New Program Proposal

Master of Science in Applied Behavior Analysis

Primary Proposer
Wendy Machalicek, Ph.D., BCBA-D, LBA

Home department
Special Ed & Clinical Sciences

College
Education, College of

Program Type
Master of Science

Primary Location
Distance Education/On-Line

Program Delivery Format
Online

What's your desired effective date?
2022-2023

General Information

Give a brief (1-2 paragraphs) overview of the proposed credential, including its disciplinary foundations and connections, its focus and learning objectives for students, and the specific degree (e.g. bachelors, masters, doctorate) and/or credentials (e.g. major, certificate, minor, concentrations) to be offered. This should be based largely on your descriptions in the following sections but it should be shorter than their combined length. Moreover, it should use language that is capable of communicating your ideas to audiences increasingly distant from your academic field as your proposal moves through the review process.

We propose an Online Master of Science in Applied Behavior Analysis program, aimed at increasing the number of UO graduates with the knowledge, skills, and experiences necessary to design, deliver, and evaluate applied behavior analytic services and supports to individuals with disabilities (e.g. intellectual and developmental disability including autism spectrum disorder). This specialized professional graduate degree will include core courses covering the principles of behavior; research methods; conceptual, experimental, and applied behavior analysis; and ethics. Objectives for students include: (a) applying their knowledge, understanding, and problem-solving abilities in new or unfamiliar environments within multidisciplinary contexts, (b) communicating their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously, (c) undertaking study in a manner that is largely self-directed (Association for Behavior Analysis International Standards 9-106). In addition, a Capstone Research

Project will provide student opportunities for originality in developing and applying ideas within a research context. The knowledge gained in coursework will be integrated into student practice in their chosen area of population specialization through supervised experiential learning. Additional supervision for professional licensure will be available to students at a distance using telehealth independent and group supervision during a second internship year of the program.

This program follows the verified course sequence and Master's degree requirements put forth by the professional and licensing organization of Behavior Analysis and Board Certified Behavior Analysts (BCBAs): the Association for Behavior Analysis International (ABAI) and the Behavior Analyst Certification Board (BACB). This curriculum in total will require the development of 13 new courses.

Program Description

Is there a core set of required courses?
Yes

What is the core set of required courses and what is the rationale for giving these courses this prominent role? What are the central concepts and/or skills you expect students to take from the core?
The curriculum was designed to meet the accreditation standards of the Association of Behavior Analysis International (ABAI) and Task List 5 of the Behavior Analyst Certification Board.

The Association for Behavior Analysis International requires Master's degree programs seeking accreditation to provide a minimum of 405 hours of instructor contact. The proposed 52-credit Master's Program provides additional instructor contact in the areas of experimental analysis and personnel management. Within this program of study is an embedded course sequence required for licensure as a Board Certified Behavior Analyst. Students will have the option of either a full time 52-credit, 1 year program of study for the Master's degree only or a full time 104 credit, 2 year program of study with an internship year that provides the opportunity for supervision towards licensure. As a major goal of the program is to train researcher-practitioners who are facile with the consumption, critical analysis and creation of knowledge to inform the development and dissemination of evidence-based practice, students will also be required to complete a thesis or equivalent masters project (30 hours/3 credits).

What is the relationship between upper-division courses and the lower-division curriculum? For example, are fundamental principles introduced in the lower division and then applied to increasingly complex problems at the upper-division? This vertical architecture is common in the sciences, but is by no means universal. In the humanities, a more horizontal structure is often appropriate. For example, students might read and analyze literature at each level (100-400), but do so with increasing sophistication and the capacity to draw on a widening array of literary forms and ideas.
Fundamental principles of behavior analysis are introduced in the first three courses offered in the Master's Degree pertaining to Philosophy, Conceptual Analysis, and Basic Principles. These courses are interlinked and foundational in building knowledge to be applied in the remainder of the curriculum. The upper division courses are advanced in the technical language, conceptual analysis of learning and human behavior, and the use of experimental design to examine the effects of behavior change procedures.

Are there specific course-to-course prerequisites that help students extend or link ideas or are the intellectual connections among courses in your major more general?
The first course SPED 570 Principles of ABA is essential for all students to access the content in the subsequent courses.

SPED 670 Philosophy of ABA; SPED 671 Experimental Research in ABA are essential foundational courses to not only obtain basic knowledge of principles and practices, but to design research as a practitioner-researcher that is technically and conceptually sound as well as philosophically aligned with the field of behavior analysis.

SPED 571 ABA Assessment and SPED 572 Behv Change Group Settings are prerequisites to courses in intervention methods (i.e., SPED 573 Behavior Change Procedures I; SPED 576 Behavior Change Procedures II).

SPED 573 Behavior Change Procedures I is a prerequisite for SPED 576 Behavior Change Procedures II
SPED 671 Experimental Research in ABA is a prerequisite for SPED 672 Experimental Research in ABA Lab

Generally, the courses listed in the first quarter of the program are prerequisites for the courses listed in the second quarter and so on. Should students have the need to take courses in a different order or in a part time fashion, the program coordinator and advisor will work with the student to map out a program that allows for flexibility while ensuring prerequisite courses precede more advanced courses.

Are there tracks or concentrations within the credential? If so, do these start from a common core or are they differentiated from the beginning?
There are no tracks or concentrations within the credential due to the confinement of the accreditation and licensure standards; however, in conjunction with faculty advisor areas of expertise, students will be able to select specialization areas and populations for their supervised applied behavior analysis practice. In addition, students will be able to select a specialization area for their Master's project or thesis which will use single-case research design and analysis.

Course of Study

Course of Study

See attached "ABA Proposed Curriculum"

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

courses required for the Master's Program with mapping of where the 95 learning outcomes are covered and assessed.

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

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

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

Explain the methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.
 Each student, with the assistance of their advisor, will quarterly complete/update a personal assessment of their knowledge, skills, and confidence regarding the The 95-item Task List (Learning Outcomes). Program faculty will provide evaluation of the quality and scope of the student's

completion of these task items and track their progress and growth throughout the program. Master's students will be approved for beginning their supervised research project in ABA when all 95-items on the task list have been approved as completed successfully or in progress. Additionally, broad learning outcome items have been selected according to the self-study standards checklist of the ABAI requirements for accreditation to provide a global evaluation process for the program's curriculum and outcomes (see attachment "ABA Proposed Curriculum"). Although other program and process outcomes will be tracked, this chart only includes those assessment items related to the assessment of learning outcomes. Outcomes will be assessed on an annual basis by a team of program faculty and students and the findings of the annual self-study evaluation of the program, curriculum, and learning outcomes will be used to revise the program accordingly. In accordance with accreditation standards, the results of the annual program self-study will be posted publicly for relevant stakeholder consumption. Table 2 summarizes program learning outcomes as mandated by the ABAI certification board and the method of assessment.

Accreditation

Is or will the program be accredited?
Yes

Name the accrediting body or professional society that has established standards in the area in which the program lies:
ABAI

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

If the program does not or cannot meet those standards, the proposal should identify the areas in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to fully accredited.
N/A the program has not yet been reviewed for accreditation.

Need for this Credential

What is the anticipated fall term headcount over each of the next five years?

Fall Term Headcount = number of students with major declared in Fall term.

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

What are the expected degrees/certificates over the next five years.

Number of Degrees:

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

How did you arrive at the above estimates? Please provide evidence. (e.g. surveys, focus groups, documented requests, occupational/ employment statistics and forecasts, etc.)
These numbers were generated as part of the initial application to the university for the support from the University of Oregon's Provost's office as part of the initiative to design on-line instruction and fully asynchronous on-line degree programs. There is a cost sharing agreement that is outlined in this application and these are the enrollment numbers needed to generate sufficient income to cover the costs of the program. Additionally, these numbers are supported by the June 2019 HANOVER Market Analysis implemented by the Vice Provost's Office.

What are the characteristics of students you expect this program to attract (e.g., resident/out-of-state/international; traditional/nontraditional; full-time/part-time)? Will it appeal to students from particular backgrounds or with specific careers in mind?
We plan to attract a broad spectrum of students to the program given asynchronous delivery. Many students who are already teachers in the field or working as applied behavior analysis therapists may be interested in studying to receive their master's degree and certification as a behavior analyst. This career path will appeal to special educators, psychologists, behavior assistants, educational assistants, and others looking for a career change. There is also the possibility of offering the coursework internationally although certification will not be possible for those students, but they can pursue the master's degree path.

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

1. Applied behavior analysis is a small but rapidly growing field with viability for an online distance formatted program, particularly for working professionals.

2. Positive employment prospects are anticipated for program graduates. The national projected employment growth for relevant occupations held by Board Certified Behavior Analysts (BCBAs) is 16.2% between 2016 and 2026. This is compared to the national average of all Master's programs at 7.4% employment growth.

3. The market for applied behavior analysis degrees is not saturated, particularly in Oregon. There are 7 online applied behavior analysis master's programs nationwide and only two applied behavior analysis programs in Oregon (one is a certification program only).

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

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

Describe the steps that have been taken to ensure that the proposed program(s) does not overlap other existing UO program(s) or compete for the same population of students. [Provide documentation that relevant departments or areas have been informed of the proposal and have voiced no objections.]
The only units with any potential overlap are:
Psychology. Psychology has communicated that they have no intention of developing a program with a focus in behavior analysis. (see due diligence)

School Psychology. A sister program in the Special Education and Clinical Sciences Department. The Special Education and School Psychology Programs have a long history of collaboration. School Psychology students can concurrently complete a Master's Degree in Special Education, and Special Education graduate students are welcomed in the School Psychology courses. While many School Psychologists also obtain licensure as a Board Certified Behavior Analyst, it can be difficult to fit the required coursework and practica within the doctoral coursework for the School Psychology degree; however, students have successfully done this in recent years.

Four courses offered in the proposed Master's in Applied Behavior Analysis overlap partially in content and approach to those courses offered in School Psychology, Special Education, Counseling Psychology and Prevention Science and in the College of Education (via EDUC course offering):

1. SPSY 671 Behavioral Assessment, 4 credits overlaps partially content with SPED 571 ABA Assessment, 3 credits.
2. SPSY 663 Professional Ethics and 3. HCPSY 612 Professional Ethics overlap partially with SPED 574 Ethics in Applied Behavior Analysis, 4 credits.
4. EDUC 650 Single-Subject Research Methods 1, 3 credits overlaps with SPED 575 Single-Case Research, 5 credits
5. SPED 4/536 Advanced Behavior and Classroom Management, 3 credits overlaps partially with the content of SPED 572 Behv Change Group Settings, 3 credits

1. This course is not currently offered online, the credit hours differ based on accreditation and licensure needs, and are offered at different levels (5XX versus 6XX level). In our Department discussions regarding the proposed program, we agreed that students might be able to waive a face to face requirement for one of the above courses if the overlap was estimated by the instructor of record to be of similar content and coverage.

2. and 3. These two Courses in Ethics do overlap with the SPED in the use of decision making frameworks, but the contexts of the working professionals and the code of ethics differ considerably as do the types of interventions (for HCPSY). Neither the SPSY nor the HCPSY courses in ethics cover the code of ethics and professional practice of applied behavior analysis.

4. For the EDUC 650 Single-Subject Research Methods Course, faculty discussed the possibility of the online version replacing the face to face version, which would necessitate changing the credits for the EDUC requirement and/or splitting the online course into two sections (one for the Master's in Applied Behavior Analysis students and one section for other students) to allow for differential credits.

5. An obvious potential replacement would be to offer SPED 4/536 online for all students, but enrollment in this face to face course tends to be high for this course due to enrollment by special education minor students. Additionally, OUR course has more emphasis on functional behavior assessment and functional analysis of challenging behavior and the development and evaluation of individualized, intensive classroom interventions whereas the Special Education course currently focuses more broadly on multi-tiered systems of support with less emphasis at the tertiary level of intensive interventions due to the students' future profession as classroom teachers rather than consulting specialists. The Special Education Program will further explore this option as courses are developed.

List any existing program(s) that are complemented or enhanced by the new major.

Program(s)
Special Education, general Master's program

Program Integration and Collaboration

Are there closely-related programs in other Oregon public or private universities?
Yes

List similar programs and indicate how the proposal complements them. Identify the potential for new collaboration.
Oregon Institute of Technology and Portland State University are the only two state institutions that offer relevant programs (both online), and Portland State University's program is a certification rather than a full master's degree. Given high demand and low saturation, University of Oregon will likely find the market viable, especially for a program that is available online. The proposed program would be the first graduate program accredited by ABAI in the Pacific Northwest and is part of strategic planning for our college to remain viable at the graduate level while responding to changing undergraduate licensure demands in the state. We do not see potential for collaboration at this time.

If applicable, explain why collaborating with institutions with existing similar programs would not take place.
Each Master's in Applied Behavior Analysis and Licensure Coursework Sequence have individualized how the task list and content areas are covered as well as the number of instructor hours required for each content area. Although guided by the accreditation standards, the differences between these programs and our proposed program do not allow for easy collaboration while maintaining the structure for each program necessary for licensure. However, given the Portland U of O campus, a collaboration with Portland State University might be an attractive future avenue for both programs, but the Portland State University program is a relatively recent program development and does not offer a Master's degree option.

Describe the potential for impact on other institution's programs.
There are not likely to be impacts on the other institution's programs due to the high need for Board Certified Behavior Analysts. The market is not saturated nationally nor in Oregon.

List any additional faculty who will have a role in this this program, indicating those who will have leadership and/or coordinating roles. For each individual, indicate status with respect to tenure track (TT or NTT), rank, and full-time or part-time.

Faculty Name	Faculty Classification and Rank	FTE	Role
New Hire	Career NTT, Instructional, Sr. Instructor 1	1.0	Coordinator
New Hire	Career NTT, Instructional, Sr. Instructor 1	.375	Faculty
Wendy Machalicek	TT – Associate	.1	Faculty

Describe how students will be advised in the new program.
Each student will be assigned a TTF or NTTF advisor upon admission to the program. Additionally, when the student is enrolled in supervised experiences, the student will be assigned to a small supervision group of students for additional group supervision. Students will meet with their major advisor at least once quarterly to review program progress, to co-create the student's program plan, assist in identifying research opportunities, and to discuss issues related to professional practice and future employment. Students struggling with course content will meet with their advisor and instructors to build individualized support plans, detailing areas of strength, needs, and additional supports.

What other additional staff are needed to support this program?
One 0.50 FTE Classified Staff position within the College of Education.
Three level two Graduate Employees with Master's Degrees in Applied Behavior Analysis or related field and current licensure as Board Certified Behavior Analyst to assist in teaching courses (allowable for licensure courses per accreditation bodies) and supervising students' supervised experiences.

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

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

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

Journal of Organizational Behavior Management - Access available from 2006 to 2016, however when I tried looking at articles after 2016, I was still able to see full text. I can follow up on this. (https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/r3itvj/CP71186199500001451)

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

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

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

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

Financial Sustainability

What financial resources are needed to support this proposal? Identify the resources currently available as part of existing UO programs or reallocations within existing budgets. Are additional resources needed?

The COE's partnership with Carol Gering UO's Online organization provides the college with the operational and financial support the COE has often struggled with internally. UO Online provides dedicated operational and marketing support inclusive of instructional technologist and designers, online education and online teaching integration, with copyright expertise along with additional marketing and finance resources. The COE expenditures inclusive of curriculum development has been strategically forecast using average COE salaries, inclusive of faculty and GE workloads prepared by Wendy Machalicek and Lillian Duran. A portion of the initial develop funding will come from UO Online with this program being primarily self-supported through direct tuition funding. The COE has both general and non-general funds available during the initial start-up years. The COE will not be reallocating funds from existing COE programs to this ABA offering. The COE will receive a healthy percentage of the online master's tuition, starting at 50% and increasing to 70% by the third cohort. UO Online retains the other portion of tuition, paying for technical and marketing support inclusive of start-up services.

The COE ABA program forecast a conservative and building cohort, starting with a cohort of 15 growing to 25 by the third cohort. Local and national need for BCBA is growing exponentially particularly in Oregon given recent legislation mandating treatment coverage. This on-line program is well positioned comparatively to other Oregon universities too. The program offers a competitive solution to an unmet need for a research-intensive master's degree in Applied Behavior Analysis along with eligibility to sit for the BCBA licensure exam. Taking into consideration all of the aforementioned support along with a viable market we anticipate this program will be positive cash flowing in year three of this ABA offering.

Describe your plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program.

This online program only necessitates the maintenance of College of Education offices for the program faculty.

Must courses be taken for a letter grade and/or passed with a minimum grade to count toward the proposed major? If so, please list the courses and the requirements of each. Although there is variation in detail, UO majors typically require that most of the courses be taken for a letter grade (not "pass/no pass") and that the grade be C- or better.

All courses must be passed with a grade of a B or better to count towards the Master's degree.

How much course overlap will be allowed to count toward both the major and some other credential a student might be earning (a minor, certificate, or another major)? If there are specific credentials with overlap limits, please list those and the limits.

There are no overlap limits.

Does your proposal call for new courses, or conversion of experimental courses into permanent courses? If so, please list courses in the text box below and indicate when they will be submitted to UOCC for approval:

These courses are concurrently being submitted to the UOCC for approval. Courses include:

SPED 570 Prin App Behv Analysis

SPED 670 Phil App Behv Analysis
SPED 671 Exp Rsrch in ABA
SPED 571 ABA Assessment
SPED 572 Behavior Change Group Settings

SPED 573 Behv Change Proc I
SPED 574 Ethics in ABA
SPED 575 Sngl Case Rsrc Design
SPED 672 Exp Rsrc ABA Lab
SPED 673 Superv Prac in ABA
SPED 576 Behv Change Proc II
SPED 577 Personnel Mgmt
SPED 674 Supv Rsrch Proj ABA(Masters Research Report or Thesis)

Will admission to the program be limited?
Yes

Maximum enrollment:
50 students total

Will students be required to apply for entry to this program?
Yes

What are the conditions for admission?
Students are admitted to start summer or fall term only. Prospective applicants may find detailed admission policies and procedures on the UO special education website. The closing date for receipt of completed applications is posted on the website for entry the following summer and fall terms.

Applicants are evaluated on the following:

1. Academic record

2. Related research and work experiences

4. Statement of purpose in seeking admission

5. Letters of recommendation

6. Interview—in-person, telephone, or video—with a member of the program faculty

Only completed applications are reviewed. Applicants must gather the requested supporting materials and submit them as indicated on the application portal. All students complete a capstone project as part of their graduate training.

Please describe admission procedures (Will Appear in Catalog)
Students are admitted to start summer or fall term only. Prospective applicants may find detailed admission policies and procedures on the UO special education website. The closing date for receipt of completed applications is posted on the website for entry the following summer and fall terms.

Applicants are evaluated on the following:

1. Academic record

2. Related research and work experiences

4. Statement of purpose in seeking admission

5. Letters of recommendation

6. Interview—in-person, telephone, or video—with a member of the program faculty

Only completed applications are reviewed. Applicants must gather the requested supporting materials and submit them as indicated on the application portal. All students complete a capstone project as part of their graduate training.