately challenge students and enhance the student-learning experience.	The Department of Psychology moved from College of Liberal Arts to College of Science. Dr. Larry Williams retired effective December 31, 2019. Dr. Matthew Lewon joined the Behavior Analysis Program faculty effective January 1, 2020.

University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	This year, SPBA partnered with Frank Yu, President and CEO of WeKair Technology Co. Ltd. Located in China, WeKair has developed a state-of-the-art online learning platform. This platform allows for online classroom instruction, real time provision of ABA therapy via tele health and in vivo supervision of practical training and practice. We are currently working with WeKair to pilot the use of this system with a group of students who are receiving online coursework in behavior analysis and receiving online practical training supervision in Nanjing, China. This year we also worked to create an online survey using Qualtrics to reach out to program alumni and obtain long term outcome data. Information was collected regarding certification, licensure job placement, publications, association membership and professional engagement. We are using this data to inform the ongoing evolution of our curriculum.	During the 2019 reporting year, two cohorts of students completed their Masters’ degree program requirements and successfully graduated from our program. This effectively closed out training programs at the Institute of Effective Behavioral Intervention and Easter Seals of Southern California. Additionally, SPBA staff prepared to welcome a new cohort of students in January of 2020 from the King Faisal Specialist Hospital and Research Centre in Riyadh, Saudi Arabia.
University of North Texas	M.S. in Behavior Analysis	There were no innovative initiatives introduced in 2019.	None.
University of South Florida	M.S. in Applied Behavior Analysis	We continue to add new practicum sites and approved supervisors to give students a wide range of possible learning experiences.	None.
Western Michigan University	M.A. in Behavior Analysis	Looking at innovated ways for ongoing recruitment and retention, pursuing potential international collaboration with Oslo Metropolitan University, collaboration between on-campus and hybrid program	We hired new faculty.

Appendix W: Accredited Bachelor's Programs

Institution	School/College	Department	Program	Accreditation Periods
Oslo Metropolitan University	Faculty of Health Sciences	Department of Behavioral Science	Bachelor's in Psychology with emphasis in Behavior Analysis	2014 - 2019
University of Nevada, Reno	College of liberal Arts	Psychology	B.S. in Psychology with specialization in Behavior Analysis	2015 - 2020

Appendix X: Accredited Bachelor's Program Missions

Institution	Program	Program Mission
Oslo Metropolitan University	Bachelor, Applied Behavior Analysis	We admit students who will acquire knowledge, skills and competencies for research and practice with implementing goal-oriented processes of change in complex systems, with well-documented strategies from modern behavioral science. The program profile is explicitly behavior analytic, and the research and intervention methods we teach are empirically based and suitable for systematic measuring and assessment of results. Recognizing that we are a public institution with a strong civic responsibility, we have a duty to maintain and teach the existing body of knowledge in the field of behavior analysis; help extend the knowledge base through experimental, applied and conceptual work, and to use behavioral science as a basis for improving education, treatment, management and policy making.
University of Nevada, Reno	B.S. in Psychology with specialization in Behavior Analysis	The mission of the Behavior Analysis Program at the University of Nevada, Reno, is to strengthen Behavior Analysis as a scientific discipline and as a professional occupation.

Appendix Y: Accredited Bachelor's Program Contact Information

Institution	Program	Program Administrator	Mailing Address	Phone	Email	Program Website
Oslo Metropolitan University	Bachelor, Applied Behavior Analysis	Anne Bakke	PO Box 4, St. Olavs plass, 0130 Oslo, Norway	+4791515849	anbakke@oslomet.no	https://oslomet.no/studier/hv/psykologi
University of Nevada, Reno	B.S. in Psychology with specialization in Behavior Analysis	Ramona Houmanfar	1664 North Virginia Street, Mail stop 296	775-682-8693	ramonah@unr.edu	https://www.unr.edu/degrees/psychology/ba-behavior-analysis-specialization

Appendix Z: Accredited Bachelor's Program Graduation Information

Institution	Program	Degrees Conferred	Median Years Until Graduation
Oslo Metropolitan University	Bachelor, Applied Behavior Analysis	21	3.3
University of Nevada, Reno	B.S. in Psychology with specialization in Behavior Analysis	5	2.6
SUM		26	N/A
RANGE		5 – 21	2.6 – 3.3
MEDIAN		13	2.95
AVERAGE		13	2.95

Appendix AA: Accredited Bachelor's Program Enrollment and Retention

Institution	Program	Student Enrollment	Student Withdrawals
Oslo Metropolitan University	Bachelor, Applied Behavior Analysis	85	16
University of Nevada, Reno	B.S. in Behavior Analysis Program	115	N/A
SUM		200	N/A
RANGE		85 – 100	N/A
MEDIAN		100	N/A
AVERAGE		100	N/A

Appendix BB: Accredited Bachelor's Program Admissions

Institution	Program	Completed Applications	Students Admitted
Oslo Metropolitan University	Bachelor, Applied Behavior Analysis	1757	40
University of Nevada, Reno	B.S. in Behavior Analysis Program	N/A	N/A
SUM		N/A	N/A
RANGE		N/A	N/A
MEDIAN		N/A	N/A
AVERAGE		N/A	N/A

Appendix CC: Accredited Bachelor's Program Faculty and Contributors

Institution	Program	Core Program Faculty	Associated Program Faculty	Other Program Contributors
Oslo Metropolitan University	Bachelor, Applied Behavior Analysis	7	5	4
University of Nevada, Reno	B.S. in Behavior Analysis Program	7	3	0
SUM		14	8	4
RANGE		7 – 7	3 – 5	0 – 4
MEDIAN		7	4	2
AVERAGE		7	4	2

Appendix DD: Accredited Bachelor's Program Student to Core Faculty Ratios

Institution	Program	Student Enrollment	Core Program Faculty	Student : Core Faculty
Oslo Metropolitan University	Bachelor, Applied Behavior Analysis	85	7	85:7
University of Nevada, Reno	B.S. in Behavior Analysis Program	115	7	115:7
SUM		200	14	N/A
RANGE		85 – 115	7 – 7	N/A
MEDIAN		100	7	N/A
AVERAGE		100	7	N/A

Appendix EE: Accredited Bachelor's Program Practical Training Opportunities

Institution	Program	Alcohol / Drug Abuse	Autism	Business / Industry / Government	Dependency / Foster Care	Developmental Disabilities	Education (College)	Education (Regular K-12)	Education (Special Ed)	Families / Couples	Health	Mental Health	Other	Totals
Oslo Metropolitan University	Bachelor, Applied Behavior Analysis		✓			✓		✓	✓			✓		5
University of Nevada, Reno	B.S. in Behavior Analysis Program													0
Totals			1			1		1	1			1		5

Appendix FF: Accredited Bachelor's Program Research Training Opportunities

Institution	Program	Applied Animal Behavior	Autism	Behavioral Pharmacology	Clinical / Family / Behavioral Medicine	Community Interventions / Social Ethical Issues	Developmental Disabilities	Education	Experimental Analysis of Behavior	Human Development	Organizational Behavior Management	Theoretical, Philosophical, and Conceptual Issues	Verbal Behavior	Other	Totals
Oslo Metropolitan University	Bachelor, Applied Behavior Analysis		✓			✓	✓		✓				✓		5
University of Nevada, Reno	B.S. in Behavior Analysis Program														0
Totals			1			1	1		1				1		5

Appendix GG: Accredited Bachelor’s Program Innovation and Substantive Changes

Institution	Program	Program Innovation	Substantive Changes
Oslo Metropolitan University	Bachelor, Applied Behavior Analysis	None.	No substantive changes have occurred, except for preparations to increase practicum ECTs in order to improve graduates' attractiveness to employers in the public sector.
University of Nevada, Reno	B.S. in Behavior Analysis Program	<p>The Behavior Analysis Training Committee (BATC) supports existing instructional innovations (e.g., Psy 101, inter-teaching, off-campus program) and encourages faculty to innovate and experiment with new content and new ways of delivering it.</p> <p>In order to accommodate the large number of students who would like to take Psychology 101, the department developed a self-paced program of instruction to deliver this course. Self-Paced, Interactive, Networked system of instruction (SPIN) is a modified version of Personalized System of Instruction (an instructional design technology that was pioneered by Fred Keller in early 1960s). The Psychology 101 system of instruction (SPIN) has been designed to maximize students’ active responding and enhance their personalized learning of the course material. The maintenance of this system has required the instruction, management of approximately 1200 students per year since the fall of 2000. Dr. Houmanfar and her team of graduate student assistants have conducted a series of systematic component analyses in the form of theses and dissertation projects in this system. One of the experimental studies in SPIN entitled “Differential Effects of Elaborate Feedback and Basic Feedback on Student Performance in a Modified PSI Course” that was recently published in the Journal of Behavioral Education (Chase & Houmanfar, 2009).” In order to systematically examine the impact of instruction via on-line technology on students’ performance, we have conducted a series of program analysis of on-line feedback using eye-tracking technology to determine the role of visual orientation in determining the effect of elaborate feedback on students’ performance. We are in the process of submitting a recently completed thesis titled ‘The Differential Effects of Feedback on Performance’ which extended the findings by Chase & Houmanfar by using the eye tracking technology.</p> <p>Faculty are encouraged to be creative when designing their courses in order to appropriately challenge students and enhance the student-learning experience. The Provost sent out a University-wide request for more courses designed to address social issues of diversity and equity, the program faculty immediately acknowledged that Behavior Analysis can, and should, be addressing such issues. As such, Dr. Locey was encouraged to develop a new course – PSY 273 (Behavior Science & Contemporary Society). The original version of that course included no pre-requisites, which allowed students of various majors to come together and discover behavior analysis as a tool for solving serious social problems.</p> <p>We have studied the effects of “Guided notes” for teaching undergraduate classes. Results for three undergrad classes using guided notes vs regular lectures in a multi-element design showed significant increase in exam probes for the guided notes intervention. Williams,W.L., Weil, T., & Porter,J. (2012). The Relative Effects of Traditional Lectures and Guided Notes Lectures on University Student Test Scores. Behavior Analysis Today.13,(1),12-16.”</p>	The Department of Psychology moved from College of Liberal Arts to College of Science. Dr. Larry Williams retired effective December 31, 2019. Dr. Matthew Lewon joined the Behavior Analysis Program faculty effective January 1, 2020.