APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted to UCCC Mail Stop 9702 (281 Garner Hall), Phone: 325-9410.

College: Education

Department: CHEF

Contact Person: Rebecca Spencer

Mail Stop: 9727

E-mail: rs2417@msstate.edu

Nature of Change: Addition

Date Initiated: 2/12/2024

Current Degree Program Name: N/A
Current Major: N/A
Current Concentration(s): N/A
Current Campus(es): N/A

New Degree Program Name: B.S. in Applied Behavior Analysis

Effective Date: 8/1/2025
Semester: Fall **Year**: 2025

Proposed Major: Applied Behavior Analysis
Proposed Concentration(s): N/A
Proposed Campus(es): Starkville (Campus 1) and Distance (Campus 5)

Summary of Proposed Changes:

This proposal is for the Bachelor of Science in Applied Behavior Analysis (ABA). Building upon the success of our existing Applied Behavior Analysis minor, this is driven by the need to meet the accreditation standards set forth by the Association for Behavior Analysis International (ABAI). This degree proposal will include the addition of 12 new courses, including ABA 4103, ABA 4113, ABA 4223, ABA 4303, ABA 4443, ABA 4493, ABA 4603, ABA 4663, ABA 4703, ABA 4773, ABA 4893, and ABA 4903. The introduction of an ABA major is not only essential for accreditation eligibility, but also for catering to the growing demand for behavioral service providers in our state, which currently faces a shortage in this critical field. This program aims to address the pressing need for well-trained professionals by offering a specialized curriculum that aligns with the rigorous standards set by ABAI. By expanding our academic offerings to include a Bachelor's of Science degree in Applied Behavior Analysis, we provide undergraduate students with a dedicated pathway to acquire in-depth knowledge and practical skills essential for success in this field. Moreover, the program positions students to pursue certification as a Board Certified Assistant Behavior Analyst (BCaBA) and licensure as a Licensed Behavior Analyst Assistant (LBAa) in the state of Mississippi, thus enhancing their professional credentials and opening doors to diverse career opportunities in the behavioral health and education sectors. The creation of an ABA major not only aligns with accreditation requirements but also serves as a strategic response to the regional workforce shortage of behavioral service providers. This initiative reinforces our commitment to academic excellence and addresses the practical needs of our community by equipping students with the expertise needed to make meaningful contributions in the field of Applied Behavior Analysis.

Approved:

Date:

Daniel Gadke, Ph.D.

Digitally signed by Daniel Gadke, Ph.D.
Date: 2024.03.14 09:21:50 -05'00'

Department Head

Director of Academic Quality — 3/6/2024

Chair, College or School Curriculum Committee — 4/9/2024

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

NEW DEGREE OUTLINE FORM

PROPOSED New Degree

Degree: Bachelor of Science (B.S.)
Major: Applied Behavior Analysis (ABA)
Concentration: N/A

The applied behavior analysis (ABA) program at Mississippi State University (MSU) is designed to provide education, training, and experience to students with the goal of preparing them for practice in real-world settings. Our faculty members are equipped with extensive clinical experiences in the field of behavior analysis and have exceptional teaching, supervision, and research skills. Faculty in the ABA program share the goal of preparing students to become behavior analysts who provide high quality, evidence-based services to a wide range of ages, populations, and functioning levels in order to make socially significant changes in the lives of others. Students will be encouraged to work with each core faculty member to facilitate skill development in a number of areas. The faculty members also serve as important role models in the students' development into professionals in the field of ABA. Faculty members expect students to work diligently to acquire the skills and knowledge necessary to be a successful behavior analyst. Thus, students are viewed as "works-in-progress" within a developmental approach to skill and knowledge acquisition.

The coursework for the undergraduate major meets the requirements per the Association of Behavior Analysis International (ABAI) to be eligible for accreditation. The courses also meet the coursework requirements towards certification as a Board Certified Assistant Behavior Analyst (BCaBA).

Proposed Curriculum Outline	Required Hours
English (General Education): EN 1103 English Composition I or **EN 1104 Expanded English Composition I** EN 1113 English Composition II or EN 1173 Accelerated Composition II	**6**
Quantitative Reasoning (General Education): 1 General Education Quantitative Reasoning course	**3**
Creative Discovery (General Education): 1 General Education Creative Discovery course	**3**
Humanities (General Education): 2 General Education Humanities courses	**6**
Social Sciences (General Education): SO 1003 Intro to Sociology 1 General Education Social Science course	**6**
Natural Sciences (General Education): 2 General Education Natural Sciences courses (at least one (1) needs to be a laboratory-based course)	**6**
Subtotal	**30**
Major Core Courses: ABA 4103 ABA for Behavior Technicians ABA 4113 Principles of ABA ABA 4223 Applications of ABA ABA 4303 ABA in Education ABA 4443 Basics of Single Subject Design ABA 4493 Behavioral Assessment	**54** (*48 upper-level)*

ABA 4603 Ethics in ABA ABA 4663 Organizational Behavior Management ABA 4703 Theory and Philosophy of ABA ABA 4773 Advanced Topics in ABA ABA 4893 (6 hours) Supervised Experiential Learning in ABA ABA 4903 Undergraduate Capstone in ABA PSY 1013 General Psychology PSY 3343 Psychology of Learning EDX 3213 Individual Instruction Exceptional Child EPY 2513 Human Growth and Development EPY 4513 Educational Research	
Additional Required Courses: Writing (3 hours) • EPY 3513 Behavioral Science Writing* Communication (3 hours) – Choose ONE: • CO 1003 Fundamentals of Public Speaking** • CO 1013 Intro to Communication** Human/Cultural Diversity (9 hours) – Choose THREE: • AAS 1063 Introduction to African American Studies • GR 2013 Cultural Geography • AN 2203 Racial Minorities • AN 3113 Societies of the World • COE 4743 Gender Issues in Counseling • REL 3213 World Religions I • SO 1103 Contemporary Social Prob • SO 2203 Racial Minorities Humanities (6 hours) • Any upper-level Humanities courses Electives (15 hours) • Any upper-level English Literature course (3 hours) • Any upper-level History course (3 hours) • Additional upper-level electives as approved by advisor (9 hours)	**36** (24+ *upper-level)*
Subtotal	**90**
Total Hours	**120**

*meets Junior/Senior level writing course requirement
**meets public speaking course requirement

LEARNING OUTCOMES AND ASSESSMENT

Learning Outcome 1: Students will demonstrate and apply foundational knowledge of the concepts and principles of Applied Behavior Analysis.

Assessment Procedure A
Students in ABA 4113 Principles of Applied Behavior Analysis will complete a mid-term and final examination for the course that evaluates the students' ability to identify and explain the concepts and principles of applied behavior analysis.

Target: 80% of the students will achieve an overall score of 70% or higher.

Assessment Procedure B
Students in ABA 4903 Undergraduate Capstone in Applied Behavior Analysis will complete a capstone project, covering all major aspects of their program of study.

Target: 80% of the students will score 70% or higher on the capstone project. The aim of the project is to bridge theory and practice and to facilitate student in developing a portfolio of artifacts that students can use in their professional careers. Faculty will design the project to align with the licensure exam for the profession.

Learning Outcome 2: Students will master the skills necessary to conduct and interpret a variety of behavior assessments.

Assessment Procedure A
Students in ABA 4493 Behavioral Assessment will complete a series of 4 different assignments that make up an Assessment Project that will require them to apply their knowledge of the processes and procedures involved in effective behavioral assessment based on presenting referral concerns.

Target: 80% of the students will achieve an overall score of 70% or higher (an overall score for the project will be calculated by averaging the scores of each component of the project together).

Assessment Procedure B
From the capstone project, students will be assessed on domain F – Behavior Assessment from the BCaBA 6th edition Test Content Outline to determine mastery of skills necessary to implement and interpret a variety of behavior assessments through their selection and explanation of relevant artifacts.

Target: 80% of students will score 70% or higher on domain F of the capstone project.

Learning Outcome 3: Students will be proficient in implementing a variety of behavior-change procedures.

Assessment Procedure A
Students in ABA 4223 Applications of Applied Behavior Analysis will complete a multiple component project that requires them to use and apply knowledge of behavior-change procedures to develop treatment protocols for 3 different presenting referral concerns and use information provided to make applied decisions similar to those they may experience in the field.

Target: 80% of the students will achieve an overall score of 70% or higher (an overall score for the project will be calculated by averaging the scores of each component of the project together).

Assessment Procedure B
From the capstone project, students will be assessed on domain G – Behavior-Change Procedures from the BCaBA 6th edition Test Content Outline to determine mastery of skills necessary to implement a variety of behavior-change procedures through their selection and explanation of relevant artifacts.

Target: 80% of students will score 70% or higher on domain G of the capstone project.

Assessment Procedure C
Students in ABA 4893 Supervised Experiential Learning in Applied Behavior Analysis will be evaluated on their clinical skills through the use of a final semester clinical skills evaluation form that will be completed by their primary field-based supervisor. Skills are evaluated across the following areas: Behavior Assessment, Behavior-Change Procedures, Data Interpretation, Supervision, and Consultation.

Target: 80% of students will receive ratings on their evaluations that indicate that their overall clinical performance is commiserate with their current level of training within the program.

LETTERS OF SUPPORT

Applied Behavior Analysis Program Faculty
Psychology Department Head
Teacher Education and Leadership Department Head

PROPOSED ABBREVIATION

APBA

CIP NUMBER

42.2814

COURSE DESCRIPTIONS
(Appendix A)

ABA 4103 ABA for Behavior Technicians

Three hours lecture. The basics of behavior analysis, focusing on measurement, assessment, skill acquisition, behavior reduction, documentation, and professional conduct as it pertains to behavior technicians. (Same as EPY 4103)

ABA 4113 Principles of ABA

Three hours lecture. The study of basic concepts and principles of behavior analysis. Although the school setting may be discussed, emphasis is on these topics as they are applied in a non-school setting. (Same as EPY 4113)

ABA 4223 Applications of ABA

(Prerequisites: ABA 4103 or ABA 4113) Three hours lecture. Practical application of concepts and principles related to educational and applied behavior analysis, implementation, and analysis of intervention procedures. (Same as EPY 4223)

ABA 4303 ABA in Education

(Prerequisites: ABA 4103 or ABA 4113 or permission of instructor) Three hours lecture. The study of basic concepts and principles of behavior analysis and how they can be applied in classrooms and utilized in educational settings.

ABA 4443 Basics of Single Subject Design

(Prerequisites: ABA 4103 or ABA 4113) Three hours lecture. An examination of single-subject research designs, their associated research methods including data and use for intervention. (Same as EPY 4443)

ABA 4493 Behavioral Assessment

(Prerequisites: ABA 4103 or ABA 4113) Three hours lecture. Theory and practice of behavioral assessment will be emphasized, including identification of presenting concerns, selection of assessment techniques, and interpretation of data. (Same as EPY 4493)

ABA 4603 Ethics in ABA

(Prerequisites: ABA 4103 or ABA 4113) Three hours lecture. Foundations of practice, roles and functions, professional issues, and standards with emphasis on legal and ethical means in behavior analysis. (Same as EPY 4603)

ABA 4663 Organizational Behavior Management

(Prerequisites: ABA 4103 or ABA 4113 or permission of instructor) Three hours lecture. This course seeks to understand, explain, and improve human behavior in organizations through learning about Organizational Behavior Management's history, assessment, data collection and analyzation, and approaches to practice.

ABA 4703 Theory and Philosophy of ABA

(Prerequisites: ABA 4103, ABA 4113, and Junior standing) Three hours lecture. To develop competence in the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and interpretation of behavior in terms of the concepts and principles of behavior analysis.

ABA 4773 Advanced Topics in ABA

(Prerequisites: ABA 4103, ABA 4113, and Junior standing) Three hours lecture. An examination of professional trends and considerations in contemporary behavior analysis, with a focus on diversity and multi-culturalism, practicing across settings and populations, and the evolution of the field.

ABA 4893 Supervised Experiential Learning in ABA

(Prerequisites: Junior standing and permission of course instructor; ABA majors and minors only) Applied supervised behavior analysis experiences in clinical, educational, and related settings utilizing behavior analytic principles and techniques to address socially significant behaviors for a variety of individuals.

ABA 4903 Undergraduate Capstone in ABA

(Prerequisites: Senior standing and permission of course instructor; ABA majors only) Three hours lecture. An individualized professional project course aiming to prepare students to demonstrate proficiency in domains relevant to becoming a Board Certified Assistant Behavior Analyst by bridging theory and practice.

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF EDUCATION
Department of Counseling, Higher Education
Leadership, Educational Psychology, and Foundations

P.O. Box 9729
175 Presidents Circle
Mississippi State, MS 39762

P. 662.325.3426
F. 662.325.3263
www.chef.msstate.edu

February 15, 2024

TO: Box Council and UCCC Committee Members

FROM: Rebecca Spencer

RE: Support of Applied Behavior Analysis major for Bachelor of Science degree

This letter of support is offered by the Applied Behavior Analysis program faculty for the proposed creation of an undergraduate Bachelor of Science degree in Applied Behavior Analysis to be offered on campuses 1 and 5.

As indicated by the signatures below, a majority of the Applied Behavior Analysis program faculty have approved the proposal as written for submission to the Box Council and the UCCC.

Hallie Smith Digitally signed by Hallie Smith Date: 2024.02.15 12:02:46 -06'00'

Hallie Smith, Ph.D.

Hailey Spinks Digitally signed by Hailey Spinks Date: 2024.02.15 12:43:38 -06'00'

Hailey Spinks, Ph.D.

Jordan Spencer Digitally signed by Jordan Spencer Date: 2024.02.15 13:44:25 -06'00'

Jordan Spencer, Ph.D.

Rebecca Spencer Digitally signed by Rebecca Spencer Date: 2024.02.15 15:19:12 -06'00'

Rebecca Spencer, M.A.

Stephanie Mattson Digitally signed by Stephanie Mattson Date: 2024.02.15 14:53:52 -06'00'

Stephanie Mattson, Ph.D.

Meredith Staggers Digitally signed by Meredith Staggers Date: 2024.02.15 14:58:51 -06'00'

Meredith Staggers, Ph.D.

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF EDUCATION
Department of Teacher Education and Leadership
P.O. Box 9705
175 President Circle
Allen Hall, Room 310
Mississippi State, MS 39762
P. 662.325.3747
F. 662.325.7857

March 11, 2024

To: Box Council and UCCC Committee Members

This letter of support is to express support of the Department of Teacher Education and Leadership for the inclusion of the following course as part of the Bachelor of Science – Applied Behavior Analysis program.

- EDX 3213 Individual Instruction Exceptional Child

If you have any questions, please feel free to contact me.

Sincerely,

Janice Nicholson

Dr. Janice Nicholson, Department Head

Teacher Education and Leadership

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES
Department of Psychology

P.O. Box 6161
110 Magruder Hall
Mississippi State, MS 39762

P. 662.325.3202
F. 662.325.7212
www.psychology.msstate.edu

March 11, 2024

To: Box Council and UCCC Committee Members

This letter of support is to express support of the Psychology department for the inclusion of the following courses as part of the Bachelor of Science – Applied Behavior Analysis program.

- PSY 1013 General Psychology
- PSY 3343 Psychology of Learning

If you have any questions, please feel free to contact me.

Sincerely,

Mitchell E. Berman, Ph.D.
Professor and Department Head

Email: mberman@psychology.msstate.edu
Telephone: 662.325.3666

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

Institution:	Mississippi State University
Date of anticipated implementation:	July 2025
Program title as it will appear on Academic Program Inventory, Diploma, and Transcript:	Applied Behavior Analysis
Name of degree(s) to be awarded:	Bachelor of Science in Applied Behavior Analysis
Six-digit CIP code:	42.2814
Total credit-hour requirement to earn the degree:	120
Responsible academic unit:	College of Education; Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations
Institutional contact:	Daniel Gadke; Department Head
Phone:	662-325-3312
Email:	dgadke@colled.msstate.edu
SACSCOC Substantive Change:	☒ Program proposed **IS NOT** a substantive change. ☐ Program proposed **IS** a substantive change.
Incremental, five-year cost of implementation:	$2,166,280; based on $433,256 of salary per year
Incremental, five-year per student cost of implementation:	$12,378
Potential five-year, new revenue:	$ 6,761,200
Potential new, five-year revenue per student:	$54,089.60
Will it attract new students to the university?	☒ Yes ☐ No
List any institutions within the State offering similar programs:	There are no other BS in Applied Behavior Analysis degrees currently offered in the state of Mississippi.

Number of students expected to enroll in first 5 years:		Number of students expected to graduate in first 5 years:	
Year 1	75	Year 1	25
Year 2	25	Year 2	25
Year 3	25	Year 3	25
Year 4	25	Year 4	25
Year 5	25	Year 5	25
Total	175	Total	125

Program summary (include second majors completed, if applicable):

The applied behavior analysis (ABA) program at Mississippi State University (MSU) is designed to provide education, training, and experience to students with the goal of preparing them for practice in real-world settings. Our faculty members are equipped with extensive clinical experiences in the field of behavior analysis and have exceptional teaching, supervision, and research skills. Faculty in the ABA program share the goal of preparing students to become behavior analysts who provide high quality, evidence-based services to a wide range of ages, populations, and functioning levels in order to make socially significant changes in the lives of others. Students will be encouraged to work with each core faculty member to facilitate skill development in a number of areas. The faculty members also serve as important role models in the students' development into professionals in the field of ABA. Faculty members expect students to work diligently to acquire the skills and knowledge necessary to be a successful behavior analyst.

Thus, students are viewed as "works-in-progress" within a developmental approach to skill and knowledge acquisition.

The audit of recently approved academic programs ensures that the program outcomes are congruent with the Board-approved proposal. Please, respond to the questions on the following pages to aid the institution and IHL staff in making recommendations to the IHL Board of Trustees.

_____
Chief Academic Officer Signature – Date

_____
Institutional Executive Officer Signature – Date

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

New Academic Degree Program Questions:

1	Describe how the degree program will be administered including the name and title of person(s) who will be responsible for curriculum development and ongoing program review.

The BS in Applied Behavior Analysis (ABA) is built out of the success of our minor in ABA. As of Spring 2023, after 2 years, the minor has 76 students in it and has already had 27 students graduated with it. Currently, the ABA minor leads to licensure in the state of Mississippi as a Licensed assistant Behavior Analyst (LaBA) and a Board-Certified assistant Behavior Analyst (BCaBA). The Applied Behavior Analysis International (ABAI) and Behavior Analysis Certification Board (BACB), which govern this professional pathway have announced that all course work must transition to standalone degree paths with full accreditation by 2032. Existing pathways must demonstrate capacity to transition by 2027.

The standalone degree will operate similar to how the minor currently operates. The program will now exist as a standalone Bachelor of Science in Applied Behavior Analysis. This will remain in the College of Education, under the leadership of the same Dean and Associate Dean. It will remain in the same department as the minor, Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations. The Applied Behavior Analysis area already has six fulltime faculty dedicated to it. These same faculty will continue to serve the newly proposed major. The minor area coordinator will transition to serve as the program area coordinator. This team will maintain responsibility for development and ongoing review.

2	Describe the educational objectives of the degree program including the specific objectives of any concentrations, emphases, options, specializations, tracks, etc.

1. Students will demonstrate and apply foundational knowledge of the concepts and principals of applied behavior analysis.
2. Students will master the skills necessary to conduct and interpret a variety of behavior assessments.
3. Students will be proficient in implementing a variety of behavior change procedures

3	Describe any special admission requirements for the degree program including any articulation agreements that have been negotiated or planned.

N/A

4	Describe the professional accreditation that will be sought for this degree program. If a SACSCOC visit for substantive change will be necessary, please note.

Initially, there will be no accreditation necessary for the degree. However, by 2032 the program will need to be accredited by the Association for Behavior Analysis International (https://accreditation.abainternational.org/about.aspx).

There will not be a SACSCOC visit necessary for this, and it is not a substantive change.

5	Describe the curriculum for this degree program including the recommended course of study (appending course descriptions for all courses) and any special requirements such as clinical, field experience, community service, internships, practicum, a thesis, etc.

The entire proposed curriculum outline is below. The descriptions for the each of the individual ABA courses can be found after the curriculum.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

Proposed Curriculum Outline	Required Hours
English (General Education): EN 1103 English Composition I or **EN 1104 Expanded English Composition I** EN 1113 English Composition II or EN 1173 Accelerated Composition II	**6**
Quantitative Reasoning (General Education): 1 General Education Quantitative Reasoning course	**3**
Creative Discovery (General Education): 1 General Education Creative Discovery course	**3**
Humanities (General Education): 2 General Education Humanities courses	**6**
Social Sciences (General Education): SO 1003 Intro to Sociology 1 General Education Social Science course	**6**
Natural Sciences (General Education): 2 General Education Natural Sciences courses (at least one (1) needs to be a laboratory-based course)	**6**
Subtotal	**30**
Major Core Courses: ABA 4103 ABA for Behavior Technicians ABA 4113 Principles of ABA ABA 4223 Applications of ABA ABA 4303 ABA in Education ABA 4443 Basics of Single Subject Design ABA 4493 Behavioral Assessment ABA 4603 Ethics in ABA ABA 4663 Organizational Behavior Management ABA 4703 Theory and Philosophy of ABA ABA 4773 Advanced Topics in ABA ABA 4893 (6 hours) Supervised Experiential Learning in ABA ABA 4903 Undergraduate Capstone in ABA PSY 1013 General Psychology PSY 3343 Psychology of Learning EDX 3213 Individual Instruction Exceptional Child EPY 2513 Human Growth and Development EPY 4513 Educational Research	**54 (***48 upper-level)*
Additional Required Courses: <u>Writing (3 hours)</u> • EPY 3513 Behavioral Science Writing* <u>Communication (3 hours) – Choose ONE:</u> • CO 1003 Fundamentals of Public Speaking** • CO 1013 Intro to Communication** <u>Human/Cultural Diversity (9 hours) – Choose THREE:</u> • AAS 1063 Introduction to African American Studies • GR 2013 Cultural Geography • AN 2203 Racial Minorities • AN 3113 Societies of the World • COE 4743 Gender Issues in Counseling • REL 3213 World Religions I • SO 1103 Contemporary Social Prob • SO 2203 Racial Minorities <u>Humanities (6 hours)</u> • Any upper-level Humanities courses <u>Electives (15 hours)</u> • Any upper-level English Literature course (3 hours) • Any upper-level History course (3 hours) • Additional upper-level electives as approved by advisor (9 hours)	**36** (24+ *upper-level)*
Subtotal	**90**
Total Hours	**120**

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

ABA COURSE DESCRIPTIONS

ABA 4103: ABA for Behavior Technicians: Three hours lecture. The basics of behavior analysis, focusing on measurement, assessment, skill acquisition, behavior reduction, documentation, and professional conduct as it pertains to behavior technicians. (Same as EPY 4103)

ABA 4113: Principles of ABA: Three hours lecture. The study of basic concepts and principles of behavior analysis. Although the school setting may be discussed, emphasis is on these topics as they are applied in a non-school setting. (Same as EPY 4113)

ABA 4223: Applications of ABA: (Prerequisites: ABA 4103 or ABA 4113) Three hours lecture. Practical application of concepts and principles related to educational and applied behavior analysis, implementation, and analysis of intervention procedures. (Same as EPY 4223)

ABA 4303: ABA in Education: (Prerequisites: ABA 4103 or ABA 4113 or permission of instructor) Three hours lecture. The study of basic concepts and principles of behavior analysis and how they can be applied in classrooms and utilized in educational settings.

ABA 4443: Basics of Single Subject Design: (Prerequisites: ABA 4103 or ABA 4113) Three hours lecture. An examination of single-subject research designs, their associated research methods including data and use for intervention. (Same as EPY 4443)

ABA 4493: Behavioral Assessment: (Prerequisites: ABA 4103 or ABA 4113) Three hours lecture. Theory and practice of behavioral assessment will be emphasized, including identification of presenting concerns, selection of assessment techniques, and interpretation of data. (Same as EPY 4493)

ABA 4603: Ethics in ABA: (Prerequisites: ABA 4103 or ABA 4113) Three hours lecture. Foundations of practice, roles and functions, professional issues, and standards with emphasis on legal and ethical means in behavior analysis. (Same as EPY 4603)

ABA 4663: Organizational Behavior Management: (Prerequisites: ABA 4103 or ABA 4113 or permission of instructor) Three hours lecture. This course seeks to understand, explain, and improve human behavior in organizations through learning about Organizational Behavior Management's history, assessment, data collection and analyzation, and approaches to practice.

ABA 4703: Theory and Philosophy of ABA: (Prerequisites: ABA 4103, ABA 4113, and Junior standing) Three hours lecture. To develop competence in the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and interpretation of behavior in terms of the concepts and principles of behavior analysis.

ABA 4773: Advanced Topics in ABA: (Prerequisites: ABA 4103, ABA 4113, and Junior standing) Three hours lecture. An examination of professional trends and considerations in contemporary behavior analysis, with a focus on diversity and multi-culturalism, practicing across settings and populations, and the evolution of the field.

ABA 4893: Supervised Experiential Learning in ABA: (Prerequisites: Junior standing and permission of course instructor; ABA majors and minors only) Applied supervised behavior analysis experiences in clinical, educational, and related settings utilizing behavior analytic principles and techniques to address socially significant behaviors for a variety of individuals.

ABA 4903: Undergraduate Capstone in ABA: (Prerequisites: Senior standing and permission of course instructor; ABA majors only) Three hours lecture. An individualized professional project course aiming to prepare students to demonstrate proficiency in domains relevant to becoming a Board Certified Assistant Behavior Analyst by bridging theory and practice.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
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6	Describe the faculty who will deliver this degree program including the members' names, ranks, disciplines, current workloads, and specific courses they will teach within the program. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added.

Dr. Hallie Smith, BCBA-D, Assistant Professor, 4 years with ABA program (3/2 teaching load)
Dr. Hailey Sprinks, BCBA-D, Assistant Clinical Professor, 3 years with ABA program (4/4 teaching load)
Dr. Stephanie Mattson, BCBA-D, Assistant Professor, 2 years with ABA program (3/2 teaching load)
Dr. Meme Staggers, BCBA-D, Assistant Professor, 1 year with ABA program (3/2 teaching load)
Dr. Jordan Spencer, BCBA, Assistant Teaching Professor, 3 years with ABA program (4/4 teaching load)
Ms. Rebecca Spencer, BCBA, Assistant Professor of Practice, 3 years with ABA program (4/4 teaching load)

Each of the faculty have advanced degree is Applied Behavior Analysis and have been approved by the Applied Behavior Analysis Association International to be faculty in the program area. The tenure track faculty each teach a 2/3 or 3/2 course load across the fall and spring, in addition to summer course offerings. The non-tenure track faculty each teach a 4/4 course load across the fall and spring, in addition to summer course offerings. Each of these faculty will continue their involvement in the degree program.

To supplement the core faculty, professionals in the field of applied behavior analysis with relevant backgrounds and degrees will serve as lecturers for courses. It will not be necessary to add new faculty to maintain the program.

7	Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?

The Mitchell Memorial library has access to all relevant and necessary holdings to meet the standards of the program. This includes access to the Journal of Applied Behavior Analysis, the Journal of Experimental Behavior Analysis, Behavioral Interventions, Behavior Analysis in Practice, etc., all considered to be the staple scholarly outlets in the field.

8	Describe the procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.

The program will complete an institutional effectiveness reporting each semester. There have been no concerns with admission or retention rates over the last 5 years and no anticipation of concerns in the next 5 years.

9	What is the specific basis for determining the number of graduates expected in the first five years?

The curriculum has existed for several years as a minor. The number of graduates is a general estimate based on the last 3 years of students enrolled in the minor.

10	Using expected enrollment, provide the total anticipated budget for the program including implementation and 4 subsequent years (total of 5 years) of operation; any anticipated direct, indirect, and incremental costs necessary to start the program; anticipated, incremental annual revenue based on student enrollment; and other sources of funding. Please explain what has been included in the costs and revenues.

Start-Up Costs: one-time costs associated with offering this program

Direct, Incremental Costs: additional annual costs to the university as a result of offering this program

Incremental Revenue: additional annual revenue assuming that this program will bring in new students paying full tuition

Non-Tuition Revenue: external funds, grants, contracts or other revenues attributable to the addition of this program

Differential: all revenues minus all costs

Year	Incoming Students	Total Enrollment	Start-Up Costs	A Additional Annual Costs	B Additional Annual Revenue	C Non-Tuition Revenue	(B+C)-A Differential
2025-26	75	75	$0.00	$433,256	$750,000	$0.00	$316,744
2026-27	25	100	$0.00	$433,256	$1,000,000	$0.00	$566.744
2027-28	25	125	$0.00	$433,256	$1,250,000	$0.00	$816,744
2028-29	25	150	$0.00	$433,256	$1,500,000	$0.00	$1,066,744
2029-30	25	150	$0.00	$433,256	$1,500,000	$0.00	$1,066,744
TOTAL	175	175	$0.00	$2,166,280	$6,000,000	$0.00	$3,833,720

Program Demand: Select one or both of the following to address student demand:

11 The current minor has had approximately 100 students come through it in the last 3 years, with 74 current students. In fall 2021 (our first year) we have 2 students in the minor, fall 2022, 21 students in the minor, fall 2023, 74 students in the minor. This does not include the 26 who graduate out of the minor.

☐ Survey of Student Interest

Number of surveys administered: N/A
Number of completed surveys returned: N/A
Percentage of students interested in program: N/A

Include a brief statement that provides additional information to explain the survey.
N/A

☒ Market Analysis or Evidence of Labor Market Need

The demand for professionals in the field of behavior analysis has experienced one of the highest increases across all fields of employment over the last decade. According to the US Employment Demand for Behavior Analysts (https://www.bacb.com/wp-content/uploads/2023/01/Lightcast2024_240221-2-a.pdf), as of 2023 there were 65,366 job posting for BCBAs and 6,268 job posting for BCaBA. Mississippi had approximately 80 posting that were included at that time, which impressive, given legislation for the practice of behavior analysis only rolled out in 2016 in our state. ABA is subdomain of psychology, which according to the occupational handbook has a job growth outlook of 6% (faster than average) between now and 2032.

12 Employment Opportunities for Graduates (state, region, nation):

As noted above, employment opportunities for graduates in the field of ABA is vast across the country. Notably, Behavior Analysis is one of the fastest growing job markets in the entire country, growing 14% from 2022 to 2023. This is largely due to legislative initiatives over the last 15 years creating space for the licensure and practice of behavior analysts to meet the growing need to support individuals with disabilities (e.g., autism) in and out of the school settings. In 2015, Mississippi became the 44th state to pass legislation, creating a governing body for the profession and related insurance laws. Mississippi State University has been on the front end of support and delivering a meaningful workforce to fill this space ever since, with our graduate degree in

ABA and our undergraduate minor in ABA. In approximately 5 years' time since the board was formed, there are already over 200 licensed professionals in the field of behavior analysis in our state and that number continues to grow as opportunities for employment outpace workforce development in our state (and across the country). At least 20 individual clinics (and counting) have opened or starting offering ABA services across the state. Currently, a large number of the professionals joining this space are already our Mississippi State University graduates. The accreditation demands requiring ABA programs across the country to manifest as standalone degrees is a huge step forward in the profession, but we must position ourselves to respond to continue to be on the forefront of the workforce in our own state. Fortunately, we already have a track record, faculty, and students.

The latest data for Mississippi has graduates with a Bachelor of Science in Applied Behavior Analysis earning on average $56,000/year with a range from $46,000 to $90,000.