

**Association for Behavior Analysis International
Accreditation Board**

Annual Accreditation Report



**ABAI
ACCREDITATION
BOARD**

2021

**Calendar Year
Reporting Period**

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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 24 institutions submitted annual report data for 34 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. Programs were also asked to provide an update on their operations in response to COVID-19 – those responses were shared with the Board but are not included in this report.

Accredited Program Annual Report

All ABAI Accreditation Board accredited programs must submit their Annual Reports online 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. The reporting period entails the previous full-calendar year.

Reporting Period

1. What is the reporting period for this annual report (e.g., 2021)?
Please enter the last full calendar year in the space provided. For example, if the current date is March 1, 2022, the reporting period is 2021 and data reported within should only come from the 2021 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. 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. 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
Caldwell University	College of Natural, Behavioral, and Health Sciences	Applied Behavior Analysis	Ph.D. in Applied Behavior Analysis	2020 – 2024
Florida Institute of Technology	College of Psychology and Liberal Arts	School of Behavior Analysis	Ph.D. in Behavior Analysis	2014 – 2024
Teachers College, Columbia University	Teachers College and Graduate School of Education, Health & Psychology	Health and Behavior Studies	Ph.D. in Teaching as Applied Behavior Analysis	2011 – current*
The Ohio State University	Education and Human Ecology	Educational Studies	Ph.D. in Special Education	1995 – 2000; 2002 – current*
University of Kansas	College of Liberal Arts & Sciences	Applied Behavioral Science	Ph.D. in Behavioral Psychology	2002 – 2007; 2009 – 2025
University of Nebraska Medical Center	Munroe-Meyer Institute	Integrated Center for Autism Spectrum Disorder, Severe Behavior, Pediatric Feeding	Ph.D. in Applied Behavior Analysis	2014 – 2024
University of Nevada, Reno	College of Science	Psychology	Ph.D. in Psychology – Behavior Analysis	2000 – 2027
West Virginia University	Eberly College of Arts and Sciences	Psychology	Ph.D. in Psychology – Behavior Analysis	2003 – 2012; 2014 – 2025
Western Michigan University	College of Arts and Sciences	Psychology	Ph.D. in Psychology – Behavior Analysis	1998 – 2025

*programs undergoing re-accreditation with postponed site visits due to COVID-19 were granted an extension; these programs remain accredited, and their site visits are in process or have recently occurred.

Appendix B: Accredited Doctoral Program Missions

Institution	Program	Program Mission
Caldwell University	Ph.D. in Applied Behavior Analysis	The Ph.D. in ABA program was designed to prepare students for high-level employment within areas where there are growing demands for competent professionals with expertise in applied behavior analysis: namely, developmental services, special education, mental health, and academia.
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.
Teachers College, 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.
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 Psychology – 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
Caldwell University	Ph.D. in Applied Behavior Analysis	Kenneth F. Reeve	120 Bloomfield Avenue, Caldwell, NJ 07006	973-618-3639	kreeve@caldwell.edu	https://www.caldwell.edu/graduate/academic-department/department-of-applied-behavior-analysis/
Florida Institute of Technology	Ph.D. in Behavior Analysis	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/
Teachers College, Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	Daniel Fienup	525 W. 120th St., Teachers College, Columbia University, Department of Health and Behavior Studies, New York, NY 10027	212-678-3213	fienuptc@columbia.edu	https://www.tc.columbia.edu/health-and-behavior-studies/applied-behavior-analysis/degrees--requirements/applied-behavior-analysis-phd/
The Ohio State University	Ph.D. in Special Education	Sheila Alber-Morgan	A356 PAES Bldg. 305 Annie & John Glenn Ave., Columbus, OH 43210	601-329-1094	morgan.651@osu.edu	https://ehe.osu.edu/graduate/special-education/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	https://absc.ku.edu/phd-requirements
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	Nicole M. Rodriguez	985450 Nebraska Medical Center 6902 Pine St., Omaha, NE 68106	402-559-2410	nicole.rodriguez@unmc.edu	https://www.unmc.edu/mmi/training/programs/aba-phd/index.html
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	Ramona Houmanfar	1664 North Virginia Street, Mailstop 0296 Reno, NV 89557	775-682-8693	ramonah@unr.edu	https://www.unr.edu/psychology/degrees/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	https://psychology.wvu.edu/students/current-graduate-students/ph-d-in-psychology-behavior-analysis
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	Jessica Van Stratton	3748 Wood Hall, 1903 W. Michigan Ave, Department of Psychology, Western Michigan University, Kalamazoo, MI 49008-5439	269-387-4500	Jessica.vanstratton@wmich.edu	https://wmich.edu/psychology/academics/graduate/ba

Appendix D: Accredited Doctoral Program Graduation Information

Institution	Program	Degrees Conferred	Median Years Until Graduation
Caldwell University	Ph.D. in Applied Behavior Analysis	3	4.8
Florida Institute of Technology	Ph.D. in Behavior Analysis	2	4
Teachers College, Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	6	4
The Ohio State University	Ph.D. in Special Education	2	4
University of Kansas	Ph.D. in Behavioral Psychology	9	6.4
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	6	2.63
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	4	7.5
West Virginia University	Ph.D. in Behavior Analysis	4	4
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	10	3.5
SUM		46	--
RANGE		2 - 10	2.63 – 7.5
MEDIAN		4	4
AVERAGE		5.11	4.54

Appendix E: Accredited Doctoral Program Enrollment and Retention

Institution	Program	Student Enrollment	Student Withdrawals
Caldwell University	Ph.D. in Applied Behavior Analysis	14	0
Florida Institute of Technology	Ph.D. in Behavior Analysis	20	0
Teachers College, Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	22	1
The Ohio State University	Ph.D. in Special Education	12	0
University of Kansas	Ph.D. in Behavioral Psychology	42	2
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	19	0
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	29	0
West Virginia University	Ph.D. in Behavior Analysis	18	0
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	30	0
SUM		206	3
RANGE		12 - 42	0 – 2
MEDIAN		20	0
AVERAGE		22.89	.33

Appendix F: Accredited Doctoral Program Admissions

Institution	Program	Completed Applications	Students Admitted
Caldwell University	Ph.D. in Applied Behavior Analysis	12	6
Florida Institute of Technology	Ph.D. in Behavior Analysis	17	4
Teachers College, Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	17	9
The Ohio State University	Ph.D. in Special Education	11	10
University of Kansas	Ph.D. in Behavioral Psychology	26	5
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	11	7
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	24	7
West Virginia University	Ph.D. in Behavior Analysis	28	5
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	17	14
SUM		163	67
RANGE		11 – 28	4 - 14
MEDIAN		17	7
AVERAGE		18.11	7.44

Appendix G: Accredited Doctoral Program Faculty and Contributors

Institution	Program	Core Program Faculty	Associated Program Faculty	Other Program Contributors
Caldwell University	Ph.D. in Applied Behavior Analysis	5	2	1
Florida Institute of Technology	Ph.D. in Behavior Analysis	6	3	3
Teachers College, Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	4	4	9
The Ohio State University	Ph.D. in Special Education	5	4	4
University of Kansas	Ph.D. in Behavioral Psychology	12	7	1
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	5	3	5
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	6	1	1
West Virginia University	Ph.D. in Behavior Analysis	5	2	1
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	11	6	0
SUM		59	32	25
RANGE		3 - 12	1 - 7	0 - 9
MEDIAN		5	3	1
AVERAGE		6.56	3.56	2.78

Appendix H: Accredited Doctoral Program Student to Core Faculty Ratios

Institution	Program	Student Enrollment	Core Program Faculty	Student: Core Faculty
Caldwell University	Ph.D. in Applied Behavior Analysis	14	5	14:5
Florida Institute of Technology	Ph.D. in Behavior Analysis	20	6	10:3
Teachers College, Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	22	4	11:2
The Ohio State University	Ph.D. in Special Education	12	5	12:5
University of Kansas	Ph.D. in Behavioral Psychology	42	12	7:2
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	19	5	19:5
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	29	6	29:6
West Virginia University	Ph.D. in Behavior Analysis	18	5	18:5
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	30	11	30:11
SUM		206	59	N/A
RANGE		12 - 42	3 - 12	N/A
MEDIAN		20	5	N/A
AVERAGE		22.89	6.56	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
Caldwell University	Ph.D. in Applied Behavior Analysis		✓			✓	✓							3
Florida Institute of Technology	Ph.D. in Behavior Analysis		✓	✓		✓	✓		✓		✓	✓		7
Teachers College, Columbia University	Ph.D. in Teaching as Applied Behavior Analysis		✓			✓	✓	✓	✓					5
The Ohio State University	Ph.D. in Special Education		✓			✓		✓	✓					4
University of Kansas	Ph.D. in Behavioral Psychology	✓	✓	✓		✓	✓				✓			6
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis		✓			✓			✓				✓	4
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis		✓	✓		✓	✓	✓	✓		✓			7
West Virginia University	Ph.D. in Behavior Analysis		✓			✓	✓	✓	✓					5
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	11
Totals		2	9	4	0	9	7	5	7	1	4	2	2	52

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
Caldwell University	Ph.D. in Applied Behavior Analysis		✓			✓	✓	✓	✓		✓		✓		7
Florida Institute of Technology	Ph.D. in Behavior Analysis	✓	✓				✓	✓	✓		✓	✓	✓		8
Teachers College, Columbia University	Ph.D. in Teaching as Applied Behavior Analysis		✓				✓	✓	✓			✓	✓		6
The Ohio State University	Ph.D. in Special Education		✓				✓	✓							3
University of Kansas	Ph.D. in Behavioral Psychology	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		11
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis		✓		✓		✓	✓			✓	✓	✓	✓	8
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		11
West Virginia University	Ph.D. in Behavior Analysis		✓	✓			✓	✓	✓			✓			6
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13
Totals		3	9	4	4	4	9	9	7	2	6	7	7	2	73

Appendix K: Accredited Doctoral Program Innovation and Substantive Changes

Institution	Program	Program Innovation	Substantive Changes
Caldwell University	Ph.D. in Applied Behavior Analysis	The Ph.D. in ABA program encourages faculty innovations and creativity in methods of instruction and modes of delivery in a number of ways. Faculty are encouraged to pursue and develop varied research and clinical interests. For example, one faculty member developed a lab focusing upon innovative applications of equivalence-based instruction while another developed a research line involving procedures to teach various safety skills. Faculty members have collaborated with community affiliations to pursue research and clinical interests. For example, one faculty member identified and formed a relationship with a community organization to conduct research with a specific population. Faculty are encouraged to take advantage of training programs, workshops, and other activities provided by the university through the Center for Faculty Learning and Teaching. These include workshops on using Blackboard, Google Docs, etc. Faculty consistently use innovative methods to develop and deliver instruction. For example, professors routinely use Blackboard to support our coursework and students' educational experience. They also routinely use active student learning via response cards or online student response systems (e.g., Kahoot, Quizziz) to enhance students' learning and educational experiences. Faculty have incorporated expert guest speakers via an on-line platform (e.g., Skype, Zoom, Meet) to support course content.	Effective 8/2021, one of our core faculty members (Meghan Deshais, Ph.D., BCBA-D) left our department to take a position elsewhere. This brought our core faculty number down from 6 to 5.
Florida Institute of Technology	Ph.D. in Behavior Analysis	The PhD program posts student achievement info on our Facebook, Instagram, and Twitter pages.	We have added a new required course to the PhD program and have increased the number of required credits to 92.
Teachers College, Columbia University	Ph.D. in Teaching as Applied Behavior Analysis	Focus on verbal development and how to change instruction. Evaluation of how RFT and derived relations can inform instruction. Development of a strategic science of teaching applied to children with disabilities and without and in Special Education and General Education classrooms.	None
The Ohio State University	Ph.D. in Special Education	Program faculty engage in and support innovation and creativity and in instruction as well as conduct experimental research on effective instruction in their college classrooms. Most recently, we have been encouraged to develop online courses and we have been provided with excellent support in their development. The department provided me with a Special Assignment (i.e., course releases) during Spring 2020 to continue building online courses for the verified course sequence. In addition, the Department and College have been supportive in the development of online courses by providing very capable instructional designers to assist with teaching faculty to build interactive learning modules and provide tech support.	None
University of Kansas	Ph.D. in Behavioral Psychology	Our program has created awards and funding for projects related to DEI efforts, in addition to recognizing students' teaching, research, and service with other awards. We regularly feature world-renowned experts in behavioral science at weekly program professional seminar. Additionally, we have begun to have specific DEI-related events for our department (article discussion, external speakers/experts, panel discussions). The vast majority of the department engages in interdisciplinary collaboration presenting students	In the 2021 Academic Year, Drs. Florence DiGennaro Reed and Claudia Dozier were promoted to Full Professor. We began implementing a new Comprehensive Exam process.

		with excellent professional development opportunities. We have a dedicated graduate student advisor who maintains thorough records on students and has an expert knowledge of college/university requirements; this presents significant enhancement to our maintenance of student achievement.	
University of Nebraska Medical Center	Ph.D. in Applied Behavior Analysis	Newly hired research director put forth several initiatives (e.g., group trainings) that serve as helpful resources to faculty and students pursuing grant funding.	The Prosocial Interactions Program, previously one of the clinical and research practicum sites, was discontinued. A satellite autism clinic that serves as a clinical and research practicum site, the ACTION clinic, opened in North Omaha. A search for the new director of the integrated Center for Autism Spectrum Disorders was initiated. New ABA faculty include: Mary Halbur (ACT clinic), Cynthia Livingston (Severe Behavior Program), and Sara Jeglum (iCASD, diagnostics). Jenni Blackford was hired as the new research director.
University of Nevada, Reno	Ph.D. in Psychology – Behavior Analysis	<p>The Behavior Analysis Training Committee (BATC) supports existing instructional innovations (e.g., inter-teaching, off-campus program) and encourages faculty to innovate and experiment with new content and new ways of delivering it. Discussions and lectures are aimed at clarifying the readings and raising issues not addressed in them. Students are expected to attend all classes and participate in class discussions. In addition, they are expected to provide commentaries including questions for their online (facilitated via Skype or Zoom platforms) discussion sessions with pioneering colleagues in behavior analysis, behavioral systems analysis and organizational behavior management. Students are also required to present an application of a behavioral systemic or organizational technology in a selected organizational setting in each of the abovementioned courses (BSA, BMC, & Practica).</p> <p>Faculty are encouraged to be creative when designing their courses in order to appropriately challenge students and enhance the student learning experience. For example, the PSY 711 (Experimental Analysis of Behavior) course has evolved with each new iteration: from a typical advanced seminar, to the second iteration, students conduct an EAHB project from start to finish - from developing research questions, reviewing relevant literature, writing Visual Basic code for the procedure, writing VBA Excel macros to analyze their data, developing ideal graphs, and presenting the entire project in both oral and written formats. The last iteration of the course, the instructor programs and student focus on all the other steps. This continuous tinkering to get the course “just right” was facilitated by the program’s willingness to support the academic freedom of its faculty.</p> <p><i>[this response was edited to clarify details across programs]</i></p>	No changes during this reporting period.
West Virginia University	Ph.D. in Behavior Analysis	Faculty in our program received federal funding from NSF to support a summer undergraduate research experience that will target students from primarily undergraduate institutions, with a particular emphasis on recruitment of students from historically underrepresented or marginalized groups. Our first cohort will begin this summer.	We are currently conducting a search for a new faculty member, which will increase the number of faculty mentors available in our program and expand the available practicum and research experiences.
Western Michigan University	Ph.D. in Psychology – Behavior Analysis	Continuing to explore innovative ways for ongoing recruitment and retention, pursuing international collaboration with Kinneret College.	No changes during this reporting period.

Appendix L: Accredited Master’s Programs

Institution	School/College	Department	Program	Accreditation Periods
Caldwell University	College of Natural, Behavioral, and Health Sciences	Applied Behavior Analysis	M.A. in Applied Behavior Analysis	2014 – 2024
California State University, Los Angeles	Charter College of Education	Division of Special Education and Counseling	M.S. in Counseling Option in Applied Behavior Analysis	1994 – 2005; 2007 – 2012; 2014 – 2022
Florida Institute of Technology	College of Psychology and Liberal Arts	School of Behavior Analysis	M.S. in Applied Behavior Analysis, Organizational Behavior Management, and ABA/OBM	2008 – 2024
Florida State University, Panama City	College of Arts and Sciences	Psychology	M.S Applied Behavior Analysis	2007 – 2024
Jacksonville State University	College of Social and Behavioral Sciences	Psychology	M.S. in Applied Behavior Analysis	2013 – 2023
McNeese State University	College of Nursing and Health Professions	Psychology	M.A. in Psychology with a concentration in Applied Behavior Analysis	2013 – 2024
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	Behavioral Science	Master of Behavioral Science	2014 – current*
Rollins College	The 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 – current*
Southern Illinois University Carbondale	College of Health and Human Sciences	School of Psychological and Behavioral Science	M.S. in Behavior Analysis and Therapy	2001 – current*
St. Cloud State University	School of Health and Human Services	Community Psychology, Counseling, and Family Therapy	M.S. in Applied Behavior Analysis	1999 – 2025
Teachers College, Columbia University	Teachers College and Graduate School of Education, Health & Psychology	Health and Behavior Studies	M.A. in Teaching as Applied Behavior Analysis	2011 – current*
The Chicago School of Professional Psychology, Chicago Campus	--	Applied Behavior Analysis	M.S. in Applied Behavior Analysis	2019 – 2024
The Ohio State University	Education and Human Ecology	Educational Studies	M.A. in Special Education	1995 – 2000; 2002 – current*
University of Houston, Clear Lake	Human Sciences and Humanities	Clinical, Health, and Applied Sciences	M.A. in Behavior Analysis	2010 – 2025
University of Kansas	College of Liberal Arts and Sciences	Applied Behavioral Science	M.A. in Applied Behavioral Science	2009 – 2025
University of Maryland, Baltimore County	College of Arts Humanities and Social Sciences	Psychology	M.A. in Human Services Psychology – Applied Behavior Analysis	2003 – 2025
University of Nevada, Reno	College of Science	Psychology	M.A. in Psychology – Behavior Analysis	2000 – 2027
University of Nevada, Reno	College of Science	Psychology	M.A. in Behavior Analysis – Satellite Program	2000 - 2025
University of North Texas	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 – current*
Western Michigan University	College of Arts and Sciences	Psychology	M.A. in Behavior Analysis	1998 – 2025

*programs undergoing re-accreditation with postponed site visits due to COVID-19 were granted an extension; these programs remain accredited, and their site visits are in process or have recently occurred.

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.
California State University, Los Angeles	M.S. in Counseling Option in Applied Behavior Analysis	The Master of Science degree in Counseling, with an option in Applied Behavior Analysis trains students in the principles, concepts, and application of behavior analysis from within a counseling framework. Special consideration is given to incorporating counseling skills in the application of behavior analysis concepts. The program is committed to preparing students to meet national certification standards and to pursue doctoral training in behavior analysis.
Florida Institute of Technology	M.S. in Applied Behavior Analysis, Organizational Behavior Management, and ABA/OBM	The mission of our M.S. Behavior Analysis Degree Programs is to produce competent behavior-analytic practitioners and consultants, who are solidly grounded in basic principles derived from the experimental analysis of behavior (EAB), who approach the world from a radical behaviorist perspective, who will continue to inform their practice with current research findings, contribute to behavioral research, who attain BCBA certification, and who are prepared to enter doctoral programs.
Florida State University, Panama City	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 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 Program (ABA) 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. Students complete a rigorous sequence of coursework related to the basic principles of learning and the applications of those principles to social relevant issues. Practica experiences are provided in order to shape the clinical-skill sets of our students related to the application of behavior analytic principles to individuals with developmental disabilities attending the McNeese Autism Program. Additionally, all students are required to pass an exit exam and complete a publication quality, empirical research project prior to graduation. The program, here at MSU, is accredited by the Association for Behavior Analysis International (ABAI)®, and includes a verified course sequence (VCS) and practica experiences approved by ABAI®. The online-only program, while not accredited by ABAI, does include a VCS. Following successful completion of either program, students are immediately eligible to submit their application materials to sit for the Board Certified Behavior Analyst (BCBA) exam due to the VCS approval.
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	The mission of the Master in Behavioural Science at Oslo Metropolitan University is to give the student the knowledge, skills, and competence to design, implement, manage, and document processes of change for individuals or systems.
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 Behavior Analysis and Therapy Program is devoted to the empirically-based development and application of learning principles to a wide variety of human needs that arises from developmental, psychological, social, or medical disabilities. The graduate of the program is prepared to assess the needs of individuals, to assist those individuals to acquire skills to maximize their capabilities, to evaluate the effectiveness of interventions, and to teach other service providers techniques for assessment, training, and evaluation.
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.
Teachers College, Columbia University	M.A. in Teaching as Applied Behavior Analysis	The Programs in Behavior Analysis train our MA students to apply the research findings in differentiated instruction, curriculum based assessment, verbal behavior developmental interventions, positive behavior management and systems wide applications from the basic and applied sciences of behavior, learning and pedagogy to challenge educationally advanced learners, while bridging the educational gap for economically disenfranchised children and children with native disabilities from birth to Grade 6. We develop teachers who are strategic scientists of pedagogy, behavior management, verbal behavior developmental interventions and curricular design. We are committed to providing our teacher trainees to use scientific tools to bridge the educational gap and accelerate learning for all children by training them in settings that have a history of meeting these aims. The program is also internationally recognized for training teachers and leaders in early educational and language developmental interventions for children with autism spectrum disorders (birth to grade 6) and effective inclusion practices (preschool through grade 6).
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 across a wide range of diverse learners in applied settings.
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 home, school, hospital and clinical 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 supervised experience that have been verified 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 in Texas. Furthermore, graduates are prepared to pursue doctoral degrees in psychology or behavior analysis.
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 Human Services Psychology – Applied Behavior Analysis	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 the job market and make significant contributions to society; to contribute to the discipline of behavior analysis and to the community by conducting applied and basic research that furthers understanding of human behavior and results in demonstrable positive behavior change; to form lasting partnerships in the DFW metroplex, nationally, and internationally; and to develop behavioral solutions for social 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/departments-of-applied-behavior-analysis/
California State University, Los Angeles	M.S. in Counseling Option in Applied Behavior Analysis	Michele D. Wallace	5151 State University Dr., Los Angeles, CA 90032	323-343-4768	mwallac@calstatela.edu	https://www.calstatela.edu/academic/ccoe/programs/ms_aba
Florida Institute of Technology	M.S. in Applied Behavior Analysis, Organizational Behavior Management, and 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, Panama City	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
Jacksonville State University	M.S. 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	4205 Ryan St. Box 91895, Lake Charles, LA 70609	337-475-5457	melville@mcneese.edu	https://www.mcneese.edu/academic/graduate/applied-behavior-analysis/
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	Cheryl Young-Pelton	Montana State University Billings, College of Education 1500 University Dr. Billings, MT 59101	406-657-2353	cyoung@msbillings.edu	https://www.msbillings.edu/graduate-program-applied-behavior-analysis/
Oslo Metropolitan University	Master of Behavioral Science	Christoffer Eilifsen	PO Box 4, St. Olavs Plass, 0130 Oslo, Norway	47 67 23 6441	christoffer.eilifsen@oslomet.no	https://www.oslomet.no/studier/hv/afferdsvitenskap
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	A. Michele Williams	1000 Holt Avenue- 2791 Winter Park, FL 32789	407-646-2036	AMWilliams2@Rollins.edu	rollins.edu/abacs
Simmons University	M.S. in Behavior Analysis	Gretchen Dittrich	300 The Fenway, Boston, MA 02215	617-521-2517	Gretchen.dittrich@simmons.edu	https://www.simmons.edu/graduate/academic-programs/graduate-and-certificate-programs/masters-in-behavior-analysis
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	Ryan Redner	Rehabilitation Institute Mail Code 4609, Southern Illinois University, 1025 Lincoln Drive Carbondale, IL 62901	209-345-3743	rredner@siu.edu	https://academics.siu.edu/human-behavioral/behavioral-therapy/masters-degree.php
St. Cloud State University	M.S. in Applied Behavior Analysis	Benjamin N. Witts	EB B246; 720 4th Ave. S. St. Cloud, MN 56301	320-308-2233	bnwitts@stcloudstate.edu	https://www.stcloudstate.edu/cpcf/programs-grad/applied-behavior-analysis/

Teachers College, Columbia University	M.A. in Teaching as Applied Behavior Analysis	Daniel Fienup	525 W. 120 th St., Teachers College, Columbia University, Department of Health and Behavior Studies, New York, NY 10027	212-678-3213	fienup@tc.columbia.edu	https://www.tc.columbia.edu/health-and-behavior-studies/applied-behavior-analysis/degrees--requirements/applied-behavior-analysis-ma-dual/
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 Alber-Morgan	A356 PAES Bldg. 305 Annie & John Glenn Rd., Columbus OH 43210	601-329-1094	morgan.651@osu.edu	https://ehe.osu.edu/graduate/special-education/special-education-ma
University of Houston, Clear Lake	M.A. in Behavior Analysis	Dorothea Lerman	2700 Bay Area Blvd., MC 245, 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	4001 Dole Human Development Center, 1000 Sunnyside Avenue, Lawrence, KS 66045	785-864-0504	dreed@ku.edu	https://absc.ku.edu/masters
University of Maryland, Baltimore County	M.A. in Human Services Psychology – Applied Behavior Analysis	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, Mailstop 0296 Reno, NV 89557	775-682-8693	ramonah@unr.edu	https://www.unr.edu/psychology/degrees/ms-behavior-analysis
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	Linda J. Hayes	1664 North Virginia Street, Mailstop 0296 Reno, NV 89557	775-682-8670	lhayes@unr.edu	https://www.unr.edu/psychology/degrees/ms-behavior-analysis-satellite
University of North Texas	M.S. in Behavior Analysis	Manish Vaidya	410 Avenue C, Suite 360, Denton, TX 76201	940-565-2274	Manish.vaidya@unt.edu	https://hps.unt.edu/behv/welcome-behavior-analysis
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	milttenbe@usf.edu	https://www.usf.edu/cbcs/cfs/academics/aba/masters/index.aspx
Western Michigan University	M.A. in Behavior Analysis	Jessica Van Stratton	3748 Wood Hall 1903 W. Michigan Ave. Kalamazoo, MI 49008-5439	269-387-4500	Jessica.vanstratton@wmich.edu	https://wmich.edu/psychology/academics/graduate/ba

Appendix O: Accredited Master’s Program Graduation Information

Institution	Program	Degrees Conferred	Median Years Until Graduation
Caldwell University	M.A. in Applied Behavior Analysis	19	2.9
California State University, Los Angeles	M.S. in Counseling Option in Applied Behavior Analysis	28	2
Florida Institute of Technology	M.S. in Applied Behavior Analysis, Organizational Behavior Management, and ABA/OBM	26	2
Florida State University, Panama City	M.S Applied Behavior Analysis	17	1.6
Jacksonville State University	M.S. in Applied Behavior Analysis	8	2
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	5	2
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	12	2.3
Oslo Metropolitan University	Master of Behavioral Science	29	3.3
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	12	3
Simmons University	M.S. in Behavior Analysis	44	2
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	4	2.3
St. Cloud State University	M.S. in Applied Behavior Analysis	20	2.33
Teachers College, Columbia University	M.A. in Teaching as Applied Behavior Analysis	14	2
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	36	2.7
The Ohio State University	M.A. in Special Education	5	3
University of Houston, Clear Lake	M.A. in Behavior Analysis	10	3
University of Kansas	M.A. in Applied Behavioral Science	1	4.6
University of Maryland, Baltimore County	M.A. in Human Services Psychology – Applied Behavior Analysis	11	2
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	7	2.5
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	9	2.5
University of North Texas	M.S. in Behavior Analysis	11	4
University of South Florida	M.S. in Applied Behavior Analysis	19	1.67
Western Michigan University	M.A. in Behavior Analysis	20	2
SUM		367	57.7
RANGE		1 - 44	1.67 - 4.6
MEDIAN		12	2.3
AVERAGE		15.96	2.51

Appendix P: Accredited Master's Program Enrollment and Retention

Institution	Program	Student Enrollment	Student Withdrawals
Caldwell University	M.A. in Applied Behavior Analysis	35	7
California State University, Los Angeles	M.S. in Counseling Option in Applied Behavior Analysis	53	1
Florida Institute of Technology	M.S. in Applied Behavior Analysis, Organizational Behavior Management, and ABA/OBM	60	2
Florida State University, Panama City	M.S Applied Behavior Analysis	30	0
Jacksonville State University	M.S. in Applied Behavior Analysis	15	0
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	12	0
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	42	5
Oslo Metropolitan University	Master of Behavioral Science	277	61
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	25	3
Simmons University	M.S. in Behavior Analysis	93	2
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	39	1
St. Cloud State University	M.S. in Applied Behavior Analysis	61	2
Teachers College, Columbia University	M.A. in Teaching as Applied Behavior Analysis	31	2
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	92	12
The Ohio State University	M.A. in Special Education	12	0
University of Houston, Clear Lake	M.A. in Behavior Analysis	35	1
University of Kansas	M.A. in Applied Behavioral Science	5	0
University of Maryland, Baltimore County	M.A. in Human Services Psychology – Applied Behavior Analysis	25	0
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	17	0
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	10	0
University of North Texas	M.S. in Behavior Analysis	83	0
University of South Florida	M.S. in Applied Behavior Analysis	37	0
Western Michigan University	M.A. in Behavior Analysis	36	0
	SUM	1125	99
	RANGE	5 - 277	0 - 61
	MEDIAN	35	1
	AVERAGE	48.91	4.30

Appendix Q: Accredited Master's Program Admissions

Institution	Program	Completed Applications	Students Admitted
Caldwell University	M.A. in Applied Behavior Analysis	40	25
California State University, Los Angeles	M.S. in Counseling Option in Applied Behavior Analysis	70	21
Florida Institute of Technology	M.S. in Applied Behavior Analysis, Organizational Behavior Management, and ABA/OBM	61	39
Florida State University, Panama City	M.S Applied Behavior Analysis	83	18
Jacksonville State University	M.S. in Applied Behavior Analysis	16	4
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	15	3
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	43	42
Oslo Metropolitan University	Master of Behavioral Science	513	70
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	24	20
Simmons University	M.S. in Behavior Analysis	43	33
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	37	17
St. Cloud State University	M.S. in Applied Behavior Analysis	146	38
Teachers College, Columbia University	M.A. in Teaching as Applied Behavior Analysis	37	32
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	59	52
The Ohio State University	M.A. in Special Education	12	10
University of Houston, Clear Lake	M.A. in Behavior Analysis	76	13
University of Kansas	M.A. in Applied Behavioral Science	16	0
University of Maryland, Baltimore County	M.A. in Human Services Psychology – Applied Behavior Analysis	45	10
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	16	7
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	0	0
University of North Texas	M.S. in Behavior Analysis	30	16
University of South Florida	M.S. in Applied Behavior Analysis	64	16
Western Michigan University	M.A. in Behavior Analysis	52	36
SUM		1498	522
RANGE		0 - 513	0 - 70
MEDIAN		43	18
AVERAGE		65.13	22.70

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	5	2	1
California State University, Los Angeles	M.S. in Counseling Option in Applied Behavior Analysis	2	0	3
Florida Institute of Technology	M.S. in Applied Behavior Analysis, Organizational Behavior Management, and ABA/OBM	6	3	3
Florida State University, Panama City	M.S Applied Behavior Analysis	1	3	1
Jacksonville State University	M.S. in Applied Behavior Analysis	3	2	0
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	3	0	3
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	3	1	3
Oslo Metropolitan University	Master of Behavioral Science	10	4	4
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	3	0	3
Simmons University	M.S. in Behavior Analysis	4	0.5	56
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	7	2	1
St. Cloud State University	M.S. in Applied Behavior Analysis	4	0	1
Teachers College, Columbia University	M.A. in Teaching as Applied Behavior Analysis	4	2	3
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	5	1	93
The Ohio State University	M.A. in Special Education	5	4	4
University of Houston, Clear Lake	M.A. in Behavior Analysis	3	0	1
University of Kansas	M.A. in Applied Behavioral Science	12	7	1
University of Maryland, Baltimore County	M.A. in Human Services Psychology – Applied Behavior Analysis	3	1	11
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	6	1	1
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	1	4	3
University of North Texas	M.S. in Behavior Analysis	8	0	2
University of South Florida	M.S. in Applied Behavior Analysis	5	3	60
Western Michigan University	M.A. in Behavior Analysis	11	6	0
SUM		114	46.5	258
RANGE		1 - 12	0 - 7	0 – 93
MEDIAN		4	2	3
AVERAGE		4.96	2.02	11.22

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	35	5	7:1
California State University, Los Angeles	M.S. in Counseling Option in Applied Behavior Analysis	53	2	53:2
Florida Institute of Technology	M.S. in Applied Behavior Analysis, Organizational Behavior Management, and ABA/OBM	60	6	10:1
Florida State University, Panama City	M.S Applied Behavior Analysis	30	1	30:1
Jacksonville State University	M.S. in Applied Behavior Analysis	15	3	5:1
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	12	3	4:1
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	42	3	14:1
Oslo Metropolitan University	Master of Behavioral Science	277	10	277:10
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	25	3	25:3
Simmons University	M.S. in Behavior Analysis	93	4	93:4
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	39	7	39:7
St. Cloud State University	M.S. in Applied Behavior Analysis	61	4	61:4
Teachers College, Columbia University	M.A. in Teaching as Applied Behavior Analysis	31	4	31:4
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	92	5	92:5
The Ohio State University	M.A. in Special Education	12	5	12:5
University of Houston, Clear Lake	M.A. in Behavior Analysis	35	3	35:3
University of Kansas	M.A. in Applied Behavioral Science	5	12	5:12
University of Maryland, Baltimore County	M.A. in Human Services Psychology – Applied Behavior Analysis	25	3	25:3
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	17	6	17:6
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	10	1	10:1
University of North Texas	M.S. in Behavior Analysis	83	8	83:8
University of South Florida	M.S. in Applied Behavior Analysis	37	5	37:5
Western Michigan University	M.A. in Behavior Analysis	36	11	36:11
	SUM	1125	114	N/A
	RANGE	5 - 277	1 - 12	N/A
	MEDIAN	35	4	N/A
	AVERAGE	48.91	4.96	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		✓			✓								2
California State University, Los Angeles	M.S. in Counseling Option in Applied Behavior Analysis		✓			✓		✓	✓					4
Florida Institute of Technology	M.S. in Applied Behavior Analysis, Organizational Behavior Management, and ABA/OBM		✓	✓		✓	✓		✓					5
Florida State University, Panama City	M.S Applied Behavior Analysis		✓	✓	✓	✓	✓		✓					6
Jacksonville State University	M.S. in Applied Behavior Analysis		✓			✓	✓							3
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	✓	✓			✓						✓		4
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	10
Oslo Metropolitan University	Master of Behavioral Science	✓	✓	✓		✓			✓					5
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science		✓			✓								2
Simmons University	M.S. in Behavior Analysis		✓			✓			✓				✓	4
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy		✓		✓	✓			✓					4
St. Cloud State University	M.S. in Applied Behavior Analysis		✓			✓	✓							3
Teachers College, Columbia University	M.A. in Teaching as Applied Behavior Analysis		✓			✓		✓	✓					4
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis		✓			✓		✓	✓					4
The Ohio State University	M.A. in Special Education		✓			✓			✓					3
University of Houston, Clear Lake	M.A. in Behavior Analysis		✓			✓	✓		✓					4
University of Kansas	M.A. in Applied Behavioral Science	✓	✓	✓		✓	✓		✓		✓			7
University of Maryland, Baltimore County	M.A. in Human Services Psychology – Applied Behavior Analysis		✓			✓								2
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis		✓	✓		✓	✓	✓	✓		✓			7
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program		✓			✓								2
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	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	10
Totals		5	23	6	4	22	9	8	15	1	5	3	3	104

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		✓			✓	✓		✓				✓		5
California State University, Los Angeles	M.S. in Counseling Option in Applied Behavior Analysis		✓		✓		✓	✓				✓	✓		6
Florida Institute of Technology	M.S. in Applied Behavior Analysis, Organizational Behavior Management, and ABA/OBM		✓				✓	✓	✓		✓	✓	✓		7
Florida State University, Panama City	M.S Applied Behavior Analysis		✓			✓	✓	✓							4
Jacksonville State University	M.S. in Applied Behavior Analysis		✓				✓	✓							3
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	✓	✓	✓		✓	✓		✓			✓	✓		8
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis		✓		✓	✓	✓	✓	✓			✓	✓		8
Oslo Metropolitan University	Master of Behavioral Science		✓				✓	✓	✓		✓	✓	✓		7
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science		✓				✓		✓				✓	✓	5
Simmons University	M.S. in Behavior Analysis		✓				✓	✓					✓		4
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy		✓		✓	✓	✓	✓	✓						6
St. Cloud State University	M.S. in Applied Behavior Analysis		✓			✓	✓	✓	✓	✓	✓	✓	✓		9
Teachers College, Columbia University	M.A. in Teaching as Applied Behavior Analysis		✓				✓	✓				✓	✓		5
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		10
The Ohio State University	M.A. in Special Education		✓				✓	✓							3
University of Houston, Clear Lake	M.A. in Behavior Analysis	✓	✓			✓	✓	✓				✓	✓		7
University of Kansas	M.A. in Applied Behavioral Science	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		11
University of Maryland, Baltimore County	M.A. in Human Services Psychology – Applied Behavior Analysis		✓				✓								2
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis		✓	✓	✓	✓	✓	✓	✓	✓	✓				9
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program		✓				✓				✓	✓	✓		5
University of North Texas	M.S. in Behavior Analysis	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	10
University of South Florida	M.S. in Applied Behavior Analysis		✓		✓	✓	✓	✓			✓		✓		7
Western Michigan University	M.A. in Behavior Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13
Totals		6	23	4	9	13	23	17	13	3	10	13	17	3	154

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

Institution	Program	Program Innovation	Substantive Changes
Caldwell University	M.A. in Applied Behavior Analysis	<p>Professors routinely use Blackboard software to support our coursework and student educational experiences (e.g., posting course material, submission of assignments, online bulletin board discussions among students and faculty). The faculty members also routinely use active student learning via response cards, choral responding, or Kahoot™ quiz software to enhance students' learning. Faculty use Sniffy© and CyberRat© software to provide basic laboratory experiences related to the experimental analysis of behavior in the course ABA 526 Behavior Analysis and Learning. Faculty also use inter-teaching to provide students with an opportunity to teach one another course material. Faculty have incorporated expert guest speakers via an on-line platform (e.g., Skype, Zoom) to support course content. Faculty use the Behavior Development Solution modules into the coursework to enhance student mastery of behavior analytic content and to potentially increase BCBA© pass rates. Faculty are also encouraged to pursue and develop varied research and clinical interests to achieve student learning outcomes with regards to research skills. For example, one faculty member developed a lab focusing upon innovative applications of equivalence-based instruction. Faculty members have also collaborated with community affiliations to pursue research and clinical interests. For example, one faculty member identified and formed a relationship with a community organization to conduct research with a specific population. To increase their skills in instruction, faculty members are encouraged to take advantage of training programs, workshops, and other activities provided by the university through the Center for Faculty Learning and Teaching. These include workshops on designing assessments and using Blackboard, Google Docs, Qualtrics, etc.</p>	<p>Effective 8/2021, one of our core faculty members (Meghan Deshais, Ph.D., BCBA-D) left our department to take a position elsewhere. This brought our core faculty number down from 6 to 5.</p>
California State University, Los Angeles	M.S. in Counseling Option in Applied Behavior Analysis	<p>We developed remote learning activities to facilitate providing our courses via remote instruction. We also developed a manual for our on-site supervisors to help them understand the supervision experience requirements of our program.</p>	<p>We updated three of our courses and the course content. We were approved to search for a new tenure line faculty that will start Fall 2022.</p>
Florida Institute of Technology	M.S. in Applied Behavior Analysis, Organizational Behavior Management, and ABA/OBM	<p>The SoBA at Florida Tech has developed an innovative fieldwork program in which all students must complete more than 20 applied competencies before they graduate. These competencies are overseen directly by faculty members.</p>	<p>One visiting faculty member left the program, and we hired a full-time faculty member.</p>
Florida State University, Panama City	M.S Applied Behavior Analysis	<p>Our program began tying our portfolio components directly into our practicum course and working closing with assistantship sites to support this synchronous learning. The portfolio components are not new, however, this process of programming for completion across three semesters and coordinating this process closely with assistantship/practicum sites is; it allows for ongoing assessment of mastery of clinical skills from a science-practitioner model that ties into their classroom learning.</p>	<p>No changes in clinical sites or other major changes. The 4th edition was retired.</p>

Jacksonville State University	M.S. in Applied Behavior Analysis	JSU has had a pigeon lab where all majors (UG/GR) are required to complete a live animal lab for course credit. The lab was closed due to COVID in fall 2020 and remained closed when the supervising faculty member retired in June 2021. In fall 2021, we received approval to renovate and update the lab to a rat lab, and we hired an assistant professor to help develop the lab. We will begin offering the lab course to our majors, including master's students, in fall 2022.	We hired two new assistant professors who are contributing to our master's program, C. Renee Renda and Rusty Nall. One faculty member, William Palya, retired. Although not substantive, the school that we are housed within at JSU changed its name from "School of Human Services and Social Sciences" to "College of Social and Behavioral Sciences."
McNeese State University	M.A. in Psychology with a concentration in Applied Behavior Analysis	We have a campus newsletter and a community newsletter in which we highlight student research/student presentations at conferences. All events are shared on the student honor society for methods in behavior analysis social media page and are then also shared by the University's social media team to disseminate to the larger student body and community members who "follow" those other pages. To speak to examples of program innovation, during our Hurricanes, Winter Storm Uri, and major flash flood recovery efforts, our program has adapted to the use of technology. We've incorporated simulation, digital learning modules that provide feedback, and adapted pedagogy while our physical spaces (academic and clinical) have undergone construction related to these federally declared natural disasters. Our main goal is to maintain a rigorous program for our students and provide them with support.	One tenured (Associate level) professor moved out of state as a direct result of the Hurricanes and other natural disasters. This individual now serves as a part-time graduate faculty member in our department. At present, we've extended a letter of offer to fill one of two open (full-time, tenure track) faculty positions. We're planning to fill the remaining open position within the next few months. Regarding curriculum: we have heavily revised our Ethics course due to BACB requirements. One update that we are interested in evaluating is a feedback module system (involving 25 standardized ethical scenarios with immediate feedback provided after each selection). Summer 2022 (beginning in June) will be the first time we teach this course with the revisions in place. Regarding training sites--as discussed in our recent reaccreditation materials, our academic and clinical spaces are being temporarily housed due to serious damages from the 2020 Hurricanes and other natural disasters, however, our program is fully operational. The McNeese Autism Program, our on-site clinic, operates out of a FEMA portable building. Our pediatric feeding clinic has expanded within the last two weeks due to resources from another intramural grant earned by a core ABA Faculty member.
Montana State University Billings	M.S. in Special Education, Advanced Studies, Applied Behavior Analysis Emphasis	Montana State University Billings MSSSED/ABA degree program presents information about student achievement on its website or through other social media vehicles. The program regularly updates a public Facebook page with 129 current members and 8 administrators to offer congratulations and accolades as students complete theses and present their findings in public forums. Other regular updates on the Program's Facebook site include announcements about graduates who've passed their BCBA exam, taken new jobs, or received acceptance to a doctoral program. MSU Billings and the Graduate Studies Office maintains a LinkedIn account posting events and happenings for all to see, such as, new faculty hires in the MSSSED/ABA degree program area and announcements for the new Institute for Neurodiversity and Applied Behavior Analysis on the campus of MSUB. Some top stories in 2021 from the MSU Billings University Communications & Marketing Office were, "MSU Billings honors faculty for their excellence (Dr. Cheryl Young-Pelton)", and "M.J. Murdock Charitable Trust continues investment in health and education with \$527,000 grant to MSU Billings for new neurodiversity institute." An article from September 2021, "MSUB graduate students publish research promoting inclusivity in early childhood education" highlighted efforts of MSSSED/ABA program graduates to publish results of their Master's thesis with assistance from recently retired faculty. Other media news articles promoted recipients of grant	In 2021, the MSSSED/ABA degree program faculty implemented changes that had been in planning since 2019. Due to changes made by the BACB to longer accept hours earned in the University Intensive Practicum, MSU Billings stopped offering the internship plan of study that was based on the BACB university intensive practicum. So, the last semester of Internship in ABA (SPED 590) was offered in Summer of 2021. All new students accepted to the program in 2021 were assigned to the Thesis plan of study (36 credits). In addition, students new to the program were required to have a position in an agency or school where they earned hours toward the BACB supervision requirement. Changes in core faculty took place in 2021. Dr. Young-Pelton announced her plan to retire in September 2020, and a faculty search for her replacement resulted in the new hire of Michael Passage, Assistant Professor (ABD, Florida Institute of Technology). In May 2021, Dr. Young-Pelton was promoted to Professor Emeritus by a unanimous vote of her departmental colleagues, and with an office in the College of Education building, computer, and email address (in perpetuity) so she can mentor new faculty and assist with the Institute for Neurodiversity and Applied Behavior Analysis. Next, after the summer semester and coinciding with the end of Internship in ABA, Dr. Anna Young, Assistant Professor, unexpectedly left the university for a clinical supervisory position with an agency in Western Montana. A faculty search committee was formed in 2021 and is

		<p>funding, “MSU Billings faculty awarded research and scholarly grants” (Michael Passage, CARE Grant).</p> <p>Publicly generated news was disseminated by ‘appliedbehavioranalysis.com’ which listed MSU Billings as #5 in their top 15 ranked online programs in Applied Behavior Analysis. Innovation and new strategies benefitting MSSSED/ABA students were implemented in the following ways:</p> <p>First, a ‘Research Lab’ was developed to highlight research activities by students, faculty, and guest speakers. All students in the MSSSED/ABA Degree program were invited to join and attend regularly held meetings (Wednesdays from 6:30 to 8:30). Startup tasks involved identifying note-takers, media outlet reporters (to Facebook), research assistants, and so on. Funding for graduate and research assistants from this interested pool of graduate candidates will begin in 2022. The mission of the Research Lab is to promote innovative behavior analytic research that fosters research and professional skills among lab members while improving the lives of others.</p> <p>Next, to improve the process of conducting thesis research, faculty developed a checklist including requirements organized in a timeline. Some major changes included showing graphed data at all meetings and obtaining permission from the thesis chair prior to all phase changes. Finally, while site supervisors were invited to be part of all thesis committees, they usually did not have sufficient expertise in research activities. So, a requirement was included for students to invite and have three Ph.D. level members on their thesis committee. Changes benefitting the students completing Thesis requirements are expected to be realized in MSUB MSSSED/ABA outcome measures for Thesis in 2022.</p>	<p>expected to be completed soon with a new tenure track faculty member starting in August 2022. Dr. Young remained in the role of President for MT ABA and she will continue connecting with MSUB MSSSED/ABA students through the ABAI affiliated organization.</p>
Oslo Metropolitan University	Master of Behavioral Science	<p>The department encourages and allows time for faculty to write grant applications to increase digitalization and on-line education and otherwise allocates time to faculty projects for developing teaching material on digital platforms. During 2021 several digital solutions replacing traditional lectures and written assignments have been introduced, including solutions incorporating elements of Personalized System of Instruction (PSI). Teachers are also encouraged to implement and develop the use of teaching assistants. Inter-teaching is used in a number of courses.</p>	<p>2021 saw a change in the program director from Ingunn Sandaker to Christoffer Eilifsen. Sandaker is now being fully devoted to non-administrative tasks (teaching, research) as faculty closely associated with the Master in Behavioral Science. Eilifsen was previously employed at another part of the department as an Associate Professor and has a PhD in Behavior Analysis from Oslo Metropolitan University. Otherwise no major changes has occurred.</p>
Rollins College	M.A. in Applied Behavior Analysis & Clinical Science	<p>In each of 3 semester-long Practicum courses, instructors require students to self-record their performance on "fluency checks," which are time-limited oral responses to randomly-presented questions about basic principles of ABA. Students are also required to perform 3 "competencies" in the presence of the instructor. This requires students to demonstrate increasingly advanced skills in the practice of ABA, such as accurately graphing de-identified client data or demonstrating specific types of response or stimulus prompts during simulated skill acquisition protocols.</p>	<p>None</p>
Simmons University	M.S. in Behavior Analysis	<p>We created new course content in BEHV 434 and BEHV 426 using a "studio in a box", which allowed faculty to film content in their homes while studios were shut down due to COVID. The new filmed content</p>	<p>During 2021, Dr. Judah Axe was promoted to Professor status, and we hired a new 0.5 FTE Assistant Professor of Practice faculty (Emily Perry) to support our mentoring and supervision program (0.25 FTE</p>

		provided video demonstrations by faculty and by hired actors who demonstrated various assessments (in BEHV 426) and supervision sessions and techniques (in BEHV 434). These demonstrations would have been difficult to carry out in a live classroom, but filming the content and utilizing actors (in addition to professional producers and editors) allowed faculty to capture complex clinical strategies and practice to help teach targeted skills in class.	dedicated to the campus program). In terms of curricular changes, we modified the final exam format from an oral exam to a short response written exam for BEHV 451 and BEHV 453 (supervised fieldwork courses); this allows us to assess student performance in three different topographies of verbal behavior across the five semesters of supervised fieldwork (i.e., written exams that require students to compose their responses in BEHV 451 and BEHV 453, written multiple choice exams in BEHV 452 and BEHV 454, and an oral exam in BEHV 455). We revised content in BEHV 434 and BEHV 426 to include video demonstrations and new content (see additional details above in the section on innovation).
Southern Illinois University Carbondale	M.S. in Behavior Analysis and Therapy	Restarted our on-campus autism clinic that is multidisciplinary where students learn to work with other disciplines.	Two new tenure track faculty members were hired in August 2021.
St. Cloud State University	M.S. in Applied Behavior Analysis	SCSU is a student-led program whereby student interest sets the tone of many class projects and experiences.	Michele Traub was granted tenure. External funds were secured to open an on-campus autism clinic.
Teachers College, Columbia University	M.A. in Teaching as Applied Behavior Analysis	Focus on verbal development and how to change instruction. Evaluation of how RFT and derived relations can inform instruction. Development of a strategic science of teaching applied to children with disabilities and without and in Special Education and General Education classrooms.	None
The Chicago School of Professional Psychology, Chicago Campus	M.S. in Applied Behavior Analysis	In late Summer 2021, Drs. Ormandy and Catrone officially launched our Respondent & Operant Animal Research Lab (ROAR) with ant and caterpillar studies! We are working on a plan to update some readings in Behavior Change Procedures II and Clinical Skills and planned to add a new elective in Under-Discussed topics in ABA (at the beginning of 2022) to include discussion on assent, trauma-informed care, and other areas not captured well in current coursework. These additions are to reflect the growing need for training in these areas within our field. Currently, PhD students are assisting in creating new and updated transcribed videos to enhance our blended models of instruction based on student feedback.	Dr. Stockwell left their position as Associate Research Director in September 2021. They are continuing to support as a reader on a couple thesis/dissertation projects. This half-time position is not being replaced. Dr. Alicia Anderson (former adjunct) started in a full-time faculty position at the end of Summer 2021. She left during the Fall semester, and that position is not being replaced by the University. Dr. Whittington-Barnish was on sabbatical for Fall 2021 and returned in December 2021. We continue to deepen partnerships with many of our training sites and continue to meet student needs in adding sites as needed (e.g., to accommodate a student who moved to Arizona or one living in Wisconsin).
The Ohio State University	M.A. in Special Education	Program faculty engage in and support innovation and creativity and in instruction as well as conduct experimental research on effective instruction in their college classrooms. Most recently, we have been encouraged to develop online courses and we have been provided with excellent support in their development. The department provided me with a Special Assignment (i.e., course releases) during Spring 2020 to continue building online courses for the verified course sequence. In addition, the Department and College have been supportive in the development of online courses by providing very capable instructional designers to assist with teaching faculty to build interactive learning modules and provide tech support.	None
University of Houston, Clear Lake	M.A. in Behavior Analysis	We offer a large variety of different practicum experiences. Our newest program is an intensive outpatient program for severe problem behavior.	Dr. Jennifer Fritz was promoted to full Professor last year!

University of Kansas	M.A. in Applied Behavioral Science	<p>Our program has created awards and funding for projects related to DEI efforts, in addition to recognizing students’ teaching, research, and service with other awards. We regularly feature world-renowned experts in behavioral science at weekly program professional seminar. Additionally, we have begun to have specific DEI-related events for our department (article discussion, external speakers/experts, panel discussions). The vast majority of the department engages in interdisciplinary collaboration presenting students with excellent professional development opportunities. We have a dedicated graduate student advisor who maintains thorough records on students and has an expert knowledge of college/university requirements; this presents significant enhancement to our maintenance of student achievement.</p>	<p>In the 2021 Academic Year, Drs. Florence DiGennaro Reed and Claudia Dozier were promoted to Full Professor. We began implementing a new Comprehensive Exam process.</p>
University of Maryland, Baltimore County	M.A. in Human Services Psychology – Applied Behavior Analysis	<p>Our graduate training program has a long-standing relationship with the Kennedy Krieger Institute (KKI) Department of Behavioral Psychology. Our students have and continue to receive experiential and research training by way of their practicum placement at KKI. In the last five years we added another approved practicum site for our students: The Shafer Center. The Shafer Center is a school serving children with autism spectrum disorder. Thus, we had four approved practicum sites in 2020: (a) KKI Neurobehavioral Unit, Inpatient, (b) KKI Neurobehavioral Unit, Outpatient, (c) KKI Pediatric Feeding Disorders Unit, and (d) the Shafer Center. In 2021, we initiated collaborative relationships with two additional sites and with the goal of supporting new students at these sites in fall 2022. We conducted “virtual open houses,” so that students could learn about our program, and participated in an “expo” hosted by the University of Florida where 8 different graduate training programs presented to undergraduate students at the University of Florida. Our program periodically uses social media (Twitter, @ABAatUMBC) to advertise student and faculty accomplishments.</p>	<p>There have been no substantive changes during 2021. In 2021, we learned that one our UMBC colleagues will be leaving, and not on faculty during 2022.</p>
University of Nevada, Reno	M.A. in Psychology – Behavior Analysis	<p>The Behavior Analysis Training Committee (BATC) supports existing instructional innovations (e.g., inter-teaching, off-campus program) and encourages faculty to innovate and experiment with new content and new ways of delivering it. Discussions and lectures are aimed at clarifying the readings and raising issues not addressed in them. Students are expected to attend all classes and participate in class discussions. In addition, they are expected to provide commentaries including questions for their on-line (facilitated via Skype or Zoom platforms) discussion sessions with pioneering colleagues in behavior analysis, behavioral systems analysis and organizational behavior management. Students are also required to present an application of a behavioral systemic or organizational technology in a selected organizational setting in each of the abovementioned courses (BSA, BMC, & Practica).</p> <p>Faculty are encouraged to be creative when designing their courses in order to appropriately challenge students and enhance the student learning experience. For example, PSY 711 (Experimental Analysis of Behavior) course has evolved with each new iteration: from a typical advanced seminar, to the second iteration, students conduct an EAHB</p>	<p>No substantive changes during the reporting period.</p>

		project from start to finish - from developing research questions, reviewing relevant literature, writing Visual Basic code for the procedure, writing VBA Excel macros to analyze their data, developing ideal graphs, and presenting the entire project in both oral and written formats. The last iteration of the course, the instructor programs and student focus on all the other steps. This continuous tinkering to get the course “just right” was facilitated by the program’s willingness to support the academic freedom of its faculty. <i>[this response was edited to clarify details across programs]</i>	
University of Nevada, Reno	M.A. in Behavior Analysis – Satellite Program	The program began integrating the use of a discussion platform that utilizes artificial intelligence to assess quality of posts and provide real time feedback to students regarding their writing. This platform was incorporated into two courses.	No substantive changes during the reporting period.
University of North Texas	M.S. in Behavior Analysis	We sought to improve timely communication with all of the students in the department and wanted to provide continuous access to necessary forms and resources. These had been areas in which we struggled. In 2021, the department initiated 0-credit courses in UNT’s LMS (currently, Canvas) for each cohort in each of the four degree programs in the Department. Each cohort in each of the four degree programs is assigned to a 0-credit course created within Canvas. This no-cost strategy (for students) has allowed us to provide a repository of materials relevant to a particular cohort and to share information widely or narrowly as the situation demands. Students are already familiar with the Canvas environment and find it easy to navigate given its extensive use in all other courses.	The pandemic led to a disruption of our long-standing relationship with Easter Seals of North Texas. The site provided many training opportunities for students to work with families with diverse backgrounds and values. We have also formalized our relationship with the Kristen Farmer Autism Center to provide training and research opportunities for students in the program. Other than that, there have been no substantive changes in the program.
University of South Florida	M.S. in Applied Behavior Analysis	We encouraged telehealth applications in thesis projects and other research during COVID. We made greater use of videoconferencing in lab meetings, other meetings, and classes.	We increased concentrated supervised fieldwork hours to 1500 from the previous 1000 of supervised practicum. We added a Supervision course. We added numerous new approved supervisors.
Western Michigan University	M.A. in Behavior Analysis	Continuing to explore innovative ways for ongoing recruitment and retention, pursuing international collaboration with Kinneret College.	No substantive changes during the reporting period.

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 – current*
University of Nevada, Reno	College of Science	Psychology	B.A. in Psychology with specialization in Behavior Analysis	2015 – 2025

*programs undergoing re-accreditation with postponed site visits due to COVID-19 were granted an extension; these programs remain accredited, and their site visits are in process or have recently occurred.

Appendix X: Accredited Bachelor's Program Missions

Institution	Program	Program Mission
Oslo Metropolitan University	Bachelor's in Psychology, Applied Behavior Analysis	The missions is to establish the expertise and skills in the fields of psychology and behavior analysis needed to conduct functional analyses of behavior and arrange the environment in ways that lead to desirable behavior changes.
University of Nevada, Reno	B.A. in Psychology with specialization in Behavior Analysis	The mission of the undergraduate psychology degree specialization in behavior analysis is to produce skilled behavior analysts who meet the needs of the community and contribute to science and practice of behavior analysis. This mission is achieved by providing comprehensive training in behavior analysis, out of which more advanced basic, applied and theoretical interests may be developed. The degree specialization, in the context of the psychology major, prepares students for graduate study or for paraprofessional careers in human services. The specialization involves 19 credits.

Appendix Y: Accredited Bachelor's Program Contact Information

Institution	Program	Program Administrator	Mailing Address	Phone	Email	Program Website
Oslo Metropolitan University	Bachelor's in Psychology, Applied Behavior Analysis	Christoffer Eilifsen	PO Box 4, St. Olavs plass, 0130 Oslo, Norway	+4767236441	christoffer.eilifsen@oslomet.no	https://www.oslomet.no/studier/hv/psykologi
University of Nevada, Reno	B.A. in Psychology with specialization in Behavior Analysis	Ramona Houmanfar	1664 North Virginia Street, Mailstop 0296, Reno, NV 89557	775-682-8693	ramonah@unr.edu	https://www.unr.edu/psychology/degrees/ba-behavior-analysis

Appendix Z: Accredited Bachelor's Program Graduation Information

Institution	Program	Degrees Conferred	Median Years Until Graduation
Oslo Metropolitan University	Bachelor's in Psychology, Applied Behavior Analysis	26	3
University of Nevada, Reno	B.A. in Psychology with specialization in Behavior Analysis	11	4
SUM		37	7
RANGE		11 - 26	3 - 4
MEDIAN		18.5	3.5
AVERAGE		18.5	3.5

Appendix AA: Accredited Bachelor's Program Enrollment and Retention

Institution	Program	Student Enrollment	Student Withdrawals
Oslo Metropolitan University	Bachelor's in Psychology, Applied Behavior Analysis	101	20
University of Nevada, Reno	B.A. in Psychology with specialization in Behavior Analysis	116	0
SUM		217	20
RANGE		101 - 116	0 - 20
MEDIAN		108.5	10
AVERAGE		108.5	10

Appendix BB: Accredited Bachelor's Program Admissions

Institution	Program	Completed Applications	Students Admitted
Oslo Metropolitan University	Bachelor's in Psychology, Applied Behavior Analysis	1537	86
University of Nevada, Reno	B.A. in Psychology with specialization in Behavior Analysis	140	108
SUM		1677	194
RANGE		140-1537	86-108
MEDIAN		838.5	97
AVERAGE		838.5	97

Appendix CC: Accredited Bachelor's Program Faculty and Contributors

Institution	Program	Core Program Faculty	Associated Program Faculty	Other Program Contributors
Oslo Metropolitan University	Bachelor's in Psychology, Applied Behavior Analysis	7	4	0
University of Nevada, Reno	B.A. in Psychology with specialization in Behavior Analysis	6	1	0
SUM		13	5	0
RANGE		6-7	1-4	-
MEDIAN		6.5	2.5	0
AVERAGE		6.5	2.5	0

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's in Psychology, Applied Behavior Analysis	101	7	101:7
University of Nevada, Reno	B.A. in Psychology with specialization in Behavior Analysis	116	6	58:3
SUM		217	13	N/A
RANGE		101-106	6-7	N/A
MEDIAN		108.5	6.5	N/A
AVERAGE		108.5	6.5	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’s in Psychology, Applied Behavior Analysis	✓	✓	✓		✓		✓	✓					6
University of Nevada, Reno	B.A. in Psychology with specialization in Behavior Analysis		✓	✓		✓	✓	✓	✓					6
Totals		1	2	2	0	2	1	2	2	0	0	0	0	12

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’s in Psychology, Applied Behavior Analysis	✓	✓				✓	✓	✓		✓		✓		7
University of Nevada, Reno	B.A. in Psychology with specialization in Behavior Analysis		✓				✓	✓	✓		✓		✓		6
Totals		1	2	0	0	0	2	2	2	0	2	0	2	0	13

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

Institution	Program	Program Innovation	Substantive Changes
Oslo Metropolitan University	Bachelor’s in Psychology, Applied Behavior Analysis	None to report.	A new Program Director started in June 2021. Christoffer Eilifsen has previously worked as an Associate Professor at another part of the Department of Behavioral Sciences and has a PhD in behavior analysis from the same institution. In addition, 5 ECTS credits of experiential learning was added to the degree (from 40 to 45 ECTS) in order to make the graduating students more attractive for employment positions in applied behavior analysis.
University of Nevada, Reno	B.A. in Psychology with specialization in Behavior Analysis	<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. The program allows variation in how courses are structured, and to allow more behavioral pedagogy to be applied. In the new undergraduate certification program in behavior analysis, the course is very hands on, combining lecture, small group-based exercises, demonstrations, regular testing, and group projects. One class each week was lecture and the second class was entirely hands on. 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. Prior to 2000, the course was taught in a related but different format.</p> <p>Faculty are encouraged to be creative when designing their courses in order to appropriately challenge students and enhance the student-learning experience. Similarly, despite well-established BCaBA- and BCBA-approved course sequences, the program is very supportive of the development of new courses that might expand the impact of Behavior Analysis at UNR. For example, when 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, I 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><i>[this response was edited to clarify details across programs]</i></p>	No substantive changes during the reporting period.